

2009-2010

# Chapin School

## PARENT HANDBOOK



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**MAIN OFFICE..... 609-924-2449**

*Headmaster ..... Richard Johnson*

*Headmaster's Assistant ..... Dee Burrell*

*Head of Lower School ..... Carol Kinney*

*Head of Upper School ..... Carole Moore*

**BUSINESS OFFICE ..... 609-924-2644**

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*Accounts Receivable Assistant..... Patty Holmes*

*Accounts Payable Assistant ..... Michele Staub*

*Director of Communication..... Ruth Currie*

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& SECONDARY SCHOOL PLACEMENT**

*Director of Admission ..... Barbara Pasteris*

*Assistant Director of Admission..... Jeffrey Barnosky*

*Admission Assistant, Transportation.....Karen Hepburn*

**REGISTRAR..... 609-986-1703**

*Registrar/Database Administrator ..... Liz Blasco*

**NURSE ..... 609-924-4839**

..... Patricia Stabler

**DEVELOPMENT ..... 609-924-9251**

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*Assistant Director of Development ..... Sharon Gomberg*

*Development Information Systems ..... Cathy Martzloff*

**COUNSELING ..... 609-986-1707**

*School Counselor ..... Maura Coughlin*

**GALLERY AT CHAPIN ..... 609-924-7206**

*Gallery Manager ..... Sharon Gomberg*

*Gallery Curator ..... Dallas Piotrowski*

**TECHNOLOGY**

*Director of Technology..... Mark Lederer*

**BUILDING & GROUNDS STAFF**

*Director of Building & Grounds..... Michael DelAversano*

*Maintenance Mechanic ..... David Mazzella*

**ATHLETICS ..... Charles Fuller**

*Facilities Staff ..... James DeBlois*

*Facilities Staff.....Donald Quick*

**PARENTS' ASSOCIATION ..... see p. 34-36**

*President ..... Laurel Cecila*

*Store Manager ..... Karen Bennett*

# WELCOME

*Dear Parents,*

*Chapin's Parent Handbook is designed to provide you with an overview of the school's programs, policies, and procedures. We hope that it will be a valuable source of information throughout the year.*

*As we begin another school year, it is important that we all understand that there are certain responsibilities and expectations that will help your child to have a good year at Chapin. The school certainly has significant responsibilities in the educational process. You have the right to expect that all of us at Chapin will do our best to:*

- *provide a top-notch educational program for your child.*
- *provide a warm, caring environment in which to learn and grow.*
- *treat your child as an individual.*
- *provide numerous opportunities for success and the growth of confidence.*
- *provide for the health, welfare, and safety of all students.*
- *communicate regularly with parents.*

*Parents also have significant responsibilities in the educational process. Those of us who teach at Chapin have the right to expect that you as parents will do your best to:*

## **BE INFORMED**

- *Ask questions, read mailings, attend meetings, and make a genuine effort to learn about Chapin and its programs.*
- *Seek to understand the school's Mission and Philosophy.*
- *Call your child's teacher, advisor, or Division Head if questions arise.*

## **INVOLVE YOURSELF IN THE LIFE OF THE SCHOOL**

- *Get involved in your child's education.*
- *Give time as you are able to volunteer on a Parents' Association committee or at a special event.*
- *Attend Back-to-School Night, athletic events, drama productions, concerts, and other school events.*

## **INVOLVE YOURSELF IN THE LIFE OF YOUR CHILD**

- *Talk with your child regularly about school, friends, etc.*
- *Listen, truly listen, to your child.*
- *Spend time with your child, show interest in his or her life and activities.*

## **BE SUPPORTIVE OF CHAPIN'S EFFORTS TO EDUCATE YOUR CHILD**

- *Ensure that your child has sufficient scheduled time and quiet surroundings for home study.*
- *Inform your child's teacher of significant changes in behavioral patterns or in attitude affecting school performance.*
- *See that your child attends school on time every day unless he or she is sick.*
- *Maintain regular school attendance by scheduling family trips only during school holidays.*
- *Be supportive of your child's teachers and positive about the school.*

*We all look forward to working with you and your child this year.*

Richard D. Johnson  
Headmaster

*Children develop character  
by what they see, what they hear,  
and by what they are repeatedly led to do.*

**JAMES STENSON**

Note: New or updated text in this handbook is shown underlined for easy identification.

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# 2009-2010 SCHOOL CALENDAR

## August

31 Monday Pre-Kindergarten Orientation, 10:30 a.m.

## September

2 Wednesday Kindergarten Orientation, 10:30 a.m.  
8 Tuesday Parent Orientations (Grades 5-8 9 a.m., Grades 1-4 10:30 a.m.)  
9 Wednesday **Classes Begin**  
Parents' Association Welcome Back Coffee, 8:10 a.m.  
11 Friday Parents' Association monthly meeting, 8:10 a.m.  
Parents' Association Back-to-School Family Barbecue, 5:30 - 8 p.m.  
14 Monday Upper School Back-to-School Night, Grades 5 - 8, 7 p.m.  
16 Wednesday The Gallery at Chapin Reception, 5 - 7 p.m.  
21 Monday Lower School Back-to-School Night, PK-4, 7 a.m.  
28 Monday **No School - Yom Kippur**

## October

2 Friday Parents' Association monthly meeting, 8:10 a.m.  
7 Wednesday The Gallery At Chapin Reception, 5 - 7 p.m.  
12 Monday **No School - Columbus Day**  
21-23 Wed. - Fri. Upper School Parent-Teacher Conferences, Grades 5 - 8  
Wed., 10/21 - Conferences begin after 1:40 p.m. dismissal  
Thurs., 10/22 - No Upper School Classes. Regular Classes for Grades PK - 4  
Fri., 10/23 - No Upper School Classes. Regular Classes for Grades PK - 4  
21 Wednesday Admission Open House, 9 a.m.  
24 Saturday Parents' Association "Halloween Happening," 5 - 7 p.m.

## November

2 Monday Parents' Association monthly meeting, 7:30 p.m.  
2-6 Mon. - Fri. Parents' Association Book Fair  
4-6 Wed. - Fri. Lower School Parent-Teacher Conferences, Grades Pre-K-4  
Wed., 11/4 - Conferences begin after 1:40 p.m. dismissal  
Thurs., 11/5 - No Lower School Classes. Regular Classes for Grades 5-8  
Fri., 11/6 - No Lower School Classes. Regular Classes for Grades 5-8  
8 Sunday Admission Open House, 2 p.m.  
10 Tuesday Commonground Lecture, 7 p.m., Peddie School  
11 Wednesday The Gallery at Chapin Reception, 5 - 7 p.m.  
22 Sunday Alumni Reunion for the Classes of 2006 - 2009, 2 - 4 p.m.  
24 Tuesday End of Upper School Marking Period I  
Dismissal at 12 noon for Thanksgiving Recess.  
No After School Program. (ASP)  
30 Monday **Classes Resume**

## December

11 Friday 8th Grade Play, 7 p.m.  
16 Wednesday Upper School Music Program, 10 a.m.  
18 Friday Lower School Music Program, 11 a.m.  
Dismissal at 12 noon for Winter Recess. No ASP.

## January

4	Monday	<b>Classes Resume</b>
6	Wednesday	The Gallery at Chapin Reception, 5 - 7 p.m.
8	Friday	Parents' Association Monthly Meeting, 8:10 a.m.
18	Monday	<b>No School - Martin Luther King, Jr. Day</b>
26	Tuesday	Admission Open House, 9 a.m.
29	Friday	Lower School First Semester Report Cards Mailed Parents' Association "Ice Scream Bingo Night" (Snow Date Feb. 5th)

## February

3	Wednesday	The Gallery at Chapin Reception, 5 - 7 p.m.
5	Friday	Parents' Association monthly meeting, 8:10 a.m. Upper School Curriculum Fair, 7 p.m.
11	Thursday	End of Upper School Marking Period II Commonground Lecture, 7 p.m., Pennington School
12-15	Fri. - Mon.	<b>No School - Presidents' Weekend</b>
21	Sunday	Admission Open House, 2 p.m.
27	Saturday	Loaves and Fishes Soup Kitchen

## March

1-5	Mon. - Fri.	ERB Testing, Grades 3-7
5	Friday	Parents' Association monthly meeting, 8:10 a.m.
6	Saturday	Chapin Dinner/Auction (Snow Date March 7)
12	Friday	Regular 3:10 p.m. dismissal for Spring Recess. ASP In Session
29	Monday	<b>Classes Resume</b>

## April

2	Friday	<b>No School - Good Friday</b>
7	Wednesday	The Gallery At Chapin Reception, 5 - 7 p.m.
8	Thursday	Commonground Lecture, 7 p.m., Princeton Day School
9	Friday	Parents' Association Monthly Meeting, 8:10 a.m..
24	Saturday	34th Chapin Runathon
28-30	Wed. - Fri.	Lower School Parent-Teacher Conferences, Grades PK-4 Wed., 4/28 - Conferences begin after 1:40 p.m. dismissal Thurs., 4/29 - Lower School evening conferences Fri., 4/30 - No Lower School Classes. Regular classes for Grades 5-8

## May

7	Friday	Parents' Association Monthly Meeting, 8:10 a.m.
14	Friday	Upper School Field Trip Day
25-27	Tues. - Thurs.	Grade 8 Exams
27	Thursday	End of Upper School Marking Period III
28	Friday	Sports Day Dismissal at 1:30 p.m. for Memorial Day Weekend. No ASP.
31	Monday	<b>No School - Memorial Day</b>

## June

1	Tuesday	<b>Classes Resume</b>
3-7	Thurs. - Mon.	End-of-Year Tests and Exams, Grades 5-7, 12:30 noon Dismissal for Upper School
8	Tuesday	Upper School Test/Exam Review Day, 12:30 noon dismissal for Upper School
9	Wednesday	Prize Day/Last Day of School Dismissal at 11:30 a.m. for Summer Vacation. No ASP
10	Thursday	Graduation, 3:30 p.m..

# MISSION AND PHILOSOPHY

## MISSION

*Chapin School is dedicated to the belief that lifelong habits of the mind and heart are formed in the elementary and middle school years. Chapin provides a richly textured education that inspires academic achievement and builds strength of character. Within a diverse, caring and supportive community, we prepare our students to meet the future with skill, confidence, determination and generosity of spirit.*

## PHILOSOPHY

*At Chapin, we believe that students learn best in a supportive, encouraging and diverse community. Chapin shares a commitment to each child's academic, emotional, ethical, creative, physical, and social development. In small classes that promote active learning, dedicated faculty create environments where critical thinking, effective communication, creativity, and curiosity flourish. Encountering challenges that lead to success, students develop a positive sense of self. A strong commitment to Chapin's five virtues (Respect, Responsibility, Honesty, Kindness, and Perseverance) fosters an environment for character development that complements our academic programs.*

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## CHARACTER DEVELOPMENT PROGRAM

Chapin introduced its Character Development Program in the fall of 2001 based on the five virtues of good character considered most important by the school family:

- Respect
- Responsibility
- Honesty
- Kindness
- Perseverance

These virtues are woven into all parts of a student's day at Chapin School and serve as the basis for discussion or disciplinary action as the need arises.

Each year the school's Character Development Committee chooses a new theme to enhance our understanding of how to practice good character in our everyday lives.

Further information about Chapin's Character Development Program can be found on Chapin's website at [www.Chapin-School.org](http://www.Chapin-School.org).

## DIVERSITY INITIATIVE

Chapin's mission and philosophy commit the school to nurturing a diverse community. In January 2008 Chapin began a Diversity Initiative to ensure that the school's culture, curriculum and general practices do indeed reflect a respect and appreciation for diversity. A committee of trustees, parents, faculty and administrators was formed to guide the process. During the 2008-2009 school year, the committee worked on a Diversity Statement, developed a survey and held focus groups for parents, faculty, staff and Upper School students to assess their attitudes toward diversity.

During the 2009 - 2010 school year the committee will build upon the information received in the survey and focus groups. The committee continues to address areas such as hiring practices, training and the transition to Chapin for new parents and students of color.

# ORGANIZATION OF THE SCHOOL

Established in 1931, Chapin School was incorporated in 1951, and all parents and legal guardians who are signatories to a child's Enrollment Contract are members of the corporation. The members of the corporation hold an Annual Meeting in May to elect members of the Board of Trustees and officers of the Parents' Association.

## **BOARD OF TRUSTEES**

The Board of Trustees is the primary governing body of the school. It functions according to By-Laws established in 1951 and most recently revised in 2007. The Board is composed of 18 members, eight of whom must be parents of current students at the time of their election. The Board is responsible for the establishment of policy, the appointment of the Headmaster, and the preservation of the school's mission, finances, facilities, and programs.

The Headmaster and the President of the Parents' Association are members, ex officio, of the Board of Trustees.

## **ADMINISTRATION**

The Headmaster is appointed by the Board of Trustees and is responsible for the daily operation of the school and the implementation of the mission and policies established by the Trustees. The administration of the school is organized as follows: Headmaster; Assistant Head of School; Head of Lower School (grades Pre-K through four); Head of Upper School (grades five through eight); Director of Finance; Director of Development; and Director of Communications. If you have questions or concerns, please feel free to contact any of these administrators.

## **PARENTS' ASSOCIATION**

The Parents' Association was established in 1962 and operates under By-Laws approved by the Board of Trustees. The Association has over the years supported Chapin in various ways such as: supporting school athletic teams, hosting family-oriented events, and providing hospitality at school functions.

In addition, the Parents' Association annually sponsors a number of fund raising activities. The Parents' Association's fund raising activities are separate from, although complementary to, the Annual Fund and the school's other institutional advancement programs.

Parents' Association meetings and event dates are listed in the Parents' Association section of this Directory. For more information, please contact any of the officers or class parents whose names are listed there.

## **ACCREDITATION**

Chapin is accredited by the Middle States Association of Colleges and Schools and the New Jersey Association of Independent Schools. The school is a member of the National Association of Independent Schools and the Association of Delaware Valley Independent Schools.

*We can't expect our children  
to listen to our advice  
and ignore our example.*

**ANONYMOUS**

## PARENTS & INDEPENDENT SCHOOLS

The following statement on Parents and Independent Schools was written by the Association of Independent Maryland Schools and is used with permission. The statement has been adopted by the New Jersey Association of Independent Schools (NJ AIS) of which Chapin is a member.

*Working together, parents and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based upon civility, honesty, and respect.*

*In practice, the greatest impediment to effective teamwork between independent schools and parents grows out of misunderstandings about school decision-making processes: Who makes decisions in independent schools? How are those decisions made? Independent schools must communicate their procedures to parents, who, in turn, share the important responsibility to become informed members of the school community.*

### **Parents And The Board of Trustees**

*In most independent schools, decision-making authority at the highest level resides in a volunteer Board of Trustees whose membership often includes current parents. The Board of Trustees does not intervene in the daily affairs of the school, such as curriculum development and the hiring, evaluating, or firing of faculty and staff. Instead, the Board focuses on three areas critical to the success of any independent school: it selects, evaluates, and supports the Head of School, to whom it delegates authority to manage the school; it develops broad institutional policies that guide the Head in running the school; and it is accountable for the financial well-being of the school. In the conduct of its official business, the Board acts only as a whole; individual Trustees, including the Board Chair, have no authority to act unless specifically authorized to do so by the Board acting as a whole.*

■ *NJ AIS encourages parents who are interested in high-level decision making to stay informed about the work of the Board of Trustees by reading school publications, talking to the Head of School, and attending appropriate meetings.*

■ *Parents with concerns about the school or with decisions made by the administration or faculty are encouraged to inquire about and follow the school's review process, but they should not expect the Board of Trustees to act as an appeals*

*board. In a day school, trustees often interact with others within the school community and hear concerns about the daily operation of the school. As a matter of good practice, the trustee reports those concerns to the Head of School.*

*Parents play an essential and positive role in the life of an independent school. Not only are parents advocates for their children, they also support the faculty and administration through extensive volunteer activities and events.*

### **Parents And The Faculty & Administration**

*The relationship between parents and the faculty and administration is formally governed by the school's written enrollment contract and handbook, in which procedures are spelled out. When parents choose to enroll their child in an independent school, they agree to subscribe to its missions, follow its rules, and abide by its decisions. However, most teachers and administrators would agree that trust and mutual respect are the most essential underpinnings of effective working relationships with parents.*

■ *NJ AIS encourages parents to work productively with teachers and administrators by staying informed about their child and important events in the life of the school. It is incumbent upon the school to provide parents with timely and pertinent information.*

■ *Parents best support a school climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. Efforts by parents to lobby other parents will be viewed by the school as counterproductive.*

■ *While parents may not agree with every decision by the school, in most cases, the parent and school will find enough common ground to continue a mutually respectful relationship. In the extreme case, however, an impasse may be so severe that the parent cannot remain a constructive member of the community. In such cases, both the parent and the school should consider whether another school would be a better match for the family.*

*To be successful, every independent school needs and expects the cooperation of its parents, who must understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty, and staff. When joined by a common set of beliefs and purposes, the independent school and its parents form a powerful team with far-reaching positive effects on children and the entire school community.*

Chapin School believes that a positive, constructive relationship between the school and a student's parents or guardians is essential to the fulfillment of the school's mission. Therefore, at the sole discretion of the Headmaster, the school reserves the right to terminate a student's Enrollment Contract or to deny re-enrollment if parents or guardians engage in actions or inaction which are detrimental to a constructive, working relationship with the school.

### **ANNUAL FUND**

Chapin's Annual Fund impacts all of the programs and offerings available to the faculty and students at the school each year. As at all independent schools, tuition at Chapin covers only a portion of the cost of educating each student, with the remainder made up by endowment income, other revenue and fundraising.

The Annual Fund is a part of each year's school budget. Every gift is important, as foundations and corporations often look at parent participation when making donation decisions. Leadership gifts are particularly meaningful, providing an opportunity to make a major contribution to the school's strength. The school seeks

donations from alumni, parents of alumni, grandparents, foundations, corporations and other friends of the school, as well as from parents. Each year, these generous, tax-deductible gifts provide unrestricted funds for use where they are needed most.

A strong parent Annual Fund program enables Chapin to retain its excellent faculty, provide the best educational materials, and support athletic and extracurricular programs. The Annual Fund is a crucial part of providing the financial support beyond tuition necessary to sustain the outstanding academic program, caring faculty, small classes and warm sense of community that characterize a Chapin education.

Please contact the Development Office, 609-924-9251, for more information on how to support Chapin. Contributions can be made by cash, check, credit card (online at [www.ChapinSchool.org](http://www.ChapinSchool.org)), or gifts of securities and many companies offer matching gift programs. When a volunteer calls asking for help with the Annual Fund, please be as generous as possible.

*Character cannot be developed in ease and quiet.  
Only through experience of trial and suffering  
can the soul be strengthened, ambition inspired  
and success achieved.*

**HELEN KELLER**

# SCHOOL ATTENDANCE

## SCHOOL HOURS

Monday, Tuesday, Thursday, Friday  
8:00 a.m. to 3:10 p.m.  
Wednesday  
8:00 a.m. to 1:40 p.m.

## ARRIVAL AND DISMISSAL

School begins at 8:00 a.m. each morning. **Students may not arrive earlier than 7:30 a.m.** as supervision is not available before that time.

Students who arrive after 8:00 a.m. are to enter the school through the Front Office and check in with the Receptionist, who maintains attendance records. Similarly, students leaving before regular dismissal must be checked out by an adult from the Front Office.

Student pick-up is from 3:15 to 3:40 p.m. Monday, Tuesday, Thursday, and Friday and from 1:40 to 2:10 p.m. on Wednesday.

### Morning Drop-off

Children should be let out only on the building side of the driveway and as close to the Front Office as possible (see Campus Map, p. 10). Parents who leave their cars must park in the lot, not in the driveway. Parents may bring Pre-K students to the Primary Building at 7:50 a.m. Lower School children enter the building by Cornell Rock. Older students enter either by Cornell Rock or the Martin Plaza entrance by the kiosk.

### Afternoon Pick-up

Students who ride buses exit the school through the doors by Cornell Rock, the area used for morning drop-off. The entire curb line from the kiosk to the primary playground is reserved exclusively for buses during afternoon dismissal.

Car riders exit through the lobby doors onto Martin Plaza by the Upper School. Drivers should stay in their cars along the sidewalk in front of the Upper School, being sure to move up as needed, or they may park in the main lot and walk down for their children. When the curb side pick-up line

has approached the end of the driveway in front of The Cottage, drivers must proceed to the main lot. Cars standing in the entrance way block buses from turning in, back up traffic and create a substantial hazard on Princeton Pike.

Curb side pick-up drivers are to display their student's last name on a windshield visor card, which the school will provide.

Children may be picked up only from the supervised dismissal areas, not from the primary playground or from The Cottage.

All children remaining on campus after regular pick-up time must report to the After School Program (ASP) unless they are under the direct supervision of a faculty member. In addition, students whose rides are more than 15 minutes late picking up at dismissal time from clubs, sports, tutoring, or other after-school activities are also checked into ASP for supervision. In both cases parents will be assessed a fee of \$10 per hour for this after school care.

### Alternate Pick-up Plans

Chapin will not dismiss a student to anyone other than the child's regular adult driver or designated pick-up person. Any changes in the normal routine must be explained in a note to the child's homeroom teacher. When a child is visiting another family after school, we need a note to this effect from both the sending and the receiving families. Children staying after school to watch a sports event or to meet with a teacher are also to bring notes. All such information will be passed on to the dismissal supervisors. Telephone messages regarding dismissal changes should be left with one of the Front Office assistants at 609-924-2449.

Children may not ride buses to which they are not assigned. With written permission, they may ride bicycles or walk to and from school.

## **TARDINESS**

Please see that your child arrives at school on time. Not only is promptness a valuable attribute, it is also important not to hamper your child's learning and not to put your child in the sometimes unsettling situation of having to catch up to everyone else. In 2007, Chapin adopted the following tardy policy:

1. After a child has been tardy for five days, you will receive a letter. We realize that there are occasionally accidents or major traffic snafus that can cause a large number of people to be late, and we will not count these days.

2. If the tardiness continues, you will receive a Letter of Warning that continued enrollment of your child is in jeopardy.

3. If tardiness still continues, your child will not be offered an Enrollment Contract for the following year.

Because classes for students in grades five to eight begin immediately at 8:00 a.m., with no morning homeroom, excessive tardies may affect a student's Effort Grades in first period classes.

## **ABSENCES**

Regular attendance and punctuality are necessary if students are to gain full benefit of their educational opportunities at Chapin.

If a child is absent for any reason, parents are required to call (609-924-2449) or e-mail (KTaylor@ChapinSchool.org) in the Front Office before 9:00 a.m. Parents may copy teachers in their e-mail if they deem necessary.

If a student is absent from school entirely, arrives after noon, or leaves before noon, he or she may not participate in extracurricular activities scheduled after school on that day. This includes team practices, interscholastic games, clubs, dances, etc. An exemption is granted for eighth graders who are absent for secondary school admission visits.

Because Chapin's calendar provides for several long breaks, we ask for your cooperation in planning family trips during our scheduled vacations. Parents are also encouraged to try to arrange for medical and dental appointments outside the school day.

Regardless of the reason for an absence, students are responsible for the material missed. However, a differentiation is made between excused and unexcused absences.

### **Excused Absences**

Absences due to illness, religious observance, family emergency, or secondary school admission visits by 8th grade students are considered excused. After five consecutive days of absence due to illness, please send a doctor's note upon your child's return to Chapin. Teachers will work with students to help them make up work missed due to an excused absence.

### **Unexcused Absences**

When students miss school due to extended family vacations or other reasons that do not fit the categories outlined above, these absences are recorded as unexcused. No assignments will be given in advance for unexcused absences, and, upon the student's return, it is the student's responsibility to make up the work missed. Upper School students must make up their work in a time frame agreed upon with their teachers or no credit for the work will be given.

### **Excessive Absences**

If an Upper School student misses more than eight days in a trimester for any reason, or if a Lower School student misses more than 12 days in a semester for any reason, the student's return for the next trimester or semester will be subject to an Administrative Review. In the Upper School, more than eight individual class period absences in a trimester may lower the student's grade, possibly resulting in failure of the course. Excessive absences over the course of the year may result in the termination of enrollment or the withdrawal of re-enrollment, subject to an Administrative Review.

## **PARKING AND TRAFFIC**

The design of on-campus traffic flow is meant to ensure student safety and convenience for parents. Because both cars and buses use the same area, everyone's cooperation is needed to make the system work most effectively. Parents should share the following information with anyone who regularly drives their children.

**No-Parking Areas**

There is no stopping or standing along the street-side of the driveway or in any area marked with yellow paint. If you are getting out of your car, please park in the main lot, not in the driveway. The parking spaces in front of the Upper School, The Cottage (music building), and McDaniel House (Business Office) are designated for school employees; do not park there, not even "just for a minute."

**Special Events**

For special events, we sometimes use other campus areas for parking. Please obey any temporary signs and the directions of parking personnel. Lawrence Township ordinance prohibits parking along either side of Princeton Pike.

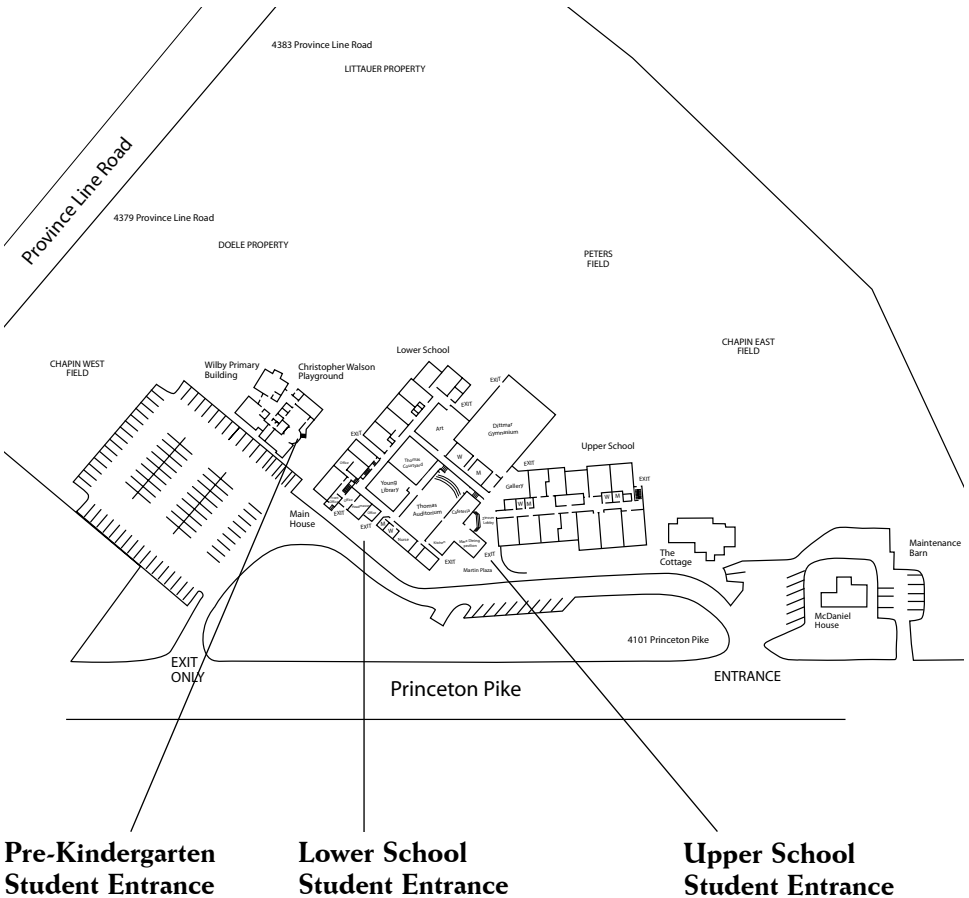
**PUBLIC SCHOOL BUS TRANSPORTATION**

As a first step, an "Application for Private School Transportation" must be completed. This form is available from the Front Office, and it is to be returned to Chapin.

For New Jersey residents, school districts are responsible in most circumstances for transporting pupils to non-public schools. Local school boards may provide bus service or reimbursement to parents required to make their own transportation arrangements.

Parents who move during the school year must submit a new transportation form reflecting their change in address.

**CHAPIN CAMPUS MAP**



# ACADEMIC PROGRAM

## CURRICULUM

The design, development, implementation, and ongoing assessment of Chapin's curriculum are guided by the school's mission and philosophy. The curriculum is designed to provide a broad-based academic and extracurricular program to meet the needs of a diversity of students.

Chapin School is committed to an orderly, systematic process for reviewing the curriculum. To ensure that each discipline of the curriculum is examined in a timely manner, subject areas are grouped as follows:

- 1) Science & Physical Education/Sports;
- 2) Language Arts/English & Library;
- 3) Mathematics & Foreign Language;
- 4) The Arts – Art, Music, Theater;
- 5) Social Studies & Computer.

Each year the Curriculum Committee appoints a subject area committee to undertake a thorough review of one of the five groupings listed above. This analysis occurs over the subsequent January - December time period, and it includes the following elements:

- An evaluation of our current curriculum and materials to assess strengths and weaknesses;
- An examination of the subject's scope and sequence, with special attention to key grade level transition points;
- A review of the most current research in the area;
- An analysis of state and national standards for the discipline, if available; and
- An examination of secondary school readiness requirements needed for Chapin graduates to excel in the subject area.

In evaluating the curriculum in a subject area, the Committee gives special consideration, where applicable, to ensure that the program addresses these important areas:

- Written expression;
- Reading;
- Study skills;
- Integration of technology; and
- Critical thinking and problem solving.

Curriculum Overviews, which provide details on each subject of the curriculum, are published yearly. The overviews can be obtained on the Chapin intranet.

## BACK-TO-SCHOOL NIGHT

Early in the school year Chapin hosts a Back-to-School Night for parents in each division. The focus of this event is the school's academic program. Parents visit their children's classrooms and hear faculty presentations on curriculum, academic expectations, and classroom procedures. Back-to-School Night is an opportunity for parents to view the broad outlines of their child's school experience. Questions pertaining to an individual student's performance are discussed at separately scheduled parent conferences.

## LOWER SCHOOL ACADEMICS

For purposes of academic planning and formal reporting to parents, the Lower School academic year is divided into two semesters. A Parent-Teacher Conference is scheduled in the first semester at the beginning of November. This conference takes place well after the "settling in" period that students might experience, after any standardized testing has been completed, and after academic programs, as well as classroom procedures, have been fully implemented. At this fall conference, parents meet with their child's teachers to discuss academic progress and social development. A Report Card follows at the end of the first semester in January.

A second conference with the child's teachers occurs in April, and a final Report Card is issued in June. The Report Card grading system used for pre-kindergarten through grade four reflects developmental and educational growth and serves as an evaluation of a student's progress within his or her instructional group. More informal communication between teachers and

parents occurs throughout the year with phone calls, notes from teachers, e-mails, etc.

## UPPER SCHOOL ACADEMICS

The academic year for Upper School students is divided into three trimesters. Formal communication between parents and teachers regarding a student's academic progress occurs through scheduled Parent-Teacher Conferences, Interim Comments, and Report Cards.

Upper School Parent-Teacher Conferences are held in mid-October. During this fall conference, Upper School parents have an opportunity to discuss their child's progress. For parents of all fifth and sixth grade students and of those seventh and eighth grade students who are new to Chapin, a roundtable conference with all of a student's academic teachers is scheduled. Parents of returning seventh and eighth grade students meet with their child's academic advisor, who shares progress reports prepared by the academic teachers. Parent-Teacher Conferences during the winter and spring trimesters are scheduled by either teacher or parent request. Informal communication with a student's advisor and teachers is encouraged throughout the year. Parents are advised to address particular academic concerns with the specific subject teacher. More general concerns should be discussed with the child's advisor or with the Head of Upper School.

At the midpoints of the second and third trimesters, advisors e-mail parents an overview of a student's academic and effort status. Formal written Interim Comments may also be mailed to parents. These reports are written for students who are earning academic grades below C, effort grades of 1, or if there has been a significant change from previous trimester's performance. The Upper School grading key appears below.

At the conclusion of each trimester, Report Cards are mailed home. The Report Card reflects an evaluation of a student's progress within his or her instructional group. This growth is measured in terms of achievement, attitude, and effort. Upper School students receive separate academic and effort grades in each major academic subject: English, Mathematics, Science, Social Studies, and Foreign Language (grades six through eight). Effort grades are given in

the special subjects: Art, Computer, Drama, Music, Physical Education, Electives, Spanish (grade five), and Life Studies (grades six through eight). When students are involved in a music or drama class preparing for a presentation, they are expected to participate in the final performance. The performance experience is an important part of the graded curriculum.

Academic Honors are awarded to students in grades six through eight who earn academic grades of B or better and all effort grades of 2 or above. Effort Honors are awarded to students in grades six through eight earning all effort grades of 3. Parents are requested to sign and return the first and second trimester Report Card folders within one week. The individual grade reports are to be kept by parents.

### Upper School Academic Grades:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 & below

### Upper School Effort Grades:

3	Exceeds Expectations
2	Meets Expectations
1	Not Meeting Expectations

Effort grades are based upon punctuality, preparation, participation, conduct, organization, and use of time. An Effort Grade Rubric clearly outlines expectations for each component of the effort grade. Copies of the Effort Grade Rubric are available from Upper School advisors or the Head of Upper School.

## HOMWORK POLICY

Homework is an effective educational activity that can have positive effects on achievement and character development and can serve as a vital link between the school and the family. Homework can:

- Extend learning opportunities;
- Improve student achievement;
- Help develop good study habits and a positive attitude about school;
- Teach self-discipline and responsibility;
- Promote greater parental appreciation and involvement in the educational process.

Homework should have different purposes at different grade levels. For younger children, it should foster positive attitudes, habits, and character traits and reinforce the learning of simple skills introduced in class. For older students, it should facilitate knowledge acquisition in specific subject areas.

Homework is not used to teach complex skills and materials. It will typically focus on skills and materials already learned or on the integration of skills already taught.

Homework is assigned in grades one to eight. Although the actual time required will vary with each student and vary from day to day, the approximate homework time expectations are as follows:

Grade 1: Approximately 10 minutes, plus reading time.

Grade 2: Approximately 20 minutes, plus reading time.

Grade 3: Approximately 30 minutes, plus reading time.

Grade 4: Approximately 40 minutes, plus reading time.

Grade 5: 1 ¼ hours, plus reading time.

Grade 6: 1 ½ hours, plus reading time.

Grade 7: 2 to 2 ½ hours (30 minutes per subject), plus reading time.

Grade 8: 2 to 2 ½ hours (30 minutes per subject), plus reading time.

As the students' schedules vary, the amount of homework will also vary. Long term assignments will require students to develop and exercise pre-planning and time management skills so that daily obligations are not sacrificed when deadlines approach. If your child seems to be having difficulty completing homework or is working too late, please contact the appropriate teacher. The school also expects that time be allotted for independent reading on a daily basis.

In order to develop student responsibility and independence, homework assignments typically should not require parental involvement for completion. Regardless of students' ages, the formal role of parents should be minimal. In Lower School, "home projects," which require the involvement of parents, may be required. These projects should be distinguished from homework which should be completed independently. In Upper School, all projects

and assignments are to be completed solely by the student.

Homework in all grades is the student's responsibility. Therefore, assignments faxed into school or delivered during the school day will not be accepted.

There are some important ways that parents can provide support for the homework process. Parents should:

- create a home environment that facilitates their child's study. This includes setting up a suitable place for homework and clearly supporting the importance of homework;
- provide general oversight of the homework process;
- limit the time spent watching TV, playing video games, and using the computer so that homework comes first;
- plan their child's out-of-school activities so that homework is a priority.

## Homework and Absences

For a brief excused absence, schoolwork will generally not be sent home; Upper School students should check the homework page on the Chapin intranet web site or call classmates for assignments.

For excused absences of longer than three days, every effort will be made to gather homework. Please contact the Assistant to the Division Heads early in the day to ensure ample time to collect the materials. Students are responsible for material missed. Faculty members, however, are not required to make special arrangements to assist students in making up work missed due to unexcused absences.

## GROUPING

Chapin's commitment to maintaining a school community with a diversity of abilities is a hallmark of its mission and philosophy. Chapin seeks to provide a learning community that is enriched by a diversity of students in a way that reflects the world our graduates will find in the future.

Because of Chapin's commitment to students of varying abilities and achievement, the school groups students each year in Mathematics and in Language Arts/English. In grades K through five, students are placed in instructional

groups based on teacher referrals, teacher observations, testing, and an annual "fall rotation," during which students "rotate" among the language arts and math teachers at the beginning of the school year. This rotation offers a range of perspectives to aid in the assessment of students' performance levels. In grades six through eight, students are placed in instructional groups based on teacher referrals, testing, and past academic history.

For students in all grades, instructional groups are reviewed annually and are flexible. If the grade level teachers find that a student's needs can best be met in a different group, then a change is made.

### **STANDARDIZED TESTING**

Standardized tests are given each spring in grades three through seven. These tests are used for measurement of progress, diagnostic purposes, and curricular evaluation. Chapin administers the Educational Records Bureau (ERB) Comprehensive Testing Program (CTP4). This is a rigorous testing program consisting of a Verbal Reasoning Test and verbal-related achievement tests, along with a Quantitative Reasoning Test and math-related achievement tests. The reasoning tests attempt to "tap divergent thinking" and measure areas that are distinct from the achievement tests. All tests are aligned to content standards and include questions that can be linked to higher-order thinking skills. Students scores are normed according to annually updated national, independent school, and suburban school norms.

### **PSYCHOEDUCATIONAL TESTING**

The school reserves the right to require parents to provide psychoeducational testing for their child as a condition of continued enrollment. Furthermore, the complete test results and any related recommendations from the testing professional must be shared with the school as soon as they are obtained. Failure to undertake testing or to share the full results could, at the sole discretion of the Headmaster, result in either termination of the student's Enrollment

Contract or the denial of re-enrollment for the following year.

### **ACADEMIC ACCOMMODATIONS**

Requests for academic accommodations for students with diagnosed and documented learning differences will be reviewed upon receipt of a complete psycho-educational evaluation performed within the previous three years. For students whose accommodations allow for extended time on classroom tests, Chapin grants no more than half again the regularly allotted time, and requests for extended time must be made before the test begins. On standardized tests, such as the CPT4, administered in grades three through seven in March, extended time is permitted only if a current complete psycho-educational report is presented prior to testing.

### **TUTORING**

With Chapin's commitment to small classes, personal attention, and instructional groupings in Language Arts/English and Mathematics, the curriculum is designed to meet the needs of a range of students. There are times, however, when a student needs additional support to be successful in the school's academic program.

Chapin provides supplemental academic support for New Jersey residents through Catapult Learning tutors for those students who are formally classified or in need of services based on teacher recommendation. The school's Learning Specialists are available for consultation and tutoring for all students.

Catapult and the Learning Specialists work with students during the school day, and they maintain close communication with the regular classroom teachers. If a child receives individual tutoring outside of school that has been arranged privately, parents are to notify the student's Division Head, as it is essential that the school is fully aware of all on-going academic support.

Chapin teachers are not permitted to tutor their own students for remuneration during the school year. They may, however, tutor students in other grades. For security purposes, there will be no tutoring on campus during the school year after 5:30 p.m. or

on weekends. Tutoring during the summer is acceptable during normal office hours.

### **COUNSELING SERVICES**

Chapin's School Counselor is available on a daily basis during the school year. The Counselor provides individual counseling, small group discussions with students, and crisis intervention. The Counselor's Office is located in The Cottage, and can be reached by telephone at 609-986-1707.

### **LIBRARY PROCEDURES**

The Margaret Ann Young Library houses a collection of literature, non-fiction, and reference works, as well as video tapes, and periodicals. Students are encouraged and helped to select appropriate reading materials.

Students in grades Pre-K through six have time scheduled in the library each week. Upper School children are scheduled

to use the library in conjunction with their content-area courses. The library is also open to all students at other times during the school day.

Students are responsible for the items they have borrowed from the library. They will be charged for books and materials damaged or lost.

### **SECONDARY SCHOOL PLACEMENT**

A comprehensive program of guidance and counseling assists eighth grade students and their parents with the secondary school placement process. Group meetings, individual student and family conferences, and appropriate follow-up occur throughout the eighth grade year to help families in selecting and applying to secondary schools.

*Successful parents see mistakes not as failures but as opportunities to grow.*

**ANONYMOUS**

# CONDUCT & DISCIPLINE

## GENERAL BEHAVIOR

Central to interactions among the members of the Chapin community are the school's five virtues of Respect, Responsibility, Honesty, Kindness, and Perseverance. Our students are expected to conduct themselves at all times as responsible members of the community. Students enrolled in Chapin represent the school and create an image of the school for people they meet wherever they go. For many people, students create the only impression they may ever hold of Chapin.

The school's rules are relatively few and are in keeping with standards of good behavior, honesty, and mutual regard for the well-being of others. Specific guidelines are discussed with the students, and the school's expectations are made clear. To ensure the safety and well-being of all participants when on-campus events outside of school hours include students and their families, it is understood that parents are have primary responsibility for appropriate supervision of their children, with the assistance of any faculty members present.

School rules and behavior guidelines apply to all school-related activities, on or off campus, during or outside of normal school hours.

## MINOR INFRACTIONS

Minor infractions are those considered within the normal range of behaviors at various developmental stages. Understanding children's developmental stages allows for our teachers to practice the most effective disciplinary measures, those that are preventative in nature. Of course, it would be unreasonable to expect that all infractions will be prevented, and when behavior incidents occur, the teacher's, or staff member's focus will be on helping the child learn control of his/ her feelings and develop different strategies that would be appropriate for handling the situation.

When incidents are of a nature that goes beyond these kinds of "teachable moments" or when they are repetitive, the faculty or staff member may send the child to the appropriate Division Head, and a parent will be notified, if warranted. See p. 18 regarding further policies for Major Infractions.

In the event of an after-school detention, parents are notified of the date, and both they and the student are encouraged to discuss the situation with the appropriate Division Head. Parents must make arrangements to pick up their children following detentions as there is no "late bus" service.

## DRESS CODE

Chapin believes that personal appearance affects attitude and general conduct. Our dress code encourages standards of dress and appearance that support successful performance and reflects the appropriate tone of school life. We are proud of having neat and properly attired students.

All students are expected to dress appropriately for their age group, the weather, and the activity in which they are engaged. Clothing must be in good repair and properly fitting, neither too tight nor too loose.

Proper dress for off campus trips depends on the destination and activity. Trip announcements will indicate any deviation from the standard dress code.

All outerwear including coats, jackets, hats and caps are to be removed upon entering the building.

## Lower School Dress Code

Children in Pre-K through third grade are asked to wear gym uniforms on gym days. On non-gym days in Pre-K through third grade, and everyday in fourth grade, (where children change into gym clothes for gym class), these guidelines apply:

GIRLS AND BOYS MAY WEAR:

- “School” clothes, *NOT athletic wear*
- Sneakers or other shoes with a back
- Properly fitted clothes, not too tight or not too baggy
- Denim jeans in good repair (not cut-off or ripped)
- T-shirts that are neat in appearance, not a distraction to others, or that have inappropriate messages. (Collared shirts are *preferable* for boys but not required.)
- Sweatshirts, without hoods, if worn over a shirt or turtleneck
- Sweatpants are permitted in Pre-K through second grade

GIRLS MAY **NOT** WEAR:

- Flip-flop sandals
- Midriff or halter tops (Please note: A shirt that comes to the waist but exposes midriff when girls stretch, bend or sit falls in this category.)
- Too short skirts (We appreciate your good judgment on this one. Girls often sit on the floor cross-legged or on risers in music class. Some skirts are inappropriate for this.)
- Sweatpants, except red on gym days

BOYS MAY **NOT** WEAR:

- Athletic shorts
- Basketball shirts, baseball shirts, or other clearly athletic apparel
- Sweatpants, except red on gym days
- Baseball caps or other hats

GYM UNIFORMS:

1. Red Chapin sweatshirt and/or fleece
2. Red knit or red mesh shorts with the Chapin logo
3. White or red T-shirt (short or long sleeve) with the Chapin logo
4. Gray sweatpants (can be purchased at any store)

## Upper School Dress Code

GIRLS MAY WEAR:

- Khakis, cords, or other well-fitting slacks in good repair.
- Finger-tip length or longer shorts are allowed during the fall and spring terms.
- Knee length skirts and dresses are permitted.
- Tucked-in collared shirts or turtlenecks. They also may wear collared, tailor-hemmed shirts or sweater sets designed to be worn outside pants or skirts; these may be untucked. Midriffs must be covered at all times including when girls sit, bend, and reach.
- Sweaters and sweatshirts may be worn over shirts and turtlenecks.

GIRLS MAY **NOT** WEAR:

- Blue denim jeans and sweatpants/athletic pants.
- Cut-off shorts, “short shorts,” athletic shorts.
- Clothing with rivets and/or frayed hems.
- Sleeveless tops and tank/halter tops.
- All tops must be appropriately sized and buttoned. Tops that are oversized are not allowed.
- Tee-shirts may not be worn over blouses or shirts.

BOYS MAY WEAR:

- Khakis, cords, or other well-fitting slacks in good repair.
- Tucked-in, appropriately sized, collared polo shirts and turtlenecks.
- “Bermuda type” shorts in the spring and fall.
- Sweaters and sweatshirts may be worn over shirts and turtlenecks.

BOYS MAY **NOT** WEAR:

- Blue denim jeans and sweatpants/athletic pants.
- Athletic shorts.
- Basketball type shirts, even on occasions when “relaxed dress code” is permitted.

SHOES:

- Shoes must be appropriate for the activities of the school day. Heels must be of appropriate height to ensure safety and stability.
- “Flip flops” are not permitted even when relaxed dress code is in effect.

*continued*

ON DRESS DOWN DAYS STUDENTS MAY WEAR:

- Well-fitting jeans in good repair.
- Untucked collared shirts or tee-shirts. Shirts may not have inappropriate or offensive messages on them.
- Midriffs must be covered at all times including when girls sit, bend, and reach. Baseball caps and hats may not be worn by any student unless to signify a birthday. Outdoor jackets are not to be worn in the building.

Disciplinary action will be taken against students who violate the dress code; students improperly attired or groomed may not be admitted to class or other school-day events. This may result in an after school detention from 3:15 - 3:45 p.m. on the day of the violation. Chronic abuse of the dress code will be considered deliberate disobedience of school policy and will result in an appearance before the Honor Council.

### **Gym Uniforms**

Students in Pre-K through grade three are requested to wear Chapin gym uniforms to school on their P. E. days. Students in grades four to eight change into their gym clothes for P. E. and change back into school clothing for class. Jewelry is not to be worn during physical education classes.

**It is important that each child's name be printed in indelible ink on all gym articles, as well as sneakers, since so much of this clothing is identical throughout the student body.**

School gym uniforms are available for purchase through the school store and can be ordered in advance for the upcoming year.

### **CHEWING GUM**

Chewing gum is not permitted on campus or on field trips.

### **ELECTRONIC DEVICES**

Lower School children should not bring cell phones or electronic music devices to school. If for any reason you wish your child to have a cell phone at school, please contact Carol Kinney to discuss, but also be aware that under no circumstances can that phone be used during the course of the school day, on the car deck or the bus deck

during dismissal and it will be immediately confiscated if seen.

Upper School students whose parents have determined that cell phones and electronic music devices are necessary and are appropriate to use during non school hours, must keep these devices in their lockers and turned off between 7:30 and 3:10 and may not be used on car or bus decks during dismissal. Any device used during these times will be confiscated. The first time this occurs, the item will be returned at the end of the next school day. The second time, the item will only be returned to the parent. Any subsequent confiscation will indicate a consistent disregard of this policy and result in equipment being returned at the end of the school year.

### **TOYS AND COLLECTIBLES**

Toys, electronic games and collectibles should not be brought to school. Trading or selling of collectible items is prohibited.

### **MAJOR INFRACTIONS**

In Lower School, when a child is sent to the Division Head for a major infraction, a parent will be notified. First offenses, unless they are of an overly aggressive, deliberately defiant, or harassing nature, revert to the "teachable moment" status, this time with the Division Head and the parents presenting the lesson in tandem. Repeated offenses, or those that do fall under one of the categories listed above, could be handled in a variety of ways including, but not limited to:

- First, a consequence that is restorative in nature will be implemented. A child might be asked to restore property, to work towards restoring trust, and, most importantly, to restore a relationship.
- If this is not sufficient, a conference with parents will be scheduled. At that time, an individualized behavior monitoring and modification system might be put in place, with input from the child's teacher, the parents, and the Division Head.
- Subsequent actions might include removal of the child from certain activities or school programs, required meetings with and support from Chapin's Coun-

selor, further support from a child psychologist, or psychological testing.

- Believing that children do not want to misbehave, and that with proper support their behavior can be molded, Chapin works with a family until a child's behavior is deemed to be detrimental to the group or to an individual. In such cases, suspension or expulsion from Chapin School is a necessary option.

In Upper School, major infractions and violations of Chapin's Honor Code are dealt with by administrators in conjunction with the Upper School Honor Council, which includes both students and faculty members. The Honor Council, which provides an invaluable learning opportunity for the students who serve on it, adjudicates infractions by Chapin's older students and forwards recommendations for action to the Headmaster.

In all grades, a student and his or her parents generally will meet with the appropriate Division Head and/or the Head of School to discuss the infraction. A recommendation for in-school or outside counseling may be required. Communication between the school and an outside counselor is required if our school counselor is not working with the student. Failure to pursue the recommended counseling or refusal to allow for our school counselor to have direct communication with a student's counselor may result in immediate dismissal or non-renewal of Enrollment Contract.

If improvement in behavior is not noted, disciplinary measures including probation, suspension, or dismissal may result.

Considered major infractions are:

- Repeated minor infractions;
- Excessive rudeness, insolence, disobedience, or disruptive behavior;
- Bullying (see below);
- Deliberate damage to school property or other personal property;
- Academic dishonesty – including cheating, plagiarism, giving and/or receiving unacknowledged assistance in the preparation of class work, homework, or work for credit, or disregard of the Honor Pledge;
- Stealing;
- Action resulting in injury to another

person;

- Possession, use, or distribution at school, on class trips, or school buses, of drugs, narcotics, marijuana, dangerous substances, or weapons;
- Misuse of electronic communication as outlined in the Computer Use Policy (see following);
- Violation of the Policy on Harassment and Discrimination (see following).

## **Rights Of Children In Regard To Behavior Incidents**

Children who have been victims of serious behavior incidents have the right to be cared for in every way (physically, emotionally) and to feel assured that their concerns are heard. They have the right to expect that the school will do everything in its power to prevent repeated offenses.

Children who commit, or have been alleged to commit, serious acts have the right to a full investigation of the incident, and they have the right to privacy. The school can not reveal to school community members anything about the child that violates this right to privacy.

## **BULLYING**

For purposes of disciplinary procedures, the term "bullying" can be interpreted in many ways. To help clarify for parents and students the types of behaviors that Chapin considers to be contrary to the school's chosen virtues, we offer the following definition of bullying as a guideline:

"A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. Negative actions can be carried out by physical contact, by words, or in other ways, such as making faces and nasty gestures or by intentional exclusion from a group. In order to use the term bullying, there should also be an imbalance in strength. ... The student who is exposed to the negative actions has difficulty defending himself or herself." (Olweus, 1996 in *Educational Research Service*, "Recognizing and Preventing Bullying.")

## COMPUTER USE POLICY

The computer network at Chapin School, including our connection to the Internet, has been established for the educational and professional use of students and staff. The use of the network is a privilege, not a right. Students must conduct themselves in an appropriate manner when using the computer network in order to maintain this privilege. Appropriate behavior for using computers, computer related technology, and the Internet follows the same guidelines that govern all other behavior at Chapin School.

The following outlines these behavioral guidelines and provides the foundation for taking advantage of computing resources. These technologies, however, develop so quickly that Chapin feels it is appropriate to highlight some specific rules to help students see how the more general expectations apply to the Chapin computer network and the Internet. Chapin asks parents of students in grades PK-2 to review these examples with their children. The school requires parents and students in grades 3-8 to read and sign a contract prior to the start of school.

### Rules

1. Computers and the Internet are to be used for educational purposes — that is, as a tool to gather information for classroom projects or to share your products with others.

2. When using the Internet:

- Teacher approval must be granted prior to entering the Internet.
- A teacher must be present throughout your time on the Internet.
- Teacher approval must be granted prior to downloading programs, graphics, or audio files.
- Visit sites that are appropriate for children.
  - o If you accidentally enter a site with inappropriate language or graphics, you must leave that site immediately and inform the supervising teacher.
  - o If a site is labeled for adults only, or the link to that site implies that it is inappropriate, you must not enter that site.

o Students should not attempt to bypass the school's Internet filter.

- o Students should never be in possession of inappropriate files or printed material.
- o Never give someone on the Internet your name, address, phone number, photograph, or any other personal information.

3. When sending e-mail, always use appropriate language. Do not use e-mail for hurtful jokes, insults, or mass emailing.

4. Respect the property of others.

Any information, media, or other material that is taken from an electronic source (the Internet, an electronic encyclopedia, audio music files, etc.) falls under copyright laws.

- All information must be cited if used in a project or paper, even if paraphrased.
- All copyrighted media should be used by permission from the owner or purchased.
- Do not delete or alter files of other individuals.
- Do not attempt to gain unauthorized access to the Chapin computer network, or any other network through the school network.
- Chapin's computer equipment should be treated with care.

5. All individual user accounts, e-mail accounts, and files are private and should be treated as such.

- Passwords should remain private as well. Do not tell anyone, including your friends, your password.
- Always logoff when finished using a computer.
- If you find a computer that is not logged off, you should log that user off and report this to the appropriate teacher or administrator.

6. Report any misuse of the network to a teacher or administrator.

### Consequences

Violating the above stated rules could result in any of the following:

1. Loss of e-mail account.
2. Restriction or loss of all computer privileges.
3. Other disciplinary action including going before the Honor Council in the Upper School.

## **POLICY ON HARASSMENT AND DISCRIMINATION**

*Statement of Principle:* Chapin School seeks to be a community in which every individual is treated with sensitivity and respect. A basic responsibility of an educational institution is to provide a safe and secure environment in which students are free to learn and adults to work. To that end, the Board of Trustees of Chapin School has adopted the following policies and procedures:

1. No Harassment or Discrimination — Chapin School will not tolerate harassment or discrimination in any form or by any member of the school community. For these purposes, harassment or discrimination is the improper or disparate treatment of an individual or group on the basis of race, religion, ethnic origin, age, gender, sexual orientation, marital status, or physical condition. Harassment or discrimination may take the form of acts of verbal, written, or physical abuse or more subtle, but equally damaging, forms, such as graffiti, epithets, gestures, displays of inappropriate material, and stereotyped remarks or "humor."

2. Sexual Harassment — Sexual harassment is the use of sexuality to harass or mistreat and is best seen as an assertion of power. Sexual harassment may include:

- physical touching, or any coerced sexual relations;
- demeaning or repeated unwanted sexual propositions;
- leering at or ogling a person's body;
- sexually explicit or suggestive remarks about a person's physical attributes, clothing, or behavior;
- sexually stereotyped or sexually charged insults, humor, or verbal abuse;
- inappropriate personal questions;
- the display of sexually suggestive objects or materials;
- conditioning of employment opportunities or evaluations on submission to unwanted sexual advances; and
- disparate treatment of an individual because of gender.

3. Enforcement of Policy - The Head of School will take action in all complaints

of harassment or discrimination. Members of the community should be aware that depending on the circumstances and severity of the offense, the response may range from reprimand up to and including dismissal for a student or termination of employment for an adult.

4. Complaint Procedures - A member of the community who believes that he or she has experienced or witnessed any form of harassment should feel compelled to do something about it. Some suggestions may work best in one situation, others in another. Among the actions a person might take:

- Whenever possible, speak up at the time. Tell the individual that the behavior is unwelcome and must cease immediately;
- Write a letter to the individual;
- Talk to a friend of the individual, letting that person know how their friend's behavior is affecting you;
- Write down what happened. Be as specific as possible, recording quotations, actions and the presence of witnesses;
- Report the harassment to a supervisor;
- Talk to someone you trust, such as a teacher or administrator.

All harassment and discrimination complaints will be promptly and thoroughly investigated. All investigations will be conducted in a manner designed to protect the confidentiality of all parties involved subject to the school's obligation to conduct a full and fair investigation. Both the complainant and the accused will be informed of the results of any investigation. Any person who directs any form of retaliation toward someone making a complaint about harassment will be subject to disciplinary sanctions up to and including termination or dismissal.

# STUDENT HEALTH AND SAFETY

## CHANGE OF INFORMATION

If your address, home or work telephone number, or any other contact information changes, please inform the school immediately by contacting the Registrar at 609-986-1703. In cases of emergencies, it is essential that we are able to get in touch with all parents. Families who move must submit a new transportation form reflecting their change of address.

## EMERGENCY NOTIFICATION

Chapin employs the Honeywell Instant Alert Emergency Notification System to contact parents regarding emergency and snow closings. This system is also used to send notices and school communications.

Parents are responsible for creating their account, choosing the contact methods that best suit them and updating their information when changes occur.

## EMERGENCY CLOSING

Should it be necessary to cancel classes due to bad weather, to delay the opening of school due to hazardous road conditions, or to close school due to some other circumstance, you will be notified via the Honeywell Instant Alert System. In addition, the information will be posted on Chapin's web site, [www.ChapinSchool.org](http://www.ChapinSchool.org).

**Once the children have arrived and the school day has begun, classes will generally not be suspended before regular dismissal time, although after-school activities and the ASP may be canceled.** We will, however, be responsive to the pace of a storm and of extreme conditions that might compromise safety. Parents who are uncomfortable with changing weather conditions in the middle of the day may, of course, pick up their children, and we will release bus riders whose local school districts send buses to Chapin for an early pick-up. Parents of bus riders are responsible for contacting the appropriate school district for bus changes.

## EMERGENCY MANAGEMENT PLAN

Chapin has developed a comprehensive Emergency Management Plan to coordinate the response of school employees to an emergency situation on campus. Chapin's plan is reviewed annually and is on file with the Lawrence Township Police Department, the Lawrenceville Fire Company, the Lawrence Township Emergency Management Coordinator, and the Mercer County Office of Emergency Preparedness.

## PICKING UP A SICK CHILD

When a child is too sick to remain in school, please pick up your child as promptly as possible. It is good and necessary to have a back-up plan for picking up a sick child, such as a neighbor or relative, in case parents are not readily available.

## WHEN TO KEEP YOUR CHILD AT HOME

- A child should be fever free for 24 hours before returning to school.
- Vomiting and diarrhea: 24 hours since the last episode.
- Infectious disease, such as but not limited to, Chicken pox, MRSA, and Flu, must be reported to nurse.
- Swine Flu: current recommendations from the CDC will be followed as they become available.

## HEALTH FORMS

All health forms can be found on the Intranet on the Forms page under Information.

## HEALTH POLICIES AND REQUIREMENTS

Each school day there is a nurse on duty who is available to students as needed. Minor injuries are cared for at school. For more severe illness or injuries, the nurse will notify parents to have the child taken to the doctor, or in emergency cases, EMS will be activated and the child will be taken to Princeton Med-

ical Center. Parents will always be notified of a serious problem. It is, therefore, essential that parents keep the school notified of any change in address, home/work phone numbers and emergency contacts.

### **Immunizations**

New Jersey State Law requires parents to furnish a complete record of all immunizations before a child may enter school. These immunizations include, but are not limited, to DPT, DT, Polio, hepatitis B, Mumps, Measles, Chicken Pox, and Rubella. Beginning with the 2008-09 school year, all incoming sixth graders require a dose of Tdap and Menatra. Also, all Pre-K students will be required to get the flu shot during the 2008-09 school year. This is a state requirement.

### **Physicals**

If your child, grades four to eight, plans on playing a competitive sport, a current physical that has been completed within one calendar year of the first day of practice must be submitted to the Nurse's Office. A child may not participate in a sport unless the annual physical is up-to-date. All other students must submit a physical every two years before the start of school. A child without the required physicals may not participate in field trips or sports.

### **Prescription Medications**

If your child receives medication during the school day, a written order from the doctor must accompany the medication. The medication must be in the original container with your child's name and the name of medication on the bottle.

If your child is on medication for a life threatening illness, such as asthma, diabetes, or severe food allergy, which require an EpiPen, an Action Plan from the doctor is also needed.

All medications are to be submitted to the Nurse's Office. NO medications should be left with a child in a locker or lunch box. The only exception is inhalers which may be kept with a student with written permission from the doctor for the child to self-administer. The child should inform the nurse if he or she has self-administered the inhaler during the day. These children must be responsible for having their own inhalers for sports.

### **Over the Counter Medications (OCM)**

State law requires that no oral medication can be given by the nurse without permission from the child's doctor and parent. If you wish your child to be able to receive OCM, such as Tylenol, Motrin, cough medicines etc., a form must be submitted each year signed by you and your doctor. These can be found online.

### **Field Trips**

If possible, medication time will be adjusted slightly for short trips. However, trips that keep your child off-campus during scheduled medication time will be handled one of two ways. If a parent is chaperoning, he or she will administer the child's medication. If a parent is not available, a faculty member will supervise administration of medication with a parent's permission.

If your child requires an EpiPen, he or she will be assigned a trained delegate to administer it in the absence of a school nurse or parent. Appropriate paperwork should be on file with the nurse.

### **Overnight /Extended Field Trips**

Each overnight or extended trip, such as Camp Mason, has its own set of requirements. If your child receives medications normally at home they must be continued while away. Therefore, medications in the original container, schedule, and dosage need to be provided 24 hours before departure.

If your child requires an EpiPen, he or she will be assigned a trained delegate to administer it in the absence of a school nurse or parent.

### **Privacy of Health Information**

The school nurse maintains the personal health information of students. Consistent with the operation of a school community, this information is shared on a need-to-know basis among the faculty and staff of Chapin School and with outside medical service providers. Chapin makes every reasonable effort to maintain the privacy of the personal health information of its students. If you have any questions or concerns about this issue, please contact the school nurse.

# CO-CURRICULAR PROGRAMS

## COMMUNITY SERVICE

Chapin's philosophy encourages all members of the Chapin community to become involved in community service activities. The school sponsors both all-school projects – such as a Thanksgiving food drive, a winter coat collection, a "Chapin Day" meal preparation at the Loaves & Fishes Soup Kitchen, and monthly decorations for the Capital Health Systems Adult Day Care Center – as well as smaller scale classroom-centered activities.

All Upper School students are provided with volunteer opportunities to expand their community involvement in their Advisory groups and through various after school or weekend activities. Each eighth grade student, as part of the Upper School curriculum, is involved in a trimester of community service work.

The Chapin Runathon is an annual all-school community service event that raises funds for Chapin scholarships and for a local service organization chosen each year by the Student Council. Since the Runathon was founded in 1977, the event has raised over \$453,584.

## FIELD TRIPS

Teachers plan off-campus trips for individual class sections, for grades, or for entire school divisions. These trips are designed to be educational and to relate to the curriculum.

To participate in any off-campus activity, a student must have on file a current Field Trip Permission Form/Medical Release. In addition, to ensure that parents are fully aware of field trip plans and activities, parents are also asked to sign and return permission slips the day prior to the trip. Upper School students who do not return the signed slip the day prior will not be permitted to go on the trip. Faxed, emailed, or voice approval will not be accepted.

Parents are often asked to help with

chaperoning Lower School trips. We ask that parent chaperones understand their role on a trip is that of an "adjunct teacher" for the activity. When on a field trip, parents should remember that the responsibility of supervising a group of unrelated children may require a heightened level of attention not customary in a family setting. Parent chaperones should, of course, refrain from taking personal or business cell phone calls while they are "on duty." We also ask that parents allow the teachers to plan and provide snacks for all the children on the trip. Please do not bring along anything for either your individual group of assigned students or for the entire group of children, in consideration of those students with food allergies. The number of chaperones per trip is set by the teachers in consideration of the grade level, the destination and the activities planned. Every effort will be made to rotate parents on trips so that all those interested can have an opportunity to chaperone a trip during the year.

## AFTER SCHOOL PROGRAM

The After School Program (ASP) offers supervised after-school care until 6:00 p.m. for students in all grades. ASP, which features time for a snack, play, and homework, is available at additional expense as a service to working parents. Parents may sign up for a set number of days or on a per diem basis. The ASP Registration Form can be found on the Forms page of the Intranet under Information.

**In order for us to provide proper supervision, daily ASP drop-ins will be on a sign-up basis only. If you want your child to stay for ASP you must call or e-mail the Front Office Receptionist before 10 a.m. Spaces are limited.**

You can reach the ASP after school hours by calling the ASP cell phone at 609-220-3243.

## **AFTER SCHOOL SPORTS**

Chapin has traditionally fielded boys' and girls' teams in soccer, basketball, and lacrosse, and coed teams in cross country and softball. All Upper School students are eligible to participate in these programs (cross country is also open to fourth graders). Each after-school athlete must have a signed permission slip and a current medical form on file.

Students who play on Chapin's interscholastic teams sign the following Athlete's Code of Behavior:

"I will act in a mature, responsible fashion as a member of any Chapin sports team.

I will show respect for my opponents, teammates, coaches, and spectators.

I will demonstrate good sportsmanship at all times.

If I am unable to attend a practice, I will bring in a note and give it to the coach.

I will give 100% of my effort during each practice and each game. I will not disrupt these activities with poor behavior.

When not on the playing field or court, I will remain with the team as a positive spectator in an area designated by the coach. [Those players whose parents are in attendance may leave with their parents at the conclusion of the contest, after having first checked out with the coach.]

I understand and agree that failure to follow these rules may result in dismissal from the team."

Team uniforms are the responsibility of the participant and must be returned in good condition following the conclusion of the athletic season.

Coaches distribute practice and game schedules. If an athlete has a late game and chooses to remain at school rather than leave at dismissal and return, he or she must attend a study hall which will be supervised by the coaches.

Travel directions to many of the schools that Chapin plays are included in the end

of this handbook. Inquiries about interscholastic sports should be directed to the Athletic Director.

## **MUSIC LESSONS**

Private music lessons are offered after school for students in Pre-K through grade eight. Professional musicians with teaching experience offer these lessons at an additional fee. Lessons are generally offered in piano, winds (clarinet, saxophone, flute), brass (trumpet, horn, trombone, baritone, tuba), percussion, strings (violin, viola, cello), guitar, and voice as follows:

Strings – Pre-K - grade 8

Suzuki Violin – Pre-K - grade 4

Piano – grades 1 - 8

Recorder – grade 3 - 8

Other instruments – grades 4 - 8

Voice – grades 5 - 8.

Detailed information about these lessons is distributed to students shortly after classes begin.

## **CLUBS**

In addition to interscholastic sports, the school sponsors a variety of fee-based clubs. A list of available after school offerings is sent home in the August parent mailing. Questions about clubs should be addressed to the Club Coordinator.

## **PICK-UP FOLLOWING ACTIVITIES**

All children remaining on campus after regular pick-up time (3:40 p.m. Monday, Tuesday, Thursday, and Friday, 2:10 p.m. on Wednesday) must report to the After School Program (ASP) unless they are under the direct supervision of a faculty member. In addition, students whose rides are more than 15 minutes late picking up at dismissal time from clubs, sports, tutoring, or other after-school activities are also checked into ASP for supervision. In both cases parents will be assessed a fee of \$10 per hour for this after school care.

## **THE GALLERY AT CHAPIN**

Chapin School sponsors a public art gallery, which holds opening receptions during the year to exhibit and market the works of selected area artists.

The featured artist spends a day at

Chapin interacting with the children and answering questions about his or her work. Each show is displayed for about four weeks, and works may be tagged for purchase at any time during the exhibit by contacting the Gallery Manager in the Business Office.

The Gallery, located at the north end of the Zinsser Lobby, has also become a favorite location for poetry classes, school gatherings, and entertaining in the Chapin community.

*Good parents give their children roots and wings.  
Roots to know where home is,  
wings to fly away and exercise what's been taught them.*

**JONAS SALK**

# GENERAL INFORMATION

## OFFICE HOURS

### Front Office | Headmaster's Office

*Main Building*

Monday through Friday

7:45 a.m. - 4:00 p.m.

### Nurse's Office

Monday through Friday

8:00 a.m. - 3:30 p.m.

### Business Office | Development Office

*McDaniel House*

Monday through Friday

8:00 a.m. - 4:00 p.m.

All parents must enter, sign-in and sign-out through the Front Office. Once signed in, **visitor labels must be worn on campus.**

## PHONE COMMUNICATIONS

Chapin maintains separate direct telephone lines for different offices. They are listed on the inside of this Parent Handbook. Faculty and staff members may be reached by voice mail or e-mail at school (e.g. ktaylor@ChapinSchool.org); it is our goal to respond within twenty-four hours. All messages regarding dismissal changes should be left with the Front Office Receptionist at 609-924-2449, not in voice mail.

## CALLER ID

Should your caller ID indicate that a call has been placed from Chapin, do not telephone the school. In the event of a true emergency, we will contact you.

## TUESDAY NOTICES

Tuesdays are "Notice Days." Trip announcements and other school notices are usually sent home with students on Tuesdays. Please make it your child's responsibility to give you any notices that have been distributed.

It is Chapin's policy not to distribute to our students flyers from outside organizations or from students for specific projects. Notices can be posted on our Community Bulletin Board, which is located

across from the Lower School office by the entrance to the Thomas Auditorium.

## CHANGE OF INFORMATION

If your address, home or work telephone number, or any other contact information changes, please inform the Registrar immediately by calling 609-986-1703. In cases of emergencies, it is essential that we be able to get in touch with all parents. Families who move must also submit a new transportation form reflecting their change of address.

## PUBLICATIONS

Information about Chapin is disseminated to the school community primarily through four publications.

- [www.ChapinSchool.org](http://www.ChapinSchool.org) - Our school web site serves as both a vital representation of our school to the public and a secure site for families. A new password is issued each year that enables students and parents to find timely information such as schedules and notices, homework assignments, event photos and ways to stay connected to our school community.

- *Chapin Today* - Major school events, articles, faculty profiles, and alumni class notes are included in the magazine which appears twice a year.

- Parent Bulletin - This periodical carries administrative notices, brief articles on class trips, student and faculty achievements, Parents' Association activities, and a detailed, up-to-date calendar of events. The Parent Bulletin is distributed at the beginning of each month and sent electronically. Paper copies are available in the Front Office.

- Annual Report - The school's summary of admissions, secondary school placement, finances, and voluntary support is published in the fall.

## ASSEMBLIES AND PROGRAMS

Since seating in the Thomas Auditorium is limited for student assemblies, priority is

given to students and faculty. Parents are asked to sit on the side aisle seats or in the back.

Parents who attend student assemblies or programs, either during the school day or in the evening, are asked to arrive in time for the beginning of the program and to remain until all participants have performed. It is disheartening for children to see members of the audience leaving just as they take the stage. Cell phones and pagers should, of course, be turned off during all programs.

### LOCKERS

At Chapin we endeavor to instill in our students a solid sense of mutual trust and respect for others; therefore, we prohibit the use of locks on lockers. If it is necessary for your child to bring to school anything of special value or cash, please leave it with the homeroom teacher for safekeeping.

### LOST AND FOUND

The Lost and Found is located by the steps to the Admissions Office. Parents are urged to check it regularly. Please clearly label all student clothing just as you would for summer camp, particularly Chapin logo items. **The closet will be emptied on the last Friday of every month and clothing will be donated to local charities.**

Found money and items such as keys, watches, and eyeglasses, are turned in to the Front Office. If something other than clothing is lost, check with the Front Office. Found money is retained for two weeks and then, if unclaimed, given to the finder.

### SCHOOL STORE

Chapin's Parents' Association operates the School Store which is located in the library corridor by the Nurse's Office. The store sells a variety of school supplies, such as pens, pencils, and erasers, and various Chapin logo items. The store hours are:

Monday	3:00 p.m. - 3:30 p.m.
Tuesday	7:45 a.m. - 8:15 a.m.
Wednesday	1:30 p.m. - 2:00 p.m.
Thursday	7:45 a.m. - 8:15 a.m.
Friday	after monthly PA meetings

The store operates on a cash or debit system. Detailed information about the School Store is included in the August

mailing. Any questions can be directed to the Parents' Association Store Manager.

### LUNCH PROGRAM

Chapin's lunch program is provided by Brock and Co., a small, family owned and run company specializing in food service for schools and corporations.

Each day students will be offered a number of choices that will include a hot entrée, sandwiches, and salad bar. Students may return for seconds at no additional charge. A few nutritious snacks will be available for sale on an à la carte basis. Lunch menus are posted on the Intranet.

Students may sign up for the full-year or half-year lunch program. The Lunch Program Registration Form can be found on the Forms page of the Intranet under Information.

Students who purchase lunch daily will be billed by the Chapin Business Office. Children should bring money if they wish to buy snacks. Students may also bring lunches from home with the understanding that there is no refrigeration or microwave available. We also ask parents to pack only one snack, preferably a nutritious one.

### AFTER SCHOOL PARTIES

Parents frequently schedule birthday parties or other group activities immediately after school. Only parties to which all children in a class or grade have been invited may be organized to leave directly from Chapin.

Transportation to gatherings that are not inclusive must use an off-campus meeting place. Invitations to non-inclusive student parties or to private gatherings of any sort, are not to be distributed on campus. The host family must notify the homeroom teacher(s) a few days in advance of the party. Individual dismissal notes are needed for class- or grade-wide parties.

### PETS

Pets are not allowed in school buildings. Parents should leave pets in their car or put them on a leash while on campus. For obvious hygiene reasons, we ask that dogs not be "walked" anywhere on campus.

## FACILITY RENTAL

Although Chapin does, from time to time, make our campus available to community organizations, we do not rent school facilities to current families for private events.

## CHAPIN SCHOOL SONG

The words and music to Chapin's School Song were written in 1988 by Patricia A. Murphy during her tenure as music teacher. The arrangement is by her assistant, Linda R. Peterson. The School Song is taught in music classes and sung at various school events, including Graduation and some assemblies and school meetings.

Chapin School, Chapin School!  
In spirit we unite.  
We sing this song remembering  
Your colors red and white.  
Forever let your banner wave  
Over countryside.  
And now we sing this song to you  
To show our love and pride.

Full of hopes, full of dreams  
We come to Chapin.  
Though changing, growing separately,  
In spirit we are one.  
Forever let your banner wave  
Over countryside.  
And now we sing this song to you  
To show our love and pride.

## CHAPIN MASCOT

Our current mascot was adopted in 2006 and is steeped in symbolic meaning. The horse represents strength, courage and power. The knight represents those that choose to live by a code of honor. The shield represents protection of our 5 virtues: Respect, Responsibility, Honesty, Kindness, and Perseverance. The pennant represents a champion. The lightning bolt in the shield carries on the heritage of our past logo. In all, the charger represents a lot of good things in "action."



*Children have never been very good  
at listening to their elders,  
but they have never failed to imitate them.*

**JAMES BALDWIN**

# FACULTY AND ADMINISTRATION

Karin Anderson (2009)  
*University of Virginia, B.A.*  
*Columbia Teachers College, M.A.*  
English

Jeffrey Barnosky (2007)  
*University of Houston, B.A.*  
*Louisiana State University, M.F.A.*  
English

Susan B. Brennan (2006)  
*Princeton University, A.B.*  
*Rutgers University, M.Ed.*  
Grade 5

David Bywater (2007)  
*Binghamton University, B.A.*  
*Queens College, M.Ed.*  
Grade 4

Katy Capozzoli (2009)  
*Arizona State University, B.F.A.*  
*New York University, M.A.*  
Grade 8 English, Drama

Robert Cotter (2006)  
*Pennsylvania State University, B.A.*  
*Temple University, M.A.*  
Director of Development

Maura Coughlin (2002)  
*University of Massachusetts, B.S.*  
*Smith College School for Social Work, M.S.W.*  
School Counselor

Nancy Crosta (2008)  
*Douglass College of Rutgers University, B.A.*  
*Farleigh Dickinson University, M.A.*  
Upper School Learning Specialist

Ruth H. Currie (2004)  
*Art Institute of Fort Lauderdale, A.S.*  
Director of Communication

Leah Cutler (2006)  
*Franklin and Marshall, B.A.*  
*University of Pennsylvania, M.S.*  
Kindergarten

Marie DeAngelo (2009)  
*St. John's University, B.S., M.A., MLS*  
Library Media Specialist

Kelly Devine (2009)  
*University of Scranton, B.S.*  
Grade 4

Wendy Erdmann (2007)  
*Massachusetts College of Art, B.F.A.*  
Art

George Foley (2006)  
*Kutztown University, B.S.*  
Social Studies

Charles Fuller (1980)  
*East Stroudsburg State College, B.S.*  
Physical Education, Athletic Director

Stephen P. Gingo (1974)  
*Saint Vincent College, B.S.*  
Computer Science

Frances Good (1976)  
*Temple University, B.S.*  
Mathematics, Language Arts

Bridget Greene (2009)  
*Monmouth University, B.A.*  
Grade 5

Pamela T. Hall (2001)  
*Beaver College, B.A.*  
*Temple University, M.Ed.*  
Grade 2

Linda B. Howarth (1996)  
*Franklin and Marshall College, B.A.*  
*Adelphia University, M.A.*  
Pre-Kindergarten

- Pamela Hughes (1994)  
*Green Mountain College, A.A.*  
*Ithaca College, B.S.*  
 Physical Education
- Richard D. Johnson (1999)  
*Princeton University, B.A.*  
*University of Virginia, M.Ed.*  
 Headmaster
- Aisha Khan (2005)  
*Long Island University, B.A.*  
 Pre-Kindergarten
- Carol Kinney (1989)  
*Montclair State College, B.A.*  
 Head of Lower School, Mathematics
- Mark A. Lederer (1998)  
*Stanford University, B.A.*  
*San Diego State University, M.A.*  
 Director of Technology, Social Studies
- Mary Ellen Lederer (1998)  
*Dickinson College, B.A.*  
*Middlebury College, M.A.*  
*Rutgers University, M.A.T.*  
 Foreign Language
- Annie Lillard (2009)  
*Whitworth University, B.A.*  
 Grade 2
- Bridget MacDonald (2007)  
*Hartt School of Music, B.M.*  
*New England Conservatory, M.M.*  
*Rutgers University, D.M.A.*  
 Music, Music Lessons
- Pamela S. Mancini (2001)  
*Douglass College, B.S.*  
*Rutgers University, M.Ed.*  
 Pre-Kindergarten
- Mary Jane Martin (2008)  
*Thomas Edison State College, B.A.*  
 Lower School Learning Specialist
- April B. McCarthy (1993)  
*Rider College, B.A.*  
 Mathematics
- Janis R. McCarty (2006)  
*Angelo State University, B.S.*  
*University of Southern California, M.S.*  
 Grade 1
- Melissa McCormick (2003)  
*Tufts University, B.A.*  
 Show Choir
- Kerry A. McQuarrie (2000)  
*Douglass College, B.A.*  
 Science, Life Studies
- Laura A. McQuigg (2000)  
*Wesley College, B.S.*  
*Marygrove College, M.A.*  
 Mathematics, Language Arts
- Desiree Melegrito (2003)  
*Ithaca College, B.M.*  
*Westminster Choir College, M.M.*  
 Music
- Travis Merritt (2007)  
*Vanderbilt University, B.E.*  
 Science, Life Studies
- Carole B. Moore (1989)  
*Douglass College, A.B.*  
*Pennsylvania State University, M.Ed.*  
 Head of Upper School, Mathematics
- Gordon Neeld (2008)  
*The College of Wooster, B.A.*  
*New York University, M.B.A.*  
 Director of Finance

Kerrie Nelson (1998)  
*Rockhurst College, B.A.*  
Grade 3

Linda Lee Nestor (2000)  
*Glassboro State College, B.A.*  
Grade 4

Denise Nugent (2007)  
*Skidmore College, B.A.*  
*Simmons College, M.A.*  
After School Care

Lori Pantaleo (1996)  
*Skidmore College, B.A.*  
Foreign Language

Barbara P. Pasteris (1987)  
*College of St. Francis, B.A.*  
Assistant Head of School  
Director of Admission & Placement,  
Language Arts

Michele M. Rogener (2003)  
*Caldwell College, B.A.*  
Grade 1

Marilyn G. Rousseau (1991)  
*Louisiana State University, B.A.*  
*University of Tennessee, M.Ed.*  
English, Social Studies, Study Skills

Diana Russo (1984)  
*Trenton State College, B.A.*  
Art

Christina M. Sheane (2005)  
*University of Virginia, B.A.*  
*Oakland University, M.A.*  
Spanish

Patricia L. Stabler (2005)  
*West Virginia Wesleyan College, RN, B.S.*  
Nurse

Mary Jo Thompson (1976)  
*Waynesburg College, B.A.*  
Kindergarten

Robert J. Traegler (1995)  
*Trenton State College, B.A.*  
English

Ann M. Vienneau (2002)  
*Fitchburg State College, B.S.*  
Grade 3

Daniel M. Wade (1999)  
*Pennsylvania State University, B.S.*  
Mathematics

Linda Wood (2004)  
*University of Connecticut, B.A.*  
*University of Bridgeport, M.S.*  
Grade 5

*A teacher affects eternity,  
one can never tell  
where the influence stops...*

**HENRY ADAMS**

*Watch your thoughts;  
they become your words.*

*Watch your words;  
they become your actions.  
Watch your actions; they  
become your habits.*

*Watch your habits;  
they become your character.*

*Watch your character;  
it becomes your destiny.*

**FRANK OUTLAW**

Chapin School  
4101 Princeton Pike  
Princeton, NJ 08540  
[www.ChapinSchool.org](http://www.ChapinSchool.org)

*Main House*

Front Office  
Headmaster's Office  
Teachers' Voice Mail  
Phone: 609-924-2449  
Fax: 609-924-2364

*Admission Office*

Phone: 609-986-1702  
Fax: 609-924-2364

*McDaniel House*

Business Office  
Phone: 609-924-2644  
Fax: 609-924-6670

The Gallery at Chapin  
Phone: 609-924-7206  
Fax: 609-924-6670

Development Office  
Phone: 609-924-9251  
Fax: 609-924-6670

*School Nurse*

Phone: 609-924-4839  
Fax: 609-924-2364

*After School Program*

Cell Phone: 609-220-3243