



Catlin Gabel

forming bold learners

Handbook
2014-15

How-To Information
Academic Overview
A Few Rules
Nuts and Bolts

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.

Table of Contents

School Communications 3
Newsletters, getting in touch with teachers, website, conferences, feedback

The Community..... 6
Volunteering, diversity, sustainability, the campus, charitable giving, gifts

Academic Questions..... 9
Curriculum, experiential learning, teacher assignments, homework, evaluation, teaching and learning center, student records, college counseling, technology

Special Student Activities 14
Special occasions, outdoor and summer program, athletics, student organizations

Student Behavior..... 16
Integrity, dress, drugs and alcohol, the Internet, electronic devices

Books, Supplies, and Personal Belongings 20
Money, personal effects, laptops, lost and found

Health and Safety..... 21
Emergency care, illness at school, immunizations, insurance

Nuts and Bolts 24
Absences, admission, reenrollment, leaves of absence

Before- and After-School Supervision 27

Transportation 28
Traffic flow, parking, student vehicles, TriMet, field trips

You Are Invited 30
2014-15 events

School Associations 32
Board of trustees, alumni, parent faculty association

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 5 p.m. After hours, you will reach a recorded message that includes a prompt to ring you through 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. Most teachers are working with students during the day and cannot return calls or reply to email until breaks in their schedules.

Messages for Students

Telephone messages for students are delivered directly to them.

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. Setting up an account on the school's website is easy. Once registered, you can access classroom projects, blogs, directory listings, volunteer sign-ups, a carpool map, and more.

The school recommends bookmarking or making 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 the list 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 posts newsletters on the website, and families are notified when new editions are available online. The *Beginning School Buzz*, *Lower School Crier*, *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 three times 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.

The alumni office produces an e-newsletter that comes out about every six weeks to inform community members about campus activities, student achievements, alumni events and news, and happenings at the school.

Back-to-School Nights and Parent Conferences

Back-to-School Nights in early fall give parents at each division the opportunity to meet teachers and receive an overview of the program for 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.

Each division of the school schedules parent-teacher conferences as part of the formal system of evaluation. 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 respectful and affirming of our diverse community.

Making Decisions

Catlin Gabel is a collaborative community. The school head, division heads, department heads, and trustees have leadership responsibilities that are often shared with student, parent, and faculty-staff committees and advisors. The school employs four decision-making models: consensus, consultative, delegation, and directive. Many decisions are made through consensus, where people have the opportunity to speak, listen, and influence each other until everyone involved supports a decision. Often decisions are made through a consultative process, where input, ideas, and opinions are solicited before a leader makes a final decision. Decisions employing either of these two models may involve faculty-staff, students, parents, alumni, and other community members. In the delegate model of decision-making, the leader hands off a decision to others with articulated guidelines. Occasionally, the leader issues directives without input from the group.

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, 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. Meeting information is included in the monthly *All-School News* and posted on the website, or provided by email network 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 Inclusivity

Catlin Gabel is committed to community-wide diversity and inclusivity. Our community's diversity spans racial, religious, national, ethnic, socio-economic, 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 inclusivity training, and countless opportunities are extended to students to increase their competence and engagement. Last year, we completed a 360-degree community Assessment of Inclusivity and Multiculturalism to help inform schoolwide goals.

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 members
- Teaching with cultural competence

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, 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.

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 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.

Charitable Gifts to the School

Catlin Gabel is a nonprofit organization that funds its program with tuition and gifts. Every gift regardless of the amount is an expression of confidence in the school's mission and community. Like all independent schools, Catlin Gabel's tuition does not cover the full annual cost of educating our students. To offset the 15 percent gap, the school depends on support from our parents, alumni, grandparents, parents of alumni, faculty-staff, friends, and foundations to make gifts to the school through the Catlin Gabel Fund. Parent support is critical to reaching our fundraising goals and maintaining the quality of the academic program. A high level of parent participation (the percentage of parents who give) strengthens the school's application to foundations and enhances our reputation when third-party surveys measure and rank schools across the country.

In addition to raising essential operating support, the school conducts special campaigns for new programs, financial aid, endowment support, and new buildings. Catlin Gabel is concluding a \$20 million campaign: the Campaign for Arts & Minds, whose initiatives include a center for creative arts for the Upper and Middle Schools, and building our endowment for programs, teachers, and scholarships. All gifts to Catlin Gabel are tax-deductible. The school's tax identification number is 93-0386804. For more information about gifts to the school, please email or call the development office at gifts@catlin.edu or 503-297-1894 ext. 310, 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

Giving personal gifts to teachers and coaches invites misinterpretation, favoritism, and inequity. To avoid these unhappy situations, the Parent Faculty Association encourages families who wish to express their appreciation to a teacher or coach to do so with small, inexpensive tokens such as a note, a card, or a child's drawing. For those who would like to do more, the PFA suggests families 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.

Our curriculum addresses academics and students' social and intellectual development, 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 happens in the classrooms, on special days, and on trips off campus. Experiential projects, in addition to reinforcing what is taught in the classrooms and providing a variety of new and different experiences, help link the classroom with the world. Experiential learning days are a core part of the program. All students are expected to participate. Additional fees are required for some experiential program activities. 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: Kindergarten students choose four out of six possible day-long investigations offered by teachers. Working in small groups, each day is a fresh experience full of wonder about a new topic of inquiry. Examples include sound, flight, plant growth, animals, chemistry experiments, and creating a play.

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.

Middle School Breakaway: Breakaway is an annual four-day period when students join faculty leaders in small, cross-grade groups for a special activity. Recent Breakaway offerings include white-water rafting, creative writing, marine biology, mountain hiking, movie making, and studio art.

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 beginning in kindergarten, reinforcing classroom study with firsthand experience. 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. Messages 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 School and Middle 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 special permission slips and 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 camping 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.

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 ultimate 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 they build 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 through an online calendar 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.

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 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 with the 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 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. Parents, teachers, or students may initiate contact with the learning center. Parents are encouraged to contact the learning specialist in their child's division if they have any questions or concerns regarding their children.

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 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.

Student Records

Education records are maintained for every student. The records include narrative comments, test scores, registration information, 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 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 digital cameras, camcorders, and word processing. In the Lower School, students are introduced to keyboarding, word processing, and online research skills, and create curriculum-based digital projects. In the Middle and Upper Schools, students use online course websites, desktop and laptop software applications, smart boards, and on-demand multimedia offerings. The Upper School offers computer science and media arts classes that use technology tools.

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. The student body president presides over Upper School assemblies.

Birthday Parties and Special Occasions

Younger children like to celebrate birthdays. Each 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 mail or telephone. 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 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, 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 popular programs 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.

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 main vehicles for student involvement 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 high school students. Each organization is run by a group of students who are elected to leadership positions. They work closely with the student activities director and a faculty advisor.

Student Behavior

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

Students are expected to behave with respect for self and others, safety, integrity, inclusiveness, and a sense of community. 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, on the Internet or in person.

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.

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 composed committee of students and faculty members, discusses who review serious violations of the community's standards of behavior. This committee makes recommendations for appropriate disciplinary action to the Upper School head responses 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.

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.

Respect and Acceptance

Students are expected to treat others with respect for their individuality both in person and online. Physical harassment, name-calling or other verbal abuses, bullying, harassing, or exploitive sexual behavior are unacceptable and will not be tolerated.

Theft and Vandalism

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

Drugs and Alcohol

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 in order 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.

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.

Smoking and Tobacco

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

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 take place, including notifying the police if warranted.

Computers and the Internet

Catlin Gabel does not employ system-wide Internet filtering. Students are expected to make responsible choices. Teachers and librarians clearly communicate expectations and feel it is important for students to take responsibility for making thoughtful choices and exercise common sense when using school computers. All students must abide by the school's digital citizenship policy, which explains appropriate use of the network, laptops, and school computers. All general school expectations concerning student behavior apply to use of the network and Internet both on and off campus.

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 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 electronic technology. The school's commitment to mutual respect extends to online interactions and social networks. Online bullying, harassment, threats, and attempts to intimidate or belittle are not tolerated.

The school's digital citizenship policy provides additional details about user responsibilities with respect to copyright compliance, accessing the school's network, email behavior, Internet safety, and more.

Cell Phones

Catlin Gabel encourages students to actively engage with each other and their teachers socially and academically. 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. 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](#) are posted on the website. Visiting athletes are expected to respect the standards established by Catlin Gabel.

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, and 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.

Laptops

Upper School families are required to purchase student laptops through Catlin Gabel at an educational discount. Families in other divisions are also encouraged to take advantage of this laptop purchase program. 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: 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

All parents must complete or update an emergency procedures authorization listing family doctors, parents' work phone numbers, people designated as alternates for parents, and a short health history. This authorization allows the school to act for you in case of emergency as you direct. Please notify us promptly of changes in phone numbers, your child's health, or particular medications and medical requirements. 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 issued to families during the spring and are available on the website. These are to be completed by the parents and the examining doctor and turned in before the first day of school or 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, and in the physical education office, 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 will be informed of current conditions through the website and the AlertNow calling system that sends telephone and email messages.

Drills

We routinely conduct fire drills, earthquake drills, lock-in drills, and lockout 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
- Lock-in 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
- IT 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 or who have had a fever within the past 24 hours should not be sent to school. Parents should call 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 call 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.

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 students must be checked-in and checked-out when they arrive and leave school. Each child receives an ID card that allows for convenient scanning in and out.

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 post the information on our website, update the school's telephone message, and notify local radio and television stations before 6:45 a.m. We do not notify the media when school runs on a normal schedule. 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. The media will be informed.

Under circumstances requiring early dismissal, parents will need to arrange for emergency mid-day 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.

If the school has three or more unplanned closures during the school year, three make-up days 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. Parents of juniors and seniors are required to sign a release form that grants permission for their child to drive or be driven by other students during lunch outings. Any parents objecting to their child leaving for lunch should discuss their concern or prohibitions with the child. The school is not responsible for any students while they are off campus at any time during the school day, unless they are participating in a school-sponsored event.

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 student must provide a note from a parent or guardian if he or she 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 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 collaborations.

Admission

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

Children and grandchildren of alumni, children of faculty and staff, siblings of current Catlin Gabel students, and children of color receive special consideration during the admission process. However, special consideration does not guarantee admission for any student. All students admitted to Catlin Gabel are required to meet the standards for admission.

The admission section of the website outlines deadline information for early applications, regular application deadlines, and scholarship applications. All admission decisions are released in early March.

Reenrollment

Reenrollment letters will be emailed to current families of students in good standing in January. You 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 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 percent tuition deposit to be applied to tuition for the following year. If a student is approved for a single-semester program, families are expected to pay the equivalent of 70 percent of the total annual tuition. 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.

Beginning School Extended Day runs from 1:30 to 3 p.m.

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 calling the scheduling voice mail box at ext. 666 or the Lower School administrative assistant. 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 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

All students driving cars to school must obtain parking permits online. Between 7 a.m. and 4 p.m. on school days, students are required to park on the 7th or 8th floor of St. Vincent Hospital's employee garage adjacent to the school. Student drivers who carpool may apply to the Catlin Gabel Student Association for permission to park in the carpool bay in the main parking lot. Students are expected to drive responsibly; those who violate the parking regulations or operate their cars in a reckless manner will lose the privilege of bringing cars to school.

Alternative Transportation

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

Carpools

The zip code map, available in the Parent section of the website, can help you locate other Catlin Gabel families in your area. We are also members of the Carpool to School program, which is a website that facilitates carpools. Please be sure each student in the carpool understands the carpool's who, when, and where to avoid confusion. If there is any change from normal procedure, please notify the division office by telephone.

Catlin Gabel Bus Service

The school offers bus service to neighborhoods identified in a parent survey. Both the website and an email sent home in the summer to families 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. The school posts an announcement on the website as early as the decision is made. If bus routes are canceled in the morning, they are also canceled for the afternoon regardless of weather conditions.

Catlin Gabel bus service is suspended during the week of Wonder Week, Experiential Days, Breakaway, and Winterim.

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 events. Catlin Gabel vehicles and drivers are in compliance 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 transport students on field trips. Catlin Gabel-sanctioned drivers who 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. 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: 2014-15 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

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

Cheer on the mighty Eagles at this great family evening. Students young and old, parents, alumni families, faculty-staff, and friends gather under the lights to watch great soccer and celebrate school spirit.

Alumni Homecoming 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. 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.

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 the Spring Festival sponsored by the Parent Faculty Association. The day's events include the Beehive parade, the first grade's maypole dance and other musical performances, a sampling of edibles, and hands-on art activities and music. The sales of some food and other items benefit student activities such as prom. Spring Festival is a day of relaxation and fun for the whole family. According to school lore, the sun always shines on this special day.

Tuition on the Track Walkathon

Students and teachers from all four divisions pound the track at this event for one generous reason: to raise money for financial aid. This student-driven initiative is shepherded by leaders in the senior class. 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* and alumni e-newsletter.

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 such ad hoc committees as they direct. See the online directory for trustee contact information or the About section of the website for trustee bios.

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 by-laws 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.