

**GOLDMANHARRIS LLC**

**Attorneys at Law**

475 Park Avenue South  
New York, New York 10016  
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T. 212 935.1622  
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thartley@goldmanharris.com

**Tessa R. Hartley**

October 20, 2014

**BY MESSENGER**

Ms. Latha Thompson  
Community Board 8  
505 Park Avenue, Suite #620

**RECEIVED**

**OCT 20 2014**

**BY COMMUNITY BOARD 8**

**Re: 260-14-BZ  
100 East End Avenue  
New York, New York  
Block 1581, Lot 23**

Dear Ms. Thompson:

Enclosed herein is a copy of an application for a variance pursuant to Zoning Resolution Section 71-21 to allow the construction of a three-story enlargement to an existing school at the above captioned Premises. The Premises are located in R8B and R10A zoning districts, and the proposed enlargement requires waivers of rear yard (ZR §24-36), FAR (ZR §24-11, 77-22), and height and setback (ZR §24-50, 24-522, 23-633, 23-663). This application was submitted to the NYC Board of Standards and Appeals on Friday, October 17, 2014.

We look forward to discussing this with you at the November hearing, and please let us know if you require any additional information.

Thank you.

Sincerely,



Tessa R. Hartley  
Paralegal

Enc.

**GOLDMANHARRIS LLC**

**Attorneys at Law**

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New York, New York 10016  
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hgoldman@goldmanharris.com

**Howard Goldman**

October 17, 2014

**RECEIVED**

**OCT 20 2014**

**BY COMMUNITY BOARD 8**

**BY HAND-DELIVERY AND EMAIL**

Hon. Margery Perlmutter, Chair  
NYC Board of Standards and Appeals  
250 Broadway, 29<sup>th</sup> Floor  
New York, NY 10007

**Re: Variance Application  
100 East End Avenue  
New York, New York  
Block 1581, Lot 23**

Dear Chair Perlmutter:

Submitted herewith is an application for a variance pursuant to Zoning Resolution Section 71-21 to allow the construction of a three-story enlargement to an existing school at the above captioned Premises. The Premises are located in R8B and R10A zoning districts, and the proposed enlargement requires waivers of rear yard (ZR §24-36), FAR (ZR §24-11, 77-22), and height and setback (ZR §24-50, 24-522, 23-633, 23-663).

In connection with this application, please find enclosed the following attachments:

1. BZ Application Form;
2. Department of Buildings Objection;
3. Affidavit of Ownership;
4. Statement of Facts and Findings with exhibits A-G;
5. Certificate of Occupancy;
6. Zoning Map;
7. BSA Zoning Analysis form;
8. Tax Map;
9. Radius Diagram/Land Use Map;
10. Photographs;
11. Existing/BSA-Approved/As-of-Right Plans;
12. Proposed Conditions Plans;
13. List of Affected Property Owners;
14. CEQR Application.

In addition, checks in the amount of \$8,560.00 for the filing fee and \$5,465.00 for the CEQR fee are submitted herewith.

Hon. Margery Perlmutter  
October 17, 2014  
Page 2

Please let us know if you require any additional information in this regard.

Sincerely,

A handwritten signature in black ink, appearing to read "H. Goldman", with a stylized, flowing script.

Howard Goldman

cc: Hon. Gale Brewer, Manhattan Borough President;  
Hon. Ben Kallos, Council Member, District 5;  
Ms. Latha Thompson, District Manager, Manhattan Community Board 8;  
Ms. Edith Hsu-Chen, Director, Department of City Planning Manhattan Bor. Office;  
Mr. Christopher Holme, Zoning Division, Department of City Planning.



**Board of Standards  
and Appeals**

250 Broadway, 29th Floor  
New York, NY 10007  
212-386-0009 - Phone  
646-500-6271 - Fax  
www.nyc.gov/bsa

# **ZONING (BZ) CALENDAR** Application Form

BSA APPLICATION NO. \_\_\_\_\_

CEQR NO. \_\_\_\_\_

## **Section A**

**Applicant/  
Owner**

GoldmanHarris LLC

NAME OF APPLICANT

475 Park Avenue South, 28th Floor

ADDRESS

New York NY 10016

CITY STATE ZIP

212 9351622

AREA CODE TELEPHONE

212 9352651

AREA CODE FAX

hgoldman@goldmanharris.com

EMAIL

The Chapin School, Ltd.

OWNER OF RECORD

100 East End Avenue

ADDRESS

New York NY 10028

CITY STATE ZIP

LESSEE / CONTRACT VENDEE

ADDRESS

CITY STATE ZIP

## **Section B**

**Site  
Data**

100 East End Avenue (AKA 100-106 East End Avenue)

STREET ADDRESS (INCLUDE ANY A/K/A)

10028

ZIP CODE

Located on the northwest corner of the intersection formed by East 84th Street and East End Avenue

DESCRIPTION OF PROPERTY BY BOUNDING OR CROSS STREETS

1581 23 Manhattan 8

BLOCK LOT(S) BOROUGH COMMUNITY DISTRICT

Ben Kallos R8B/R10A

CITY COUNCIL MEMBER ZONING DISTRICT

(include special district, if any)

N/A

LANDMARK/HISTORIC DISTRICT

9a

ZONING MAP NUMBER

## **Section C**

**Dept of Building  
Decision**

BSA AUTHORIZING SECTION(S) 72-21

for ☒ VARIANCE ☐ SPECIAL PERMIT (Including 11-41)

Section(s) of the Zoning Resolution to be varied 24-11, 77-22 (FAR); 24-36 (rear yard); 24-50; 24-522, 23-633, 23-663 (height and setback)

DOB Decision (Objection/ Denial) date: 9/23/14 Acting on Application No: 122042048

## **Section D**

**Description**

(LEGALIZATION ☐ YES ☒ NO ☐ IN PART)

This application is filed pursuant to Section 72-21 of the Zoning Resolution of the City of New York, as amended, to request a variance to permit the construction of a three-story enlargement to the existing school at the Premises, which is contrary to the previously-approved plans, floor area, rear yard, height, and setback requirements.

## **Section E**

**BSA History  
and  
Related Actions**

If "YES" to any of the below questions, please explain in the STATEMENT OF FACTS

YES NO

1. Has the premises been the subject of any previous BSA application(s)? ☒ YES ☐ NO

PRIOR BSA APPLICATION NO(S): 498-87-BZ, 171-95-BZ

2. Are there any applications concerning the premises pending before any other government agency? ☐ YES ☒ NO

3. Is the property the subject of any court action? ☐ YES ☒ NO

## **Section F**

**Signature**

I HEREBY AFFIRM THAT BASED ON INFORMATION AND BELIEF, THE ABOVE STATEMENTS AND THE STATEMENTS CONTAINED IN THE PAPERS ARE TRUE.

Signature of Applicant, Corporate Officer or Other Authorized Representative

Howard Goldman, Esq.

Print Name

Attorney

Title

SWORN TO ME THIS 12<sup>th</sup> DAY OF OCT 2014

Caroline G. Harris  
Notary Public-State of New York  
No. 02HA6232527

Qualified in New York County  
My Commission Expires: December 13, 2014

NOTARY PUBLIC



Department of Buildings  
280 Broadway  
New York, New York 10007  
(212) 566-5000 | TTY (212) 566-4769  
nyc.gov/buildings

**X**  
MANHATTAN (1)  
280 BROADWAY 3<sup>RD</sup> FLOOR  
New York, NY 10007

BRONX (2)  
1932 ARTHUR AVENUE  
BRONX, NY 10457

BROOKLYN (3)  
210 JORALEMON STREET  
BROOKLYN, NY 11201

QUEENS (4)  
120-55 QUEENS BLVD  
QUEENS, NY 11424

STATEN ISLAND (5)  
BORO HALL- ST. GEORGE  
STATEN ISLAND, NY 10301

## Notice of Objections

Applicant: PAUL DRAGO  
NK ARCHITECTS  
233 BROADWAY SUITE 2150 NEW YORK NY  
10279  
DRAGOP@NKARCHITECTS.COM

Date: September 23, 2014  
Job Application #: 122042048

Application type: Alt 1  
Premises Address: 100 East End Avenue, NY  
Zoning District: R8/R10A, Map #:  
Block: 15801 Lot: 23 Doc(s): 01

NYC Department of Buildings Examiner: Martin Rebholz, RA

Examiner's Signature:

To discuss and resolve these objections, please call 311 to schedule an appointment with the Plan Examiner listed above. You will need the application number and document number found at the top of this objection sheet. To make the best possible use of the Plan Examiner's and your time, please make sure you are prepared to discuss and resolve these objections before arriving for your scheduled plan examination appointment.

Obj. #	Section of Code	Objections	Date Resolved	Comments
1.	ZR 32-31, & 73-36	<b>BSA Denial:</b> Enlargement does not comply with approved variances (BSA Cal. No. 498-87-BZ, BSA Cal. No. 171-95-BZ).		
2.	ZR 24-11, 77-22	Enlargement exceeds maximum permitted floor area on pre-existing zoning lot.		
3.	ZR 24-36	Enlarged portion does not meet rear yard requirement in R8B district.		
4.	ZR 24-50, 24-522, 23-633	15' setback is not provided above the maximum base height in R8B district.		
5	ZR 24-50, 24-522, 23-633	Proposed building exceeds max. building height of 75' in R8B district		
6	ZR 24-50, 24-522, 23-633	15' on E. 84th Street not provided in R10A district		
7	ZR 24-50, 24-522, 23-633	10' setback on East End Avenue not provided in R10A district		
8	ZR 23-663	10' rear setback above max. base height from rear yard line not provided in R8B district		
9				

**DENIED**  
FOR APPEAL TO BOARD OF STANDARDS AND APPEALS  
DATE 9-23-14  
PER Martin Rebholz, RA  
Deputy Commissioner  
Department of Buildings



250 Broadway, 29th Floor  
New York, NY 10007  
212-386-0009 - Phone  
646-500-6271 - Fax  
www.nyc.gov/bsa

## AFFIDAVIT OF OWNERSHIP AND AUTHORIZATION

### Affidavit of Ownership

Jay Mathews

\_\_\_\_\_, being duly sworn, deposes and says that (s)he resides  
at 100 East End Avenue, in the City of New York, in the County of New York, in the  
State of New York; that The Chapin School, Ltd. is the owner in fee of all that certain  
lot, piece or parcel of land located in the Borough of Manhattan, in the City of New York  
and known and designated as Block 1581, Lot(s) 23, Street and House Number  
100 East End Avenue; and that the statement of facts in the annexed application are true.

Check one of the following conditions:

- ☒ Sole property owner of zoning lot  
☐ Cooperative Building  
☐ Condominium Building  
☐ Zoning lot contains more than one tax lot and property owner

### Owner's Authorization

The owner identified above hereby authorizes GoldmanHarris LLC

to make the annexed application in her/his behalf.

Signature of Owner

Jay Mathews

Print Name

Jay Mathews

Print Title

Director of Finance

Sworn to before me this 29th day

of September 2 014

Sonia M. Pinzon

SONIA M. PINZON  
NOTARY PUBLIC, STATE OF NEW YORK  
No. 01PI6220874  
QUALIFIED IN QUEENS COUNTY  
COMMISSION EXPIRES APRIL 19, 2018

October 17, 2014

STATEMENT OF FACTS AND FINDINGS

100 East End Avenue  
New York, NY 10028  
Block 1581, Lot 23

I. INTRODUCTION

This application is for a zoning variance to permit the construction of a three-story enlargement of an eight-story building housing The Chapin School (the "School" or "Chapin"). Chapin is a private, single sex, non-profit school that educates girls from kindergarten through grade twelve. The School currently enrolls approximately 751 students and employs 130 teachers and 84 staff members. Chapin was founded in 1901 and has been at this location since 1928.

The enlargement is required to meet Chapin's essential programmatic needs in athletics and the performing arts. In addition, construction of the enlargement will free up space within the existing School to meet other programmatic needs, including but not limited to classrooms, science and technology and cafeteria space. In planning for the enlargement, the School has made every effort to minimize the variances required.

II. STATEMENT OF FACTS

A. The Premises

The Premises comprise an approximately 22,784 square-foot lot located on East End Avenue and E. 84<sup>th</sup> Street within Manhattan Community District 8. The Premises are located within R10A and R8B zoning districts, which permit a maximum FAR of 10.0 and 5.1, respectively, for community facility uses.

The School was originally constructed at this location in the mid-1920's. As the student population and educational needs evolved, the School has undergone a series of enlargements on both an as-of-right basis and pursuant to zoning variances. The spatial limitations of the existing building, which necessitate the proposed variance, are discussed below.

#### B. Prior Board Actions

There have been three prior Board actions with respect to the School. The Board's resolutions for these actions are submitted herewith as Exhibit A. These grants permitted waivers of lot coverage, rear yard, sky exposure plane, and height and setback requirements.

The Board first granted a variance in 1987 under BSA Cal. No. 498-87-BZ to permit the enlargement of the School for a new gymnasium. This grant varied the following zoning requirements:

- Lot Coverage in the R8B and R10 districts;
- Rear Yard in the R8B district; and
- Rear Sky Exposure Plane in the R8B district.

In 1996, under BSA Cal. No. 171-95-BZ, the Board granted a second variance, which permitted an enlargement to accommodate a new library, gymnasium, and a "black box" theater. In this variance, the Board varied the following zoning provisions:

- Lot Coverage in the R8B district;
- Street Wall Location in the R10A district; and
- Height and Setback in the R8B district.

In 2006, the 1996 variance was reopened and amended to allow the addition of three floors and a mezzanine level above the portion of the School located in the R10A district in order to accommodate the School's science program. This amendment complied with zoning on an as-of-right basis and did not require any new variances. Furthermore, due



to the rezoning of the R10 portion of the lot to an R10A zoning district, previously-approved waivers for lot coverage and height and setback were no longer required.

### C. Neighborhood Context

The Premises are located in the Upper East Side neighborhood of Manhattan, which is roughly bounded by 96<sup>th</sup> Street to the north, Central Park to the west, 59<sup>th</sup> Street to the south, and the East River to the east. Although schools are permitted on an as-of-right basis in residential zoning districts, the Existing Building is one of only four schools within a quarter mile of the Premises. Schools are common on the Upper East Side; an internet search revealed 57 public and private elementary, middle, and high schools in this area.

Neighboring properties within a 400-foot radius of the Premises (the "Surrounding Area") are located in R10A, R8B, and an R10 zoning district mapped along York Avenue. Residential uses, including a mix of one- and two-family townhouses, multi-family walkups, and multi-family elevator buildings, typify the midblocks. Mixed residential-commercial, as well as strictly commercial, uses are located on the avenues.

The majority of the existing buildings along the midblocks within the Surrounding Area are between three and five stories. Along East End Avenue, the buildings range between five and twenty-one stories. As shown in the Building Height Study prepared by Urban Cartographics (the "Height Study"), submitted herewith as Exhibit B, the midblock areas adjacent to East End Avenue, running from the northerly midblock of East 80<sup>th</sup> Street to the southerly midblock of East 86<sup>th</sup> Street, contain many buildings that exceed the maximum height and setback restrictions of the R8B zoning district. There are at least sixteen buildings that exceed the R8B district height limit of 75 feet, many of which are at a comparable or greater height than proposed.

#### D. Chapin History and Educational Mission

Chapin has been dedicated to the intellectual and personal growth of girls and young women for over 100 years, offering a rigorous liberal arts program for students in kindergarten through twelfth grade. Chapin's students are divided into a Lower School (kindergarten through third grade), Middle School (fourth through seventh grade), and Upper School (eighth through twelfth grade). All of Chapin's students are located in the existing building, creating a sense of continuity and community that are essential to Chapin's educational mission.

Founded in 1901 by Maria Bowen Chapin as "Miss Chapin's School" at 12 West 47<sup>th</sup> Street, Chapin began with seven teachers, 78 students, and a curriculum centered on elocution and penmanship. Due to the success of the School, larger facilities quickly became necessary and, in 1910, the School moved to E. 57<sup>th</sup> Street. Its continued growth led Chapin to move once again in 1928, this time to a newly constructed, five-story building at 100 East End Avenue.

In 1969, Chapin purchased a neighboring building located at 535 East 84<sup>th</sup> Street. At this time, there was no at grade connection between the buildings. In 1971, the East Wing and the Stringfellow Wing were connected by an as-of-right, one-story structure known as the "Gordon Room," which served as a dining facility and "all-purpose" room.

Chapin has always been committed to expanding curricular and extracurricular opportunities for its students. In 1971, Chapin joined the Interschool Program ("Interschool"), a consortium of eight independent schools in Manhattan, including Brearley, Browning, Collegiate, Dalton, Nightingale-Bamford, Spence, and Trinity. Interschool operates as a collaborative platform for member schools to share resources, thereby supplementing the services each school provides to its students alone. A major component of the Interschool Program has been, and continues to be, the programming of interscholastic performing arts programs -- music, drama, and dance.

In addition to Interschool, Chapin is a member of the New York State Association of Independent Schools ("NYSAIS"), a voluntary association of 194 independent nursery, elementary, and secondary schools enrolling 79,000 students statewide. NYSAIS serves as an advocate for New York State's independent educational institutions, acts as an accrediting body chartered by the New York State Board of Regents, and administers interscholastic sports for member schools. In addition, NYSAIS sends a "Visiting Committee" to periodically evaluate member schools' programs and facilities and make recommendations for improvement. The improvements made to the Existing Building in 1995 and 2006, discussed above, resulted from prior NYSAIS evaluations. Likewise, the enlargement is proposed in response to a 2013 NYSAIS evaluation.

#### E. Programmatic Needs

As indicated in its October 2013 evaluation report (the "Report"), which is submitted herewith as Exhibit C, the NYSAIS Visiting Committee commended Chapin for "living its mission"<sup>1</sup> and "creating an environment where engaged and happy students thrive and grow into scholars and leaders." The Visiting Committee also made a number of recommendations to help Chapin "develop a vision for continued growth and success," including the provision of a full size gymnasium and facilities for dance, drama, and music programs. In response, Chapin reevaluated its existing gymnasiums and arts facilities and determined that it could accomplish the goals set forth in the Report and fulfill its programmatic needs only through the proposed enlargement.

The enlargement will house new space for the performing arts programs and a regulation sized gymnasium, as described below. In addition, the enlargement will allow Chapin to reorganize the use of existing space within the School, so as to provide needed classroom

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<sup>1</sup> Chapin embodies its commitment to its students through a mission statement, revised and adopted in 2012:

*The Chapin School prepares a diverse and talented community of young women to thrive and lead in a global society through its dedication to academic excellence, personal integrity and community responsibility. Chapin cultivates in each student a love of learning, independent thinking, emotional resilience and dedication to serving others.*

space, a Lower School dining hall, a robotics studio, better nursing and medical facilities, and a common room for group lectures, as follows:

- The additional classroom space will alleviate scheduling difficulties, as Chapin currently operates with a very high classroom usage rate of approximately 92-95%.
- Because all of its students currently share one dining hall, students are required to eat lunch in multiple shifts beginning as early as 10:40 a.m. and ending as late as 1:45 p.m., with long wait times. The proposed dining hall for the Lower School will greatly alleviate long lines and lunch scheduling issues.
- The robotics studio will provide much-needed space for this program, which is currently utilizing the hallway as a studio and completely lacking in storage space. Chapin's robotics program is a key part of its commitment to science, technology, engineering, and math ("STEM"), which is a central educational agenda of the United States and State Department of Education, particularly for girls and young women.
- The new nursing and medical facilities will provide sufficient space to accommodate the student population, space for private exams and discussions, and an area to separate ill students from healthy students. The existing nurse's office is undersized to support the existing study body and falls short of modern professional standards.
- The common room for large lectures will provide a dedicated assembly space, allow a larger student population to come together, and will facilitate visiting lecturers.

The Proposed Enlargement will provide additional space for these programmatic needs primarily through the expansion and use of space currently dedicated to two smaller gyms. However, the programmatic areas most directly benefitted are athletics and performing arts, as follows:

#### 1. Physical Education and Athletics Facilities

The existing gymnasiums at the Premises are inadequate to accommodate the programmatic needs of the School and limit the School's ability to host basketball

games. The NYSAIS's Report commended the School for their safety management and variety of athletics, but noted the need for a regulation sized gymnasium. The existing gyms do not comply with requirements imposed by the NFHS.

The School currently houses four separate gyms, which are located on the first, second, fifth, and sixth floors. None of the existing gyms come close to the current size requirements, which are at least 7,280 square feet for basketball. The second floor gym is the largest, with dimensions of 38' x 70' (2,660 sf), followed by the sixth floor gym which measures 35' x 62' (2,170 sf), and the first floor gym which is 30' x 70' (2,100 sf). Although the fifth floor gym measures 40' x 66' (2,640 sf), it contains a separate 18' x 14' (252 sf) fitness room and the remainder of the space is dedicated to and equipped for gymnastics. None of the existing gymnasiums meet NFHS standards and, after examining multiple options, the project architects determined that it is not feasible to enlarge any one of the gyms to meet these standards because it is not possible to achieve the required clear span dimensions of a regulation-sized gym. Therefore, the proposed enlargement will provide a new regulation sized gym on the 11<sup>th</sup> floor, while, maintaining the smaller first and sixth floor gyms and allowing the other two gyms to be dedicated to other uses. The NFHS rules call for a minimum basketball court size of 50' x 84' plus a 10' safety buffer around the entire perimeter, requiring a space of at least 70' x 104' (7,280 sf), and American Association of Independent Schools ("AAIS"), which administers league play, adheres to the NFHS standards.

Due to the substandard dimensions, the AAIS has prohibited league tournament games at Chapin and allows home games only by exception. A letter from AAIS President Tammy Zazuri is submitted herewith as Exhibit D. Based on player safety concerns, the AAIS intends to prohibit even home games in schools with substandard gyms. Developing a complying gym that allows Chapin to continue to participate in the AAIS inter-school league is a critical programmatic need.

In order to meet its programmatic needs, the Proposed Enlargement includes a gymnasium measuring approximately 107' x 80' (8,763 sf), as shown on the proposed plans submitted herewith. Accessory facilities (e.g., locker room, training room, storage space, bathroom, office, and bleachers), which are currently lacking, will be provided adjacent to or below the new gym. A running track will be located on a mezzanine level within the gym, which will further accommodate the needs of the athletic program and provide space for additional occupants at assemblies.

## 2. Performing Arts

The existing facilities for the School's music, drama, and dance programs are inadequate to support the School's commitment to performing arts. The NYSAIS Report discussed the central role of performance in the life of the School, noting that "The excitement and palpable energy of the girls regarding all of their arts classes was visible to the Visiting Committee. The importance of innovation, creativity, risk-taking, out of the box thinking and multiple intelligences means Dance, Art, Drama and Music are central to a well-rounded education." Although the Report commended the School for its commitment to providing a rich and varied program to students, it recommended that the School (i) evaluate the benefit of adding an arts requirement for students in grades ten, eleven, and twelve, and (ii) evaluate the existing arts facilities to ensure they reflect the aspirations of the program.

There is a clear need for classroom space for music and dance instruction and practice. Middle and Upper School dance requires a minimum cross dimension of 52 feet, so smaller rooms are inadequate. Chapin currently uses the assembly room as an alternate dance instruction area, but the Lower, Middle, and Upper Schools each have weekly assemblies that require that space, along with parent gatherings and events that require set-up and tear-down time, all of which leave insufficient time for dance program use. In addition, the School lacks adequate music classrooms, storage space for instruments, and practice rooms.

By way of comparison, The Spence School ("Spence") on East 91<sup>st</sup> Street has five music classrooms, including instrumental classrooms, while Chapin currently has only two. The Brearley School ("Brearley") on East 83<sup>rd</sup> Street currently offers a more robust instrumental program than Chapin, maintaining a full orchestra and offering lessons in strings, brass, theory, piano, and percussion. Similarly, Spence offers a full orchestra for both its middle and upper schools. Chapin does not maintain a full orchestra and its instrumental program offers instruction only for violin and cello on a limited schedule. Chapin's music program falls short of the programs offered at other comparable schools as well. This information, together with the NYSAIS Report and the importance of arts programming at Chapin, clearly establishes a programmatic need for better performing arts facilities. With the additional space, Chapin will be able to provide continuity in its music instruction by offering music literacy, skills, and process courses continuously through the year. The enlargement will allow new classrooms for dance, music instruction, music practice rooms, and music storage rooms.

#### F. Waivers

In order to provide the additional space required to meet Chapin's programmatic needs, the following waivers are requested:

- **FAR:** ZR § 24-11 permits a maximum FAR of 5.1 for community facility uses in R8B zoning districts within Manhattan Community District 8, and a maximum FAR of 10.0 for community facility uses in an R10A zoning district. The requirements of ZR § 77-22 dictate that the FAR of each zoning district on a zoning lot divided by zoning districts may be applied proportionately to the square footage of lot area within each district, permitting a maximum weighted average FAR of 7.29 (166,261.7 sf) at the Premises. As an FAR of 7.74 (176,249 sf) is proposed, a waiver is required.

- **Rear Yard:** A rear yard of 30 feet is required pursuant to ZR § 24-36, whereas a rear yard of 17 feet is proposed within the R8B zoning district. Although the existing rear yard of 17 feet is a legal non-compliance, the Proposed Enlargement increases the degree of non-compliance. Therefore, the Proposed Enlargement seeks a waiver of ZR § 24-36.
- **Height:** A maximum building height of 185.66 feet is proposed. A fence enclosing the rooftop recreational space extends to a height of 207.19 feet, a permitted obstruction pursuant to ZR § 24-51. Pursuant to ZR § 23-633, a maximum height of 210 feet is permitted in the R10A zoning district, while a maximum building height of 75 feet is permitted within the R8A zoning district. The Existing Building height is 116.69 feet in the R10A portion of the lot and 103.5 feet in the R8B portion, pursuant to BSA Cal. No. 171-95-BZ. As the Applicant seeks to increase the building height to 185.66 feet in the R10A portion of the lot and 179.74 feet in the R8B portion, a waiver of ZR § 23-633 for the proposed height within the R8B zoning district is required.
- **Setback:** The Proposed Enlargement requires a waiver of ZR §§ 24-50, 24-522, 23-633, and 23-663 as a result of the following non-compliances:
  - a. A front setback of 15 feet for the portion of the zoning lot fronting on a narrow street is required above the maximum base height of 60 feet in the R8B zoning district, whereas no setback is proposed. The lack of setback is an existing, legal non-complying condition, but the non-compliance is increased.
  - b. A rear setback of 10 feet above the maximum base height of 60 feet is required in the R8B zoning district, whereas no setback is proposed. This is also an existing condition, for which the degree of non-compliance is increased under the Proposed Enlargement.
  - c. A front setback of 15 feet above the maximum base height of 150 feet is required in the R10A zoning district for the portion of the zoning lot fronting on East 84<sup>th</sup> Street. As no setback is provided under the Proposed Enlargement, a waiver is required.



- d. A front setback of 10 feet above the maximum base height of 150 feet is required in the R10A zoning district for the portion of the zoning lot fronting on East End Avenue. As a setback of 2.5 feet at a height of 150 feet is provided under the Proposed Enlargement, a waiver is required.

G. Objections and Violations

Waivers are sought for the below provisions of the Zoning Resolution, pursuant to Department of Buildings ("DOB") objections issued on September 23, 2014 in connection with Job Application No. 122042048 as follows (verbatim):

Obj. #	Section of Code	Objections
1	ZR 32-31 & 73-36 [Purposely Omitted]	Enlargement does not comply with approved variances (BSA Cal. No. 498-87-BZ, BSA Cal. No. 171-95-BZ).
2	ZR 24-11, 77-22	Enlargement exceeds maximum permitted floor area on pre-existing zoning lot.
3	ZR 24-36	Enlarged portion does not meet rear yard requirement in R8B district.
4	ZR 24-50, 24-522, 23-633	15' setback is not provided above the maximum base height in R8B district.
5	ZR 24-50, 24-522, 23-633	Proposed building exceeds max. building height of 75' in R8B district.
6	ZR 24-50, 24-522, 23-633	15' on E. 84 <sup>th</sup> Street not provided in R10A district.
7	ZR 24-50, 24-522, 23-633	10' setback on East End Avenue not provided in R10A district.
8	ZR 23-663	10' rear setback above max base height from rear yard line not provided in R8B district.

According to the DOB Buildings Information System, there are no open violations against the Premises on the date hereof. A copy of the DOB Property Profile is submitted herewith as Exhibit E.

#### H. As-of-Right Building

The only “as-of-right” condition is pursuant to the previously approved variances. Any changes to those conditions require an amendment, as proposed. Therefore, the Existing and As-of-Right conditions are the same.

### III. **STATEMENT OF FINDINGS**

Pursuant to Section 72-21 of the Zoning Resolution, the Board of Standards and Appeals has the authority to vary the strict application of zoning regulations, provided that five requisite findings are satisfied. Each of the necessary findings is satisfied by this application, as discussed below.

#### A. **UNIQUENESS**

**There are unique physical conditions, including irregularity, narrowness or shallowness of lot size or shape, or exceptional topographical or other physical conditions peculiar to and inherent in the particular zoning lot; and that, as a result of such unique physical conditions, practical difficulties or unnecessary hardship arise in complying strictly with the use or bulk provisions of the Resolution; and that the alleged practical difficulties or unnecessary hardship are not due to circumstances created generally by the strict application of such provisions in the neighborhood or district in which the zoning lot is located.**

The requested waivers are necessitated by Chapin’s programmatic needs. As a result of Chapin’s programmatic needs, strict compliance with the relevant provisions of the Zoning Resolution would result in practical difficulties and unnecessary hardship in Chapin’s use of the Premises for educational purposes.

## **Programmatic Needs**

As indicated in its October 2013 evaluation report (the “Report”), which is submitted herewith as Exhibit C, the NYSAIS Visiting Committee commended Chapin for “living its mission”<sup>2</sup> and “creating an environment where engaged and happy students thrive and grow into scholars and leaders.” The Visiting Committee also made a number of recommendations to help Chapin “develop a vision for continued growth and success,” including the provision of a full size gymnasium and facilities for dance, drama, and music programs. In response, Chapin reevaluated its existing gymnasiums and arts facilities and determined that it could accomplish the goals set forth in the Report and fulfill its programmatic needs only through the proposed enlargement.

The enlargement will house new space for the performing arts programs and a regulation sized gymnasium, as described below. In addition, the enlargement will allow Chapin to reorganize the use of existing space within the School, so as to provide needed classroom space, a Lower School dining hall, a robotics studio, better nursing and medical facilities, and a common room for group lectures, as follows:

- The additional classroom space will alleviate scheduling difficulties, as Chapin currently operates with a very high classroom usage rate of approximately 92-95%.
- Because all of its students currently share one dining hall, students are required to eat lunch in multiple shifts beginning as early as 10:40 a.m. and ending as late as 1:45 p.m., with long wait times. The proposed dining hall for the Lower School will greatly alleviate long lines and lunch scheduling issues.
- The robotics studio will provide much-needed space for this program, which is currently utilizing the hallway as a studio and completely lacking in storage space. Chapin’s robotics program is a key part of its commitment to science, technology,

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<sup>2</sup> Chapin embodies its commitment to its students through a mission statement, revised and adopted in 2012:

*The Chapin School prepares a diverse and talented community of young women to thrive and lead in a global society through its dedication to academic excellence, personal integrity and community responsibility. Chapin cultivates in each student a love of learning, independent thinking, emotional resilience and dedication to serving others.*

engineering, and math ("STEM"), which is a central educational agenda of the United States and State Department of Education, particularly for girls and young women.

- The new nursing and medical facilities will provide sufficient space to accommodate the student population, space for private exams and discussions, and an area to separate ill students from healthy students. The existing nurse's office is undersized to support the existing study body and falls short of modern professional standards.
- The common room for large lectures will provide a dedicated assembly space, allow a larger student population to come together, and will facilitate visiting lecturers.

The Proposed Enlargement will provide additional space for these programmatic needs primarily through the expansion and use of space currently dedicated to two smaller gyms. However, the programmatic areas most directly benefitted are athletics and performing arts, as follows:

#### 1. Physical Education and Athletics Facilities

The existing gymnasiums at the Premises are inadequate to accommodate the programmatic needs of the School and limit the School's ability to host basketball games. The NYSAIS's Report commended the School for their safety management and variety of athletics, but noted the need for a regulation sized gymnasium. The existing gyms do not comply with requirements imposed by the NFHS.

The School currently houses four separate gyms, which are located on the first, second, fifth, and sixth floors. None of the existing gyms come close to the current size requirements, which are at least 7,280 square feet for basketball. The second floor gym is the largest, with dimensions of 38' x 70' (2,660 sf), followed by the sixth floor gym which measures 35' x 62' (2,170 sf), and the first floor gym which is 30' x 70' (2,100 sf). Although the fifth floor gym measures 40' x 66' (2,640 sf), it

contains a separate 18' x 14' (252 sf) fitness room and the remainder of the space is dedicated to and equipped for gymnastics. None of the existing gymnasiums meet NFHS standards and, after examining multiple options, the project architects determined that it is not feasible to enlarge any one of the gyms to meet these standards because it is not possible to achieve the required clear span dimensions of a regulation-sized gym. Therefore, the proposed enlargement will provide a new regulation sized gym on the 11<sup>th</sup> floor, while, maintaining the smaller first and sixth floor gyms and allowing the other two gyms to be dedicated to other uses. The NFHS rules call for a minimum basketball court size of 50' x 84' plus a 10' safety buffer around the entire perimeter, requiring a space of at least 70' x 104' (7,280 sf), and American Association of Independent Schools ("AAIS"), which administers league play, adheres to the NFHS standards.

Due to the substandard dimensions, the AAIS has prohibited league tournament games at Chapin and allows home games only by exception. A letter from AAIS President Tammy Zazuri is submitted herewith as Exhibit D. Based on player safety concerns, the AAIS intends to prohibit even home games in schools with substandard gyms. Developing a complying gym that allows Chapin to continue to participate in the AAIS inter-school league is a critical programmatic need.

In order to meet its programmatic needs, the Proposed Enlargement includes a gymnasium measuring approximately 107' x 80' (8,763 sf), as shown on the proposed plans submitted herewith. Accessory facilities (e.g., locker room, training room, storage space, bathroom, office, and bleachers), which are currently lacking, will be provided adjacent to or below the new gym. A running track will be located on a mezzanine level within the gym, which will further accommodate the needs of the athletic program and provide space for additional occupants at assemblies.

## 2. Performing Arts

The existing facilities for the School's music, drama, and dance programs are inadequate to support the School's commitment to performing arts. The NYSAIS Report discussed the central role of performance in the life of the School, noting that "The excitement and palpable energy of the girls regarding all of their arts classes was visible to the Visiting Committee. The importance of innovation, creativity, risk-taking, out of the box thinking and multiple intelligences means Dance, Art, Drama and Music are central to a well-rounded education." Although the Report commended the School for its commitment to providing a rich and varied program to students, it recommended that the School (i) evaluate the benefit of adding an arts requirement for students in grades ten, eleven, and twelve, and (ii) evaluate the existing arts facilities to ensure they reflect the aspirations of the program.

There is a clear need for classroom space for music and dance instruction and practice. Middle and Upper School dance requires a minimum cross dimension of 52 feet, so smaller rooms are inadequate. Chapin currently uses the assembly room as an alternate dance instruction area, but the Lower, Middle, and Upper Schools each have weekly assemblies that require that space, along with parent gatherings and events that require set-up and tear-down time, all of which leave insufficient time for dance program use. In addition, the School lacks adequate music classrooms, storage space for instruments, and practice rooms.

By way of comparison, The Spence School ("Spence") on East 91<sup>st</sup> Street has five music classrooms, including instrumental classrooms, while Chapin currently has only two. The Brearley School ("Brearley") on East 83<sup>rd</sup> Street currently offers a more robust instrumental program than Chapin, maintaining a full orchestra and offering lessons in strings, brass, theory, piano, and percussion. Similarly, Spence offers a full orchestra for both its middle and upper schools. Chapin does not

maintain a full orchestra and its instrumental program offers instruction only for violin and cello on a limited schedule. Chapin's music program falls short of the programs offered at other comparable schools as well. This information, together with the NYSAIS Report and the importance of arts programming at Chapin, clearly establishes a programmatic need for better performing arts facilities. With the additional space, Chapin will be able to provide continuity in its music instruction by offering music literacy, skills, and process courses continuously through the year. The enlargement will allow new classrooms for dance, music instruction, music practice rooms, and music storage rooms.

### **Relevant Legal Standard**

It is well established that educational and religious institutions are accorded deference with respect to zoning regulations because of their inherently beneficial nature. Educational and religious institutions are recognized as facilitating the very same objectives as zoning regulations themselves: fostering the public health, safety, morals, and general welfare; and this presumed beneficial impact can only be rebutted with evidence of significant negative impact on the public. Specifically, "churches and schools occupy a different status from mere commercial enterprises...Thus church and school and accessory uses are, in themselves, clearly in furtherance of the public morals and general welfare... ." Diocese of Rochester v. Planning Board of Town of Brighton, 1 N.Y.2d 508, 523-526 (1956) (hereinafter "Diocese"). New York courts have consistently held that the favorable zoning status accorded for educational and religious uses is limited solely by factors involving the health, safety or welfare of the public. Cornell University v. Bagnardi, 68 N.Y.2d 583 (1986) (hereinafter "Cornell").

The Board has frequently recognized and upheld the legal standards set forth in the above-referenced cases. In February 2014, the Board granted an amendment to the Dalton School at 108-114 East 89<sup>th</sup> Street under BSA Cal. No. 360-65-BZ, which permitted a two-story addition contrary to floor area, height, base height, and front setback requirements in an R8B zoning district within Community Board 8. See BSA Cal. No.

360-65-BZ enclosed along with other BSA precedent as Exhibit F. Relying on the established case law discussed above, the Board found that the school's programmatic needs warranted further variance of the bulk requirements within the R8B district, permitting a 14-story building with an FAR of 9.67. Similarly, the Board has applied this deferential legal standard in granting variances in light of the programmatic needs of many schools in Manhattan. See, e.g., BSA Cal. No. 3-14-BZ (permitting the enlargement of two existing buildings within Community Board 8, on a zoning lot split by R8B, R10, and C1-5 zoning districts, contrary to floor area, rear yard, rear wall setback, base height, building height, street wall, and lot coverage requirements); and BSA Cal. No. 10-13-BZ (permitting the enlargement of an existing school contrary to rear yard, height and setback, and lot coverage requirements).

Chapin's impressive educational standards and commitment to the community exemplify the type of educational institution for which the deferential legal standards set forth under *Cornell* and *Diocese* were found and continue to be upheld by courts and the Board. Chapin is a well-respected member of its community, providing thoughtful, innovative, and well-rounded education to girls from a variety of backgrounds, cultures, and circumstances. The Proposed Enlargement would allow Chapin to accommodate its programmatic needs, which have evolved over time in response to an ever-changing world.

The programs and community commitment outlined herein highlight Chapin's position as an educational institution eligible for the deferential treatment accorded under established New York law and similar prior relief granted to such institutions by this Board. The Proposed Enlargement directly relates to the School's need for additional space to satisfy programmatic needs in its performing arts and athletic programs. The Chapin School will have no negative impact on the public health, safety, morals, and general welfare; instead, it would help foster those goals by allowing the Applicant to meet its programmatic needs and serve the community of Chapin students and beyond. As a result, strict compliance with the cited provisions of the Zoning Resolution should not be



required due to the special status of the Applicant and the Chapin School as an educational institution.

#### **B. REASONABLE RETURN**

**Because of such physical conditions there is no reasonable possibility that the development of the zoning lot in strict conformity with the provisions of this Resolution will bring a reasonable return, and that the grant of a variance is therefore necessary to enable the owner to realize a reasonable return from such zoning lot; this finding shall not be required for the granting of a variance to a non-profit organization;**

This finding is not applicable because the Applicant is a not-for-profit educational organization. Chapin's 501(c)(3) letter is submitted herewith as Exhibit G.

#### **C. CHARACTER OF NEIGHBORHOOD**

**The variance, if granted, will not alter the essential character of the neighborhood or district in which the zoning lot is located; will not substantially impair the appropriate use or development of adjacent property; and will not be detrimental to the public welfare.**

The Proposed Enlargement is consistent with the character of the surrounding neighborhood. The proposed use is permitted as-of-right within the subject R8B/R10A zoning districts and the variances requested vary only minimally from the bulk permitted in the R10A zoning district. The Proposed Enlargement is primarily within the R10A portion of the Premises, which further minimizes the impact on the surrounding neighborhood. The scale and design of the Proposed Enlargement is in character with nearby residential and mixed commercial-residential, and community facility uses.

As is discussed above, the Proposed Enlargement seeks approval of a maximum height of 185.66 feet and an FAR of 7.74. There are numerous buildings in the Surrounding Area with similar bulk and the waivers requested are directly related to the School's need to expand to accommodate its programmatic needs. The Height Study found that the

Proposed Enlargement does not threaten to alter the character of the neighborhood, but instead adheres to the neighborhood character established by the wealth of noncomplying buildings of similar bulk surrounding the Premises. The Height Study found that there are 16 buildings located either wholly or partially within the studied R8B zoning districts, which violation the 75-foot height limitation. The noncomplying bulk of many of the buildings in the area is the result of the 1985 rezoning that rezoned the mid-blocks between East End Avenue and York Avenue near the site from an R8 to R8B zoning district, rendering many of the existing buildings in the area noncomplying. Eight of the sixteen buildings identified have building heights of greater than 170 feet, three of which exceed 200 feet. Thus, the proposed height feet is in keeping with the character of the neighborhood.

The Height Study also includes the FARs of the tall buildings included in the study, demonstrating that many of these buildings also have greater FARs than that which is permitted as-of-right in the subject R8B zoning district. Of the buildings identified in the Height Study, eleven buildings have greater than 8 FAR, seven of which exceed 10 FAR. The Height Study, therefore, also demonstrates that the FAR of the Proposed Enlargement is fitting within the character of the neighborhood.

Additionally, the Board has regularly granted variances to educational institutions with similar programmatic needs and resulting bulk to that of the Premises. For example, the Board permitted the Dalton School to enlarge their building to 14 stories with an FAR of 9.67. See BSA Cal. No. 360-65-BZ submitted herewith in Exhibit F. In the instant application, the proposed FAR of 7.74 is far less than that which was permitted under BSA Cal. No. 360-65-BZ.

The Chapin School maintains excellent relations within the surrounding community. Chapin has formed partnerships with many neighboring public schools and institutions. For example, Chapin has formed strategic partnerships with various local cultural and educational institutions, such as the C. V. Starr Foundation in which Chapin students volunteer with elderly patients, Sweet Readers in which fifth grade Chapin students read

to Alzheimer and Dementia patients under teacher and nurse supervision, the Yorkville Pantry in which students help to supply provisions and deliver food to those in need, and Carl Schurz Park in which students assist with park cleanup and maintenance. These partnerships benefit Chapin's students and the local community, while constituting a critical component of Chapin's mission. Chapin also provides relocation services for St. Stephen School and The Brearley School in the event of emergencies. Thus, Chapin's desire to remain at 100 East End Avenue despite its need to enlarge its facilities is rooted not only in its desire to provide a first-rate education to its students, but in its commitment to its community partners. The variances requested herein will not negatively impact the neighboring properties or surrounding area and Chapin will continue to serve and foster beneficial relationships with the community. Thus, the Proposed Enlargement will benefit, not hinder, the neighborhood surrounding the Premises.

#### **D. SELF-CREATED HARDSHIP**

**The practical difficulties or unnecessary hardship claimed as a ground for a variance have not been created by the owner or by a predecessor in title; however where all other required findings are made, the purchase of a zoning lot subject to the restrictions sought to be varied shall not itself constitute a self-created hardship; and**

The practical difficulties encountered on the Premises have not been created by the owner or a predecessor in title, but are inherent in and arise out of the programmatic needs of the Applicant.

#### **E. MINIMUM VARIANCE**

**Within the intent and purposes of this Resolution the variance, if granted, is the minimum variance necessary to afford relief; and to this end, the Board may permit a lesser variance than that applied for.**

The extent of the requested variances is no greater than is necessary to afford relief. In light of Chapin's programmatic and educational needs, the requested variances are necessary to permit the productive use of the Premises and to fulfill the Applicant's

mission to provide a well-rounded education that pushes its students to innovate, take risks within a safe environment, and become true leaders in the local and global community.

#### **IV. CONCLUSION**

As detailed above, the five findings of Section 72-21 of the Zoning Resolution have been met. The requested variances will enable the Applicant to satisfy its programmatic needs. It is respectfully requested that the Board approve this application to facilitate the construction of the Proposed Enlargement to the existing School.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "H Goldman", with a horizontal line extending to the right.

Howard Goldman

New York, New York

October 17, 2014

# Exhibits

## Index of Exhibits

Exhibit A. 100 East End Avenue prior BSA resolutions 498-87-BZ and 171-95-BZ;

Exhibit B. Building Height Study, prepared by Urban Cartographics;

Exhibit C. October 2013 Report of the Decennial Visiting Committee, New York State Association of Independent Schools;

Exhibit D. AAIS Letter on inadequacy of gymnasium;

Exhibit E. Department of Buildings property profile;

Exhibit F. BSA precedent cases 360-65-BZ, 3-14-BZ, 10-13-BZ;

Exhibit G. IRS letter on 501(c)(3) exemption status.

## MINUTES

WHEREAS, the premises and surrounding area had a site and neighborhood examination by a committee of the Board consisting of Vice-Chairperson Miriam L. Bockman and Commissioner Arno Tamm, R.A.; and

WHEREAS, the site is a rectangular lot developed with a legal pre-existing non-complying two (2) family dwelling; and

WHEREAS, the applicant proposes to vertically enlarge the attic floor, thereby increasing the degree of non-compliance in floor area, open space, lot area per room, and the northerly side yard; and

WHEREAS, the applicant argues that the narrow width and deficient lot area of the site constitute a unique condition which would lead to a complying dwelling that is narrow and functionally inefficient; however, this condition is generally shared by lots in the area and, furthermore, this lot is developed with an existing building which is legally non-complying in floor area and has functioned as a dwelling since 1923; and

WHEREAS, the applicant therefore has failed to demonstrate that the site contains a unique physical condition peculiar to this lot which leads to a practical difficulty or unnecessary hardship in complying with the district bulk regulations; and

WHEREAS, the applicant further argues that the upstairs dwelling unit is inadequate to meet the needs of the growing family which occupies it and cites three prior Board cases for this proposition; however, the courts have discredited this basis as one of personal convenience and inconsistent with considerations of land use [see *Grozalsky v. Deutsch*, Supreme Court, Kings Co., 6/1/87; *Shehebar v. BSA*, Supreme Court, Kings Co., 7/10/87; see also *Fuhst v. Foley*, 45 NY2d 44 (1978)]; and

WHEREAS, a fourth, more recent, Board case (Cal. No. 698-86-BZ) cited by the applicant, involved, as with the other cases, a single family dwelling and included other factual differences; and

WHEREAS, the applicant has provided financial documentation which does not illustrate a nexus between an inability to obtain a reasonable return and any unique physical condition, and

WHEREAS, the Board finds that on the basis of the record in this case it is unable to make findings (a) and (b) under Section 72-21 of the Zoning Resolution;

Therefore, be it Resolved that the decision of the Borough Superintendent dated November 28, 1986, and revised October 27, 1987, acting on Alt. Applic. #1872/1986 Objection No. 1 be and it hereby is affirmed and the application be and it hereby is denied.

Adopted by the Board of Standards and Appeals, December 1, 1987.

## 264-87-BZ

APPLICANT—Stroock and Stroock and Lavan, by Irving E. Minkin, for Esther Rand, owner.

SUBJECT—Application March 3, 1987—decision of the Borough Superintendent, under Section 72-21 of the Zoning Resolution, to permit, in an R-2 district, the legalization of the enlargement of a two (2) story, single family dwelling, which exceeds the permitted floor area, does not provide the required open space, encroaches into the required rear yard, and increases the degree of non-compliance in the side yard.

PREMISES AFFECTED—1411 East 22nd Street, east side, 420 feet south of Avenue "M", Block 7658, Lot 23, Borough of Brooklyn.

COMMUNITY BOARD #14BK.

## APPEARANCES—

For Applicant: Irving Minkin.

RECOMMENDATION OF THE COMMUNITY BOARD—Favorable to the application.

ACTION OF BOARD—Application denied.

## THE VOTE TO GRANT—

Affirmative: Commissioner Irtter and Commissioner

Tamm

Negative: Chairman Bennett, Vice-Chairperson Bockman, Commissioner Lawrie and Commissioner O'Keefe. . . . 4

## THE RESOLUTION—

WHEREAS, a public hearing was held on this application on August 4, 1987, after due notice by publication in the Bulletin, laid over to August 11, 1987, then to September 22, 1987, then to October 6, 1987; then to October 27, 1987, then to November 17, 1987, then to December 1, 1987, and

WHEREAS, the decision of the Borough Superintendent, dated February 25, 1987, acting on Alt. Applic. #817/1986, reads:

"1. The proposed enlargement creates a non-compliance with respect to F.A.R. and is contrary to Sect. 213-141 of the Zoning Resolution.

2. The proposed enlargement creates a non-compliance with respect to O.S.R. and is contrary to Sect. 23-141 of the Zoning Resolution.

3. The proposed enlargement increases the degree of non-compliance of the building with respect to side yard and is contrary to Sect. 23-461 & 54-31 of the Zoning Resolution.

4. The proposed enlargement encroaches upon a required rear yard and is contrary to Sect. 23-47 of the Zoning Resolution."

and

WHEREAS, the premises and surrounding area had a site and neighborhood examination by a committee of the Board consisting of Vice-Chairperson Miriam L. Bockman and Commissioner Arno Tamm, R.A.; and

WHEREAS, the site is a rectangular lot which measures 40 feet by 100 feet and is developed with a two (2) story single family residence; and

WHEREAS, the applicant seeks to legalize enlargements at the front and rear of the building, which create non-compliance in floor area, open space and the rear yard and increases the degree of non-compliance in the side yard; and

WHEREAS, the applicant has failed to provide evidence of a unique physical condition which leads to a practical difficulty in maintaining the residential use of the property in a complying manner; and

WHEREAS, prior to filing this application, the owner obtained from the Department of Buildings an approval of plans for complying enlargements, which the applicant has failed to show would be insufficient to meet the needs of a typical family; and

WHEREAS, the applicant has not provided any indication that a building with complying enlargements would be functionally deficient as a dwelling, and

WHEREAS, instead, the applicant has relied largely on past actions of the Board granting what he claims are factually similar applications; however, this argument ignores that many applications for enlargements of single-family residences have been denied by the Board; and

WHEREAS, furthermore, some of the grants cited by the applicant are not based on the same facts present in the instant case and do not support the grant of a variance; and

WHEREAS, the other prior grants raised by the applicant referred to the needs of the applicant's family as giving rise to a practical difficulty; however, the courts have discredited this basis as one of personal convenience and inconsistent with considerations of land use [see *Grozalsky v. Deutsch*, Supreme Court, Kings Co., 6/1/87, *Shehebar v. BSA*, Supreme Court, Kings Co., 7/10/87, see also *Fuhst v. Foley* 45 NY2d 44 (1978)]; and

WHEREAS, the Board finds that on the basis of the record in this case it is unable to make finding (a) under Section 72-21 of the Zoning Resolution,

Therefore, be it Resolved that the decision of the Borough Superintendent dated February 25, 1987, acting on Alt. Applic. #817/1986, Objection Nos. 1, 2, 3 and 4 be and it hereby is affirmed and the application be and it hereby is denied.

Adopted by the Board of Standards and Appeals, December 1, 1987.

## 498-87-BZ 12-1-87

APPLICANT—Howard J. Goldman, for The Chapin School Limited, owner.

SUBJECT—Applicant Superintendent, u Resolution, to per enlargement of an encroaches into the sky exposure plan compliance in lot c PREMISES AFFECTED 535-545 East 84th St., Borough of Manhattan COMMUNITY BOARD

## APPEARANCES—

For Applicant: Howard RECOMMENDATION

Favorable to the ap

ACTION OF BOARD

THE VOTE TO GRANT

Affirmative: Chairm

Commissioner In

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Negative: . . . . .

## THE RESOLUTION—

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# MINUTES

**SUBJECT**—Application May 8, 1987—decision of the Borough Superintendent, under Section 72-21 of the Zoning Resolution, to permit, in an R10 and an R-8B district, an enlargement of an existing six (6) story school which encroaches into the required rear yard and rear setback and sky exposure plane, and increases the degree of non-compliance in lot coverage.

**PREMISES AFFECTED**—100 106 East End Avenue and 535/545 East 84th Street, northwest corner, Block 1581, Lot 23, Borough of Manhattan.

**COMMUNITY BOARD #8M.**

## APPEARANCES—

For Applicant: Howard Goldman.

**RECOMMENDATION OF THE COMMUNITY BOARD**—Favorable to the application.

**ACTION OF BOARD**—Application granted on condition.

## THE VOTE TO GRANT—

Affirmative: Chairman Bennett, Vice-Chairperson Bockman, Commissioner Irrera, Commissioner Tamm, Commissioner Lawrie and Commissioner O'Keefe ..... 6  
Negative: ..... 0

## THE RESOLUTION—

WHEREAS, a public hearing was held on this application on October 20, 1987, after due notice by publication in the Bulletin laid over to November 17, 1987, then to December 1, 1987,

WHEREAS, the decision of the Borough Superintendent, dated April 23, 1987, acting on Alt. Applic. #1378/1986, reads:

"1. Proposed enlargements within R-8B and R-10 districts are contrary to Section 24-11 of the Zoning Resolution with respect to lot coverage.

2. Proposed enlargement is contrary to rear yard regulations 24-36 of the Zoning Resolution. (In R-8B district).

3. Proposed enlargement within an R-8B district is contrary to height and setback regulations of 24-523 of the Zoning Resolution. #4 (Rear sky exposure plane)."

WHEREAS, the premises and surrounding area had a site and neighborhood examination by a committee of the Board consisting of Commissioner Arno Tamm, R.A.; and

WHEREAS, Community Board No. 8, Manhattan, has recommended approval of this application; and

WHEREAS, the Board has accepted a conditional negative declaration issued by the City Environmental Quality Review ("CEQR") co-lead agencies; and

WHEREAS, the site is a long and narrow lot, spanning R8B and R10 districts, developed with one building with connected one (1) five (5) and six (6) story wings covering approximately 90 per cent of the zoning lot; and

WHEREAS, in 1969 an application for a variance on a portion of the current site was granted by the Board permitting a four (4) story enlargement; and

WHEREAS, construction of the enlargement did not proceed and the variance was abandoned; and

WHEREAS, the applicant seeks to improve an educational facility through substantial renovation of the existing facilities, relocation of academic and administrative functions within the existing building and new construction; and

WHEREAS, the proposal is to construct a gymnasium over the existing one (1) story building and a one (1) story classroom addition at the rear of the six (6) story building which proposal requires a variance of the requirements for lot coverage, rear yard and rear sky exposure plane; and

WHEREAS, it is further proposed to build a three (3) story classroom addition which is an as-of-right development and does not require a variance of the zoning requirements; and

WHEREAS, evidence in the record demonstrates that the shape of the lot and the unusual configuration of the building, already covering approximately 90 per cent of the lot area, present a practical difficulty in constructing a complying enlargement that would satisfy the school's programmatic needs in a functionally integrated fashion; and

WHEREAS, the height of the proposed gymnasium enlargement will be less than the height of the adjacent five (5) and six (6) story wings; and

WHEREAS, the proposed construction is compatible with surrounding development and will not cause any change in the character of the neighborhood or impair the appropriate use or development of adjacent property; and

WHEREAS, the practical difficulty in enlarging the existing building was not created by the owner or by any predecessor in title; and

WHEREAS, the evidence demonstrates that the alternative enlargement schemes considered would create other non-compliances with the zoning requirements and disrupt the school's ability to function during construction or be incompatible with the surrounding neighborhood; and

WHEREAS, this variance is the minimum necessary to relieve the practical difficulty on the lot; and

WHEREAS, the Board has determined that the evidence in the record supports the findings required to be made under Section 72-21 of the Zoning Resolution, and that the applicant is therefore entitled to relief on the grounds of practical difficulty and/or unnecessary hardship;

Therefore, be it Resolved that the Board of Standards and Appeals does hereby make each and every one of the required findings and grants a variation in the application of the Zoning Resolution, limited to the objections cited, and that the application be and it hereby is granted under Section 72-21 of the Zoning Resolution to permit, in an R8B and an R10 district, the enlargement of an existing community facility and the construction of a new one (1) story gymnasium over the existing one (1) story building and a one (1) story addition at the rear of the six (6) story building which exceeds the permitted lot coverage and encroaches into the required rear yard and rear setback and sky exposure plane on condition that all work shall substantially conform to drawings as they apply to the objections above noted, filed with this application marked "Received October 26, 1987"—26 sheets; and on further condition;

THAT the owner comply with the conditions set forth in the conditional negative declaration;

THAT this condition appear on the certificate of occupancy, THAT the Department of Buildings issue no permits for a period of thirty one (31) days from the date of this resolution;

THAT the development, as approved, is subject to verification by the Department of Buildings for compliance with all other applicable provisions of the Zoning Resolution, the Administrative Code and any other relevant laws under the jurisdiction of the Department; and

THAT substantial construction be completed in accordance with Section 72-23 Z.R.

Adopted by the Board of Standards and Appeals, December 1, 1987.

Adjourned: 5:50 P.M.

KATHLEEN A. CARNEY, Executive Director.

# MINUTES

and §6-07(b) of the Rules of Procedure for City Environmental Quality Review and makes each and every one of the required findings under Z.R. §72-21 and grants a variation in the application of the Zoning Resolution, limited to the objection cited, to permit, in an R4 district, on a site previously before the Board, the proposed enlargement at the first and cellar floors of an existing one story and cellar non-conforming catering establishment (Use Group 9) that increases the degree of non-compliance and requires a variance; on condition that all work shall substantially conform to drawings as they apply to the objection above noted, filed with this application marked "Received June 8, 1995"-9 sheets and "February 27, 1996"- 7 sheets; and on further condition;

THAT fire protection measures shall be provided in accordance with BSA approved plans;

THAT fencing shall be maintained in accordance with BSA approved plans;

THAT landscaping and trees shall be planted and replaced, as necessary, in the front of the premises in accordance with BSA approved plans;

THAT the above conditions shall appear on the certificate of occupancy;

THAT the development, as approved, is subject to verification by the Department of Buildings for compliance with all other applicable provisions of the Zoning Resolution, the Administrative Code and any other relevant laws under the jurisdiction of the Department; and

THAT substantial construction shall be completed in accordance with Z.R. §72-23.

Adopted by the Board of Standards and Appeals, March 26, 1996.

## 171-95-BZ

APPLICANT - Winthrop, Stimson, Putnam & Roberts, for the Chapin School Limited, owner.

SUBJECT - Application November 16, 1995 - under Z.R. §72-21, to permit the proposed enlargement to an existing not-for-profit all girls school, located in an R10A/R8B zoning district which creates non-compliance in regards to maximum lot coverage, street wall, maximum base height, maximum building height and the required set back, and is contrary to Z.R. §24-11, §23-633(a)(3) and §23-633(b)(1) and (c).

PREMISES AFFECTED - 100/06 East End Avenue and 535/45 East 84th Street, northwest corner, Block 1581, Lot 23, Borough of Manhattan.

## COMMUNITY BOARD #8 M

### APPEARANCES -

For Applicant: Howard Goldman.

For Opposition: John Scrofani, Fire Department.

ACTION OF BOARD - Application granted on condition.

### THE VOTE TO GRANT -

Affirmative: Chairman Silva, Vice-Chair Flahive, Commissioner Chin, Commissioner Palladino and Commissioner

Joseph .....5

Negative: .....0

### THE RESOLUTION -

WHEREAS, the decision of the Borough Commissioner, dated November 14, 1995 acting on Alt. Applic. #101153528 reads:

1. Proposed enlargement increases the height of an existing building which exceeds the maximum lot coverage in R8B district contrary to Section 24-11 (above 4th floor).

2. Proposed enlargement does not comply with the regulations governing location of street wall in R10A district contrary to Section 23-633 (a) (3).

3. Proposed enlargement does not comply with the regulations governing maximum base height, maximum building height and required set back in R8B district contrary to Section 23-633 (b) (1) and (c); and

WHEREAS, Community Board No. 8, Manhattan, has recommended approval of this application; and

WHEREAS, a public hearing was held on this application on February 27, 1996 after due notice by publication in the Bulletin, laid over to March 26, 1996 for decision;

WHEREAS, the premises and surrounding area had a site and neighborhood examination by a committee of the Board consisting of Chairman Gaston Silva, R.A., Vice Chair Robert E. Flahive, P.E., Commissioner James Chin and Commissioner Rosemary F. Palladino, J.D.; and

WHEREAS, this is an application under Z.R. §72-21 to permit the proposed enlargement of an existing not-for-profit school, located in an R10A/R8B zoning district, which creates non-compliance with respect to maximum lot coverage, street wall, maximum base height, maximum building height and the required setback and is therefore contrary to Z.R. §24-11, §23-633(a)(3) and §23-633(b)(1) and (c); and

WHEREAS, the subject lot is a large rectangular lot located at the intersection of E. 84th Street and East End Avenue that is divided in the middle by a district boundary line into an R10A district in the portion of the lot fronting on East End Avenue and an R8B district in the rear portion of the lot; and

WHEREAS, the lot is developed with a not-for-profit school located in one non-complying building with connected two, five and six story wings covering approximately ninety percent of the zoning lot; and

WHEREAS, in 1969, the Board granted a bulk variance permitting a four story enlargement of the building, however, the enlargement was never constructed and the variance lapsed; and

WHEREAS, on December 1, 1987, the Board granted a variance to permit the construction of a gymnasium over what was at that time a one story building known as the Gordon room and a three story classroom addition at the rear of the six story western wing known as the Stringfellow wing fronting on E. 84th Street to accommodate the school's programmatic needs at that time; and

WHEREAS, it is now proposed to enlarge the existing school building to construct a new library, gymnasium and small theater necessary to meet the school's current programmatic needs which would increase the height of portions of the building which are non-complying in the R8 district as to lot coverage, vary the requirements of the Zoning Resolution as to the height of the street wall in the R10A district and vary the applicable bulk regulations as to maximum base height, required setback and maximum building height in the R8B district; and

WHEREAS, specifically, it is proposed to construct a three story enlargement over the center portion of the building fronting on E. 84th Street containing the Gordon Room, gymnasium, and existing rooftop playdeck and construct a small addition to the five story eastern wing known as the Chapin Wing fronting on East End Avenue to add a new 10,000 square foot library on the fourth and fifth floors centrally located between the Lower and Middle/Upper Schools, add a new theater and gymnasium on the sixth floor that would permit the Gordon Room to be upgraded and utilized solely as a dining facility, relocate the existing outdoor playdeck to a new location at the rear of the site behind the new gymnasium and reconfigure other school facilities; and



# MINUTES

WHEREAS, the applicant contends that this variance is necessary to meet the school's programmatic needs and, to support this contention, cites a report of a Visiting Committee of NYSAIS which recommended that the small existing library in a remote location from the Lower School be enlarged and relocated to a larger central location which would permit easier access and provide sufficient space to accommodate changing technological needs and further recommended that additional space for the music and drama programs be provided, as well as common space be made available for student activities; and

WHEREAS, the applicant also contends that the existing configuration of the building is inadequate to accommodate the school's needs in that the Gordon Room is currently used as a multi-purpose room serving as both a gymnasium and a dining room and, as a result, does not meet the school's programmatic needs because it lacks sufficient storage space, does not have walls properly padded to prevent injury, is not a safe environment for physical activity and is overcrowded and inadequate as a dining facility; and

WHEREAS, the applicant further contends that because the building is non-complying and exceeds the lot coverage restrictions in the R8 zone, no enlargement would be as-of-right, that any sizeable enlargement on top of the Chapin or Stringfellow wings would not be economically viable or practically feasible because it would require structural reinforcement, the relocation of major mechanical and building systems and would block windows of an adjacent building and that the existing configuration requires a centrally located enlargement to permit access to the new space from both wings of the existing school; and

WHEREAS, the Board finds that the lot's size and history of development, including the configuration of the existing building, create a practical difficulty in accommodating the school's educational needs by constructing a complying enlargement; and

WHEREAS, because the lot is owned by a not-for-profit educational institution which intends to use it in furtherance of its not-for-profit purposes, financial hardship under Z.R. §72-21 (b) need not be demonstrated; and

WHEREAS, the Board further finds that the proposed enlargement will be relatively remote from the windows of adjacent buildings and will have a minimal impact on the light and air of those buildings; and

WHEREAS, at the Board's request, the applicant has agreed to construct a nine foot high glass block wall along the north and east walls of the new relocated playdeck and provide acoustical treatment to the south wall of the playdeck to minimize any potential noise impacts on adjacent residences; and

WHEREAS, the Board notes that the new relocated playdeck will be approximately one half the size of the old playdeck and the school has represented that because of its limited size, the playdeck will be used primarily for outdoor recess in the middle of the school day; and

WHEREAS, at the Board's public hearing, numerous residents testified to noise and other impacts which occurred during the school's construction of the last approved enlargement, however, in subsequent meetings with community representatives the school has agreed to implement a number of conditions designed to reduce the impacts of construction of this enlargement on adjacent residences to the maximum extent possible; and

WHEREAS, the evidence in the record demonstrates that the neighborhood is developed with several multiple dwellings which are almost as tall as, or taller than, the proposed enlargement and that this proposal, as modified, will thus neither alter the essential character of the surrounding neighborhood nor impair development of adjacent properties; and

WHEREAS, the hardship herein was not created by the owner or a predecessor in title; and

WHEREAS, the Board finds that the proposed enlargement of less than 20,000 square feet is the minimum necessary to meet the school's programmatic needs; and

WHEREAS, the Board has determined that the evidence in the record supports the findings required to be made under Z.R. §72-21; and

WHEREAS, the Board has conducted an environmental review of the proposed action and has taken a "hard look" at all relevant areas of environmental concern;

WHEREAS, the evidence demonstrates no foreseeable significant environmental impacts that would require the preparation of an Environmental Impact Statement; and

WHEREAS, therefore, the Board has determined that the proposed action will not result in any significant environmental effects;

Therefore, it is Resolved that the Board of Standards and Appeals issues a Negative Declaration under 6 NYCRR Part 617 and §6-07(b) of the Rules of Procedure for City Environmental Quality Review and makes each and every one of the required findings under Z.R. §72-21 and grants a variation in the application of the Zoning Resolution, limited to the objections cited, to permit, the proposed enlargement of an existing not-for-profit school, located in an R10A/R8B zoning district, which creates non-compliance with respect to maximum lot coverage, street wall, maximum base height, maximum building height and the required setback and is therefore contrary to Z.R. §24-11, §23-633(a)(3) and §23-633(b)(1) and (c); on condition that all work shall substantially conform to drawings as they apply to the objections above noted, filed with this application marked "Received December 13, 1995"-1 sheet and "November 16, 1995"-25 sheets; and on further condition;

THAT the HVAC equipment on the roof shall be spring-mounted and shall have slow speed fans and shall comply with the noise control standards set forth in the New York City Administrative Code; and

THAT the above condition shall appear on the certificate of occupancy;

THAT the development, as approved, is subject to verification by the Department of Buildings for compliance with all other applicable provisions of the Zoning Resolution, the Administrative Code and any other relevant laws under the jurisdiction of the Department; and

THAT substantial construction shall be completed in accordance with Z.R. §72-23.

Adopted by the Board of Standards and Appeals, March 26, 1996.

## 192-92-BZ

APPLICANT - Dominick Salvati and Son, for Paul Rose, owner.  
SUBJECT - Application November 4, 1992 - under Z.R. §72-21, to permit the proposed reestablishment of an expired variance previously granted by the Board under Calendar No. 1129-39-BZ Vol. II, permitting a motor vehicle repair shop in a C2-4 zoning district.

PREMISES AFFECTED - 900 Southern Boulevard, northeast corner of Barretto Street, Block 2735, Lot 1, Borough of The Bronx.

COMMUNITY BOARD #2 BX  
APPEARANCES -

**171-95-BZ**

**APPLICANT** – Law Office of Howard Goldman, LLC, for The Chapin School Limited, owner.

**SUBJECT** – Application July 21, 2006 – Pursuant to Z.R. §72-01 and §72-22 for an amendment to a not-for-profit all girls school (The Chapin School) for a three floor enlargement which increases the floor area and the height of the building. The premise is located in an R8B/R10A zoning district.

**PREMISES AFFECTED** – 100 East End Avenue, between 84<sup>th</sup> and 85<sup>th</sup> Streets, Block 1581, Lot 23, Borough of Manhattan.

**COMMUNITY BOARD #8M**

**APPEARANCES** –

For Applicant: Chris Wright

**ACTION OF THE BOARD** – Application granted on condition.

**THE VOTE TO GRANT** –

Affirmative: Chair Srinivasan, Vice-Chair Babbar and Commissioner Collins.....3

Abstain: Commissioner Ottley-Brown.....1

Negative:.....0

**THE RESOLUTION:**

WHEREAS, this application is a request for a re-opening and an amendment to a previously granted variance, which permitted an enlargement of an existing six-story school; and

WHEREAS, a public hearing was held on this application on September 19, 2006, after due notice by publication in *The City Record*, and then to decision on October 17, 2006; and

WHEREAS, the premises and surrounding area had a site and neighborhood examination by a committee of the Board including Chair Srinivasan and Commissioner Collins; and

WHEREAS, Community Board 8, Manhattan, recommends approval of this application; and

WHEREAS, the subject zoning lot is located on the northwest corner of East End Avenue and E. 84<sup>th</sup> Street with 223'-0" of frontage on East End Avenue and 102'-2" of frontage on E. 84<sup>th</sup> Street; and

WHEREAS, the site is located in an R8B/R10A zoning district with the 154'-6" mid-block portion of the site along East 84<sup>th</sup> Street zoned R8B, and the portion of the site at the corner of E. 84<sup>th</sup> Street and East End Avenue - 68'-6" along E. 84<sup>th</sup> Street and 102'-2" along East End Avenue - zoned R10A; and

WHEREAS, the site is occupied by a six-story school building; and

WHEREAS, this application was brought on behalf of the Chapin School (the "School"); and

WHEREAS, on December 1, 1987, under BSA Cal. No. 498-87-BZ, the Board granted a variance, pursuant to ZR § 72-21, to permit in an R8B/R10 zoning district, an enlargement of an existing six-story school to allow for the construction of a new gymnasium; and

WHEREAS, the 1987 proposal, which was built on a portion of the site split between the two zoning districts, required waivers for lot coverage, rear yard, and sky exposure plane within the R8B zoning district; and

WHEREAS, subsequent to the grant, the site was rezoned to R8B/R10A; and

WHEREAS, on March 26, 1996, under the subject calendar number, the Board granted a variance, pursuant to ZR § 72-21, to permit an enlargement of the School to accommodate a new library, gymnasium, and performing arts facility; and

WHEREAS, the 1996 proposal, which was built within a portion of the site split between the two zoning districts, required waivers for lot coverage, street wall, height, and setback; and

WHEREAS, the applicant now proposes to add three floors above the east wing of the School, located at the corner of East End Avenue and E. 84<sup>th</sup> Street in the portion of the lot wholly within the R10A zoning district; and

WHEREAS, the applicant represents that this enlargement will help accommodate the School's science program and will include: classrooms, labs, office space, and a new visual arts center; and

WHEREAS, the applicant represents that the School determined that the need for the expansion of the science program was necessary after an evaluation by the New York State Association of Independent Schools; and

WHEREAS, additionally, the applicant represents that the proposed enlargement is designed to better serve the existing student body and will not result in an increase in enrollment or faculty; and

WHEREAS, the Board notes that the proposed enlargement, entirely within the R10A zoning district, is within the bulk parameters permitted within the zoning district and that no new waivers or modifications to existing waivers are required; and

WHEREAS, specifically, as to floor area, the enlargement will add approximately 21,000 sq. ft. of floor area to the existing 49,041 sq. ft. of floor area currently within the R10A zoning district (there are 60,274 sq. ft. of floor area located with the R8B zoning district) and will increase the FAR within the R10A portion of the site from 4.8 to 6.9 (the R10A zoning district permits a maximum FAR of 10.0); and

WHEREAS, as to height, with the proposed enlargement, the street wall height will be increased from 83 feet to 117 feet (the R10A zoning district permits a maximum street wall of 150 feet); and

WHEREAS, the applicant represents that because the greenhouse will be relocated within the enlarged building, the waivers for height and setback required at its current location will be eliminated; and

WHEREAS, additionally, the applicant represents that the lot coverage, which did not comply with the prior R10 zoning district regulations, complies with R10A

**171-95-BZ**

zoning district regulations, therefore that waiver is also no longer required; and

WHEREAS, accordingly, the Board finds that the proposed amendments are appropriate.

*Therefore it is Resolved* that the Board of Standards and Appeals *reopens* and *amends* the resolution, said resolution having been adopted on March 26, 1996, so that as amended this portion of the resolution shall read: "to permit the proposed three-story enlargement to the existing school *on condition* that all work and site conditions shall comply with drawings marked 'Received July 21, 2006' – (16) sheets; and *on further condition*:

THAT the conditions from the prior resolution not specifically waived by the Board shall remain in effect;

THAT the Department of Buildings must ensure compliance with all other applicable provisions of the Zoning Resolution, the Administrative Code and any other relevant laws under its jurisdiction irrespective of plan(s) and/or configuration(s) not related to the relief granted. (DOB Application No. 104484880)

Adopted by the Board of Standards and Appeals, October 17, 2006.

**A true copy of resolution adopted by the Board of Standards and Appeals, October 17, 2006.  
Printed in Bulletin Nos. 39-40, Vol. 91.**

**Copies Sent**

**To Applicant**

**Fire Com'r.**

**Borough Com'r.**

October 16, 2014

Chairwoman Margery Perlmutter  
New York City Board of Standards and Appeals  
250 Broadway, 29th Floor  
New York, New York 10025

Re: 100 East End Avenue, Manhattan (the "Site")

Dear Chairwoman Perlmutter and Commissioners:

The attached building study was prepared in support of the applicant's contention that the proposed enlargement of the building at 100 East End Avenue (the "Site") will not alter the character of the district in which it is located. Specifically, the study identifies the many taller buildings located in, or that encroach into, the R8B district mapped in the midblocks between York Avenue and East End Avenue in proximity to the Site. On review, you'll find that such noncompliant tall buildings are plentiful, if not a contributing part of the character of the district. Therefore, we believe the study supports the Board's finding that the proposed enlargement satisfies the finding of ZR §72-21(c) in that it does not threaten to alter the character of the district in which it is located.

**Site, Surrounding Area, and Proposed Enlargement**

The Site is located in the northwest corner of East End Avenue and East 84th Street, opposite Carl Schurz Park, in the Yorkville neighborhood of Manhattan's Community District #8. It is identified on the City's tax maps as Block 1581, Lot 23. The Site is a corner lot with 102.17 feet of frontage along the west side of East End Avenue, and 223 feet of frontage on the north side of East 84th Street; which equates to approximately 22,783 square feet of lot area. It is currently improved upon with an 8-story building that is home to the Chapin School, which is proposed to be enlarged by the subject application.

The area surrounding the Site is primarily residential in use, with ground floor retail/commercial uses located along York Avenue (one block west), and in some buildings on East End Avenue. The area varies greatly in terms of building types, and includes: single- and multi-family townhouses, tenement style apartment buildings, post-1916 style apartment houses, post-1961 style apartment towers. And more recently, has been developed with tower-on-base style apartment buildings and contextually formed apartment buildings.

The application proposes to enlarge the school on the Site to a height of 185.66 feet (roof above 11th floor)<sup>1</sup>. Said height is permitted within the R10A district that is mapped along East End Avenue. However, the western 25.5 feet of the enlargement encroaches into the adjacent R8A district, in which the maximum permitted building height is 75 feet.

### **Discussion**

The question this study addresses is whether the 25.5 foot portion of the enlargement in the R8A district, noncompliant with that district's height limit, threatens to alter the character of the district. The following discussion and the attachments confirm that it does not.

In evaluating the character of a district, we refer to what exists in that place; which may or may not coincide with what is permitted by current zoning.

In this case, the blocks immediately surrounding the Site are typical of those found on Manhattan's Upper East Side; large and tall apartment buildings line the area's north-south avenues, while a variety of shorter buildings line its east-west streets. However, this pattern is not without exception. In fact, following the adoption of the 1961 Zoning Resolution, which set forth a permissive scheme of shifting floor areas to allow for taller buildings, several of the areas numbered streets were developed with the taller buildings ordinarily found on Avenues. (What are today R10A and R8B districts in the area surrounding the Site, were R10 and R8 districts following the adoption of the 1961 Zoning Resolution.)

In 1985, the midblocks between East End Avenue and York Avenue near to the Site were rezoned from R8 to R8B—introducing the 75 foot height limit. However, by this time a number of buildings had been developed that are noncompliant with that 75 foot height limit. They are both taller buildings along the area's Avenues that encroach into the R8B district (as the proposed enlargement would), or are taller midblock buildings constructed prior to 1985.

To determine whether the proposed enlargement threatens to alter the character of the district in which it is located, we identified buildings violating the 75 foot height limit of the subject R8B district within the following study area: lots in the R8B district fronting on the midblocks of East 80th–East 85th Streets between East End Avenue and York Avenue; and lots in the R8B fronting on the north side East 86th Street from East End Avenue westward. Each of such buildings is shown on the attached map, detailed in the attached table, and shown/described in the series of building photographs and building characteristics on the pages of the attachment that follow.

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<sup>1</sup> A rooftop fence extends to a height of 207.19' feet.

In the study area there are no less than 16 buildings that violate the R8B district's height limit (and a 17th that was recently demolished and planned to be replaced by a new 17-story building, see site #3). As shown on the attached maps and photographs, these buildings are a mix of taller buildings on avenues that encroach into the R8B district, or are taller midblock buildings. Also attached is a graphic showing the form of the skyline in the study area. As you can see, also the R8B zoning has generally maintained a valley in the heights of buildings in the area's midblocks, that valley is punctuated by taller buildings—especially where portions of the taller avenue buildings extend into the R8B district.

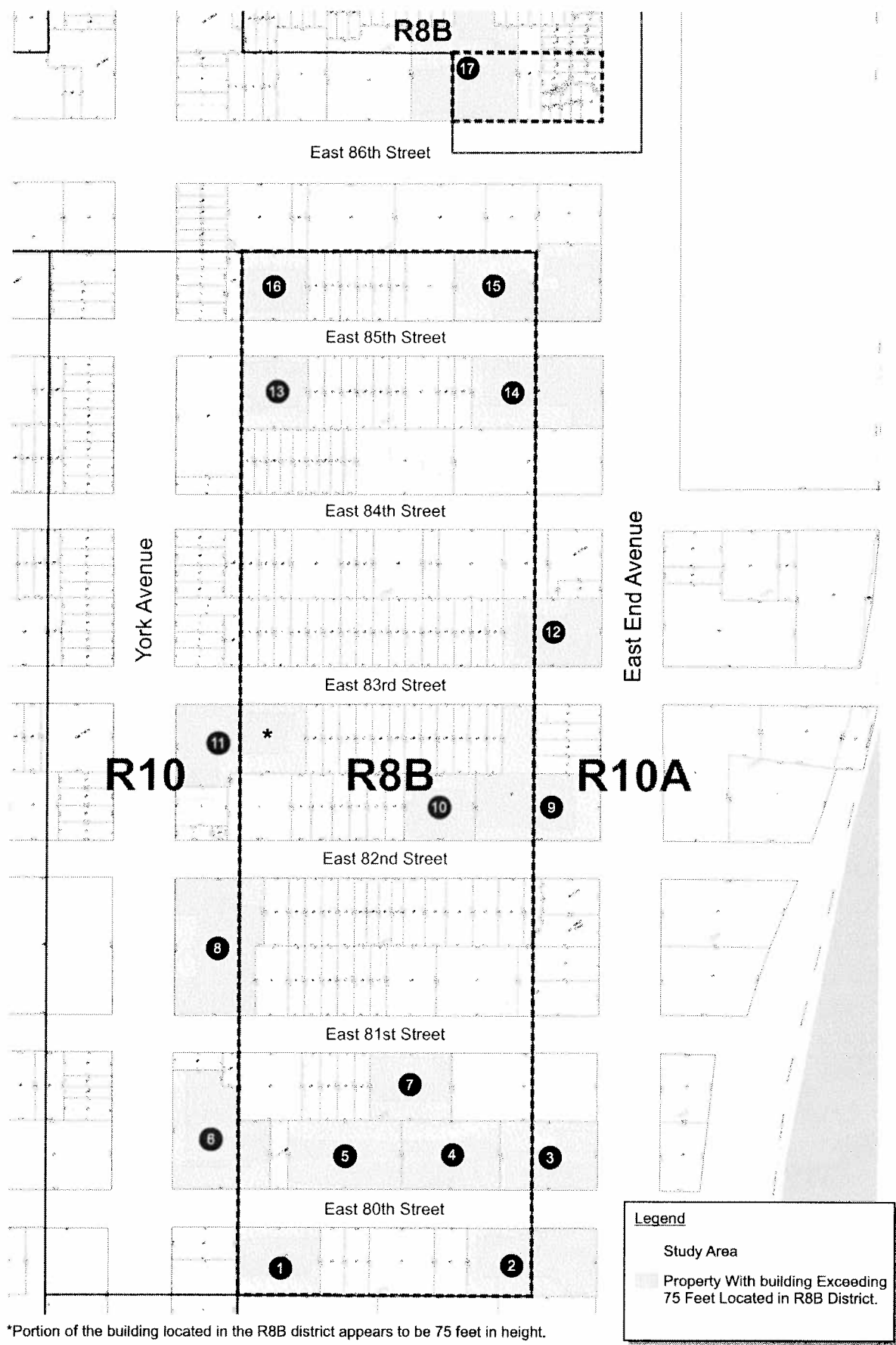
Therefore, we conclude that not only does the proposed enlargement not threaten to alter the character of the district, but that it is very much in keeping with that character. And that the Board's finding that the proposed enlargement satisfies ZR §72-21(c) is warranted.

Please feel free to contact me if you should have any questions.

Respectfully submitted,


A handwritten signature in blue ink, appearing to read 'Ian Rasmussen', with a stylized flourish at the end.

Ian Rasmussen





Legend

 Approximate Boundaries of the Study Area



	Address	Block/Lot	Lot Area (SF)	Floor Area (SF)	FAR	Building Height	Land Use
1	510 East 80th Street	1576/7501	12,771	87,395	6.84	125'-0"	Mixed Residential & Commercial
2	10 East End Avenue	1576/27	20,229	230,473	11.39	176'-2"	Residential
3	535 East 80th Street	1577/23	15,120	70,502	4.66	92'-0"	Community Facility
4	525 East 80th Street	1577/7502	15,325	130,725	8.53	130'-4"	Residential
5	511 East 80th Street	1577/8	17,885	154,780	8.65	107'-6"	Mixed Residential & Commercial
6	1520 York Avenue	1577/1	22,025	281,902	12.8	291'-0"	Mixed Residential & Commercial
7	520 East 81st Street	1577/7501	12,771	94,886	7.43	106'-8"	Residential
8	1540 York Avenue	1578/1	26,400	309,204	11.71	171'-10"	Residential
9	60 East End Avenue	1579/23	24,374	345,242	14.16	405'-4"	Residential
10	525 East 82nd Street	1579/15	11,136	94,727	8.51	102'-11"	Residential
11	1562 York Avenue	1579/49	21,925	255,420	11.65	178'-0"	Residential
12	80 East End Avenue	1580/23	15,120	182,000	12.04	174'-8"	Residential
13	510 East 85th Street	1581/45	10,216	77,768	7.61	106'-0"	Mixed Residential & Commercial
14	110 East End Avenue	1581/30	20,200	150,754	7.46	150'-0"	Residential
15	120 East End Avenue	1582/23	24,025	211,270	8.79	228'-0"	Residential
16	515 East 85th Street	1582/5	10,300	81,215	7.88	103'-9"	Residential
17	535 East 86th Street	1899/22	26,550	320,600	12.08	178'-0"	Residential



Left: Portion of the building at 510 East 80th Street that is located in the R8B district.

Above: Street frontage of the building at 510 East 80th Street that is located in the R8B district.

### 1. 510 EAST 80 STREET

Block: 1576 Lot: 7501

#### Property Characteristics:

- Lot Area: 12,771 sq ft (155' x 102')
- # of Buildings: 1 Year built: 1986
- # of floors: 15 Building Area: 87,395 sq ft
- Floor Area Ratio: 6.84
- Building Height: 125'-0"



Left: Portion of the building at 10 East End Avenue that is located in the R8B district.

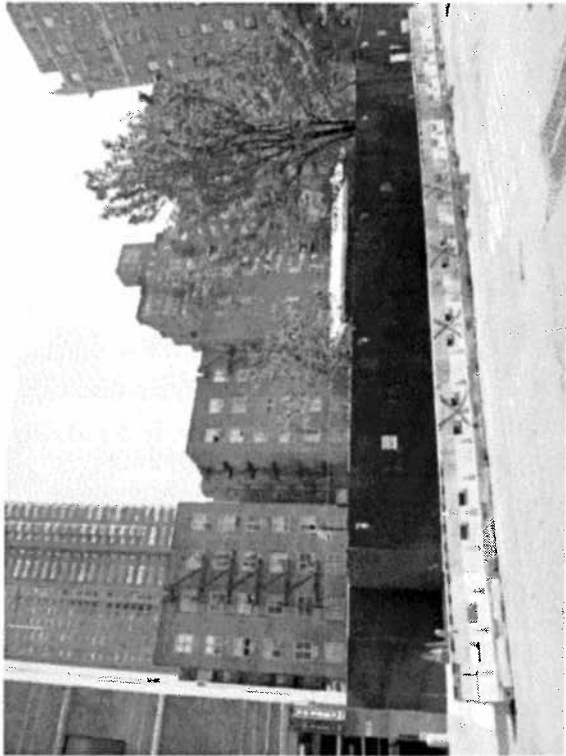
Above: Street frontage of the building at 10 East End Avenue that is located in the R8B district.

### 2. 10 EAST END AVENUE

Block: 1576 Lot: 27

#### Property Characteristics:

- Lot Area: 20,229 sq ft (102.17' x 198')
- # of Buildings: 1 Year built: 1957
- # of floors: 20 Building Area: 230,473 sq ft
- Floor Area Ratio: 11.39
- Building Height: 176'-2"



Left: Street frontage of 535 East 80th Street (currently a construction site. A 17-story building is planned.

Above: The building formerly located at 535 East 80th Street that is described in the details at right.

**3. 535 EAST 80 STREET**

Block: 1577 Lot: 23

Property Characteristics:

- Lot Area: 15,120 sq ft (102.17' x 148')
- # of Buildings: 1 Year built: 1940
- # of floors: 7 Building Area: 70,502 sq ft
- Floor Area Ratio: 4.66
- Building Height: 92'-0"



Left: Portion of the building at 525 East 80th Street that is located in the R8B district.

Above: Street frontage of the building at 525 East 80th Street that is located in the R8B district.

**4. 525 EAST 80 STREET**

Block: 1577 Lot: 7502

Property Characteristics:

- Lot Area: 15,325 sq ft (150' x 102')
- # of Buildings: 1 Year built: 1981
- # of floors: 12 Building Area: 130,725 sq ft
- Floor Area Ratio: 8.53
- Building Height: 130'-4"



Left: Portion of the building at 511 East 80th Street that is located in the R8B district.

Above: Street frontage of the building at 511 East 80th Street that is located in the R8B district.

**5. 511 EAST 80 STREET**

Block: 1577 Lot: 8

Property Characteristics:

- Lot Area: 17,885 sq ft (175' x 102.17')
- # of Buildings: 1 Year built: 1963
- # of floors: 13 Building Area: 154,780 sq ft
- Floor Area Ratio: 8.65
- Building Height: 107'-6"



Left: Portion of the building at 1520 York Avenue that is located in the R8B district.

Above: Street frontage of the building at 1520 York Avenue that is located in the R8B district.

**6. 1520 YORK AVENUE**

Block: 1577 Lot: 1

Property Characteristics:

- Lot Area: 22,025 sq ft (179.33' x 148')
- # of Buildings: 1 Year built: 1972
- # of floors: 31 Building Area: 281,902 sq ft
- Floor Area Ratio: 12.8
- Building Height: 291'-0"



Left: Portion of the building at 520 East 81st Street that is located in the R8B district.

Above: Street frontage of the building at 520 East 81st Street that is located in the R8B district.

### 7. 520 EAST 81 STREET

Block: 1577 Lot: 7501

#### Property Characteristics:

- Lot Area: 12,771 sq ft (125' x 102')
- # of Buildings: 1 Year built: 1964
- # of floors: 14 Building Area: 94,886 sq ft
- Floor Area Ratio: 7.43
- Building Height: 106'-8"



Left: Portion of the building at 1540 York Avenue that is located in the R8B district.

Above: Street frontage of the building at 1540 York Avenue that is located in the R8B district.

### 8. 1540 YORK AVENUE

Block: 1578 Lot: 1

#### Property Characteristics:

- Lot Area: 26,400 sq ft (204.33' x 123')
- # of Buildings: 1 Year built: 1962 (est.)
- # of floors: 20 Building Area: 309,204 sq ft
- Floor Area Ratio: 11.71
- Building Height: 171'-10"





Left: Portion of the building at 60 East End Avenue that is located in the R8B district.

Above: Street frontage of the building at 60 East End Avenue that is located in the R8B district.

## 9. 60 EAST END AVENUE

Block: 1579 Lot: 23

Property Characteristics:

- Lot Area: 24,374 sq ft (102' x 188.67')
- # of Buildings: 1 Year built: 1973
- # of floors: 42 Building Area: 345,242 sq ft
- Floor Area Ratio: 14.16
- Building Height: 405'-4"



Left: Portion of the building at 525 East 82nd Street that is located in the R8B district.

Above: Street frontage of the building at 525 East 82nd Street that is located in the R8B district.

## 10. 525 EAST 82 STREET

Block: 1579 Lot: 15

Property Characteristics:

- Lot Area: 11,136 sq ft (109' x 102.17')
- # of Buildings: 2 Year built: 1962
- # of floors: 13 Building Area: 94,727 sq ft
- Floor Area Ratio: 8.51
- Building Height: 102'-11"



Left: Portion of the building at 1562 York Avenue that is located in the R8B district.

Above: Street frontage of the building at 1562 York Avenue that is located in the R8B district.

### 11. 1562 YORK AVENUE

Block: 1579 Lot: 49

Property Characteristics:

- Lot Area: 21,925 sq ft (122.92' x 198')
- # of Buildings: 1 Year built: 1965
- # of floors: 21 Building Area: 255,420 sq ft
- Floor Area Ratio: 11.65
- Building Height: 178'-0"



Left: Portion of the building at 80 East End Avenue that is located in the R8B district.

Above: Street frontage of the building at 80 East End Avenue that is located in the R8B district.

### 12. 80 EAST END AVENUE

Block: 1580 Lot: 23

Property Characteristics:

- Lot Area: 15,120 sq ft (148' x 102.17')
- # of Buildings: 1 Year built: 1958
- # of floors: 20 Building Area: 182,000 sq ft
- Floor Area Ratio: 12.04
- Building Height: 174'-8"



Left: Portion of the building at 510 East 85th Street that is located in the R8B district.

Above: Street frontage of the building at 510 East 85th Street that is located in the R8B district.

**13. 510 EAST 85 STREET**

Block: 1581 Lot: 45

Property Characteristics:

- Lot Area: 10,216 sq ft (100' x 102.17')
- # of Buildings: 1 Year built: 1956
- # of floors: 13 Building Area: 77,768 sq ft
- Floor Area Ratio: 7.61
- Building Height: 106'-0"



Left: Portion of the building at 110 East End Avenue that is located in the R8B district.

Above: Street frontage of the building at 110 East End Avenue that is located in the R8B district.

**14. 110 EAST END AVENUE**

Block: 1581 Lot: 30

Property Characteristics:

- Lot Area: 20,200 sq ft (102.17' x 198')
- # of Buildings: 1 Year built: 1951
- # of floors: 14 Building Area: 150,754 sq ft
- Floor Area Ratio: 7.46
- Building Height: 150'-0"





Left: Portion of the building at 120 East End Avenue that is located in the R8B district.

Above: Street frontage of the building at 120 East End Avenue that is located in the R8B district.

**15. 120 EAST END AVENUE**

Block: 1582 Lot: 23

Property Characteristics:

- Lot Area: 24,025 sq ft (114.92' x 223')
- # of Buildings: 1 Year built: 1931
- # of floors: 17 Building Area: 211,270 sq ft
- Floor Area Ratio: 8.79
- Building Height: 228'-0"



Left: Portion of the building at 515 East 85th Street that is located in the R8B district.

Above: Street frontage of the building at 515 East 85th Street that is located in the R8B district.

**16. 515 EAST 85 STREET**

Block: 1582 Lot: 5

Property Characteristics:

- Lot Area: 10,300 sq ft (101' x 102.17')
- # of Buildings: 1 Year built: 1962
- # of floors: 13 Building Area: 81,215 sq ft
- Floor Area Ratio: 7.88
- Building Height: 103'-9"



Left: Portion of the building at 535 East 86th Street that is located in the R8B district.

Above: Street frontage of the building at 535 East 86th Street that is located in the R8B district.

### 17. 535 EAST 86 STREET

Block: 1583 Lot: 15

#### Property Characteristics:

- Lot Area: 26,550 sq ft (163' x 201.42')
- # of Buildings: 2 Year built: 1960
- # of floors: 21 Building Area: 320,600 sq ft
- Floor Area Ratio: 12.08
- Building Height: 178'-0"

**The New York State Association of Independent Schools**

**Report of the Decennial Visiting Committee**

**The Chapin School**  
100 East End Avenue  
New York, NY 10028

Dates of Visit: October 20-23, 2013

Ann Pollina, Chair - Head of School, Westover School  
Kathleen McNamara, Assistant Chair - Head of School, Tuxedo Park School  
Tammi Abad - Convent of the Sacred Heart  
Lauren Clark - City and Country School  
Robert Isabella - The Berkeley Carroll School  
Leah Kaplan - Saint Ann's School  
Diana Kaplan - Hackley School  
Colm MacMahon - School of the Holy Child  
Anne Meyer - The Allen-Stevenson School  
Kimberly Morcate - Rockland Country Day School  
Robert Naeher - Emma Willard School  
Jessica Romero - Village Community School  
Justin Schuhmacher - Mary McDowell Friends School

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The Chapin School mission:

*The Chapin School prepares a diverse and talented community of young women to thrive and lead in a global society through its dedication to academic excellence, personal integrity and community responsibility. Chapin cultivates in each student a love of learning, independent thinking, emotional resilience and a dedication to serving others.*

**Section One – History, mission, Culture and Equity and Justice**

Chapin's mission statement was revised and adopted in May of 2012, and the language deliberately added was centered on diversity, global citizenship, emotional resilience and service. It has been used as a beacon for all of the activities of the School, from the redefinition of supervisory teams focused on the social and emotional growth of the students to the creation of the program oriented strategic plan "Focus Forward". It is well understood and embraced by all constituencies - students, parents, alumnae,

faculty, staff, administrators and trustees. Most critically, it is used. It is a guide to program development, admission decisions, and goal setting for faculty. It was the bedrock on which the strategic plan for the School was built.

The Visiting Committee was introduced to the School at an all school assembly on the Monday of our visit, and immediately the values of this community were apparent. Students from Lower to Upper School spoke with poise and confidence, a well trained Lower School chorus performed; a school wide community service project was announced. Even the entry and departure (to classical music selections) were indicative. At entry, older girls acted as “ushers” to help the younger classes find their places; they exited in a “wheel” pattern symbolic of Chapin unity.

At lunch with students, the girls affirmed their choice of an all girls environment; here they had every opportunity for participation and leadership. That sentiment was echoed by young alumnae we met who discussed not only the opportunities but also the traditions that tied them to generations past, and summed up most accurately in the words of the Board President “At commencement, the girls feel the full force of those that have come before them”.

Community is a striking feature of Chapin. The girls frequently talk about the School as their family, and it is a family into which many are warmly invited. Parents have multiple opportunities to become involved with the School. Active alumnae and trustee Boards knowledgeably support the institution.

A revised mission statement includes emotional resilience as one of the goals for students, and the Visiting Committee saw ample evidence of ways to put that into practice. Creative curricula for social and emotional growth in Middle School, creating opportunities to help girls take risks and establishing safe spaces to solve problems creatively. The Visiting Committee witnessed many exciting *FOCUS* courses with this kind of hands on learning as their premise, but also noted that, especially in Upper School Math and Science these are not seen as the “real” program.

In Upper and Middle School, time and the schedule are often seen as the enemy. Groups that wish to meet together cannot find time for one more meeting. Educational initiatives have to be shoe-horned into a complex and busy schedule.

Chapin has deliberately written and actively published a *Commitment to Diversity* and the Visiting Committee witnessed many instances of the School living according to this statement. Many of the faculty and staff meet and support each other in diversity aims, whether those be for students of color, GSA, or those representing significant geographic and socio-economic diversity. The Committee witnessed such overt signs

as a student newspaper article bringing stereotypes to light, multiple signs advertising ALLY week, well-established clubs and groups to support diversity efforts, a faculty position of Diversity Coordinator. There is an active interest in addressing socio-economic disparity; the Parents' Association is more and more concerned about sponsoring events with modest costs; the financial aid office is making a concerted effort to extend aid beyond tuition; learning resources are provided on a push in model hence available to all students without charge.

There is an active program in the Lower School, MOSAIC, which engages students of color. The Upper School CAP (Cultural Awareness Program) program, which pairs senior leaders with underclass groups, is spoken of enthusiastically. The parents have a Parents of Children of Color (POCC), which offers events and programs celebrating diversity of all kinds. The Middle school is mentioned as a gap in the experience of students.

The Visiting Committee commends the School for

- Boldly moving forward in creating a mission fitting for the 21st century and living that mission.
- Its overt commitment to equity and justice through conversations and programs.
- A strategic plan focused on the heart of education and the growth of its students.

The Visiting Committee recommends that the School

- Examine its current daily schedule with an eye to creating the time departments and divisions crave to meet in service of the mission of the School.
- Continue to work on a Middle School diversity program that acts as a bridge between its active Lower and Upper School programs.

## **Section Two – Governance**

The Visiting Committee had multiple opportunities to meet with Trustees, as members of the Board were present in various conversations over the first two days of our visit. In particular, the conversations around Governance and *Focus Forward* were fruitful as we heard about the level of engagement of the Board, its commitment to constantly improving the School and its ability to do good work on behalf of Chapin. We also heard some caution, appropriately so, about the realities of life in Manhattan and being careful to stay “out of the facilities arms race” and stay true to the core of the mission of the School, which includes keeping the entire community in one building.

The Committee on Trustees encourages all Trustees to actively seek potential Trustees by having them interact with school volunteer work in different capacities.

The Board has a very visible role in Advancement and Fundraising efforts. This was reinforced by the Head of School who said she rarely goes on an ask for a major gift without a Board Member accompanying her. Formally, there are Trustee Chairs of both Annual Giving and Planned Giving. In addition the Board represents significant percentages in gifts for both Annual Giving and Capital Giving. In addition, The Finance and Investment Chairs have taken on very clear roles in educating the parent and faculty communities in how the finances of the School work. "From the Boiler Room to the Green House" was the title of a successful and transparent explanation of the School's finances to each of these groups. Trustees also host small receptions to get to know new parents and potentially cultivate them for the both giving and for Board membership.

It is clear that the Board takes its role very seriously as careful stewards of the School's finances and resources. It is also clear that the Board has been very well-educated about the current program, the needs being addressed by *Focus Forward* and the future needs that will start to formulate the next Strategic Plan. The future financial needs, as well as plant needs, are already being discussed, and there is evidence of very careful financial management and planning for the next five to ten years.

The Visiting Committee commends the Board for:

- Leading the Chapin Community in both its philanthropic activities and in its clear dedication to the mission of Chapin.
- The financial transparency demonstrated to the parents and faculty through the "From the Boiler Room to the Green House" presentations.

The Visiting Committee recommends that the Board:

- Begin a succession planning process that will allow the School to celebrate and retain the current leadership (Board and administration) for as long as possible while also realizing that a change will eventually occur.

### **Section Three – School Operations, Finance and Advancement**

#### **Administrative Organization and Structure**

##### **Administration**

The School's administrative organization and structure addresses all aspects of school life. The Committee observed a well-run school with common language shared by faculty and staff and consistent communication and collaboration among administrators. The configuration of meetings in which various cross-sections of the professional community speak regularly about school issues and goals support a culture of

intentionality, shared vision, and reflection. The formulation of a weekly website focus group, the seventh through ninth grade task force, the parent and student ambassadors program, the Student Supervisor, Guidance and Counseling programs, and newly instituted cross divisional meetings, are all evidence of the School's effective administrative organization and structure. There is tremendous consistency between the goals of the administrators and the vision and direction of the School as set forth by the Board of Trustees and the Head. The implementation of these goals can be seen in the lived reality of the organizational structures in place throughout the School.

The School's academic structure is also very comprehensive and is intended to ensure communication, collaboration and support of students' learning and personal development. The Committee observed however, that until this school year, not all departments were able to communicate and collaborate across divisions. Department heads have also not been able to meet with each other, as often as they would like, and there is a desire for more communication between class supervisors and department heads. During interviews with Faculty, many members desired more communication with administrators about academic and workplace concerns, as well as input.

The Visiting Committee commends the School for:

- Its proactive, thorough, and thoughtful approach to the School's organizational structure
- Providing administrative structures that allow the School to live its mission

The Visiting Committee recommends that the School:

- Address faculty desire for increased communication and input about academic and workplace concerns
- Define communication channels across divisions and among academic and counseling departments

### **Business and Financial Management**

The School's financial management is largely in the hands of the Head of School, the Finance Committee and the Director of Finance. The process followed by this group is well-ordered and forward-thinking, with great attention paid to the annual budget process, regular review of budget performance during the year, and a rolling five year financial plan which is adjusted based on enrollment, fundraising results and investment performance. It is clear that the Finance Committee Chair and the entire Committee are dedicated to and invested in Chapin's success.

Organizationally, the Business Office is staffed by four people, including the Finance Director. The Director serves on the Finance and Investment Committee and the Financial Planning Task Force, as well as serving as the School's liaison with outside

counsel. It is important to note that the Finance Director does not have responsibility for administrative technology, physical plant, nor security. As such the staffing of the Business Office seems appropriate.

In addition, the full Board approves the annual budget; the Audit Committee oversees the audit process and legal compliance, and the Audit Committee and the Board review IRS Form 990 each year. The Investment Committee assists the Board in the oversight of the School's investable assets by formulating investment policies and guidelines and monitoring investment performance. It is clear by all measures that the aforementioned individuals and groups do a thorough job of financial management and planning.

A review of the most recent 990 indicates no material financial issues. The FY 2013 audit shows the following:

- Assets were almost identical to the previous year, but liabilities decreased by 29.6%; this was largely due to repaying \$15M of principal on the School's debt.
- Gross tuition and fees increased by 4.5%, but net revenue increased by 6.5%, due mainly to a \$717,000 increase in contributions.
- Total operating expenses increased only 1.3%.
- Net assets increased by nearly \$13M, or 8.6%.

The Visiting Committee commends the Business and Financial Management team for:

- Building a team and a process that enables the School to maximize its resources in fulfilling Chapin's mission.
- Successfully working to increase the endowment and increase non-tuition revenue.
- Helping to facilitate an increase in financial aid to support Chapin's commitment to all forms of diversity.

The Visiting Committee recommends that the Business and Financial Management team:

- Continue to review the sustainability of increasing financial aid.
- Investigate migrating records to digital storage with on and off-site backup.
- As indicated in the self study, continue efforts to increase the endowment to support increased faculty compensation and financial aid.

### **Financial Assistance**

Chapin demonstrates a commitment to its stated mission by allocating increasing financial resources to its financial aid budget, thus increasing the socio-economic diversity of its student body and parent population. In recent years, the financial aid has grown from 14% of gross tuition revenue to 18%. This change, in combination with annual tuition increases, has increased the dollars available for financial aid grants



22.1% in the last three years alone. Further indication this commitment is having the desired effect, is the increase in student ethnic diversity from 29% of the School five years ago to 36% of the student population currently. The budget is administered by the Director of Financial Aid (who works in the Business Office) in concert with the Director of Finance and the Head of School. The Admissions Office receives a financial aid allocation for new applicants, which is determined by the Director of Financial Aid, and the Admissions teams determine how the allocation will be parsed among the School's three divisions. All aid is need-based, including that awarded to the children of faculty and staff. The application process is standard for most schools, including submitting all pertinent financial information/forms to the School, and submitting an application to SSS. What is not standard is that the School meets 100% of the demonstrated need for qualified applicants, including the cost of after school care costs. It should also be noted that the School works in creative and appropriate ways with the Parent Association to use funds from PA fund-raising activities to augment financial assistance and to offer events accessible to the entire community.

The Visiting Committee commends the School for:

- Living the commitment to diversity in its mission statement by significantly increasing its financial aid budget, and thereby markedly increasing the socio-economic diversity of its student body in a relatively short period of time.
- Administering a program of financial support to current and prospective families that is well-defined, orderly and in congruence with the School's mission statement.

The Visiting Committee recommends that the School:

- In continuing its conversations regarding financial sustainability, carefully consider how decisions about tuition and financial aid may impact the School's goals for inclusion and socio-economic diversity.

### **Development and Institutional Advancement**

The School's Advancement Department works effectively with many constituents in the community to successfully meet the goals of the Institution. The Advancement Department is instrumental not only in fundraising, but also in community building-harnessing the passions of faculty, parents, students, alumnae, and the Board, to the advancement goals of the School. Faculty members are regularly called on to help tell the School's story, talk to donors at events, and connect with alumnae through special events. Students and parents also participate through giving tours and being available for conversations with prospective parents and donors. Through its publications, events, and modes of outreach, the Advancement Department serves Chapin well. This team also works closely with an extremely supportive and active Board of Trustees. From hosting small receptions to get to know parents and potentially cultivate them for giving

and/or Board membership, to educating the parent community on how the School's finances work, the Board plays a vital role in the success and longevity of the School.

The Visiting Committee commends the School for:

- The seamless organization of the Advancement Department and its commitment to engage all members of the community in the efforts of institutional advancement in meaningful and authentic ways.

The Visiting Committee recommends that the Department:

- As suggested in the self study, establish more interaction, coordination and communication between the Parents' Association and Advancement. This closer partnership would further aid the Advancement Department in its efforts to build relationships with parents.

### **Physical Plant**

The Plant Director oversees the School's physical plant, with assistance from and in consultation with the Director of Finance and the Building and Grounds Committee of the Board. The plant consists of 142,000 square feet, with 23,000 having been added several years ago. The School's facilities are extremely well maintained, with regular schedules for custodial and preventative maintenance work much in evidence.

The importance of a well maintained and well functioning facility is clearly a priority for School leadership, as evidenced by the fact that the Plant Director reports directly to the Head of School and the function is well staffed. Twenty-two maintenance staff report to the Director, as well as the Director of Security and his staff, and reception personnel; in total, this group is comprised of some 40 individuals. These staff members obviously take pride in their work, and are extraordinarily well-trained. As an example, all maintenance personnel hold FDNY Certificates of Fitness.

There is an orderly and effective process in place for ensuring the timely maintenance, refreshment and renewal of physical assets. Depending on the size/scope of a project, this is handled either through the annual budgeting process, or in consultation with the Head of School, Administrative Team, the Director of Finance and, for projects over \$100,000, the Building and Grounds Committee of the Board.

The Visiting Committee commends the Physical Plant team for:

- Maintaining a clean, efficient and safe facility, which clearly supports the mission of the School and contributes to the experience of the entire Chapin community.
- Recruiting, training and retaining a superior group of staff who do their jobs with professionalism and enthusiasm, and who clearly are dedicated to the School.

The Visiting Committee recommends that the Physical Plant team:

- Follow its own recommendation and focus on addressing patterns of use and replacement/repair over the next five years.
- Investigate ways in which storage space could be increased/better utilized within the existing facility.

## **Records**

Chapin has established methods for retaining records for employees, financial operations, development and corporate documents, and legal records. Internal records such as minutes of Board meetings are also retained. Student records for enrollment are kept separately from enrolled student academic records. Academic records are stored separately from college testing and medical records. A student database is maintained through FileMaker and kept on a separate server. E-mail is archived for a period of 3 years.

Records are kept in secure locations but not necessarily protected from fire or flood damage. Electronic back ups of many records are non-existent. Student records move to corresponding departments yearly and are filed in a separate space when a student graduates or leaves Chapin. These records are labeled and shredded each summer according to school policy.

The Visiting Committee recommends that the School:

- As suggested in the self study, solidify school wide retention policies for both hard copy and digital records and to effect systems that allow these policies to be carried out with efficiency.
- Regularly examine their compliance with NYS Department of Education policy.

## **Safety**

Chapin places a premium on the safety of its community as evidenced by the resources committed to ensuring a secure environment. There is a full-time Director of Security who works in close concert with the Plant Director, as well as the School Safety Committee. There are clear protocols in place by which every floor and room in the facility are examined by members of the maintenance staff every morning and evening. In addition, all members of the maintenance staff hold FDNY Certificates of Fitness, and are trained in OSHA and security protocols.

The Safety Committee consists of twenty members, representing every constituency within the School. The Committee has produced, and is always updating, the School Safety Plan, which is a very comprehensive document covering various emergency scenarios and information and procedures to respond to these situations. The Plan is distributed to every employee at the start of each school year. (It should be mentioned

that the Visiting Committee noted that among the foods stored for normal dry storage and for crisis plan storage were canned nuts and 30 pounds of peanut butter. School officials confirmed this was a carefully considered decision, but this did seem unusual given the current societal concerns regarding nut allergies.) Additionally, emergency procedure cards are kept in visible locations in each room and office, as well as non-classroom locations, and the cards are posted on the Chapin website. A review of all pertinent documents, including emergency drill logs and the most recent fire inspection report, indicates the Safety team ensures compliance with all appropriate regulations and is meticulous and detailed in all ways. All important and required certificates, such as the Certificate of Occupancy, are posted correctly, and the visiting team did observe a fire drill.

The Visiting Committee commends the School for:

- Devoting the resources to install a wireless, building-wide speaker system that allows key administrators to alert the entire school to an emergency situation.
- Effecting conjunctive training with the NYPD.

The Visiting Committee recommends that the School:

- Follow its own recommendation in the self study, and continue to relentlessly practice safety protocols and drills in order to combat community complacency regarding safety.

#### **Section Four – Admissions and Financial Assistance**

The self study report provides an accurate representation of Chapin's detailed and thorough admissions process. From initial inquiry through post-enrollment, the School is both predictive and responsive to the needs of its constituents and its applicant families. Collaborative in nature, Admissions is recognized within the community as more than the responsibility of its specified office; in short, there does not seem to be a silo mentality as it relates to enrollment management. The Visiting Committee found consistency in methodologies, practices and philosophies between both the Lower School and the Middle & Upper Schools. While the earlier years of enrollment are more parents driven than later years, the Admissions staff demonstrates the importance of the entire family as part of the process. The Admissions staff also demonstrated a proactive approach to enrollment to ensure a healthy, qualified population in the event of unexpected changes.

The Admissions process is inclusive of many members of the community who serve as both evaluators and cultivators of applicants. The Division Directors are highly involved, especially in the Middle and Upper Schools, and teachers in the Lower School are

called upon to facilitate playgroups and provide feedback to the Director. Admissions policies are clearly articulated and differentiated by divisions, and there is a clear determination to enroll students who will thrive at Chapin.

As part of that drive, the School has placed a greater emphasis on widening the pool of students from which the School draws. A genuine commitment to diversity on many levels informs their practice, and the quantitative data provided in the self study demonstrates an increase in many specific areas, particularly racial, ethnic and geographic diversity. In many respects, the school is recognizing that it has greater facility to serve a wider range of students than previously thought.

Attuned to the desire to maintain consistency in its student population, the school has allocated greater resources, both financially and in work hours, to addressing the question of attrition within its school. As a K-12 school, the staff recognizes that there will always be some level of change within its population, and they see that as potentially healthy for the community. But they are more intentional about providing access for families and students to see what is on the horizon for their Chapin education. This is especially true between seventh and ninth grades; the school has formed a task-force, chaired by the Middle and Upper School Admissions Director, to ensure that students and parents have a full understanding of the Upper School experience. Additionally, the School has contracted the services of Independent School Management (ISM) to complete an attrition analysis for the past two years. While the data from both ISM and the task-force is limited, the school has identified a few, somewhat consistent messages or themes driving family decisions to change schools and are proactively working to address these concerns. The School does, however, desire a more evaluative, longitudinal study of both academic performance post-enrollment and attrition.

As part of the Chapin's desire to actively diversify its population socio-economically, the school has committed to meeting 100% of the demonstrated financial need of all accepted students. The school uses the SSS evaluative tool to decipher the demonstrated need, and the Finance Office determines the total amount of dollars available for financial assistance. Chapin applies the cost of living adjustment for New York City (borough specific) as it reviews the files. The Admissions Office, in conjunction with other administrators, determines the appropriate disbursement of the funds with a focus on yield. While the school is not "need-blind," preliminary admissions decisions are made by committee and then all files are sent to the Finance Office for financial need analysis. After that, the Admissions Committee makes final decisions to either reserve a place in a given class, or to wait-list the student pending future availability of funds. For families of currently enrolled students with changing economic situations, the school asks them to complete the same SSS process as all other families

and will meet 100% of their demonstrated need as well. Chapin does not have a tuition remission policy for faculty and staff, yet the administration stressed that there is great confidentiality and care demonstrated to colleagues in the process.

The Visiting Committee commends the School/Admissions Office for:

- Making a demonstrable, genuine and successful effort to diversify its student population in many ways.
- Meeting 100% of the demonstrated financial need for students and for extending additional financial assistance to families to enable them to take part in school life events.
- Being inclusive and thorough in their admissions process, seeking additional voices and opinions to try and ensure a successful and qualified yield.

The Visiting Committee recommends that the School/Admissions Office:

- Formalize a longitudinal evaluation process to determine whether or not the admissions process is proving predictive of overall student success at the school.
- As the School continues to diversify its population, reinforce the follow-up with students and families about their transition into the community.

## **Section Five – Educational Program**

### **Program Overview**

The success of the rich and broad educational program at Chapin is evidenced by the fact that Chapin girls are clearly happy and thriving. Teachers are knowledgeable, enthusiastic, caring, and demonstrate the highest commitment as professionals and practitioners. The School's self study is thoughtful, thorough, and reflects strong self-awareness and collaborative effort. The Study Groups and Critical Friends initiatives are just two instances of this community's exemplary professional commitment.

Chapin has devoted much energy to creating divisional identities and giving divisions greater autonomy. Ending the practice of having departments, other than World Languages, transcend divisions is the most obvious example. This has allowed admirable attention to the developmental needs of students at each age level. STEM initiatives are encouraging thoughtful discussion and experimentation in integrating Math and Science, particularly in the Lower and Middle Divisions. Efforts to create greater communication and coordination between academic departments in different divisions (e.g. Science in Lower, Middle, and Upper Divisions) are beginning in significant ways and can become increasingly fruitful. The extraordinary thoughtfulness of Chapin's faculty and leadership suggests that the potential benefits of such collaborative effort are truly unlimited.

Chapin's commitment to supporting faculty development is admirable, and this support is highly appreciated by faculty and effective in nurturing and enriching and sustaining outstanding teachers. Faculty members' summer adventures are a point of pride for both faculty and students, and this pride speaks to the community's commitment to intellectual exploration and discovery.

*Focus Forward* has encouraged significant thought and creative energy regarding pedagogy and student assessment. Chapin's faculty and leadership have created exciting initiatives across divisions and departments, all aimed at fulfilling the School's mission and preparing students for the changing world of the 21st century. Critical thinking, collaboration, digital literacy, formative assessments, and students' creation of their own knowledge are emphases evident throughout the School. The Learning Resources Department's commitment to preparing "a diverse and talented community of young women to thrive and lead," and increasing emphasis on differentiated instruction and assessment, allow faculty to meet more effectively the needs of an evolving student population. Attention is given to more student-centered activities in the Lower and Middle Divisions, developing students' love of learning as well as skills, and to balancing individual students' needs with the greater demands for content mastery in the Upper Division, mastery necessitated by high-stakes testing.

The Library continues to be a warm, inviting, and stimulating place for quiet study, small group work, and student and faculty research, even as it negotiates the ever-changing mix of print and digital media in today's research environment.

The Visiting Committee commends the School for:

- Identifying and meeting the unique developmental needs of each age group within the School's three divisions
- Cultivating an ongoing commitment among faculty to rigorous and thoughtful professional development
- Nurturing a culture of high student engagement

The Visiting Committee recommends that the School:

- Follow its own recommendation in the self study, to continue to study the efficacy of the *Focus Forward* initiatives, especially concerning best practices in pedagogy and student assessment in the three divisions, with ongoing attention to students' needs during key transition points within and between divisions
- Formalize and articulate the process for program assessment across the three divisions
- Review the program and schedule with an eye towards both maintaining divisional identities and ensuring subject area/discipline cohesion

## **Lower School**

From the moment students arrive in the morning, they are engaged in active exploration and meaningful learning experiences. There are several settings for learning: small group word study, independent reading time in the book nook, partnerships in STEM class, one on one time between student and teacher, as well as whole group morning meetings in Spanish. Enthusiasm abounds through tasks in critical thinking, creativity, and collaboration.

There is seamlessness evident among many of the grade level subjects. The Visiting Committee observed that while many first grade classes were engaged in word study at the same time, differentiation was provided accommodating the individual student by using small groups that worked independently or guided by a head or associate teacher. In the same fashion, all third grade classes excitedly simulated boarding a plane for India as they launched their study on the country while incorporating the use of a T-chart to gather information that the students wanted to learn during the two-month unit. Girls are asked to challenge themselves in appropriate age and skill levels to increase their knowledge in a diverse, supportive, creative and collaborative environment.

The literacy program effectively uses the Teachers' College Reading and Writing Workshop model. The Visiting Committee observed efficiently run classes with routines in place for girls to work on their individually tailored reading and writing tasks. Whether students were reading a self-selected text, participating in Book Club, working on the spelling of a "red word" in a small group of word study, recording a self-to-text connection in their journal or sharing an observation from a text in a "turn and talk," the girls were motivated and actively involved in their learning. It was also noted that questioning strategies were carefully integrated to support a variety of ways to respond to literature. The success is a result of the collaboration and mindfulness among the teachers and the learning specialists who determine the appropriate format to deliver these experiences with consideration of individual needs and ensuring that students have equitable access to the curriculum.

In the Lower School, multiple resources are used including TERC, Singapore Math, and Math in the City. The collaboration at grade level Math meetings makes it possible to use "best of the best" strategies from this variety of resources while differentiating their curriculum to suit the needs of mixed abilities. The faculty continually revisits the landscape of Mathematics and what Math should look like in the Lower School. In our classroom visits we saw students active and engaged in the learning process. Again, the Visiting Committee observed carefully crafted questions that highlighted critical thinking, such as "Can you explain your thinking?" and "Does anyone see a different way to solve this problem?" Professional development is highly regarded (recently



twelve faculty members attended a Dana Hall workshop) and is evidenced in the consistent refinement of curriculum.

Multiple approaches are used to informally and formally assess the progress of the girls in the Lower School. Classroom teachers implement a variety of assessment opportunities, such as using Math assessments to inform the pacing of their units, student surveys at the beginning and end of units, and student created digital portfolios. In addition, learning specialists formally assess the girls with language arts assessments. Grade level, cluster and division meetings have been key to program assessment as well, since they provide the platform for reflective conversations on curriculum planning and pacing, revising ability groups in subjects such as Math, and sharing feedback on finished units of study. In regards to social studies and Math, there have been ongoing conversations questioning the depth of study in relation to breadth. Meeting time is used to explore whether or not the teachers are trying to cover too much. They are asking if they are giving the girls enough opportunities to explore topics, and to examine the objectives of why they teach what they teach. Teachers appreciate this valuable collaborative time as it brings subjects that need “grappling with” to the surface. In fact, the Lower School faculty honors the value of this time so much so that they desire having more interdisciplinary planning time, especially to increase the inclusion of art and Science, as well as more across grade level collaboration time.

The Lower School’s commitment to building community is visible, especially in the ritualized morning meeting classroom routine that is exciting and predictable for the girls. The integration of various subjects in the morning meeting such as singing, Spanish and literacy further support this sense of community. Teachers truly live the “open door” policy, as they purposely schedule opportunities for students in different classes to work together. For example, third grade STEM groups are carefully crafted to consist of approximately two students from each class with rotating assignments to work in one of the three classrooms or Science lab. The self study reports that Lower School Social Studies “units explore such questions as ‘what is a community? How does a group become a community? What does a group need to be an effective community?’” However, the answers to these questions are modeled every day from small ways such as when a teacher asks her class, “Let’s sit Chapin style” to the large scale participation of the Lower School in community service projects such as the Thanksgiving Food Drive.

The Visiting Committee commends the Lower School for:

- Effective collaboration among the grade levels and throughout the division
- Exceptional modeling for students the qualities of collaboration, reflective practice, scholarship, and lifelong learning.

- Strong commitment to programs in place, especially the word study program Reading and Writer's Workshop, as well as Dana Hall Math and "Math In the City" Strategies.
- Commitment to professional development through the integration of "Critical Friends" program.

The Visiting Committee recommends that the Lower School:

- Broaden professional development by instituting peer observations, by providing more cross grade and interdisciplinary collaboration/planning time, and by integrating Action Research
- Review how space is scheduled with attention to the need, daily schedule and events of the Lower School
- Embrace student mistakes as learning opportunities, as stated in the self study report, by increasing "inquiry based learning; student-centered, experiential learning," as found in STEM class.

### **Academic Technology**

The Academic Technology Department is led by separate department heads in each division. There are ample technological resources in all three divisions. In Lower School, there is a transition from ipads to laptops in first grade. There has been some discussion of whether ipads would be more appropriate for the entire Lower School. In each grade, the program is rich with projects. Collaboration with the Science Department is evident. By third grade, students get one hour of STEM work per week as well as a meeting once per cycle. A highlight of the Lower School Academic Technology program comes with the Robo Olympics. The Lower School and Middle School faculty meet informally to ensure continuity in scope and sequence.

In fourth and fifth grades, computer work is directly integrated into the humanities classes once per cycle. For instance, students use Google Sketch Up in their geography unit. One of the most exciting results of this program is that the humanities teachers now have the technological skills to implement these resources and they continue to use them even when the members of the Academic Technology Department are not present. The one unexpected consequence of this program has been a question of equitable access for the Math and Science classes. The department is looking closely at this issue in order to determine the best approach. As an outcome of the STEM initiative, the department is looking for meaningful projects that occur organically. One example occurred when the sixth grade girls created educational games using Scratch, which they then shared with the girls at their sister school, Kibera.

In the Upper School, the Academic Technology Department has clearly defined goals for each course. They recently moved the required course in Digital Citizenship to the

eighth grade in order to insure that as they begin their time in the Upper School, all students understand the thoughtful use of technology. Through the use of projects, the Department encourages students to be adventurous and try out new ideas with technologies they have not used before. The program in Upper School includes an elective FOCUS course "Girls Who Code" and students can continue their studies with AP Computer Science classes offered in partnership with the Online School for Girls. There are also opportunities for individual students to pursue independent studies in a variety of areas.

In addition to teaching, the Department also spends time working with faculty in other departments. The Department has pointed out that their biggest challenge is time needed for faculty hands-on training and viewing technology in action. The members of the Department relish their role in working with faculty to help them design projects that will effectively integrate technology into their classes.

The Visiting Committee commends the Department for:

- Its commitment to supporting STEM initiatives
- Its support and collaborative work with other disciplines

The Visiting Committee recommends that the School:

- Formalize structures and provide time to ensure that all departments are being supported technologically, particularly when there are new technologies introduced.

### **Fine and Performing Arts**

The excitement and palpable energy of the girls regarding all of their arts classes was visible to the Visiting Committee. The importance of innovation, creativity, risk-taking, out of the box thinking and multiple intelligences means Dance, Art, Drama and Music are central to a well-rounded education. The highly engaged and motivated Visual and Performing Arts Faculty work to make opportunities available to students at all levels of the School.

As was commented upon in the self study, the Visiting Committee saw evidence of a curriculum that engenders risk-taking and passion for arts. The visual displays around the building and the central role of performance in the life of the School speak to the importance of this department. While students in some grade levels only see a music or art teacher for half the year, all students through grade nine have interaction with each of the four disciplines. The realities of the six day schedule mean that classes that meet only once per cycle may not allow for the consistency desired for true mastery of various curriculum elements.

## **Art**

Observations of art classes and conversations with excited students in all divisions reflect a dynamic and meaningful art curriculum that matters to the students at Chapin. The dramatic mural, added in 2013, is a terrific example of art designed and executed by students that is front and center in the building, and harkens back to the original mural that was very important to the culture of the School.

Students have art requirements from Kindergarten through class nine. Older students have many elective and FOCUS options in Art, and many do participate in classes from sculpture and ceramics to AP Studio Art, Photography, Architecture, and various other options. The Department is leveraging local experts including the architect dad who is volunteering his time to the School for this course.

The expertise of the individual art faculty and the wonderful facilities encourage creativity in a variety of ways.

## **Dance**

As stated in the self study, the dance program at Chapin helps develop safe risk-taking in the form of self-expression as well as the understanding of one's body and how it moves through time and space. Students engage with physical expression through dance classes at every grade level through class nine. Many students, especially in Upper School, avail themselves of dance extra curricular options.

The Visiting Committee observed techniques used in dance (breath work, "focused" and "centered" behaviors) that were also in evidence in classrooms, enhancing the cross-curricular connections for the girls. The dance program is also an extension of the physical education experiences Chapin students enjoy, allowing for creativity and joy in movement. The space available for dance remains an issue for Chapin.

## **Drama**

The Drama department has an integral role in the School as students are constantly working on their public speaking skills. That the program focuses on students becoming both strong performers and empathic audience members. The formal instruction in Drama is more erratically embedded in the schedule than the other arts disciplines, but it is clear that drama has an important part of the cross-curricular work, especially in the Lower School. Students in Middle and Upper School have extra curricular options available to them for theatrical performances with all of the work for those productions occurring outside the academic day.

## **Music**

Music infuses life at Chapin. The Music Department provides curriculum for students from Kindergarten through grade nine, with an optional Lower School chorus and some opportunities for instrumental music. The students cycle through music classes, some at varying frequencies, based on where the classes fall in the six day cycle. Music also occurs for half the school year in many grades as students in Middle School cycle through all four arts offerings.

The basis of the music program is the Kodaly program, which does rely on regularity of meeting times as skills are spiraled throughout singing, playing Orff instruments and sight reading of music.

There are two music spaces available, and as is the case with other areas of the arts curriculum, many Upper School students participate in musical offerings outside of the school day.

For the Fine and Performing Arts Department, all four disciplines:

- The Visiting Committee commends the School/Departments for:
- The professional, thoughtful and artistic faculty and staff who provide a rich and varied program to Chapin students, allowing them to take risks and explore creative outlets in a safe, nurturing and creative environment.
- The diversity of curriculum in all four areas of the visual and performing arts

The Visiting Committee recommends that the School:

- Evaluate the benefit of adding an Arts requirement for students in grades ten, eleven and twelve.
- Evaluate the arts facilities to ensure they reflect the aspirations of the program
- Evaluate the workload for all arts faculty inside the scheduled school day and FOCUS offerings, as well as in the after school offerings.

## **English and Humanities 4-7**

The Middle School team of English teachers is dedicated to supporting student growth as readers and writers as they provide the girls with opportunities to develop independence. They have developed a Humanities block for grades four and five and transition to English classes for grades six and seven.

The Humanities teachers are clear that this structure affords the girls deeper learning as they have the opportunity to develop skills and strategies that they will use going forward. As they thought about the transition from three to four, they recognized that there were some basic concepts that they should carry over from Lower to Middle School that would ease the transition; this attention to transition is commendable.

Choosing “just right books”, continuing the “word study” and expanding the “writers workshop”, eased the transition and continued to grow the skills in the girls in ways they had hoped. The fourth and fifth grade teachers attended the Teachers College workshop on writing and adapted the program to the needs of Chapin students. These teachers asked themselves, “What does a student need to know at the end of grade four and grade five?” and then did some backward planning. Collaboration is an important part of the Humanities block. The Visiting Committee observed a lesson that put both sections together along with the technology teacher as the students were learning about how to search safely on the Internet for their upcoming unit on Pilgrims.

In grade six the emphasis is on non-fiction writing and appropriately the writing, reading and critical thinking skills become more complex. Admittedly, this structure creates more transitional challenges for the Middle School.

The Visiting Committee commends the School for:

- Developing a Humanities block for grades four and five so that students can develop strong skills and strategies.
- A strong collaborative process that includes Science, library and technology

The Visiting Committee recommends that the School:

- Follow their own recommendation to continue to strengthen the transition points between grades.
- Achieve greater clarity between the English and History Departments as to their goals and objectives for Humanities in grades four and five.
- Provide time for English faculty in all divisions to collaborate and share ideas.

### **English 8-12**

The Upper School English department aspires to develop girls who are strong critical readers, writers and thinkers by engaging the girls in powerful, meaningful literature. Therefore they have remained committed to a curriculum that supports the mission of the School as related to globalism and diversity. By their own admission, they ask themselves reflective questions as they evaluate course offerings and texts such as: “who are we representing and who are we not representing” in our literary choices. As well, they reflect on their work by asking themselves if they are providing the girls with the opportunity to develop independence. They have a willingness to change or make additions to their course work when necessary.

As stated in their self study, this group relies on department meetings and cluster meetings to help them collaborate and plan. They have developed collaborative projects with History as well as the library to bolster needed skills and expand research materials. This department recognizes the importance of scaffolding the students' skills

early on so that they can become independent in their writing and thinking. The faculty differentiate methods for their students so they can accommodate different types of learners. The department wonders about homework and the quality of homework for their Upper School students. They have started the process of surveying the girls to ask about their homework experience.

This department is careful and intentional as they provide many learning opportunities for the girls. They recognize the tension that exists in these Upper grades between learning to learn and learning for grades.

The Visiting Committee commends the department for:

- Reflective practice that allows the faculty to be adaptive so they can continue to meet the needs of the girls as they follow the mission of the School.
- Recognize the school wide concern about maximizing the value of homework.

The Visiting Committee recommends that the School:

- Continue their reflections on program, recognizing the pressures that high stakes testing and college transcripts place on program design.

## **History 6-12**

Visiting Committee members observed Middle and Upper School History classes. As the self study notes, the History program is designed to build historical research skills that allow students to examine and understand the world in which they live. The exploration of questions relating to fairness, justice, power, leadership, ethics, rights, and ideas and institutions that define societies and their interactions noted in the self study was present in the Middle School. During a discussion about Judaism in History six, the teacher encouraged the students to consider the connection between religion and identity. Topics including societal norms, stereotypes, and unfair treatment in the workplace arose during the discussion and current events were integrated into the discussion. An interesting vehicle for presenting student research was a 3-D map assignment for which students used objects to show the economic activities of the three sections of the original thirteen British colonies in North America, complete with little sticks pasted on the New England states to show timber production.

When speaking to the History faculty, there was some concern about the consistency and fluidity of the program from Humanities four and five to History six and seven. Class four and five do not take History, and Humanities is intended to prepare the girls with the critical thinking skills as well as the essential historical skills to collect, process, and present historical evidence for History. At the moment, there appears to be more of an emphasis on English rather than Social Studies in Humanities four and five and the historical research skills are not being introduced until History six and seven.

The History Department developed several forms of assessment to be used throughout the Middle and Upper School to address the progression of skills. For example, every class is assigned a research paper. The types of research documents used in class are organized in a way to support the development of research skills. Lastly, writing expectations were formalized and standards are consistent in each class.

The Middle and Upper School History Department also discussed the relationship of clusters, or teachers teaching the same course. Department members in the same cluster meet regularly to make sure they are in the same place at the same time in the curriculum, but leave room for teachers to create their own lessons and activities and use their own materials. As one teacher described it, every teacher has her own flavor that should be experienced in the classroom. In addition, collaboration in clusters allows teachers to share materials, resources, lessons, and activity ideas.

The self study noted the attempt to balance student-directed learning with teacher guidance. While this was observed in the Middle School, the Upper School appears to have more difficulty integrating student-directed activities and projects. Note-taking skills, essay writing, and written and multiple choice exams appeared to be the main forms of learning in the Upper School classes observed.

As noted in the self study, there is a concern about overly specializing curriculum in the Upper School, which may lead to a western or Eurocentric emphasis. Upper School History teachers have made a strong effort to consider a broad perspective when planning their curriculums. Deep consideration is given to the textbooks they use and they often have students study a society from a non-western perspective. Students often write from the point of view of different perspectives.

The Visiting Committee commends the School for:

- Incorporating meaningful and relevant topics in the Upper School, including current events and national and global crises and exploring and expanding FOCUS course options.
- Mindfully integrating computers and other technology into the classroom so that students see computers as simply another tool to pursue the collecting, processing, and presenting of evidence.
- Considering the scope and sequence of the program from the Middle School to the Upper School.



The Visiting Committee recommends that the School:

- Establish a clear line of communication between the class four and five Humanities and Middle School History and continue collaboration and communication between the Middle and Upper School.
- As noted in the self study, incorporate activities, assessment tools, and strategies that highlight critical thinking, problem solving, and other skills that move beyond memorization and summarization to analysis and the creation of meaning.
- As noted in the self study, align standards and create rubrics across all courses for different types of assignments, activities, and assessments beyond formal writing with an emphasis on examining the transition from Humanities four and five to History six and seven, thus opening doors for clear lines of communication between divisions.”

### **Learning Resources**

The team of Learning Specialists care deeply about how students learn, making sure the students develop their learning skills in the best possible way. Their commitment to diversity comes through in their recognition that students have diverse learning styles and their willingness to offer learning strategies to support different kinds of learners.

Lower School recognizes the importance of the push-in model to give each student access to the complete curriculum, but also acknowledges the need for flexibility in this model to address the individual needs of its students. For example, “Book Club” offers an opportunity for a small group of students to meet with a learning specialist for more explicit guidance discovering the elements of story with emphasis on encoding and decoding as needed. The Reading and Writing Workshop model has proven successful with the majority of girls, but the flexibility in services provided by the Learning Specialists allows them to better prepare girls for this format who may not be as ready to manage their writing time or make the best independent reading choice for their level. Conversations on progress and formal assessments help guide when each student is ready to be accountable and can successfully work independently in the workshop model.

Middle School has a push in model as well; a model they would like to expand into the Upper School. Universally, the Visiting Committee heard that the collaboration that occurs with the Learning Specialists was thought to be very helpful and insightful and teachers look to them to help develop projects and organize information.

Learning Resources appreciate the push-in model as a way to help many students as they develop skills and strategies. However, they also recognize that there are students in the Lower and Middle School who have more individual needs and would like to find a way to develop a schedule that allows for more targeted teaching.

The addition of the two STEM preceptors seems to be a positive addition for the Upper School as they work with students who need support in STEM subjects within the hours of the school day. The idea that girls will come and ask for help is a direct extension of Chapin's mission, cultivating independence in the girls as they learn to ask questions and advocate for their learning needs.

The Visiting Committee commends the Department for:

- Supporting different learning styles of girls in all three divisions
- Collaborating with other departments to help differentiate instruction and develop projects.

The Visiting Committee recommends that the Department:

- Follow their own recommendation to consider ways to augment the push-in model to help students with learning difference in the Lower School.

### **Library**

The Visiting Committee observed that there is a welcome, accommodating atmosphere in the Library. It is not surprising that the Library is used all day for many different purposes. Clearly there is a lot of demand for this beautiful space whether it is the Lower School class getting ready to check out books or the Upper School girls studying or looking for research materials or a meeting in the spacious classroom.

Collaboration was referenced many times during our interviews with the Librarians as well as other departments. It is clear that the Librarians are a resource to teachers and students as they help with research projects, master citation skills, and nurture a life-long, self-directed love of reading.

Chapin has had many curricular changes, and the Librarians have been challenged by the need for maintaining a balance between print, digital and online resources. They also recognize that time is one of their biggest obstacles. Between teaching classes themselves and being a resource to other teachers, their schedules are very tight. As curricular changes continue, the demands on the Librarians will increase. They note that if they are to continue moving forward, they need more time to plan with each other as well as time to attend to the current needs of the Library.

The Visiting Committee commends the Library for:

- Validating its mission to nurture lifelong learners, but recognizing that in order to do that, the resources it uses may have to change.
- Staffing their Library with individuals committed to maintaining fluency in the ever-changing digital media landscape.

The Visiting Committee recommends that the School:

- Review schedule, workload and staffing in light of increased demand on the librarians for collaboration and planning, particularly in the Lower School.
- Formalize the expectations for the Library staff, particularly as they pertain to non-teaching assignments.
- Analyze the balance needed between digital and print materials going forward as old materials are weeded and replaced with new materials.

### **Mathematics 4-7**

A department head in each division leads the Mathematics Department. In the Middle School, the department is very cognizant of the emotional needs of the students. The teachers strive to create a positive experience for each student, particularly those who may struggle in Math. The division is split between fourth and fifth grade where the students think in more concrete ways and sixth and seventh where the students are moving to more abstract thinking. There is a push for being more aggressive in fourth and fifth grade with the goal of learning number facts by sixth grade. In our classroom observations, the students were consistently encouraged to think for themselves rather than simply being given the answer. The girls had a great deal of enthusiasm for Math and they seemed excited to be in class.

In the Middle School, all students follow the same curriculum, although courses are sectioned by ability. There has been some discussion about assessment and moving towards a more portfolio based system. Teachers are working on saving student work to create the opportunity for more self reflection and to give students ownership of their own learning. The faculty would also like to observe other Math classes in each division to help provide more consistent communication among divisions. Some faculty mentioned the difficulty of finding time outside of class to meet with students.

### **Mathematics 8-12**

In the Upper School, eighth and ninth grade students all take Algebra 1 and Geometry, but in tenth grade there are different tracks. The most advanced students skip Algebra 2 and move directly to a Pre-Calculus course. There was some concern expressed that not every eighth grade student was developmentally ready for the level of abstraction that Algebra requires. The department seemed to feel that there was an expectation from College Counseling that all students need to take Calculus, and thus the push for Algebra in eighth grade. For students who need more support, the STEM preceptor has time dedicated to Math help. The eighth and ninth grade students are also assigned times for academic workshop.

As in the Middle School, the Upper School faculty said finding free time to meet with students for extra help was a challenge. Most of the classes that we observed were teacher-centered but still dynamic. The lessons were engaging and the teachers employed the use of productive questions to stimulate class discussion. We saw some use of technology, but it was fairly limited. Another challenge that was expressed in the self study was the coordination between the Middle and Upper School curriculum. One strategy that was proposed was to take a closer look at skill development from seventh to eighth grade with an eye to number sense rather than content.

The Visiting Committee commends the Department for:

- A strong faculty who are dedicated to enhancing the Mathematical experience of their students.
- Providing multiple tracks to meet the developmental needs of all students.

The Visiting Committee recommends that the Department:

- Encourage the department to balance innovation in the Middle School with some of the more pragmatic concerns in the Upper School in order to create a smoother transition from division to division.
- Continue to find ways to integrate technology in the classroom in meaningful ways.
- Seek out creative solutions to allow for more one-on-one extra help.
- Continue to find ways to collaborate with the Science department to support the STEM initiative.

### **Network Services**

The Network Services Department provides outstanding technological support to faculty, staff and students. The structure that they have put in place consists of a Director of Technology along with three Helpdesk employees. Their mission is to resolve technological issues and to provide reliable tools to enhance instruction. All faculty receive a laptop that can be upgraded every three years. In addition, beginning in sixth grade students are also given a laptop and they upgrade them again in ninth grade. Even though there are a large number of machines that need to be maintained, the Network Services Department has created a very efficient system to service them. The new ticketing system allows the department to track user requests and get feedback. Although only about 35% respond to the feedback portion, 99% of those who do respond give positive feedback. The Helpdesk is available on weekdays 8:00 AM-5:00 PM and on an emergency basis nights and weekends.

The POM (Peace of Mind) program has also been very successful. Warranty repairs are done on site and there is a loaner fleet that can be used if long term repairs are necessary. When purchasing new hardware, the Director balances issues of support,

reliability, and price. The Network Services department also works very closely with the Academic Technology department to coordinate its support K-12.

The Visiting Committee commends the School for:

- Its commitment to providing a reliable network and infrastructure.
- The availability of technological help for faculty, staff, and students.
- Its thoughtful implementation of systems designed to support the educational mission of the School

### **Physical Education**

The Visiting Committee observed classes in the Lower School, Middle School, and Upper School. Students have three days of physical education per six day cycle. The Physical Education Department utilizes several different facilities to provide a rich and diverse program to their students. Three gymnasiums, a gymnastics room, and a fitness room are all on site. Classes also travel to Asphalt Green, Carl Schurz Park, and the East River Promenade when weather permits and appropriate. There are two co-chairs, which run the physical education department. The Physical Education (PE) program at Chapin offers students a wide ranging curriculum that provides both cooperative and competitive experiences.

During observations, students were actively engaged in a variety of age appropriate lessons. In each class, the students were generally motivated and excited to actively participate. Curriculum maps and grids have been developed and are used as a baseline for what skills should be acquired by Chapin students throughout their K-12 physical education experience.

The PE staff in the Upper Grades (10-12) regularly reflects, adds, and changes course offerings to help encourage and empower students to choose and participate in classes that peak interests. Starting in fourth grade and carried throughout the rest of the Chapin experience, students are assigned by the physical education department a green or gold designation. This is a long standing tradition which helps to create teams in classes, motivate students, and add a valued school wide friendly competitive piece to the School culture and physical education program. Students are automatically matriculated into the same color designation as any family legacy tying in an overall sense of tradition and history of the School with physical education. Several events including unit competitions, class competitions, and field day allow opportunities for the green and gold teams to earn points throughout the year which culminates in all school event the both teams are acknowledged and the winning team earns the right to hang their banner for the following year in gymnasium two.

Through conversations it emerged that the physical education staff all have different comfort levels and knowledge of how to best use technology to further advance the students education. Staff uses pedometers, iPhone applications, music and projectors to help incorporate technology into their classes. Department staff members meet in clusters by grade level once a cycle to discuss any and all matters related to the program. Physical education teachers meet in the beginning of the year with one of the two co-chairs to discuss their teaching and personal goals and then again at the end of the year to reflect on their practice.

The Visiting commends the Department for:

- Developing, managing, adjusting and following curriculum maps and grids which clearly describe skills, expectations and proficiencies which Chapin students should acquire during physical education throughout the K-12 continuum.
- Acknowledging the transition period between Middle and Upper Schools and implementing a physical education course offering that empowers and helps students decision making that is meaningful towards their own personal interests along this transition period.
- Collaboration among all members of the physical education team to allow teachers to expand course and unit offerings while allowing teachers to teach to their interests and strengths when possible.

The Visiting Committee recommends that the School/Department:

- Review collaboratively and in depth meaningful ways to incorporate the uses of technology in the PE program across the K-12 continuum
- Continue to reflect, collaborate, and develop within the physical education curriculum an approach to incorporate other curriculum subjects into the physical education program to make more meaningful connections for students.

### **Athletics**

Athletics is an integral part of the Chapin experience. Students in grades 5-12 participate in a wide variety of athletic teams, clubs, and after school sports related electives. All of the Chapin facilities are used regularly to host practices, games, and tournaments when appropriate. The need for a regulation size basketball court and gymnasium would allow for more home games and tournaments.

To the best of the committee's knowledge, the Chapin Athletic Department follows NYSAIS athletic association requirements and adheres to NYSAIS best practices for athletics. Chapin faculty and outside coaches all get certified in CPR/First Aid/AID/Epipen and must complete an online concussion awareness education course. The School has formed a concussion team, which consists of an in house athletic trainer, the Athletic Director, administrators, and the Nurse. This team orchestrates and

implements academic accommodations for athletes or students who have suffered a concussion on a case-by-case basis.

In 2010, an athletics task force was formed to examine the needs of the Athletic Department. The Athletic Director and Business Manager meet informally on a consistent basis to review the athletics budgets with consideration to future needs. The School website serves as the primary communication tool for the Athletic Department and its constituencies. The athletic department has also found numerous ways to incorporate the Green vs. Gold school competition including the gator bowl athletic competition between teams. They have also offered points for increasing parent participation through the athletic task force parent survey.

The Visiting Committee commends the Department for:

- Creating a concussion team that implements an inclusive school wide management concussion policy, which includes baseline testing for all students, not only athletes.
- Creating a ten point plan to acknowledge equitable distributions of coaching responsibilities and expectations while acknowledging areas of extra commitment amongst coaches.
- Creating an Athletics Task force in 2010 to evaluate, discuss and reflect on the needs of the athletic department and as a result adding athletic teams where need and interest were relevant.
- Providing a wide variety of athletics for the student population and incorporating an after school PE club and electives in a variety of sports.

The Visiting Committee recommends that the School:

- Continue ongoing conversations regarding the acquisition of a full size gymnasium as noted in the self study.
- Continue to review and update a formal evaluation process for coaches and trainers.
- Continue to review and assess meaningful ways to observe coaches and trainers to provide support if needed and assure they are following practices that are aligned with the School mission statement.

## **Science**

The Lower, Middle, and Upper School Science departments present a great variety of Science content and skills in exciting ways to students of all ages. The School's mission of academic excellence, self-evaluation, emotional resilience, and service to community are demonstrated in the Science content and skills presented, as well as the environmental themes present in the curricula. Across divisions, teachers expressed a desire for more interdivisional conversations; Upper School teachers voiced concern

that the elimination of cross-divisional teachers has limited the amount of communication and thus vertical alignment that happens between the Lower, Middle, and Upper School departments. Committee members also heard a desire for a designated “design lab” space that would support existing engineering projects and encourage many more such opportunities. The goals of the *Focus Forward* curriculum initiative are in evidence in various ways throughout the Science program, though the Upper School department has had less opportunity to include more inquiry-based courses and projects into a curriculum with standardized testing expectations.

The Science Department meets the NYSAIS requirements for Chemical Lab Safety.

### **Science K-3**

In the Lower School, the Committee found Science classes that were a vibrant mixture of enthusiastic curiosity and discovery, and orderly scientific study. Activities were hands-on, incorporating the scientific method, building observation skills, and practicing scientific writing. Technology was used effectively during the lessons in the physical or biological Sciences, and engineering components are included in each of the grades. Students were engaged in exploratory activities, gathering data and conducting real experiments, and reflecting upon their findings and experiences, often in the form of a Science journal. While the Lower School Science teacher designs most of the curriculum, there is some discussion with homeroom teachers about potential co-curricular studies. A comparison between the current Lower School curriculum and the National Research Council’s K-12 framework has helped reaffirm that the program covers a great deal of standard content and skills, while also providing inspiration to explore additional units. The teachers feel well supported in their ability to seek professional development, and to implement changes to their curriculum and classroom practices.

In the second grade, technology is actively incorporated wherever possible, and a member of the technology team helps design this curriculum and attends class. For instance, creating a digital version of the Science journal helps students develop certain technological skills, while continuing the goals of the Science program and providing new ways to visualize and manipulate data. Successful innovations developed in the second grade curriculum will be incorporated in other grades.

In the third grade, an additional class period per cycle is dedicated to a “pencil-free” STEM class. The Committee observed the students being challenged to follow instructions independently and work collaboratively. Later they will design and construct machines with a specific goal in mind, and trouble-shoot and solve problems along the way. This class evolved from the enthusiasm generated by these activities in the



regular Science classroom, and similar STEM-type projects are being introduced into other levels of the curriculum, including Middle School classes.

The presence of a head Science teacher and associate Science teacher enhances the focus on individual student attention and assessment. There are also occasions for homeroom, Math, and Technology teachers to provide additional guidance during projects. Student assessment is done frequently via informal observations, verbal interactions, and more formal written work and projects.

The Visiting Committee commends the School/Department for:

- Thoughtfully incorporating technology and STEM into the Science curriculum
- Continually examining the already-successful curricular units.
- Creating excitement about Science that persists into the Middle School.

The Visiting Committee recommends that the School:

- Further encourage curriculum design conversations between the Science coordinators and homeroom teachers.

#### **Science 4-7**

Middle School Science classes observed demonstrate a continuation of the approach begun in the Lower School. Students were engaged in hands-on activities, practicing collecting data, making observations, and writing reflections on activities. Many large-scale projects were in progress, from the experimental design and data collection/analysis from a week-long trip to Cape Cod in class six, to planning for raising trout and farming oysters in Classes four and five. The skills of independent thinking, collaboration, problem solving, and self-reflection were clearly components of the daily activities in Science classes. Teachers discussed interdisciplinary units they have developed, such as a project designing robots based on a study of Mars exploration, another robotics challenge based around pyramid building incorporating Math and Humanities curriculum, or Class six projects in collaboration with Librarians, English, and History teachers. Class seven studies primarily Biology, and while traditional content is emphasized, students are actively engaged in Botany projects, DNA technology labs, and other interactive activities. Technology is frequently used in classes, though Class four and five teachers noted that the number of available laptop carts limits the students' use of laptops in class. Middle School classroom engineering projects are a continuation of some of the STEM activities of Lower School, and the success of this angle of the curriculum is reflected in the tremendous popularity of the MS Robotics club.

Middle School teachers generally teach only one level of class, and feel that this allows them to fully concentrate on developing the best curriculum for one age group. They

take advantage of relevant professional development opportunities. The Department is in the process of comparing the curriculum maps with the National Research Council's K-12 Framework to identify areas of study and skills that could be expanded. As always, time is the key factor in determining curriculum, while project-based learning is valued, it is recognized that adding new components to a class means that former units must be reduced or eliminated.

The Visiting Committee commends the Department for:

- Supporting the development of new curricula that engage students in “real” Science as well as interdisciplinary projects.

The Visiting Committee recommends that the School/Department:

- Consider laptop allocation such that Science classes can access them more regularly.
- Continue to develop conversations with the Math department about common skills and skills expectations, as well as foster interdivisional Science discussions and collaborations.
- Continue to discuss the curricular balance between content-oriented units and project-based units.

### **Science 8-12**

The Upper School Science program presents a rigorous foundation in primary Science fields, with the opportunity to take advanced courses as well as more intra-disciplinary FOCUS electives. Teachers are assisted in their preparations by one lab assistant, who gathers materials and pre-tests labs for all Upper School labs and provides additional assistance to Middle School teachers as well. One teacher acts as “STEM preceptor” and provides an additional resource for struggling Science students.

Committee members observed class eight students discussing energy or working on related problems in their introductory physics/chemistry course; the atmosphere was academically focused but relaxed and supportive, and students were clearly comfortable evaluating their own knowledge and communicating about it with the teachers. Teachers have developed a robotics unit as part of the physics curriculum in order to foster problem-solving and collaboration skills, and it is a natural continuation of the excitement about robotics begun in the Lower and Middle Schools. The class eight curriculum is seen as an opportunity for flexibility and developing such skills because it is not constrained by a standardized test curriculum.

For classes nine, ten and eleven introductory courses in Biology, Chemistry, and Physics are under continuous discussion as their respective teachers meet in cluster groups once per cycle. There is a tension between preparing students with sufficient

content for standardized tests and advanced courses, or incorporating more open-ended lab experiments or intellectual challenges. However, in all classes the focus is always on doing as much Science as possible and fostering critical thinking skills. Students in Upper grades often take an Advanced Placement course in Biology, Chemistry, or Physics, and they may also take one or a few FOCUS courses offered in the Sciences. Students can also apply to conduct an Independent Study with a faculty mentor. An additional advanced course in Molecular Genetics is currently being offered, and is a wildly popular addition to the Science program. This class is mentioned as a model for additional advanced courses that could be offered. Students in these advanced courses or independent studies as well as their peers are all supportive of the high level of work and intellectual challenge they require.

The Department fosters connections to outside institutions where students can do high-level Science work, as there is strong belief that Science education should involve experimentation rather than be solely textbook-based. Teachers primarily support the idea of more hands-on Science and Engineering work on campus, but the implementation is currently limited to research in the Molecular Genetics course, an Engineering FOCUS course, or an after-school Robotics club that meets off-campus. Increased use of the greenhouse was mentioned as an area for more laboratory-based curricular projects.

In the Upper School, there is a tension between the philosophy of meeting students' individual needs, and upholding the high standards of advanced coursework. The department periodically discusses the value of creating classes of more homogeneous ability, recognizing the difficulty of maintaining the pace of an AP course as well as fostering scientific growth in different types of learners.

Teachers are excited about the courses they teach, the freedom they have to work on curriculum, the support from the School for professional development, and the collaborative process of the cluster group meetings. They feel supported in their use of technology in the classrooms. Many voiced special interest in FOCUS courses. In the Upper School, the Science program is not formally assessed, but every teacher is constantly tweaking his/her work, and there is a sense that cluster group meetings and classroom visits from colleagues help evaluate the success of lessons and courses. Discussions around student placement into classes were also mentioned as a time for reflection on the program as a whole.

The Visiting Committee commends the School/Department for:

- The talent of the Science teachers and their dedication to designing a rigorous and engaging foundation in Biology, Chemistry and Physics.

The Visiting Committee recommends that the School/Department:

- Provide additional opportunities for cross-divisional conversation and reflection on vertical alignment as well as curricular collaboration.
- Continue to explore opportunities to expand the Upper School Science offerings to supplement the foundational courses with more lab-based, hands-on opportunities.
- Continue to explore ways to minimize the impact of standardized testing on curriculum.

### **World Languages**

The study of World Languages is a vibrant part of the School's K-12 curriculum, and those who teach within the department are knowledgeable and dedicated. Classes are alive with the target language and the pedagogical approach is broadly age-appropriate, including remarkable technology integration. Students are engaged in active study, taking good risks with their use of the language and exploring culture meaningfully.

In the Lower School, Spanish is alive in each classroom both during direct language instruction, as well as via the Foreign Language in the Elementary School (FLES) program. The Spanish teachers interact with the students during morning meeting and snack, increasing students' contact time with the language, and efforts have been made to increase the number of bilingual faculty and staff.

In the Middle and Upper Schools, teachers and students are impressive in their use of the target language. The School is beginning to see the results of the growth of the Spanish program into the Lower School, and, indeed, Middle School students demonstrate high proficiency in Spanish. Latin, French and Mandarin remain strong, although it is clear that teachers within these clusters are invested in growing their programs and ensuring future success.

Reevaluating the current class placement of students, keeping in mind the varying proficiency levels at each grade, is of great interest. Upper School teachers are also committed to their efforts to grow the international travel opportunities for students and are giving particular attention to coordinating these trips with other schools in an effort to widen accessibility and sustainability.

In all, the Department is a highly collaborative and dedicated group of professionals, and the strong program is a clear reflection of those strengths.

The Visiting Committee commends the School for:

- Hiring and retaining a group of dynamic and innovative teachers, many of them native speakers, who are highly collaborative.

- Building a program across a wide age-span that prioritizes language immersion, technology integration, and global-mindedness.

The Visiting Committee recommends that the School:

- Identify, as per the self study, how the extension of Spanish has impacted each language program.
- Enhance the Lower School Spanish program by continuing its efforts to hire bilingual faculty.
- Review, as per the self study, how the program meets the varied developmental needs of students.

### **International Programs and Study Abroad**

As highlighted in the self study, Chapin has in recent years enhanced its offerings and connections with institutions that will allow for greater student access to experiences outside the walls of the School. Students have engaged with both domestic and international programs and experiences, and they are doing so in increasing numbers. Additionally, the School has looked to incorporate outside experiences as part of the curricular program for the students. Individual study programs and new classes are a by-product of this greater emphasis, and there are ample financial resources available for faculty to develop and enhance the program further. Aspirationally, the School would like to have a global experience as something that each student chooses to embark upon during their time at Chapin. The School is still determining the best methods for equity in this area, especially as it pertains to the financial needs of its population.

The Visiting Committee commends the School for:

- Creating the schedule flexibility for students to engage with full-year or semester away programs.
- Providing faculty and staff with the financial resources to develop professionally in this area.
- Encouraging the population to recognize the increased importance of global awareness.

The Visiting Committee recommends that the School

- Determine a more clear system for financial assistance to enable more students to take part in global experiences.
- Increase the connection between the curriculum and student experiences, both as a trip precursor and as an opportunity for further advanced study.

## **Section Six – Students and Student Service**

### **Student Body/Diversity**

Chapin describes itself as a “vibrant and dynamic community of learners”, and that is exactly what the Visiting Committee observed. The School is making a genuine effort to become more eclectic and diverse. Financial aid has increased from 14% to 18% of a generous operating budget, with a goal of increasing to 20%. The School often speaks of being part of an “evolving culture” and of defining a “21st century Chapin girl”. Diversity and global awareness are both parts of this redefined culture, and the strategic plan “Focus Forward” is designed to help its execution. There is nothing accidental about this shift; it is a carefully designed and intentional vision. Students embrace it, and the students we questioned noted that the “traditional Chapin girl” needs to be adapted to meet the issues of today around equity, justice, diversity, etc.

Chapin students are an amazing group; they are bright and articulate, determined and motivated. They are engaged in their classes and take advantage of the multiple extra-curricular opportunities Chapin offers. The idea of the “dancing volleyball player” was mentioned at several meetings. Many students balance involvement in the arts/music/theater, sports, academic clubs; many have leadership positions in these activities. All noted how Chapin makes it possible to balance outside interests and leadership roles. They admit to being overcommitted at times and having to work with advisors to achieve a healthy life balance. They love their school. They are particularly quick to praise their advisors who know the “whole child” and are very helpful in helping them choose courses.

Student engagement and student leadership are everywhere in evidence. From student presentations at all school assemblies to Upper School clubs and student government, students are given multiple opportunities to challenge themselves and take appropriate risks. The Peer Leadership program, which gives ninth grade students a chance to be trained and mentored by girls in grade twelve is a perfect example of both leadership and community.

Community is the defining word at Chapin. The self study states “the student body as a whole is tight and harmonious and exudes a palpable sense of community.” The Visiting Committee not only observed this community, but also was warmly welcomed in to it. Faculty are student-focused at all times; students are comfortable with adults and treat the School as a second home.

The Visiting Committee commends the School for:

- Creating an atmosphere in which students can thrive academically, socially and emotionally.

The Visiting Committee recommends that the School:

- Continue to study the busy lives of their students and help them balance their academic goals and their many outside interests.

### **Guidance and Support**

Visiting Committee members met with the two full-time counselors. One counselor works with the Lower and Middle School, and the other counselor works with the Upper School. While both counselors address a variety of social-emotional issues, each identified the most common issues that are brought to them in their division as academic stress and performance anxiety. Other common issues in the Upper School include family changes and divorce, eating disorders, and depression. In response to these common issues, Counseling Services have developed several classes and programs to support the social-emotional development of their students. Programs in place to address social-emotional issues include the Health program in the Middle School and the Life Skills program in the Lower, Middle and Upper School. Additionally, the Big Sisters and Peer Leadership Program appear to be highly successful in supporting students academically, socially, and emotionally.

While counseling services supports students with the stress and anxiety related to academic challenges, Advisors are responsible for supporting students' academic issues, including course selection, learning challenges, and special educational needs. It appears that more collaboration is needed between the Counseling Services and the Advisors. Moreover, although Advisors are trained to identify and refer students when social-emotional or psychological issues arise, Counseling Services felt additional training is needed to ensure consistency among the Advisors and the support they are providing.

Counseling Services identified the need to emotionally support faculty despite the fact that this is not included in their job description. Concerns about faculty morale were expressed. Counseling Services felt many faculty members are uncomfortable sharing their concerns with Administration; they suggested the creation of a Dean of Faculty position might become a bridge between faculty concerns and administrative action. Professional development and faculty team building activities may also be explored to build faculty morale.

Visiting Committee members met with the College Guidance team. The College Guidance team has a strong awareness and open acknowledgment of the large focus on college admissions in the community and has responded appropriately. While the College Guidance team agreed that the college admissions process could cause a great amount of academic and emotional stress on students, they noted that they feel well prepared to successfully guide students through the process and feel well supported.

The Guidance team makes a point to stress the positive aspects of the transition from Upper School to college and to emphasize the excitement of planning the future and making decisions. Moreover, they have found a balance between supporting students thoroughly and individually, without further increasing the focus on the college process prematurely. One of the efforts of the Guidance team is to develop and promote a diverse array of college options for their students as well as acknowledge and promote the option of a gap year.

The eleventh-twelfth team, which includes Faculty, Advisors, Class Supervisors, Administration, and the College Guidance team consider each girl as an individual and works together to provide clear and helpful information to the student and her family. The guidance team is considered part of faculty, and they often give presentations to teachers so they are aware of the potential impact of the college admissions process on students.

The Visiting Committee commends the Department for:

- Identifying social-emotional issues common to the student body and implementing classes and programs to support them.
- Making College Guidance highly individualized and organizing a strong group of faculty, advisors, class supervisors and college guidance counselors to support each student's individual needs.
- Offering many College Guidance classes to support students through the application process including essay-writing, interviewing, and editing, making the college application process more inclusive.
- Creating and supporting peer or near-peer mentoring programs to help meet the academic and emotional needs of the students.

The Visiting Committee recommends that the School:

- Consider ways to further train Advisors in the Upper School so students have access to a more consistent level of support and Advisors are prepared to identify and refer students appropriately when social-emotional issues arise.
- Continue to work with scheduling to ensure that successful aspects of the Life Skills and Health programs are maintained.
- As noted in the self- study, continue to strive to maintain appropriate expectations around the college process and adjust expectations to accommodate a wider range of student abilities.

### **Health and Nutrition**

The Food Service Director is clear that her goal is to be sure that there is something for everyone to eat each day. Working with a wonderful team of people, they serve a school breakfast, snack and a hot lunch each day. The Nurse and Director of Food



Service work with parents to understand the special dietary needs of the girls. With a growing number of life threatening allergies, it is important that the Nurse work together with Food Service as well as have clear communication with teachers and Division Heads. The food staff is thoughtful in their preparation and ordering of foods in a limited nut environment. Therefore, foods are clearly marked with signage so that a student with a food allergy can make careful food choices. As well, food service staff members take seriously their charge of making sure that they accommodate tastes, and the ability for each girl to have a healthy meal. Food service serves roughly 900 people each day, no small feat.

The Food Staff has worked to reduce their carbon footprint and maintain their green certification. They do this by partnering with Sysco their food vendor, buying produce locally when they can, and serving farm to table foods one week out of every month. The School has remained committed to being mindful of the environment in this way.

The Nurse works out of a small but cozy office on the first floor. Each time the Visiting Committee stopped by she was busy, from attending to a cut finger to an older girl wanting a private conversation with the Nurse about her needs. The Nurse is available to all students each day. The Nurse is in frequent communication with the Counseling and Guidance Services as well as Academic Advisors recognizing the importance of working together as they consider the social-emotional health of each girl. The Nurse will contact a student's parents to ensure the girls are receiving the support they need when there are concerns about a girl's physical or social-emotional well being.

The Health program for Middle School grew out of a task force. In its second year, it teaches the girls about health, wellness and mindfulness and recognizes the importance of girls learning about themselves as they begin to make independent choices. Health class teaches them about self reflection and self discovery. The Visiting Committee observed a lesson on courage and was struck by the willingness of the girls to be self-reflective and thoughtful about their own experiences in a comfortable safe environment. The program continues in Upper School when the girls take a Life Skills course.

The Visiting Committee commends the School for:

- Implementing a health curriculum in the Middle School which recognizes the need for girls to be self-aware and empowered so they can make smart decisions in the future
- Accommodating the students with food allergies, making sure there is adequate choice for those students in the dining hall
- Reducing its carbon footprint as they maintain green certification

The Visiting Committee recommends that the School:

- Re-evaluate food service staffing and space constraints in light of the increased service requirements.
- Pursue space for the Nurse to allow for greater care and more privacy as suggested in the self study.
- Proceed with the recommendation in the self study to evaluate Middle School lunch.

### **Auxiliary Programs and Extracurricular Activities**

The extracurricular program offerings at Chapin School are rich, varied, responsive to students' and parents' interests, and in alignment with the mission of the School. Offerings are age and developmentally appropriate through the three divisions, highly popular, and viewed as a fundamental component of the larger curriculum of the School. Clear thought has been given to issues of access, student load, and helping students make meaningful choices. The School makes use of outside experts and contractors for the Lower Division, and utilizes Chapin faculty for most offerings in the Middle and Upper Divisions. Faculty desire to share special interests with students through extracurriculars, but express the wish that the School would give more attention to faculty load and look for ways to recognize faculty contributions in these areas.

Clubs, sports, drama, and music offerings allow students to explore and discover different interests and faculty members to share their areas of passion. Students clearly love their extracurricular activities, see these as core components of their Chapin experience, and value the opportunities for leadership, collaboration and teamwork they provide.

The Visiting Committee commends the School for:

- Providing such a rich array of extracurricular activities
- Counseling students about meaningful choice
- The high quality and commitment of faculty leading extracurriculars
- Addressing issues of equity and access

The Visiting Committee recommends that the School:

- Address issues of equity and transparency in faculty assignments/stipends around extracurricular activities, giving attention to faculty load and looking for ways to recognize faculty contributions in these areas.
- Pursue additional means of support for those families for whom even a percentage contribution towards the cost of an extracurricular is prohibitive.

## **Section Seven – Faculty, Administrators, and Non-teaching Personnel**

As much as Chapin describes itself as a “vibrant and dynamic community of learners” when speaking about its students, so is it the case for its adult community. This is clearly not by accident, and reflects the thoughtful care and significant resources put into hiring and professional development. In every conversation that the Visiting Committee conducted, it was abundantly clear that staff, faculty and administrators are engaged in their work and contribute greatly to the overall health and success of the School. There is a strong culture of professional growth; all constituents feel supported via resources and supervision to pursue professional development, and collaboration was a theme that resonated again and again. These are sources of pride among faculty and staff. As was noted in the self study and, moreover, was communicated to the Visiting Committee when speaking to individuals, the adults who work at Chapin feel quite satisfied, a feeling that resonates throughout the building.

### **Faculty**

The School has extraordinarily capable, knowledgeable and inspiring faculty. Divisional differences regarding who manages certain steps of the hiring process reflect level-specific needs, and the oversight and coordination by the Director of Studies lends coherence and underscores alignment with the School's mission. Faculty unanimously speak of the School's enthusiastic support of their professional development. The range of opportunities of which faculty have availed themselves is truly spectacular. The faculty evaluation system gives appropriate feedback to teachers in their first three years, and while a system is in place for providing subsequent evaluation and feedback every three years after that, time and other constraints have made it difficult to maintain that schedule consistently. Department chairs play a key role in providing faculty members with feedback regarding their performance and suggesting professional development suggestions, and faculty take advantage of additional opportunities for reflection and self-assessment through conversations in Cluster Groups and the Critical Friends initiative.

### **Staff**

The staff at Chapin - those who do not teach - contribute greatly to the vibrancy of the School and are essential in ensuring that every facet of the School, from daily operations to long-term strategic goals, are accomplished. Staff are hired through myriad channels, word-of-mouth, response to advertisements, placement agencies, to name a few, and come from varying professional backgrounds.

There is a clear spirit of professional growth among staff, and many have seized opportunities to explore professional development and networking. There is a desire to broaden these opportunities and to clarify a system for pursuing professional growth.

Staff overwhelmingly feel supported by their supervisor(s) and collegial within their department(s). A goal-setting protocol was revised last spring and a similar format has been used with staff, although not all staff are clear on the system for evaluation.

### **Administration**

The Administration model the collaborative spirit and commitment to life-long learning that are paramount to the student and adult communities at Chapin. Each member brings significant and unique expertise to his/her individual positions and work with great collegiality towards the goal of executing the School's mission. The Division Heads encourage teacher initiative and are open to feedback from faculty. The Administrative Team is visionary, competent, and attentive to both strategic and operational goals. They stay current with best practices in their field and seek appropriate professional development. Administrators are evaluated by the Head of School yearly with a focus on individual goal setting and reflection. A new system of 360 degree feedback is being piloted and has been met with curiosity and enthusiasm. All administrators felt supported in their desires for professional development and also spoke about the collegial support they received from each other around their professional goals.

It was observed by the Visiting Committee that the curricular and programmatic shifts that have taken place in the Lower and Middle School have created a perception of misalignment in pedagogy and philosophy between some of the departments in the Middle and Upper Schools. The Division Heads and Director of Studies are very aware of the dissonance and are addressing it openly and honestly with faculty. The Committee also observed that the role of the Director of Studies is evolving, as there can be overlap between this position and a Division Head. The fluidity inherent in this position and in the collegial nature between the Division Heads and the Director of Studies can lead to confusion among faculty as was observed in several conversations with faculty in various configurations. Likewise, while faculty expressed an appreciation for the freedom and trust placed in them by administrators, some also expressed a desire for direction and clarity around negotiable and non-negotiable items. Some concern was also raised that Department Heads could use more mentoring and that a more uniform evaluation process department to department should be implemented.

The Visiting Committee commends the School/Staff for:

- Creating and refining a hiring system that consistently brings superior faculty, staff and administrators into the Chapin community.
- Enthusiastic and abundant support for professional development.

The Visiting Committee recommends that the School/Staff:

- Support the recommendation of the self study to continue efforts to develop and effectively implement an appropriate, transparent, and nimble system of evaluation for faculty and staff.
- Ensure that lines of communication between and among constituents are clear and systemized, when appropriate.
- Clarify roles and responsibilities between Director of Studies and Division Heads

## **Section Eight – Parents**

Families thoroughly understand the School's mission. Many parents expressed that it is the reason why they send their girls to Chapin. Parents appreciate that their girls are learning in an environment that supports the love of learning, independent thinking and a dedication to serving others. One parent said, " My daughter is not only pushed academically, she is part of a nice group of girls. Chapin girls are caring girls." It was clear that parents not only appreciate the academic rigor of the School, but also the collaborative spirit that envelopes their experience.

Parents shared many reasons for choosing Chapin. The reasons ranged from the sense of community they felt when they first visited the School to its beautiful facilities, as well as the School's reputation, with special attention given to its respect for tradition, as the School keeps relevant. When changing the focus of the conversation to what they now appreciate about Chapin, there was a shared enthusiasm over the STEM activities and in the Robotics Club. In general, parents are impressed by the variety of non-academic opportunities and club offerings, which empower students to explore their interests and expand their skills and passions, whether they be in the arts, sports or further exploration of a Science.

Many parents reported their enjoyment of volunteering their time on campus and the joys received from insights into their students' school life. There is a conscientious movement to make other opportunities available for parents that cannot attend school activities during the day, such as committees that meet after school hours and weekend community events. An attempt to streamline communication is in place so that parents receive a scheduled email with relevant information about upcoming events. For the first grade, the Parent Association is also experimenting with a portal on the website for parents to communicate with other parents regarding recommendations for non-school related issues (extra theater tickets or the need for a baby sitter recommendation). This seems to have added a layer to the sense of community within this grade level.

Parents highlighted their focus on inclusion. Sponsored events are carefully chosen to make sure they are inclusive of Chapin's study body. In addition, efforts have been put forward to ensure Gator Gear sales represent a broad range of items that are reasonably priced. This is especially significant since the money raised through these sales funds professional development opportunities for teachers.

The Visiting Committee commends the Parents' Association for:

- Successfully promoting a sense of connectedness and school spirit at Chapin with a reflective, consistent commitment to inclusion of their diverse community.
- Having innovatively added a layer to its building of community with the use of parent portals (starting with grade one) on the Chapin website.

### **Section Nine – The School in Its Community**

In keeping with their dedication to community responsibility and serving others, community service is an essential part of the Chapin School. Opportunities to serve in the community are present at each division and student interest in serving its community was evident during discussions with students. Moreover, Chapin maintains several relationships and affiliations with neighborhood organizations. While eating lunch with a group of girls varying in age, it was evident girls at Chapin feel a strong desire to become leaders and productive contributors to the local community. The students proudly shared their roles in the student government and council and the variety of projects they have lead within as well as outside of Chapin. In addition, Chapin preserves its mission to prepare girls to lead in the global society, maintaining several international partnerships.

The Parent Association has played a strong role in strengthening the community service programs, increasing involvement of the entire Chapin community in service projects. At the suggestion of Wingspan Partners, an outside consulting firm that conducted a Community Service audit of Chapin in 2008, the School has explored adapting a service learning program that is built into the academic program rather than pursuing individual community service projects. Chapin is taking the steps to address this recommendation, and attended a service learning workshop last spring. In addition, several service programs have been adapted such as becoming a sister school to Kibera School for Girls in Kenya.

The Visiting Committee commends the School for:

- Remaining true to their mission statement and dedicating time and energy to community responsibility and serving others.

- Maintaining and expanding school-wide and division wide domestic and global community service efforts.

The Visiting Committee recommends that the School:

- Continue to build the service learning programs that are woven into existing academic programs.
- Continue to assess and evaluate the effectiveness of current programs and services and continue to develop long-term partnerships rather than finding new partnerships from year to year.

### **Section Ten – Internal and External Communication**

Conversations about the School's goals, educational program, news, and events are frequent throughout the community. Information about these topics is provided in a variety of ways.

The main internal and external communication device is the revised website. Launched in 2011, it is viewed as a "living and breathing organism," and is evaluated at least weekly based on feedback from various constituencies. For instance, one motivation for the revision of the website was to develop portals specifically for parents, faculty, and alumnae. Feedback from monthly meetings with the Head of the Parents Association continues to influence layout and information accessibility. A team of communication staff works to gather news about events from the community, as well as design the site. The website provides up-to-date schedule information, facts about the School's History, admissions information, job postings, and highlights of the School program and events. As part of the School's green initiative, the website provides access to various forms for the parental community, as well as an online donation mechanism. Comments from parents and faculty indicate that the website revisions are successfully transmitting key information and streamlining some administrative processes.

Additional up-to-date information is increasingly being made available to parents through the Academic Manager program, which allows teachers and student groups to send course-specific information to a limited audience. Students also use this program as a social media site based on academic content. An electronic message board for parents is being piloted in a Lower School class to promote conversations within this group as well. The use of social media sites is under frequent discussion; currently they are a relatively active part of the alumnae portal, as well as in the form of a Twitter feed for athletics events.

The *Chapin Weekly* eNotification is sent to parents, as well as faculty and staff. This email blast lists news and events for the following ten days; additional emailings from the Head of School or Division Heads may be sent more or less frequently. There is an awareness that consolidating email communications is preferable whenever possible. A version of the *Chapin Weekly* email has also been sent to Upper School students, though it is not yet known how effective is this communication form.

The School makes an effort to communicate with its constituents in a variety of forms according to the specific population addressed. For instance, there is a particularly broad spectrum of comfort with communication within the alumnae population. Information is thus communicated throughout the community via email and various printed materials such as brochures, letters, and postcards about school highlights and news, alumnae events, as well as solicitations for financial support. There is an acknowledgement that personal interaction is the best form of communication whenever possible, whether in contacting alumnae, for discussions between parents, faculty, administrators, and students, or in discussions between the Board of Trustees and Head of School.

The Communications Office feels successful in its alignment with the mission of the School, and that it clearly communicates the philosophy and goals of the School to the community. Additional awareness of the core values of the School, as well as program initiatives such as Focus Forward or other strategic plans, are the product of the regular meetings between the Head of School and Board of Trustees, and frequent involvement of parents in the School. Parent Association meetings and parent volunteering were cited as valuable windows into the educational program.

The Communications Office staff members are dynamic and engaged in their conversations about their work. They are constantly innovating and revising the existing means of communication, and are able to take advantage of various forms of professional development. Discussions with colleagues from other schools, conferences, and work with outside consultants inform the decisions made. Newer members of the team may have the opportunity to build experience through specific project assignments and professional development opportunities.

The Visiting Committee commends the Department for:

- Thoughtfully experimenting with different methods of communication in order to reach the School's many constituencies.
- Clearly communicating the mission, philosophy, and strategic planning initiatives to the community.



The Visiting Committee recommends that the School:

- Continue to evaluate their communication forms to ensure they are effective and as inclusive as possible.

### **Conclusion**

It was evident from the moment we arrived at Chapin that we were being invited into an intentional community, deeply reflective about the process of learning. It is clear that faculty and students, staff and administrators, parents, alumnae and trustees are proud of their School and committed to its advancement. It is equally clear that this is a school unwilling to rest on its laurels; rather, it is a school eager to learn and grow as it asks its students to learn and grow. The primary evidence of this striving for excellence was in the thoughtful and comprehensive self study we read prior to our visit. Our visit just confirmed the impressions of the self study. The self study was a process, which everyone took seriously and in which everyone was deeply involved.

The School made the visit as pleasant as could be. We were welcomed warmly into the “Chapin Family”; our visit was well organized and all constituencies made themselves readily available for our questions. Our conversations were substantive and forthright. Our overall impression was of a dynamic, mission driven community of learning.

The Visiting Committee was impressed by many aspects of the School reflected in the pages of this report, but we would make special mention of the following areas:

### **MAJOR COMMENDATIONS**

- The Visiting Committee commends the School for living its mission, creating an environment where engaged and happy students thrive and grow into scholars and leaders.
- The Visiting Committee commends the School for not being content to rest on a strong reputation, but instead to challenge themselves to innovative excellence by creating a strategic plan focused on teaching and learning.
- The Visiting Committee commends the School for its ongoing efforts in inclusion and diversity encapsulated in its well-publicized *Commitment to Diversity* statement.
- The Visiting Committee commends the faculty for creating an atmosphere, which is deeply reflective about education; that atmosphere permeates the School.

- The Visiting Committee commends the School on modeling leadership through partnership in the mutual respect and productive engagement of the administration and an active and supportive Board of Trustees.
- The Visiting Committee commends the extended community of the School, including parents and alumnae, for their service to the School and their knowledgeable promotion of the Chapin mission.
- The Visiting Committee commends the advancement efforts of the School, which have allowed development of facilities and infrastructure to support programmatic goals.

In order to help the School develop a vision for continued growth and success, the Visiting Committee also makes the following major recommendations:

#### MAJOR RECOMMENDATIONS

- The Visiting Committee recommends that the School move forward boldly in implementation of its ***Focus Forward*** strategic plan, with a careful eye to sustaining the energy and innovation of that plan through the transitions from Lower School to Middle to the Upper School. (Criterion 5.5)
- The Visiting Committee recommends that the School, in its efforts to move Focus Forward from strategic initiative to embedded program, enhance communication between Administration and Faculty/Staff and among the divisions of the School. (Criterion 10.1)
- The Visiting Committee recommends that, the School continue to enhance and expand its commitment to faculty and staff evaluation as indicated in the self study. (Criterion 7.3)
- The Visiting Committee supports the School in its own recommendation to define the role of the Visual and Performing Arts in the Chapin program, examining requirements and space for these programs to thrive. (Criteria 5.1, 5.3, 5.10)
- The Visiting Committee recommends that the School formalize a plan for future transitions in leadership to continue the great strides Chapin has made under strong Board/Head partnership. (Criterion 2.3)

The Visiting Committee would like to close with a heartfelt thank you to Chapin for making our visit so comfortable, from the open atmosphere to the delicious and copious

food, to the collegiality shared. We wish the School continued prosperity as it continues its mission to educate resilient young women, trained to lead in a diverse, global future.