

Darrow School Family Guide

2008-2009



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Welcome to Darrow!

It's true that your student is stepping into a world that is similar to that of a college freshman: He or she faces issues of time management, from preparing homework and papers, to studying for exams, to doing laundry; issues of relationships, from accommodating a roommate with different tastes in music and sleep habits to learning to speak for herself with advisors and instructors; and issues of personal development, from coping with homesickness to frustration over weekend curfews that are perhaps much earlier than at home. For your student's non-boarding school friends, these are situations of the future. But for your student, these are now, and are additional to the usual tasks of secondary school students: do well in class, perform on the stage or playing field, and serve the community.

Sounds overwhelming, doesn't it? At times, it is. But your student can do all of this . . . and more. All Darrow School students who walk across the Tannery stage at graduation have succeeded in learning to accomplish the many daily tasks of academic and personal life. And they have emerged more mature, independent, and prepared for life after high school than many of their non-boarding school peers. That's the reward for the adjustment to Darrow School life. Our day students have similar advantages of being in a boarding school environment, even though they return home most nights.

You are an integral part of the process, and you've made a momentous first step toward providing that sense of accomplishment by deciding that your student might go to school away from home. That is a vote of confidence in your student, Darrow School, and in yourself.

No manual can prepare you for the experiences ahead, but the advice and observations from the people who live with the students can sometimes be helpful—or maybe just comforting.

The Darrow School Family Guide is a supplement to our Student Handbook. It is intended to help you, as parents and guardians of our students, to have a better understanding of how the school works. We hope it will answer many of your questions, and encourage you to contact us if you have any further questions about our policies, procedures, support services, etc. We are here to help you!

Throughout this book we have, for the sake of simplicity, referred to a student as “your student” rather than “your son or daughter.” We also alternate male and female pronouns throughout the text.

If you think of any topics that you believe should be included in future issues of the handbook, please let us know. We look forward to many conversations with you about your student's education and well-being.

We are both proud and honored that you have joined our community and look forward to working with your family this year and in the future!

Mission Statement

At Darrow School, we are dedicated to serving students with diverse backgrounds and abilities, building on each student's individual talents and interests to inspire enduring confidence for success in college and life.

Our challenging and individually focused college-preparatory curriculum features a unique combination of classroom instruction, hands-on learning, and environmental consciousness. Our beautiful mountainside campus, a National Historic Landmark, is rich in its Shaker heritage and provides an ideal setting.

Darrow's History

Darrow is the only school in the United States located on the site of a historic Shaker village, Mt. Lebanon in New Lebanon, NY. This setting of unparalleled beauty and historical significance, a National Historic Landmark, has helped define the character of the School and touches the lives of everyone who lives and learns here.

The Shakers came to Mt. Lebanon in 1781 and established a self-sufficient farming community that is remembered for, among other contributions, its seed enterprise, the quality and simplicity of its hand-crafted furniture, and its unique approach to living and learning. The Shakers collaborated with a group of educational and community leaders to open the Lebanon School on this site in the fall of 1932. It was renamed Darrow School in 1939 in honor of the Darrow family, who first settled the land and provided support and leadership in the early years of the Shaker community.

Since Darrow's inception, students and teachers have taken the role of stewards for this special place very seriously. Today, the campus is much more than a valued collection of landmark buildings. The atmosphere of integrity, industry, and simplicity permeates life on campus. Darrow students and teachers are part of a continued involvement in community living, enriched by the history and values of the Shaker men and women who once lived here.

Part of a Community

In choosing Darrow, your family joins an educational community of students, parents and grandparents, teachers, administrators, alumni, trustees, friends, and neighbors. Together, this community sustains and supports your student's growth through academics, residential life, athletics, and enrichment activities. Each of the members plays a unique and critical role, and all work together to support the School's ongoing educational mission.

Students

Each Darrow student makes a commitment to his or her own success as well as to the success of the School. The distinct advantage for your student in attending an independent boarding school is the chance to fulfill and renew this commitment each day in class, in sports, and in living and working with others, guided always by a common mission and shared values. Your Darrow student will be supported by other students working toward similar goals, as well as by the adults in the community.

Teachers

All good teachers give shape and meaning to a student's exploration of academic subjects, but at Darrow, their guidance extends far beyond the classroom. As dorm parents, advisors, coaches, grade-level leaders, and tutors, the faculty devote themselves fully to your student's growth in all areas. Darrow teachers bring out the best in their students.

Head of School

As Head of School, Nancy M. Wolf is responsible for Darrow's welfare and the welfare of your student. Her duties as Head include:

- serving as the lead steward of the Darrow community and as chief ambassador to the larger community,
- guiding the work of Darrow's academic and administrative departments,
- hiring and supervising all school employees,
- working with the Board to define and execute Darrow's mission and to shape and then achieve the School's goals,
- helping to raise the funds necessary to make it all happen.

Parents/Guardians

As a parent or guardian, you support the School in numerous ways, not least by supporting your Darrow student. By choosing Darrow, you have given your student a wonderful opportunity and have joined in a long-term commitment to his or her success. You can benefit your student further by maintaining good communication with your student and his or her advisor, by participating when possible, visiting the Darrow Web site frequently for information, and involving yourself in all of the enjoyable family activities and programs described elsewhere in this guide.

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Board of Trustees

The Board of Trustees is a group of committed volunteers who ensure that Darrow continues to work in accordance with its mission. The Board focuses on “big picture” issues like long-term financial stability, strategic planning, fund raising, and mission. Darrow’s day-to-day management is entrusted to the Head, the Board’s sole employee.

The Board of Trustees is composed of alumni, parents, former staff, and friends of the School. The Governance Committee is responsible for seeking out those who can best ensure Darrow’s fiduciary and long-term health to serve as trustees.

Alumni and Friends

Enrolling at Darrow means joining a vibrant, connected, and engaged community of former students and friends going back to the School’s founding in 1932. Alumni maintain their close ties to the School through the *Peg Board*, Darrow’s community magazine, through Reunion Weekend programs, regional gatherings, and through dedicated giving. Alumni enrich your student’s Darrow experience directly through financial support, guidance, alumni networks, and connection to the School’s long and rich history.

Grandparents

Darrow welcomes the involvement of grandparents in the life of the School. Feel free to extend to your parents our invitation to School functions, such as Family Weekends, athletic events, theater performances, and, of course, Grandparents’ Day.

Getting Involved

Family Weekends

Two Family Weekends—one each semester—mark your opportunity to share Darrow campus life with your student. Attend a full schedule of “mini-classes,” meet individually with your student’s advisor and tutor, join other teachers and administrators in cheering on the sports teams, and get to know fellow Darrow families.

Teacher Conferences

Just before mid-winter break in February, you are encouraged to come to campus for teacher conferences. While you will be hearing regularly throughout the year about your student’s academic, social, and athletic progress from his or her advisor and receiving quarterly academic grades and written comments, this mid-year conference is set up to give you time with each of your student’s teachers. The 15-minute meetings allow teachers to share their insights into your student’s strengths and challenges.

The Arts and Athletics

The fall theater production takes place in mid-November, the Winter *Revels* concert in early December, and the spring theater production is presented during the Spring Family Weekend in April. Student artwork is regularly exhibited in the Joline Arts Center, and we invite you to enjoy the creativity, hard work, and talent on display. Check the athletic schedule each season and come cheer for a Darrow team when you visit campus. All dates are posted on the Darrow Web site.

Communications

Darrow’s Web site is on its way to being a key element in facilitating communication between school and home—and back again! Calendars show major school events for the year, activity and athletic schedules, and dorm parent and Administrator on Duty (AOD) schedules, as well as travel forms and event registration forms. There are quicklinks to area accommodations, travel information, and a faculty directory. Throughout the year, we will add photos and stories about what’s happening on campus, so check back often. In addition, as a member of the Darrow family, you will receive the *Peg Board*, a publication created for the entire Darrow community to share news and important School developments. Other communications from the School will be sent periodically in the form of e-mails, letters, and phone calls. As always, feel free to contact us anytime by phone or e-mail. All faculty and staff are listed in the Faculty Directory on the Web site and at the end of this guide

Darrow School Expectations

What Does Darrow School Expect of Its Students?

- Ethical conduct: tell the truth, keep promises, and respect the personal boundaries and property of others.
- Good citizenship: contribute to a safe and positive campus atmosphere by being courteous, considerate of others, and well groomed.
- Personal responsibility: care for yourself by developing healthy habits and making thoughtful decisions.
- Academic diligence: complete assignments, participate in class, seek challenge, and always strive to do your best.

What Does Darrow School Expect of Its Families?

- Moral support: promote and uphold the School's expectations of students at home, as well as at school.
- Responsible parenting: cooperate with faculty and with other families in maintaining a safe and wholesome environment for young people.
- Communication: trust that teachers and administrators want the best for your student, make an effort to stay informed, and voice your questions and concerns, as soon as they arise, to the appropriate school personnel.
- Financial support: settle accounts in a timely manner and demonstrate your loyalty to Darrow with a gift to the Annual Fund or to a capital project.

What Can You Expect from Darrow Faculty?

- Exemplary conduct: model in their daily affairs the integrity, personal responsibility, and citizenship we teach the students.
- Care: treat every student with respect and be attentive to his or her individual needs and aspirations.
- Partnership: trust that families want faculty to be successful with their students, welcome their participation in the life of the School, and be forthcoming with information about the program and students.
- Professionalism: prepare thoroughly for classes and activities, utilize the best available practices, and actively seek critical feedback and professional growth.

Common Boarding School Experiences

The Anxious Telephone Call

The late-night phone call (and it is almost always late at night) is such a common phenomenon that it is mentioned in almost every guide we've consulted and is certainly a universal topic of conversation among boarding parents. Below is a passage from a guide for parents of freshmen written by the deans of a midsize Southeastern research university:

How can I help my anxious son if he calls on the night before a major exam?

This is not an uncommon scenario, especially during the first semester, and it can be hard for you to maintain your composure and to say something helpful. Please remember that your son is probably overly anxious and will likely do better than he fears. In fact, it's not uncommon for parents to lose sleep after such a phone call, only to discover the next day that their son did fine and scarcely remembers having been anxious at all.

And this, from a small Midwestern college's book of advice for freshman parents:

Don't worry (too much) about depressive phone calls or letters. Often when troubles become too much for a new student to handle (a failed test, an ended relationship, and a shrunken T-shirt all in one day), the only place to turn, write, or dial is home. Ironically, under these circumstances may be the only time that the urge to communicate is felt so strongly, so you may never hear about your daughter's A paper, the great campus activity, or your son's little-known domestic triumph. In times of crisis, your student can unload troubles or tears and, after the catharsis, return to a routine, relieved and lightened, while you inherit the burden or worry. Be patient with those "nothing is going right, I hate this place" phone calls or letters. Students can be resourceful in solving problems.

We will add only a few words to this excellent advice. They are: Be a listener when these calls come. Be sympathetic, but more importantly, support your student by expressing confidence in his or her ability to solve the problem. Remember that advice often sounds to adolescents like criticism, so instead of suggesting ways to handle the problem at that moment, just listen for the tone of voice that indicates your student is ready to have you ask, "What do you think you can do at this point?" In this way, you are not coming up with the solution, but prompting your student to find it herself.

If you read the advice above again, you will realize that the point of the call is for the student to hand the worry over to someone else, to have an audience for the woes—NOT to get a solution.

So hang up, and go back to sleep.

Starting a Conversation

We all know from our social training that one asks questions designed to elicit information in order to initiate conversation. But with teenagers, that often comes across as an inquisition; their private lives are newly shaped (in process, really) and your questions seem intrusive rather than interested.

However, teenagers in boarding school want to know that they can be secure in your continuing concern and interest. So in those phone calls or e-mails to your student, try these approaches:

Get a copy of your student's class schedule, and look at the map in the handbook to see where classes meet. Darrow does not schedule every class every day, but rather varies its class blocks, as colleges (and most boarding schools) do. This may be an adjustment for your student, and you might ask her how that is or what she likes about it.

Do not ask specific questions. This is not a contradiction but a corollary to the above advice. When you say "Did you finish your English paper in time?" or "What grade did you make on your biology test?" many students do not hear a question. They may hear first, "They don't think I can do anything," and second, "Grades are all that matter to them." They hear nagging, second-guessing, etc. Try to ask questions that show your interest in the student as a person—in just the way you would any adult you care about.

Actively listen. If you are not nagging, or asserting your right to know all, or firing off a list of concerns, but are instead responding to your student, you must have been really listening! The best way to get your student to talk is to listen. But listen actively, responding to what is written or said by echoing (telling him or her what you heard) or by building on the topic they have introduced. And sometimes you just need to say or write, "I'm listening" and then do so. That means, be quiet.

Regarding homesickness. The experience of going away to school has a certain rhythm: initial excitement or positive intensity, usually lasting the first two to four weeks, then a drop into what we would call homesickness. It is a natural phenomenon, it is inevitable, and it does not last. So don't ask about it. Just know that if the communication turns a little sad or wistful in late September or mid-October, that's probably the cause. It's your turn to steer the conversation to positive topics. Recent graduates advise that you should never, never ask "Are you homesick?" because their response is, "If I weren't homesick, that question would make me be, and if I were, it wouldn't make me feel any better." In cases where the student doesn't feel homesick, it can also elicit a feeling of guilt.

What to Do:

- Write, via e-mail or snail mail, or both. This will not be a you-write, I-write even exchange of correspondence. But neither does this mean that you are expected to send long missives of counsel, or long missives of chatter. Just write. Send postcards of places you're traveling to, places your student has been, and familiar places in your hometown.

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Send a week's worth of clippings of her favorite newspaper comic strip. Send articles from magazines or local newspapers that reflect topics, events, and activities that are interesting to your student, with a paragraph or two highlighted or briefly commented on in the margins. Try writing just a paragraph a day, reporting on family, on your day, on the family pets, on the garden, on the car—whatever. Sometimes it is a relief to students to know that they are not the focus of attention (read: inquisition) and that you are an interesting person, too. Send a funny greeting card.

And it's okay to write, "I miss you."

- Arrange a time to speak on the phone. This is essential, since Darrow students are very busy and can sometimes be difficult to contact.
- Send food, glorious food. Boarding students miss being able to raid a refrigerator, pop over to the nearest fast food joint for favorite eats, or bake or microwave their preferred snack. Send boxes of your student's favorite cookies, and if these are a purchased variety, no matter: It's food and it came from you. In fact, you don't have to be in the kitchen at all to send welcome goodies. Send microwavable popcorn packages, lunchbox-sized packages of dried fruit, crackers, and pudding. Send protein bars (the ones hikers and campers use)—items that can be tucked into the backpack for a snack between classes and that don't have to be purchased or pursued up four flights of stairs to the dorm room.
- Suggest that your student find out how to send out for pizza or Chinese food—preferably on the weekends—when boarders are most likely to miss the little joys of home, that is, unlimited access to food. Ordering out may seem an obvious suggestion, but oftentimes first-time boarders assume that something that can be done at home cannot be done from the dorm.
- Come to campus for a visit. Weekends, especially Fall Family Weekend, are the best time for your first visit after your student has begun school. Weekend visits are the time when your student can go shopping and eat out (hurrah!), and show their work when there is a special event on campus (sporting tournament, theater production, Family Weekend). Visits give your student a chance to introduce you to some of the newly important people in his or her life, and that means making a bridge between what is now for them two very different worlds: home and school.
- Invite friends home for holidays and other school vacations. Many Darrow students think nothing of traveling the distance to see new places and meet new faces, and this gives you a great opportunity to get to know your student's new friends. Consider introducing an international student to your family and to a new culture.
- Allow your student to solve problems. This will help him develop a very important life skill.

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- Expect changes. Be patient with yourself and your student. She is maturing and that is a process that involves changes and mistakes. To quote that college guide mentioned earlier: “Parents who perpetuate the myth that these are the best years of a student’s life are working against their student’s already challenging self-development. Meanwhile, those who accept and understand the highs and lows of their student’s reality are providing support and encouragement where it is needed most. The first year of [boarding school] can be full of indecision, insecurities, disappointments, and mistakes. They are also full of discovery, inspiration, good times, and memorable people.”
- Don’t be hurt when your student begins to refer to Darrow School as “home.” It’s a good sign—really.

Sources Cited

An Academic Guide for First-Year Parents, PreMajor Center, Duke University, Durham, NC.

Supplement for First-Year Parents, Handbook for Parents, Office of Alumni and Parent Relations, Kenyon College, Gambier, OH.

Dorm Life—the Essentials: Who’s Taking Care of My Student?

The Residential Life Program at Darrow School has a tradition of nurturing, individualized attention. Each dorm is overseen by a dorm head and three dorm parents. We call them dorm parents because they teach important life skills, and in many ways they also take on the role of parent. The dorm parents are guided by the following mission statement and educational objectives:

The Residential Life Program at Darrow School supports the School’s larger mission to instill within its students the desire and ability to make a positive difference in the world.

The Residential Life Program supports and nurtures each individual student as he or she strives to reach his or her full potential. This is accomplished through regular, daily, and intentional contact with trained faculty and adults from within the community and, specifically, the student’s dorm.

Inherent at the core of the Residential Life Program is the belief that Darrow as a community teaches during the day, but also educates at night.

The Residential Life Program assists students in developing:

- A set of skills that support and teach effective study habits for successful lifelong learning
- Opportunities to contribute responsibly and ethically to the community (the dorm(s), the School, etc.)
- A set of skills that allow for feelings of self-worth and effectiveness as students deal with daily responsibilities and challenges
- Social skills that allow for positive relationships with peers and adults
- A knowledge base and skills that encourage positive, safe, health-protective behaviors
(Adapted from Elias, et al. *Promoting Social and Emotional Learning*. ASCD: Virginia, 1997.)

Dorm faculty undergoes orientation and additional training to help them achieve these objectives. They participate in structured meetings that are based around adolescent development, study skill enhancement, and practical advice on connecting with teens. Each dorm faculty member brings to the dorm his or her own perspective and areas of interest and specialty. Residentially, the spectrum of individuals for boarders to connect with is quite diverse.

The Advisor

The primary contact for parents is the advisor. Advisors are assigned to all students. Students and parents meet with the advisor during student registration in September. The advisor is the individual who oversees the social, emotional, and academic transition of the student. Advisors check in with their advisees daily during the week and meet with them each Friday during lunch. The advisor may also review study and time-management strategies, as well as address issues of transition or adjustment.

Partnering with advisors to help students achieve success:

- Parents are encouraged to contact advisors about their concerns, or just to talk about their student. The better informed an advisor is, the better he or she will be able to aid in the student's transition. You know the most about your student.
- Advisors work to help students develop independence and important life skills. Just as a parent does in the home, advisors talk, strategize, and plan solutions; but the student must actually enact and complete the task.
- There is not a specific schedule for contact between advisor and parent, as each advisee and family desire a different level of interaction. Parents should expect a timely response from advisors. It is rare that an advisor will be on campus and not respond within twenty-four hours. Determine whether the preferred method of communication is by e-mail or phone.

The Head Dorm Parent

The Head Dorm Parent is responsible for the smooth running and governance of the dorm. The dorm head sets the tone for the dorm. All of the dorm faculty communicate with one another daily and meet with student leaders regularly. It is through these systems that dorm heads are kept well apprised of the happenings in the dorm and with individual students.

Student Health Center

The health of the student body is in the capable hands of the personnel in the Student Health Center. It is staffed by a licensed registered nurse, who works closely with area physicians and health care providers. The focus of the Student Health Center is wellness; that is, the staff works with advisors, dorm heads, and parents to help prevent illnesses before they occur.

School Counselor

Darrow School has on staff a full-time counselor who is a licensed psychologist. He is on call to the residential staff twenty-four hours a day and available to students throughout the school day for drop-in visits or scheduled appointments. The counselor talks with students about myriad adolescent issues. The counselor listens and suggests strategies to students to ease their transition to Darrow and boarding school life.

Caring Adults

The Darrow School community is full of caring adults and educators, from the Head of School to the people who maintain the grounds and buildings. Students have opportunities to interact with all of the adults on campus. For many students, bonds with adults outside of the classroom are stronger than those fostered within the classroom. In our experience, these important relationships are crucial to a graceful transition and the full development of each individual.

Dorm Rooms & What to Bring

Most of Darrow's rooms are designed for double occupancy, though some are triples. Dorm rooms provide for students' basic needs of safety, comfort, and ability to function within the campus community. Sharing a room in a dorm full of other teenagers can also enhance students' development of life skills and independence. Student rooms quickly become home. The rooms vary in size and layout. Curtains are provided on all windows. Each room has a standard twin bed (38" x 75"), a chest of drawers (or shelves in a closet), a desk, and a chair. All dorms have wireless access to the campus network and the Internet. There are also three computer labs across campus. Each dorm room is equipped with a working telephone jack, which provides on-campus and local service for a fee; telephone service is optional.*

*Verizon, Nextel, and AT&T cell phone service is available. In order to prevent interruption of our wireless network, a 2.4 MGHZ phone may not be used in any Darrow buildings.

Below is a list to help you as you pack and prepare for your Darrow experience:

Stuff you need:

Twin sheets, pillow, blankets, and comforter
Alarm clock, desk lamp, floor lamp, and flashlight
Schools supplies (Darrow has a fully stocked bookstore.)
Plastic bucket or tray for shampoo, soap, toothpaste, and other toiletries
Flip flops, a robe, towels, and washcloths
Headphones
Computer (Recommended, but not necessary as computer labs are accessible)
 Windows Pentium III or equivalent with 128 megabytes of memory, 12 gig HD, Ethernet card, Windows 2000 or XP, Microsoft Office 97 or later. Ethernet hubs are not permitted.
An electrical surge protector with a fuse to handle multiple electrical plugs
Laundry basket/bag and detergent
Necessary medications (**Note:** All prescription and over-the-counter medications must be stored and distributed at the Health Center.)
Umbrella

Stuff you don't need, but most students like to have:

Pictures from home
Posters (No nails, please! Use putty or masking tape instead!)
Munchies (and sealable plastic containers to hold the leftovers)
Drinks (water/Gatorade/soda)
A mug for hot drinks, a bowl and spoon for soup or noodles
Under-the-bed storage boxes
Shelving and/or crates
Cell phone and charger (Verizon, Nextel, and AT&T service is available)
Stereo and music
A personal fan and a humidifier

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Stuff you should wait to buy until you see the size of your room:

Micro fridge (juniors and seniors only)
Furniture (futon, couch/loveseat, tables, chairs)

Stuff that's not allowed on campus:

Candles, matches, lighters, or incense
Microwaves, toaster ovens, Crockpots, coffeepots, popcorn poppers, space heaters, or open-coil heating devices
Halogen lamps
Power tools
Firearms (including hunting rifles, ammunition, bows, arrows, or knives)
Fireworks or explosives
Illegal drugs, or medications for which you do not have a prescription

Stuff you might not have thought of:

Books for pleasure reading
DVDs
Quarters for vending machines
Beanbag chair
Sunscreen and sunglasses
Boots (for rainy springtime days and Hands-to-Work)
Tennis racket
Frisbee
Board games

Darrow School is a safe and caring environment, but like your home, it still requires forethought about protecting personal belongings. We encourage you to talk to your insurance agent and consider some form of rider on your home insurance.

Tips for Helping Students Achieve Positive Emotional Transition

Partnering with Darrow on Developing Positive Relationships with Roommates

There are very few single rooms on Darrow's campus, and most of those house seniors who have ascended to a dormitory leadership position. We do our very best to place new students with students who share common interests, likes, and dislikes. Many roommates become friends, participating in student activities together, studying together, and even vacationing together. Obviously, roommate assignments are more of an art than they are a science. Even the best of friends and the best roommate match will have periods of friction or times of disagreement.

Roommate and dormitory assignments may change right up until the opening of school, as we get more information and forms back on each student.

The adults in the Darrow Residential Program are trained and well versed in working with roommate issues. We are very proactive with roommate relations. We feel it is an incredibly important life lesson to learn to live with someone who is different from you. Advisors and dorm parents meet with roommate pairs to discuss room ground rules as well as common and specific needs for each student. Advisors and dorm heads will review the "Roommate Bill of Rights" (below, adapted from Elon College).

Roommate Bill of Rights

Roommates should expect to share responsibility for maintaining the following:

1. The right to study and sleep without disturbance from noise, guests, or roommates.
2. The right to expect that a roommate will respect one's personal belongings.
3. The right to a clean environment.
4. The right to free access to one's room.
5. The right to personal privacy.
6. The right to host guests while respecting the rights of roommates and other residents.
7. The right to be free from intimidation and physical and/or emotional harm.
8. The right to discuss differences with adults in order to work on resolution.

Families can help their student make a transition from living at home to living in a dormitory with a roommate and other students who are different from them. Here are some topics parents should discuss with their teens (adapted from Elon College):

1. How do I express my feelings?
2. How do I deal with conflict?
3. In what kind of environment do I succeed the best?
4. What are my spiritual and/or religious values?
5. What are some of my habits that a roommate might need to know?
6. What kind of sense of humor do I have?
7. What kind of music do I like to listen to?

How Parents Can Help

Students may need guidance from time to time when making the transition to living with roommates. Here are some tips you can offer to help your student succeed in the dormitory environment.

Top Ten Ways to Get Along with Your Roommate

(Adapted from University of North Florida)

1. Be honest.
2. Deal with conflicts in a timely fashion.
3. When something is bothering you, be up front about it.
4. Avoid backstabbing and gossiping.
5. Try at first to resolve the issue by involving as few people as possible.
6. Remember that it's not always *what* you say, but *how* you say it.
7. Assume nothing. Ask when you are unsure.
8. When help is needed, go to your advisor or dorm parent for assistance.
9. Remember that you are dealing with human beings with feelings, rights, and responsibilities.
10. Remember that *you* are one of those human beings!

Communication is key to any living situation. If you have any problem with your roommate, don't let it fester; talk it out. Also, remember you can ask for help from your advisor or dorm parent, who are trained to help mediate conflicts.

Have an open mind. You and your roommate probably did not have the same exact life experiences. You may differ in religious beliefs, political viewpoints, music and food preferences, and entertainment activities. Often a roommate who is totally different can be exciting and introduce you to new experiences. Be willing to learn from these differences and appreciate something different. Do not write off a roommate who seems to have a different lifestyle than you.

Your roommate doesn't have to be your best friend. Make friends that are separate from your roommate and his/her friends. By having other friends to spend time with, you can ensure that you have a variety of people to interact with when you need a break from your roommate. The key is peaceful coexistence!

Respect is a necessity. A successful roommate situation is one in which each roommate is respectful and treats his or her roommate as he or she wants to be treated. This is not rocket science, just common courtesy. If you don't want to hear the alarm ring eight times before it gets shut off, then don't hit the snooze button for hours on end yourself. Successful living requires some give-and-take.

Disorganization can be disastrous for both of you. Having a room that resembles a trash heap may not be how you want to live for nine months, nor will it be allowed. You must uphold a certain level of cleanliness, and room inspections will occur daily. Talk with your roommate about how clean you want the room to be, and at a minimum, keep your belongings and mess on your side of the room.

What Can I Do If Issues Arise?

Should you have a concern about your teen and his or her roommate, contact your student's advisor or dorm parent. In our experience, many parents want to keep their own concerns confidential; we also find that this is ineffective and nearly impossible. Most roommate issues need a healthy dose of adult intervention and the tincture of time. The quick fix of roommate switches is usually impossible given the program's capacity, and is usually ineffective. We rarely entertain roommate switches prior to the end of the first semester, and rarely are room and roommate switches made at all.

When the Darrow Residential Life faculty becomes aware of a roommate issue or situation, we work with all parties involved to do our best to resolve it. Dorm Parents may use the following approach when a conflict arises:

1. Develop a mutual understanding—have open communication with roommate(s) about what is bothering them.
 - Set a time for everyone involved in the conflict to get together.
 - Allow each person to take a turn describing her or his perception of the problem, how he or she feels, and what changes he or she wants.
 - Come to a common agreement on exactly what the conflict or problem really is.
2. Negotiate a compromise—create a written version of their agreed-upon understanding.
 - Brainstorm multiple solutions and discuss what would be a good compromise.
 - Come to an agreement on the best solution.
 - Discuss the changes that will be required to implement the solution.
 - Set a specific time frame for the changes to be made and commit to making them.
 - Decide on a date and time to evaluate the changes.
3. Manage conflict—communicate and negotiate.
 - Be willing to renegotiate if necessary.

Day Student Policies

Day students often refer to Darrow as their “home away from home,” as they spend quality time in our unique living and learning community. Day students have access to all that is available to boarding students, and, in turn, are subject to all school policies and rules while on campus or in the environs of the School (and subject to the disciplinary consequences of off-campus misconduct). Day students are encouraged to participate in as many weekend or evening activities as possible, and are invited to stay overnight in the dorm on weekends and occasionally on weeknights, with permission.

Automobile Policy

- Day students may use their cars only for transportation to and from school. They may not drive their cars for any purpose during the school day.
- Students may only park in specifically assigned areas behind the Dairy Barn.
- Day students may not give rides to boarding students. A day student may, however, take a boarding student home for the weekend by car if both students’ parents have provided permission to the Dean of Students.
- Day students may not garage a boarding student’s car during the academic year.
- Parents of day students bear full responsibility for ensuring that rules regarding automobile use are upheld. A student’s failure to follow this policy may result in loss of driving privileges or other disciplinary action.
- A student’s car is subject to inspection to the extent deemed reasonably necessary by the School in the interest of the health, safety, and welfare of its students or other members of the Darrow community.

Lockers

Day students are assigned lockers in the lower level of the Dairy Barn. Locks are provided by the School. Lockers may be subject to inspection to the extent deemed reasonably necessary by the School in the interest of the health, safety, and welfare of its students or other members of the Darrow community.

School Absence

Day students must follow the School’s attendance policy, as outlined in the Student Handbook. In addition, day student parents should call the Dean’s Office (518-794-6016) between 8:00 and 9:00 a.m. if a student is going to miss classes that day for an unplanned absence due to illness or transportation difficulties.

Inclement Weather

Students may stay overnight at the School when the weather presents a danger to driving. In fact, day students are encouraged to keep a change of clothes and overnight toiletries in their lockers in case of inclement weather. Students and parents must notify the Dean of Students and the appropriate dorm head if a day student needs to stay on campus. If a day student wants to stay overnight when weather is not the cause for the stay, he or she must fill out an overnight permission form, to be signed by the dorm parent on duty and the Dean of Students.

Proud to Support Darrow: Every Gift Counts!

Annual Fund

The Annual Fund provides a way for everyone in the Darrow community to contribute to the School's everyday financial needs. Tuition accounts for about 87% of the operating costs, and most of the remainder—such as the cost of enrichment programs, special activities, some financial aid, and faculty development—is covered through generous annual donations from members of the Darrow family. Darrow, as with most independent schools, is dependent on the money raised through the Annual Fund to provide for the level of excellence that defines our program.

Your participation in annual giving is extremely important to the School, as your gift represents a vote of confidence. This show of support from parents is looked at very closely by alumni, foundations, and other donors to affirm their judgment that Darrow is a worthwhile investment. By helping us meet our goal of 100% parent participation, you benefit the School, not only with your own gift, but also with the potential for greater contributions from the broader Darrow community. Gifts to Darrow of all sizes are always welcome and appreciated.

Capital Gifts

Capital gifts support renovations of our historic Shaker buildings, the creation of new academic facilities, the implementation of special projects, and important improvements to the School's infrastructure. They also help Darrow remain competitive in the independent school world. The stunning Joline Arts Center is the result of generous capital gifts by members of the Darrow family, and the most recent capital gifts have supported sustainability and preservation initiatives. Other capital gifts provide for faculty, including salaries and benefits, professional development, and improvements to their classroom and living spaces, as well as support for the valuable educational programs they implement.

Capital gifts are also sought to build the School's endowment. The purpose of an endowment is to further solidify the School's financial stability and to ensure that Darrow can provide for future generations of students. An increase in the endowment also lessens the dependence of Darrow on tuition to support the operating budget.

Families have been a large part of capital project support in the past, and you may be asked to assist the School in making strides forward with a special capital gift. Please contact Alexandra Hedding, Director of Advancement, if there is a particular project or idea you would be interested in supporting.

Class Representatives

The Development Office welcomes family support to build and sustain parent connections within each class. We welcome parents who wish to assist with Annual Fund solicitations from fellow parents and to help create bonds within a class during Family Weekends.

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Parent Ambassadors

You and your student are the best ambassadors in our search for new students who will benefit from a Darrow education and contribute to our dynamic community. The Admission Office may be contacting parent volunteers to serve as guides and information resources for families new to Darrow.

Help Darrow While You Shop!

Register with these local and online merchants, and a percentage of your purchase can be donated to Darrow School. Sign-up is quick and easy, and you'll have the satisfaction of knowing that Darrow School will benefit from your purchases. Share the information with your family and friends!

Price Chopper

Go to www2.pricechopper.com/toolsforschools and enter your information. In the "School Name" field, enter Darrow School. In the "School Code" field, enter 15823.



Target

Go to www.target.com and click the "redcards" tab, then the "Take Charge of Education" button. Follow the instructions to find/designate a school. Darrow's zip code is 12125, and school ID number is 11912.

Schoolpop

Go to www.schoolpop.com and click "Join." Type in "Darrow School" or use the organization ID 0181416. Follow the instructions for completing your profile.



Family FAQs

Contacting Your Student at School

- *How can I reach my student by e-mail?*

Each student is assigned an e-mail address when he/she arrives at Darrow. The address is made up of the student's last name and first initial followed by "@darrowschool.org." For example, John Smith would be smithj@darrowschool.org.

- *How can I reach my student by mail?*

Student Name
Darrow School
110 Darrow Road
New Lebanon, NY 12125

- *How can I reach my student in case of an emergency if he/she is not in his/her dorm room?*

Call the main school line at 518-794-6000 or 877-432-7769, and someone will contact your student if he or she is in class. If it is after school-day hours, contact the Administrator on Duty (AOD) at 518-365-9762 or 877-432-7779.

- *What should I do if I have bad news to convey to my student?*

If your student is a boarder and you need to share unpleasant news with him/her, we strongly suggest that you alert either your student's advisor or the Dean of Students prior to, or soon after, contacting your student. If you do this, there will be someone here who can check on how your student is doing and offer support. If you cannot reach either of these individuals, please contact the AOD.

Residential Life

- *What furnishings are included in dorm rooms?*

Furniture: Each student will have a standard-size twin bed, desk, desk chair, closet or wardrobe, and dresser. Phone: Each dorm is equipped with two phone lines; students can choose to have a land line through the local phone company, Fairpoint Communications, at an added cost. Cell phones are a popular choice among our students; however, cell phones at Darrow must be kept in the dorm at all times (Verizon, Nextel and AT&T service is available). Internet: Each dorm on campus has access to Darrow's wireless Internet network.

- *How will my student be notified about his/her roommate(s)?*

Prior to the beginning of the semester, your student will receive a mailing from the Dean of Students with the roommate's name, address, and phone number.

- *Where should my student go if he/she has a housing or roommate problem?*

The dorm parent is the best person for the student to contact.

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- *What types of counseling services are available for my student?*

The Darrow School Health Center provides confidential psychological services to the entire community. Short-term individual counseling is offered for a broad spectrum of adolescent emotional health and safety issues. The center is staffed by a full-time counselor who is a licensed psychologist and registered nurse.

- *What if my student is sick?*

If your boarding student is not feeling well enough to attend classes or other required appointments, he/she must report to the Health Center immediately. There he/she will be evaluated and, if deemed appropriate, will be treated and given a place to rest until he/she is feeling well enough to return to classes. In order for an absence to be excused, a student may not stay in his/her room while ill. If a student is unable to walk to the Infirmary, he/she should contact a dorm parent or AOD to arrange transportation. The nurse is on duty Monday through Friday from 7:30 a.m. to 3:30 p.m., and on call for consultations 24 hours a day, 7 days a week.

Serious emergencies are referred to Berkshire Medical Center's emergency room, and appointments for specialists are arranged on an individual basis at the student's own expense. Students should contact their dorm parent or AOD for illnesses or injuries that occur when the health center is closed. The Lebanon Valley Protective Association is at the bottom of Shaker Road, 2 minutes away, for emergency service available through 911.

- *Who helps my student manage his/her time?*

Each student is expected to manage his/her own time. However, we do support that effort by maintaining study conditions in the evening under dorm parent supervision, limiting television use during study hours, and by requiring Study Hall. However, a typical student room contains many distractions: reading materials, computer games, access to the Internet, a telephone, art or music materials, etc., and every student needs to determine how to resist these distractions when he/she has work to do. If your student needs further help with time management, please encourage him/her to talk to his/her advisor to consider additional strategies. Students who participate in the Tutorial program focus considerable attention on time management.

If your student is having particular difficulty concentrating on his/her work his/her advisor can request that he/she be placed in Support Study Hall in Bethards, which is an evening supervised study hall.

- *How can I be sure my student is eating well and getting enough sleep?*

As they transition to living more independently, both day students and boarders have to learn how to manage the various demands on their time and energy, and how to take good care of themselves in the process. This is a tremendous learning experience, and most students manage it well. However, some students need some extra guidance.

The best way to gather information about your student's eating and sleeping habits is to ask. In the beginning he/she may complain about the sleeping conditions (it's too hot or cold; it's too quiet or noisy; it just doesn't feel right) or the food offered in our dining halls (it's just not like

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yours). These types of complaints, of course, are usually part of the process of getting used to this new environment.

If your student complains about the food served in the dining hall, encourage him/her to keep an open mind and to remember that in addition to the hot selections served on the main line, they can also choose food from the salad bar, deli bar, and the cold cereal selections. Encourage your student to share ideas and recommendations with our Dining Services staff as they are always on the lookout for ways to improve their offerings.

If sleep seems to be impacted by a roommate's habits or noise conditions, encourage your student to discuss these matters with the roommate or neighbors, and seek assistance from dorm parents or Resident Assistants (RAs).

Though new students often face a great deal more work than they have ever seen before, it is possible for a well-disciplined student to complete her work and get enough sleep. How much is enough? Individual sleep requirements vary, but research suggests that adolescents typically require somewhere between eight and ten hours of sleep per day, including naps. We generally recommend that students get at least seven and a half to eight hours of sleep per night and the time for lights-out is set accordingly. However, we are flexible with our lights out policy to support an occasional need for extended study time, which will encourage students to take responsibility for their school work

If your student is not getting enough sleep, please encourage her to carefully evaluate how she is using her time. Emphasize that students need to spread their work throughout a given week. If a class doesn't meet for two days, that doesn't mean the student should let the homework go until the night before the next class meeting. Students need to use some of their free time during the school days, Wednesday afternoons, or weekends to do some work, as they can't get it all done between 7:30 and 9:30 p.m. on school nights during the designated study hall hours. Larger projects need to be worked on little by little rather than just during the last couple of days before the deadline. These strategies are reinforced in Tutorial. Also, it may be helpful to remind your student that if he is sleepy during classes, he will only create more work for himself because he will then need to try to master the material on his own.

Be assured that we will also keep our eyes and ears open for potential problems on these fronts. If you hear anything from your student that causes you concern, or you are worried that he is not getting enough sleep or eating well, please contact his advisor.

- *Are students' birthdays acknowledged while school is in session?*

Students' birthdays are announced in Morning Meeting on the appropriate days. Also, some advisors or dormitories choose to acknowledge students' birthdays through cards or celebrations. Contact your student's advisor if you'd like to know the tradition in your student's dormitory.

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- *Can girls visit boys' rooms or boys visit girls' rooms?*

Yes, boys and girls may visit in each other's rooms after obtaining visitation permission from the dorm parent on duty. Such visits are supervised by the dorm parent on duty and are restricted to certain hours. The room door must remain open during the visit.

- *What if I have an inkling about rule-breaking at the School and would like to have someone check on it before the kids get into trouble?*

Parents will often hear about potentially troublesome behaviors before Darrow staff. If you are concerned about your student or another student and would like someone at the School to check into it, please do not hesitate to contact the Dean of Students. You need not share the names of the students involved unless you are comfortable doing so. In most circumstances, we do not have to share the source of the information when addressing the problem.

- *What kind of clothing should my student have?*

New Lebanon can be cool in the fall, and is cold in the winter (temperatures typically range from 10°F to 40°F, but the temperatures can drop below 0°). Spring and early fall temperatures can be quite variable, ranging from cold to hot (up to 90°F). In September, each student should bring shoes and outerwear suitable for wet, rainy weather, as well as a jacket suitable for cool weather. For the winter, students will need a winter coat and boots suitable for walking in the snow and slush. If you are unfamiliar with the New York climate, you may want to wait to purchase new outerwear until your student has experienced the New Lebanon climate and seen what the other students are wearing.

**Dress Occasions/Sports Banquet
(3-4 Per Year)**

Dress, or blouse and skirt or dress pants for girls

Shirt, tie, slacks, sport coat for boys

Dress shoes (no sandals, flip-flops, or athletic shoes)

Outside/Hands-to-Work

Casual shirts

Jacket, winter coat

Gloves, hat, and scarf

Lined waterproof boots

Shoes, sneakers

Raincoat or poncho

Flannel shirts, work pants

Long underwear

Athletic gear (running shorts, sweatpants, athletic shoes, cleats)

- *Our address or work numbers have changed; whom should we notify?*

Please notify the Registrar in writing with any changes of address, phone number, emergency contact information, etc. This information can be faxed to the Registrar at 518-794-7065 or e-mailed to wechterl@darrow-school.org. She will be sure that the changes are circulated to others.

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Academics

- *Who will be helping my student select classes?*

Upon admission to Darrow School, each student is assigned an advisor who acts as the student's general guide for academic and nonacademic matters. The advisor is a faculty member who aids the student in achieving educational and personal goals. Advisors can only make recommendations; they do not dictate a student's course selection. The Director of Studies sets the overall schedule and assigns students to their courses based on graduation requirements, transcripts, special requests, and advisor recommendations.

- *What is the best way to reach the advisor?*

You can reach your student's advisor in several ways: telephone, mail, e-mail, or fax. We suggest you ask your student's advisor for their preferred method of communication.

Telephone: Each faculty member has a Darrow extension with voice mail. A private message can be left for the faculty advisor on the voice mail system. Please note: This is strictly a voice mail system and not a direct phone line.

Mail: To send anything to a faculty member, use the Darrow School mailing address: Darrow School, 110 Darrow Road, New Lebanon, NY 12125.

E-mail: Each faculty member is assigned a school e-mail account. The format follows that of the student's, with last name and first initial followed by "@darrowschool.org." These can also be found on the school's Web site: www.darrowschool.org.

Fax: You can fax a letter to any faculty member by using the main fax line: 518-794-7065. The faxed document will be placed in the appropriate faculty member's mailbox.

- *How much time should be devoted to study?*

Being a full-time student is like having a full-time job. Students have an average of 1.5 to 2 hours of homework a day and should expect to use free time on weekends and during the school day to thoroughly complete work, especially larger projects, and to prepare for tests and other assessments.

- *How many classes does the average student take in a semester?*

The typical course load for a student is 5 classes per semester. Students can choose to be enrolled in six courses if they are in good academic standing.

- *What if my student is having trouble with a class?*

Encourage your student to talk to the teacher and ask for suggestions for studying, note taking, and test taking. In addition, your student should seek assistance from his or her tutor and advisor.

- *Where will my student's grades be mailed?*

A student's grade report, released after the end of the semester, is mailed to the student's permanent address. Additional copies can be sent to a second parent/guardian, education

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consultant, or to the person who is financially responsible, with the written permission of the parent or guardian at the permanent address.

- *Are students required to bring a computer to school?*

No, but most do. Many assignments require the use of a computer and students can complete these tasks on a Darrow-owned computer. However, doing so requires more planning on the student's part. Computers are available for student use in the Library, Wickersham Computer Lab, and the Joline Arts Center Design Lab. Wireless access is available in these areas and also in the Dairy Barn. See the Computer Specification Sheet for specific configuration requirements.

- *How does the Director of College Counseling assist students with the college process?*

Our Director of College Counseling supports students, with input from their families, in researching a range of colleges and universities and selecting several to which they choose to apply. The student works closely with the Director of College Counseling, who helps to gather and prepare all necessary materials. Teachers, advisors, and tutors participate in this process by providing support, assisting with essays, and writing recommendations that provide a complete picture of the student's academic ability, commitment, motivation, and passion. The advantage of a small school like Darrow is that all the faculty know each student well and can speak personally about him or her.

- *Where does my student get school supplies?*

School supplies are available at the School Store. The store is open at various times during the week to enable students to purchase the supplies they need.

Co-Curricular Programs

- *What is Darrow's Hands-to-Work Program?*

Every Wednesday morning, students and faculty learn, work, and play side by side to sustain many of the systems that help the School to operate and to deliver its mission of an active, environmentally conscious program. Each Hands-to-Work crew is designed to bring diverse individual interests and talents together to perform tasks that make Darrow School a more efficient, comfortable, and sustainable community.

- *What crew will my student be on, and how are they chosen?*

Students sign up for crews and usually rotate through three crews over the course of a year. This rotation allows students to try several different tasks in one year, a diversity of experiences that is multiplied by the duration of one's tenure at the School. Hands-to-Work is an activity in which students discover and develop abilities and interests that they never knew they had. They also see the same in their peers and their teachers, which has the cumulative effect of creating a school community that recognizes the dignity and importance of all types of work.

- *Why is Hands-to-Work important?*

Whether it's turning maple sap into syrup, collecting aluminum and paper for recycling, teaching elementary school children, chopping wood, clearing trails, building bridges, picking apples and

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pressing cider, or any number of other tasks, Hands-to-Work is about working together to help a community thrive.

- *What is Darrow's Spring Term program?*

Spring Term is a week-long, hands-on, experiential learning adventure. During the final week of the school year, students stretch themselves in ways they never thought possible. Students have the opportunity to develop new interests and skills by selecting programs that inspire them to think deeply and have fun.

- *Which Spring Term trips have been offered in the past?*

Students have hiked the Appalachian Trail, learned about Buddhism and meditation at a Zen monastery, sailed a schooner down the Hudson River, and sea kayaked along the coast of Maine. They have traveled to Arizona and Mexico to learn about the culture, economics, and lives of the people living along the U.S.–Mexican border, and to Yellowstone National Park to study environmental issues and land management. Others have volunteered their time and labor at Habitat for Humanity in Pittsfield, Massachusetts, to help build homes for families in need, while others went to New Orleans to provide Katrina relief support. Still others have remained on campus to learn the process of making a sweater—from the shearing of sheep to knitting the finished product—or have learned to create films, write fiction, paint, and make quilts.

- *How will my student stay physically active?*

Darrow students test their physical limits on school teams and in individual sports every day between the hours of 3:30 p.m. and 5:00 p.m. The athletic program emphasizes teamwork, fitness, and the development of specific skills. All students participate in each of the three seasons, and must play at least one competitive sport.

- *What sports are offered?*

Interscholastic teams compete in soccer, cross-country, basketball, baseball, softball, lacrosse, tennis, and Ultimate Frisbee.

Noncompetitive activities include fitness center workouts, participation in outdoor education, or involvement in theater. Nearby, at the largest ski resort in Massachusetts, students can snowboard and ski five days a week from Thanksgiving until March. Alternatives like mountain biking on the Darrow's 365 acres, fencing, yoga and pilates, or horseback riding are offered, depending on student interest and faculty availability.

- *What other co-curricular programs do you offer?*

Theater is an especially popular activity at Darrow. Students who substitute theater for an athletic activity meet daily for two hours at the end of the academic day. In addition to acting, students construct sets and work backstage on props, costumes, lighting, and stage management. Three major productions each year include a fall play, the *Winter Revels* (a medieval celebration of the solstice featuring music, dance, and a play within a play), and a spring musical.

Travel/Transportation

- *Can my student drive off campus with a day student?*

No. Only in extreme cases is this allowed, and only with prior approval from the Dean of Students or his/her designee and with permission from a parent/guardian.

- *What is a travel form, and where can my student find one?*

If a student wants to travel on the weekend, he/she must complete a travel form. This form outlines where the student is going, with whom he/she is traveling, and contact information. The form is located outside the office of the Dean's Assistant, and must be fully completed and returned to the Dean's Assistant.

- *When are travel forms due?*

Travel forms are due to the Dean's Assistant by Wednesday at 3:00 p.m.

- *Does my student need my permission to travel?*

Absolutely. Permission from parents/guardians is due, by e-mail or fax, to the Dean's Assistant, by 3:00 p.m. on Thursday.

- *Will the School arrange transportation to and from the airport or train or bus station?*

Yes, the School will arrange transportation for students to/from Albany International Airport, the Rensselaer and Wassaic train stations, and the Albany and Pittsfield bus stations. During school vacations, Darrow provides a specific schedule of drop-off and pickup times for a modest fee. At other times, transportation is usually by taxi or limousine service, at the student's expense.

- *What is a recess travel form, and when is it due?*

Recess travel forms are distributed to parents from the Dean's Office. This form asks for travel details for a school recess. If a student needs transportation to or from an airport or train or bus station, it can be arranged through the Dean's Assistant. The recess travel form is due no later than 10 days before recess begins. A late fee of \$25 is charged for forms received after the deadline. For safety reasons, travel forms are required for all students, even if parents are providing that transportation, so we know when students are leaving and by what means.

- *Do day students have to return the recess travel forms?*

Day students should return completed travel forms. Sometimes a day student will invite a boarding student to his/her home for the break, and vice versa, and this information needs to be available to the School.

- *If I can't find a conveniently scheduled flight, can my student arrive late when returning to school from vacation, or depart school early for a vacation?*

No. We depend on the presence of every student during class time to provide the best learning experience for all. The same is true in the dormitory. In order to maintain the integrity of all of our classes, we require that students arrive on time for the start of each term and stay through the last appointment on the last day. Therefore, you should arrange your student's travel schedule so

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that she is able to attend all of her required appointments during the school term. Students who are absent may be held accountable through our disciplinary system.

If you encounter any extraordinary circumstances in making these plans and your student might need to be excused from classes, your student can petition the Dean of Students for permission to be absent. Such permissions are seldom granted, but are considered on a case-by-case basis. We ask that students submit such petitions at least 10 days prior to the event in question. For practicality's sake, your student should submit a petition as soon as he becomes aware of a need and prior to committing to any travel reservations.

- *What do I do if my student's return travel plans change?*

Contact the AOD (Administrator on Duty) immediately.

- *How do I contact the AOD?*

Call 518-365-9762 or 877-432-7779.

Financial Concerns

- *What is an SDA?*

An SDA is a Student Drawing Account. Students can draw their allowance and travel money from their SDAs, or charge to it purchases from the School Store or fees for weekend activities, as long as there are sufficient funds available. Notification will be sent to parents when the SDA needs to be replenished.

- *What additional expenses can we expect during a year at Darrow?*

You can anticipate that your student will need to purchase textbooks and school supplies (students spend approximately \$650 per year on these items), and pay for transportation expenses when traveling to and from school. Spring Term fees are also additional and range from \$150 to \$1,000, depending upon the student's chosen activity. He/She may also want or need money for some takeout treats or a meal at a local restaurant; outings to the mall, movies, theater, or ski slope; athletic equipment; clothing; video rentals; the purchase of compact discs or computer software or games; health and beauty aids; room furnishings; etc.

- *How much spending money should my student bring for a year?*

Personal expenses vary a great deal. Some require a few clothing items, some like to order food, and some take advantage of many weekend activities. You and your student should discuss what you can afford and what you think is an adequate amount for spending money. Students should have some source of emergency funds, whether that is access to a credit card, a checking account for which he has signatory rights, or a cash reserve. However, students should not keep large amounts of cash in their dorm room.

Please be sure to discuss with your student how much he/she can and should charge to his/her SDA account. If, despite your setting clear guidelines for spending, your student's use of the

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SDA charge account becomes a problem, you can contact the Business Office to request that his/her charging privileges be suspended.

- *Are there low- or no-cost activities available on campus?*

Yes. Students can attend club meetings and events, athletic contests, professional and student concerts, or art shows free of charge. Of course, they can play pool, Ping-Pong, foosball, and Frisbee; or utilize the athletic facilities; in addition to myriad other activities. Our Student Activities Director works with a student group to plan a variety of events on campus: movies, concerts, dances, games, etc., that are usually offered at no additional charge.

Student Activities also offer students opportunities to go skiing, see a play in Lenox, attend a concert in Albany, and enjoy similar excursions. These events typically require students to pay a fee. However, if a student would like to participate in such events but does not have sufficient funds to do so, he/she should discuss this with the Student Activities Director, as financial aid may be available. We do not want to see financial need prevent a student from participating in some special events.

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Area Accommodations

The Churchill House

(bed and breakfast; 5 minutes from Darrow)
228 Churchill Road
(Route 22 and Churchill Road)
New Lebanon, NY 12125
800-532-2702 or 518-766-5852
Web site: www.churchillhousebb.com

Hitchcock House B&B

(bed and breakfast, 4 rooms; 5 minutes from Darrow)
14163 Rt. 22 South
New Lebanon, NY 12125
518-794-8826
Web site: www.hitchcockhousebb.com

Shaker Meadows B&B

(bed and breakfast, 6 rooms; 5 minutes from Darrow)
14209 Rt. 22 South
New Lebanon, NY 12125
518-794-9385

The Hancock Inn

(10 minutes from Darrow)
Route 43, 102 Main Street
Hancock, MA 01237
413-738-5873

The Inn at Richmond

(10 minutes from Darrow)
Route 41, 802 State Road
Richmond, MA 01254
413-698-2566 or 888-968-4748
E-mail: innkeepers@innatrichmond.com
Web site: www.innatrichmond.com

The Inn at Silver Maple Farm

(15 minutes from Darrow)
1871 Route 295, P.O. Box 358
Canaan, NY 12029
518-781-3600
E-mail: info@silvermaplefarm.com
Web site: www.silvermaplefarm.com

The Spencer House, A Country Inn

(bed and breakfast; 5 minutes from Darrow)
446 Route 20
New Lebanon, NY 12125
518-794-6500
Web site: www.thespencerhouse.com

Mill House Inn

(10 minutes from Darrow)
86 State Route 43, PO Box 1079
Hancock, MA 01237
800-563-8645 or 518-733-5606
E-mail: fxt2@taconic.net
Web site: www.themillhouseinn.com

Shaker Mill Inn

(5 minutes from Darrow)
Off Route 22 on Cherry Lane
Canaan, NY 12029
800-365-9345 or 518-794-9345
E-mail: stay@shakermillfarminn.com
Web site: www.shakermillfarminn.com

Jiminy Peak Mountain Resort

(15 minutes from Darrow)
37 Corey Road
Hancock, MA 01237
800-882-8859 or 413-738-5500
Web site: www.jiminypeak.com

The Orchards Hotel

(30 minutes from Darrow)
222 Adams Road
Williamstown, MA
413-458-9611 or 800-225-1517

The Sedgwick Inn

(20 minutes from Darrow)
Route 22
Berlin, NY 12022
518-658-2334
E-mail: sedgwickin@aol.com
Web site: www.regionnet.com/colberk/sedgwickinn

The Red Lion Inn

(30 minutes from Darrow)
Route 7, Main Street
Stockbridge, MA 01262
413-298-5545
E-mail: reservations@redlioninn.com

Ramada Inn

(10 minutes from Darrow)
1350 West Housatonic Street (Route 20)
Pittsfield, MA 01201
413-442-8714
Mention Darrow School for 10% discount.

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Comfort Inn

(15 minutes from Darrow)
1055 South Street (Routes 7 & 20)
Pittsfield, MA 01201
413-443-4714

Cranwell Resort & Golf Club

(20 minutes from Darrow)
55 Lee Road (Route 20)
Lenox, MA 01240
413-637-1364 or 800-272-6935
E-mail: info@cranwell.com
Web site: www.cranwell.com

Howard Johnson

(15 minutes from Darrow)
462 Pittsfield Road (Routes 7 & 20)
Lenox, MA 01240
413-442-4000 or 800-446-4656

Patriot Suites Hotel

(15 minutes from Darrow)
8 Dan Fox Drive (Corner of Route 20)
Pittsfield, MA 01240
413-972-3300

The Yankee Inn

(15 minutes from Darrow)
461 Pittsfield Road
Lenox, MA 01240
413-499-3700 or 800-835-2364

Days Inn

(15 minutes from Darrow)
194 Pittsfield Road (Routes 7 & 20)

Lenox, MA 01240
413-637-3560 or 800-329-7466

White Horse Inn

(15 minutes from Darrow)
378 South Street
Pittsfield, MA 01201
413-442-2512
E-mail: whorsein@bcn.net
Web site: www.whitehorsebb.com

Crowne Plaza Pittsfield

(15 minutes from Darrow, in downtown Pittsfield)
One West Street
Pittsfield, MA 01201
413-499-2000 or 800-2-CROWNE
E-mail: crplaza@berkshire.net
Web site: www.berkshirecrowne.com

Yankee Extended Stay Suites

(10 minutes from Darrow)
20 West Housatonic Street (Route 20)
Pittsfield, MA 01201
413-499-3700 or 800-835-2364
E-Mail: Raya@yankeeinn.com
Web site: www.berkshireinns.com

Berkshire Mountain House B&B

(10 minutes from Darrow)
150 Berkshire Way
Stephentown, NY 12168
518-733-6923 or 800-497-0176
E-mail: mona@berkshirebb.com
Web site: www.berkshirebb.com

Community Guide

Medical Services/Pharmacy:

510 Medical Walk-In, Pittsfield	(413) 499-0237
Berkshire Medical Ctr., Pittsfield	(413) 447-2000
Big Y Pharmacy, Pittsfield	(413) 447-9844
CVS Pharmacy, Pittsfield	(413) 499-4624

Restaurants/Takeout:

Bucky's Bagels, New Lebanon	(518) 794-8865
China City, New Lebanon	(518) 794-9181
Fresco's, New Lebanon	(518) 794-9339
Hitchingpost Café, New Lebanon	(518) 794-8802
Jimmy D's, New Lebanon	(518) 794-8161
Mario's, New Lebanon	(518) 794-9495
The Pillars, New Lebanon	(518) 794-8007

Bus/Train Stations/Taxi:

Albany Bus Station	(518) 434-8095
Amtrak Station, Rensselaer	(800) 872-7245
Pittsfield Bus Station	(413) 442-4451
Rainbow Taxi, Pittsfield	(413) 499-4300

Travel Agents:

Berkshire Travel, Pittsfield	(413) 499-3300
Judi's Journeys, New Lebanon	(518) 794-0797

Florist:

Angel's Trumpet Flowers & Gifts	(518) 794-8800
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Shopping

Crossgates Mall, Albany	(518) 464-0889
Target, Pittsfield	(413) 236-4223
Wal-Mart, Pittsfield	(413) 442-1971
Berkshire Mall, Lanesborough	(413) 445-4400

Movies

Regal Berkshire Mall	(413) 499-2558
Crandell Theatre, Chatham	(518) 392-3331

Whom Do I Call?

In any complex institution, it is often difficult to know where to go for help when a problem or question arises. This list is an attempt to direct such questions.

Academic Program, Class Schedules, Spring Term, and Classroom Issues
Simon Holzapfel, Director of Studies
518-794- 6017, holzapfels@darrowschool.org

Accounts
Doug Anzalone, Director of Business Operations
518-794-6051, anzaloned@darrowschool.org

Admission/Financial Aid
Jamie Hicks-Furgang, Director of Admission
518-794-6008, hicksj@darrowschool.org

Athletics
Don Singleton, Director of Athletics
(518) 794-6015,
singletond@darrowschool.org

Attendance/Absences, Travel
Julie Colello, Assistant to the Dean of Students, School Store Manager
518-794-6016, colelloj@darrowschool.org

College Counseling
Rick Brown, Director of College Counseling
518-794-6029, brownr@darrowschool.org

Counseling
Dr. Josh Altschule, School Counselor
518-794-6064, altschulej@darrowschool.org

Gifts & Contributions
Alexandra Hedding, Director of Advancement
518-794-6007, heddingera@darrowschool.org

Events: Family Weekends, Theater Productions, etc.
Lisa Leary, Director of Special Events
718-794-6555, learyl@darrowschool.org

Medical Appointments, Medications
Crysta Ryan, Head School Nurse
518-794-6013, ryanc@darrowschool.org

Music Lessons
William McGreal, Music Coordinator
518-794-6571, mcgrealw@darrowschool.org

Photographs, Communications
Robin Catalano, Director of Communication
518-794-6004, catalanor@darrowschool.org

Registrar and Transcripts
Lorrie Wechter, Registrar
518-794-6006, wechterl@darrowschool.org

Residential and Nonacademic Issues, Orientation, Student Life, Visitors
Marjie Needham, Dean of Students
518-794-6018, needhamm@darrowschool.org

Tutoring
Linda Taylor, Director of Tutorial
518-794-6014, taylorl@darrowschool.org