Although many independent schools are seeing a diversification in their student bodies, existing structures, such as financial aid awards, have not been modified. In addition, many financial-aid managers in independent schools have 0-5 years of experience in student financial aid. This handbook profiles the overall step-by-step process for financial-aid management as implemented by Riverdale Country School in Bronx, New York. The handbook also uses information gathered through interviews with knowledgeable financial aid officers at schools affiliated with the National Association of Independent Schools (NAIS). Contents include a guideline for time management, a review of the application process, a description of the procedures for determining financial need and calculating awards, and a description of areas related to financial aid. A financial-aid timeline and an annotated bibliography are included. Appendices contain sample worksheets, letters, and forms from Riverdale Country school. Contains 11 references.
Director of Financial Aid

HANDBOOK

Thanks to ...
Esther A. and Joseph Klingenstein Fellows Program,
Riverdale Country School,
and
Summerbridge National

Lynn D. Sorensen
1996-97 School Year

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INTRODUCTION

One of the most dramatic changes in independent education is the diversification of the student body. Most schools have made a commitment to diversification and many schools have set goals for increasing diversification in subsequent years. However, often the structures that are in place, such as awarding financial aid, have not been modified to accomplish this goal, particularly given limitations on the amount of financial aid available.

Responsibility for creating a diverse student body has fallen on the shoulders of the admissions office. Inevitably, this shift in philosophy has had a direct impact on the financial aid budget. The most current National Association of Independent Schools (NAIS) statistics state that thirty-seven percent of students of color are financial aid recipients, and this number is growing each year.1 Many middle income families and white students are finding it increasingly difficult to get a piece of the limited financial aid pie that must now stretch even further.

Independent schools’ budgets are tightly controlled and administered by highly trained professionals in the finance office. After salaries and benefits, financial aid is the largest expense in an independent school. Yet frequently, responsibility for financial aid falls to a junior member of the admissions staff or some other untrained member of the school. Meade Thayer of the National Association of Independent Schools (NAIS) believes that the reason there is such a high turnover in the position is the lack of training and necessary skills. In fact, seventy-five percent of the personnel that manage financial aid in independent schools have zero to five years of experience.

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Riverdale Country School decided that a financial aid budget of more than two million dollars required the attention of a qualified person, and in the fall of 1995 added a new administrative position, a Director of Financial Aid. Officially separating the offices of admissions and financial aid enabled admissions decisions to be made without bias against financial aid applicants; previously, the Admissions Director had been responsible for admissions and financial aid. At first, this would seem logical, but in reality, it created a conflict of interest. Admissions decisions were stated to be “need blind”, but were not since the same person was responsible for both. Simultaneous objectivity in both realms was impossible.

Adding a person to oversee the financial aid process allowed everyone to do his/her job more efficiently. For the 1996-97 school year, Riverdale enjoyed the highest admissions yield in the history of the school. The admissions director attributes this success to increased focus on admissions candidates without the responsibilities of the financial aid process. Decisions on financial aid packages were more consistent, made objectively — separate from admissions, and for the first time sent out at the same time as admissions letters.

The responsibilities of the Director of Financial Aid of any independent school are immense. This handbook is designed to lessen the overwhelming nature of the position. A great deal of pressure is inherent to the work of the director, but with more training, it is manageable and rewarding work. Helping families wade through the bureaucracy of a lengthy application process and ultimately, to enroll in a school that their children are qualified to attend, but would otherwise not have access to, benefits both the individual and the school.

This handbook is a profile of the overall step-by-step process of Riverdale Country School’s financial aid program, but can easily be adapted by other schools struggling to administer their financial aid budgets responsibly. There is no more worthy goal. Since financial aid has a direct impact on the educational lives of children, it is a job worth doing well.
Throughout the fall, I conducted interviews with the most knowledgeable financial aid officers of NAIS schools. They willingly shared their schools' financial aid program and offered helpful suggestions in writing this handbook. I am indebted to them for their assistance.

The four independent schools where I have been responsible for financial aid for the past fourteen years also broadened the scope of this project. Written materials on the subject of financial aid for independent schools are limited, so much of my research relies on personal interviews and on college financial aid sources for information. Please refer to the annotated bibliography for further resource materials.
PHILOSOPHY

Riverdale Country School seeks to enroll a highly qualified student body

with diverse talents, interests, and backgrounds.

The Board of Trustees’ commitment to this philosophy is made by annually allocating 14% of tuition revenue for need-based financial aid. In contrast, many of the competitive schools in New York City spend comparable dollar amounts; however, they generate the income largely from restricted endowment funds. Riverdale supports approximately 20% of the student body despite the direct impact this has on the operating budget. The school believes that offering financial aid at the pre-kindergarten level provides qualified students the opportunity to explore the full range of educational opportunities. In order to stretch limited dollars further, most independent schools tend to wait until students are of middle school age before financial assistance is available. Funding a student for fourteen years is a reflection of Riverdale’s serious intent to create a school that is both diverse and accessible.

Riverdale has adopted the Principles of Good Practice for Financial Aid Administration\(^2\), and awards financial aid only if a family meets the criteria of financial need based on the School for Student Service for Financial Aid (SSS) methodology.\(^3\) Therefore, it is the expectation of the

\(^2\) See Appendix I. (Principles of Good Practice for Financial Aid Administration)

\(^3\) School and Student Service for Financial Aid, Educational Testing Service, P.O. Box 6657, Princeton, New Jersey 08541-6657.
school that families will report their resources accurately. Determining financial need requires an honest report of all income and liabilities on the SSS Form.

*Riverdale believes that the primary responsibility of financing education costs is the family's.*

The school makes admission and financial aid decisions entirely separate from the other. All financial information is kept in the strictest confidence. Families are advised in the literature, describing the financial aid process, that each year there are more applicants that apply for financial aid than the school can provide assistance. This may require a wait list status for money to become available for some students admitted. Once a student enrolls at Riverdale, information about whether or not he/she is receiving financial aid is not available to anyone outside the financial aid office, including teachers. Recipients of financial aid are never held to a different standard than other students. Families receiving assistance are required to reapply every year and can expect the same level of award unless their financial situation changes.

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4 See Appendix II. (Riverdale Country School Wait List Letter for Financial Aid)
WHAT IS FINANCIAL AID?

It is important to distinguish the difference between financial aid and scholarships to families applying to Riverdale. Often used interchangeably, these two separate types of programs have no correlation to one another, further confusing the issue. Riverdale has committed a percentage of its budget for students attending the school that qualify for financial aid. Recipients of financial assistance are not expected to pay back the school in the future, as with a loan. On the other hand, a scholarship program is money given as a result of merit, such as athletic ability or academic prowess, and not based on need. Riverdale does not have a merit program. A discussion of the issues surrounding merit awards can be found in the appendix.

To determine awards, the school calculates the difference between the income and assets of a family and their expected tuition payment. Riverdale Country School subscribes to (SSS) to standardize the process for all applicants.

See Appendix III. (Merit Awards Information)
TIME MANAGEMENT FOR THE DIRECTOR OF FINANCIAL AID

Riverdale Country School enrolls approximately 1,000 students and grants over 200 financial aid awards annually. New student applicants for financial assistance is growing each year. If this trend continues, an reevaluation of the Director of Financial Aid position will need to take place. Presently it is a part-time position.

A detailed time line is provided at the end of this handbook to assist in anticipating and organizing all tasks to be accomplished at the appropriate time of year. The following is a basic guideline for approximate time management planning — this will of course vary depending on the experience of the individual.

<table>
<thead>
<tr>
<th>Period</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - Early October</td>
<td>10 hours a week</td>
</tr>
<tr>
<td>Late October - November</td>
<td>20 hours a week</td>
</tr>
<tr>
<td>December</td>
<td>30 hours a week</td>
</tr>
<tr>
<td>January - February</td>
<td>40 hours a week, at least</td>
</tr>
<tr>
<td>March</td>
<td>30 hours a week</td>
</tr>
<tr>
<td>April</td>
<td>20 hours a week</td>
</tr>
<tr>
<td>May - June</td>
<td>10 hours a week</td>
</tr>
</tbody>
</table>
NEED-BASED FINANCIAL AID

Riverdale provides a need-based financial aid program enabling qualified students to attend who would otherwise not have access to the school.

It is the responsibility of the Director of Financial Aid to award financial aid only to families that have provided the documentation necessary to evaluate their resources accurately and have qualified for a grant. Awards are never to exceed the demonstrated financial need of a family. Riverdale Country School will not misuse the financial aid program to influence an applicant to choose Riverdale over another institution.
PROCEDURES FOR APPLYING FOR FINANCIAL AID

Parents' Financial Statement (PFS)⁶

All financial aid applicants must have a copy of the Parents' Financial Statement form on file. Please refer to the appendix for this form. Each family is asked to complete the form provided, mailing the original to the School and Student Services for Financial Aid along with the processing fee. If a financial hardship exists and the family is unable to pay the required cost for processing the PFS, the financial aid office can assist them in acquiring a fee waiver. Families need to fill out only one PFS form for all the schools to which they are applying for financial aid. Copies of the PFS are to be sent to the financial aid office of each school, and families are encouraged to keep one for their own records. The instructions emphasize the need to fill out the form without errors to avoid delays in processing which may result in their missing strict deadlines.⁷ It is imperative that the school provide clear instructions to applicants to guide them through the financial aid process.

_The most important information to convey in the literature to apply for financial aid is that SSS does not determine the amount of grants but ONLY provides the schools with a guideline for determining a family's financial need._

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⁶ See Appendix V. (Parents’ Financial Statement, PFS)

⁷ See Appendix VI. (Riverdale Country School Letter Outlining Financial Aid Application Procedures)
Families are instructed to indicate which schools they are applying to so that a copy of the Report of Financial Need is received by each from SSS. The process ensures that the same information is made available to each school to evaluate financial need for a particular family and avoids one school awarding more than another.⁸

Parents Separated or Divorced

Riverdale believes that a family’s decision to send their child to an independent school requires the active support of both natural parents. Each parent must complete a PFS form.⁹ Tuition grants will not be awarded without completed forms and tax returns from both natural parents.

The following policy in regards to divorced or separated parents has been adopted from NAIS.

In case of financial aid, the matter of divorce or separation of parents is a difficult one. The school considers the assets of both natural parents, if living, before making any award, and cannot be bound by the assertion that one parent has disclaimed responsibility for educational expenses. If either the custodial parent or the noncustodial parent has remarried, we consider also the assets of the stepparent, always bearing in mind the obligation of that stepparent to his or her own natural children.¹⁰

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⁸ Refer to “Report of Financial Need” section for more information.

⁹ Riverdale Country School does not accept the “Financial Statement for Parents Who Are Separated or Divorced or Have Never Been Married Form” as others schools do. This form does not provide enough detailed information to determine need.

Tax Returns

It is essential that each family submit a tax return, with all schedules and W-2's included, to complete their financial aid application. Due to the early deadline that Riverdale has set, this will probably mean that the tax return submitted will be for the prior year. The instructions for applying for financial assistance explain that the deadline for receipt of the current tax return is March 15 each year and to plan accordingly.

No awards that have been granted will be finalized until a signed tax return has been received by Riverdale. If parents intend to file for an extension to file their tax return with the IRS, they could in fact be jeopardizing their eligibility to receive financial assistance from the school. This information is stated clearly in the financial aid process information to help families to plan accordingly. Of course, there may be extenuating circumstances that necessitate a late filing. A letter must be sent to the Financial Aid Committee explaining the reasons for the delay in receipt of the tax return and date that it is expected to be available.
DETERMINING FINANCIAL NEED

Reviewing the Parents' Financial Statement (PFS)

It is imperative that each year, the Director of Financial Aid is cognizant of any changes that the (SSS) has made to the PFS form. An excellent strategy is to attend one of the SSS workshops that are held each fall in various locations. The Computation Manual provided by SSS is also an invaluable resource. Before any PFS forms are distributed to applicants, a thorough review of each question and instructions is highly recommended. As the deadline approaches, the Director should expect that inquires on how to fill out the PFS form, which is lengthy and complicated, will occupy a considerable amount of his/her time. Families call with questions that are out of the ordinary and do not fall within the instructions provided by SSS on the form. Typical inquires include: how to indicate that part of their total income reported which is a bonus and not dependable in subsequent years, how to fill out the form for expenses related to a dependent parent, child care expenses, etc.


The School and Student Service for Financial Aid processes each applicant’s PFS and supplies each school and the family with a Report of Financial Need (RFN). A guideline of the level of parental contribution for tuition expenses is suggested, based on a formula developed by SSS. Again, as stated in the PFS section, families must understand that the figures produced by

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11 Each year the manual is automatically mailed to schools subscribing to the School and Student Service for Financial Aid services.

12 See Appendix VII. (Report of Family Contribution)
SSS are only a starting point and not an absolute figure. Space has been provided on the PFS to explain extenuating circumstances, that are not included in the RFN, which must now be taken into consideration. Riverdale will often make adjustments as a result of this added information, and families should not be surprised to learn that they are required to contribute more or less than the RFN indicates.

Unusual conditions noted on the RFN are highlighted and provide red flags to consider. A few of the most important points are listed below:

- If there is no income tax reported, how does the family meet their expenses?
- Are the taxable dividend and/or interest income amounts at least 5% of the total of their bank accounts and investments as reported on the PFS form?
- In cases of divorce, check the tax return for alimony claimed as income. Did the family indicate this income on the PFS form?
- Does the student applicant file his/her own federal tax return? If so, ask for a copy.
- The unusual expenses category is often completed incorrectly. Check for explanations of expenses and determine if they are allowable as indicated in the instructions.
- Does the family own property other than their principal residence? Second homes or rental real estate normally excludes a family from qualifying for financial aid.
- The level of indebtedness reported is often confused with consumer indebtedness (credit cards, etc.) Indebtedness and consumer indebtedness have separate lines to record this information and should be checked for accuracy.
- At the end of the form is a space for all circled items to be explained in detail. Make sure to call families that have failed to provide necessary information and complete the form while on the phone. This will avoid any further delays that would result if the form had to be mailed back to the family.

Never hesitate to contact families for further clarification of the information they have provided. Everyone's financial situation is unique and does not always fit into the SSS formula.

Note: In the instructions for applying for financial aid, it is indicated that someone may call them to complete their file.
Comp*Assist Program

Comp*Assist, the School and Student Service for Financial Aid software for PFS computation, is an excellent tool utilized by financial aid directors to make adjustments to the RFN more accurately and quickly. In the spring, SSS sends out registration information to receive Comp*Assist services for the following year. Throughout the financial aid season, an updated disk is mailed with the data of each applicant that has applied to the school. An annual fee is paid by each subscribing school for this service.

In the past, it was necessary to make all corrections by hand, requiring the director to spend countless hours. If calculations must be made by hand, a form is provided to guide a director through the step by step process.13

Understanding and Reviewing of Tax Returns

Reviewing tax returns is necessary to provide a fair analysis of a family’s situation. Riverdale requires that each applicant’s family submit copies of their current tax return, including all schedules and a copy of their W-2 forms, to complete the file. Families that are part of partnerships or file corporate tax returns may be asked to supply the financial aid office with further documentation to assess their financial situation more effectively.

The Financial Aid Director evaluates each application once the financial aid file is complete. Familiarization with basic tax returns is essential and can be learned quite easily. However, families with complex returns pose more of a challenge. Expertise of the Director of Finance or an alternative source should be enlisted to ensure that the total financial picture of the

13 See Appendix VIII. (Computation Worksheet)
family is understood. It may also be necessary to contact a family to clarify points that remain unclear.

Information submitted on the PFS is often only an estimate because a family has not yet filed their current tax return. A comparison of actual filed tax figures with the PFS form should be made as soon as a copy of the tax return has been received by the school. All awards are subject to change upon review of the tax return, which is made clear in all communication with parents.14

Particular areas to note on tax returns are listed below to help identify problem areas. A more in-depth study of tax return issues can be gained by attending an SSS conference.

- Has the family attached all schedules and their W-2's to the copy of the tax return?
- Is a Schedule B should attached if interest and dividend income is in excess of $400?
- If there is alimony income received, is this reported on the PFS form?
- A Schedule C must be attached if there is a business income or loss. Business income is often subject to a paper loss only and not a reduction of income. Examples include a business run from a home, depreciation costs of home office or business use of family vehicle, etc.
- A Schedule E details rental real estate profit or loss. This is a situation where an expert should be consulted due to the fact that the loss reported is generally a paper loss only and not a reduction of income.
- If a parent is self-employed, adjustments will need to be made to the RFN. The FICA allowance is usually calculated incorrectly by SSS and the Director will need to refer to the actual tax return for the correct figures to make corrections.

Note: As of the 1998-99 processing year, Riverdale will require all families to sign Form 4506, “Request for Copy or Transcript of Tax Return.”15 This form allows the school to acquire from the IRS an actual copy of a filed tax return if there are inconsistencies and questions that the Financial Aid Committee wants to verify before any award is granted.

14 See Appendix IX. (Riverdale Country School Award Letter)
15 See Appendix X. (Request for Copy or Transcript of Tax Form)
CALCULATING AWARDS

Financial Aid Committee

In hiring a director of financial aid, Riverdale has restructured the process to approve financial aid grants. There are four members of the Financial Aid Committee to ensure the integrity of the financial aid budget and maintain necessary checks and balances. As chair of the committee, the Director of Financial Aid is responsible for keeping a record of all decisions and arranging for meetings as needed. Two additional members, the Director of Finance and the Director of Admissions, bring important skills to the table. Riverdale's head of school is informed after decisions have been made, as are the heads of the upper and lower schools.

Families have the option of submitting a written appeal to the Committee for review if they believe their award does not reflect their ability to pay. Additional funds must become available before appeals can be considered. Notification to families requesting an appeal is made in late April.

Evaluating the Financial Aid Application

Grants are awarded to Riverdale families who demonstrate financial need. A loan component is not an option. The most important aspect of calculating awards is to follow a consistent process in evaluating each applicant's file. Written guidelines are ideal to avoid inconsistencies. Time constraints are a factor because of the admissions calendar, but every effort must be made to treat each individual case as fairly and as objectively as possible. Individual
directors of financial aid develop a system that works best for them. One example is illustrated here:

- Check to make sure that any file is complete before evaluating it.
- Estimate 45 minutes to an hour for each file.
- Make detailed notes of the main points found.
- Become familiar with the family situation by looking carefully at the PFS.
  a. Is this a two parent family? Are both parents working?\textsuperscript{16}
  b. How many children are there in the family?
  c. How many children are attending schools charging tuition? How much do they presently pay for each child?
  d. Does the family receive child support? In most cases when it is an expected monthly income of substance, approximately half of the total figure can be required to pay tuition costs.
  e. What does the family indicate that they can afford to contribute toward tuition costs?
  f. Does the family own their home or are they renting?
  g. Does the family own other real estate?
  h. How much money do they have in their bank accounts and other investments?
  i. Does the family have debt?
  j. Does the family own a car(s)? If so, what make, year and amount owed?
  k. Read carefully all explanations the family has provided in the space at the end of the form.
- Compare the tax return information with figures provided on the PFS; make adjustments as needed.
- Review the RFN and make necessary changes.
- Read through any letters that have been provided by the family to clarify their financial situation further.
- Consider known information regarding a current student, such as vacations, expensive clothes, cars, etc. and make adjustments to their awards.

Riverdale requires that all financial aid packages include a contribution by the family towards the total tuition costs. Families receiving public assistance such as welfare payments or food stamps are expected to pay a minimum of $50 and all others at least $500.\textsuperscript{17}

\textsuperscript{16} Please refer to the section “Both Parents Working” for more information.

\textsuperscript{17} See Appendix IX. (Riverdale Country School Award Letter)
It is important to consider two important points before making final awards. The Director of Financial Aid and the Director of Admission must consider the distribution of financial aid by grade and size of award to maintain a balance for subsequent years.

**Both Parents Working?**

Riverdale expects that both parents be employed if the family is applying for financial aid. It would be unfair to dual income families if the school did not make adjustments to a family’s total financial situation when one parent chooses not to work. In cases where a parent is at home caring for children under the age of five, no additions to their income will be made. But when both parents are physically able to work and one does not, $12,000 will automatically be added to the total income, as this would constitute part-time job earnings.

**Parent Returning to School or On Sabbatical**

Situations where a parent returns to school to earn a graduate level degree are not supported financially by Riverdale. The school will not make allowances for the loss of income or tuition costs associated with the degree.

Families that experience a decrease in salary due to a sabbatical will be calculated on the basis of the full salary as reported in the previous year. Riverdale cannot be expected to make up the difference and believes the family should be responsible in this situation since they have made a conscious choice to engage in non-salaried work.
Current Students Applying for Financial Aid for the First Time

Riverdale has a policy that students enrolling in the school without financial assistance will not be eligible in the future unless there is a catastrophic change in the family’s income. Application materials must include a letter stating the nature of the changes in circumstances to be considered. Every effort to assist the family will be made but the school cannot guarantee that funds will be available.

Foreign Students and Families Employed at the United Nations

Riverdale limits financial aid dollars to families whose members are citizens of the United States or those with green cards who file an annual tax return. Employees of the United Nations are under the jurisdiction of the country they are representing and are not required to report their earnings to the United States, and, therefore, are ineligible for assistance from the school.
RELATED AREAS TO FINANCIAL AID

Payment Options

Riverdale offers three-tuition payment options. The first is the traditional independent school schedule of paying 75% of the total tuition on July 15 and 25% on December 15; the second is a quarterly plan beginning in June, including 12% interest; and the third is a 10-month plan also commencing in June including 12% interest. Most financial aid families choose the last option. The Finance Office will also make allowances and offer alternative plans for those financial aid families experiencing great difficulty in meeting their part of tuition expenses.

Special Fund

It is imperative that students receiving financial aid are not excluded from activities and services available to the rest of the student body and made to feel even more different than they already do. Riverdale believes that by offering tuition assistance the school must also make provisions to ensure that additional expenses associated with the normal program are also covered in some way. Many schools only offering tuition assistance fail to recognize that students are unable to participate fully in the life of the school. Traditionally, the areas that Riverdale has covered in the past consist of tutoring, SAT and Advanced Placement fees, college application and financial aid fees, college visits, drivers’ education, prom tickets, school transportation, and athletic equipment and camps.

Riverdale sets aside one percent of the financial aid budget in a special fund to cover extra expenses beyond tuition. Books and lunch are included as part of tuition, but there are added costs that come up throughout the year — more so for upper-school students. Families are made aware of the availability of this fund in their financial aid award letter. Management of the fund is
the responsibility of the Director of Financial Aid and is on-going throughout the school year as students individually request financial assistance.

**Faculty Financial Aid/Tuition Remission**

Faculty financial aid/tuition remission is administered by the Finance Office and is entirely separate from the Office of Financial Aid. Children of faculty must qualify for admissions and if accepted will automatically be granted a 25% reduction of total tuition costs regardless of need. To be eligible for further assistance beyond the 25%, faculty must fill out a PFS form and supply tax return information like every other applicant for financial aid. There are cases of faculty who are grandfathered in as part of a former policy and receive a substantially higher percentage of tuition remission.

It is admirable that Riverdale is committed to providing this benefit to its employees. The one problem is that the total cost of financial aid for faculty is charged against the existing financial aid budget, even for faculty that do not qualify. This can easily be adjusted by changing how it is reported. A recommendation would be to reflect true costs more accurately. This could be accomplished by reporting the amount (the 25%) allocating to the faculty members that have not met the financial aid need criteria as a benefit in another area of the school’s budget.

For example, all faculty children who qualify for the initial 25% reduction as well as additional financial aid should be left in the budget as it is currently done. But, for the faculty members who only receive the 25% reduction, because they do not qualify for any financial aid, should be accounted for elsewhere in the budget. This is in actuality a benefit and not need based financial aid and must be recognized and accounted for accurately.18

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18 See Appendix IV. (Guidelines for Merit Awards/Tuition Remission)
Adopted Programs

Riverdale is committed to enrolling a diverse student body. The admissions office has formed alliances with organizations such as de la Salle School, Early Steps, the Oliver Program, Prep-for-Prep, and Summerbridge at Riverdale. These outstanding programs work with predominately low income and motivated students coming from multi-faceted backgrounds and proven academic skills. Each year, the Director of Financial Aid, holds in reserve, approximately 25% of the financial aid dollars allocated for new students specifically for these children.
SUMMARY

Ideally, this handbook has made a case for schools to evaluate their financial aid program and to make improvements in managing their budgets. Offering need-based financial aid is an integral part of the mission of independent schools and deserves the attention of the most qualified people to oversee the process. Unfortunately, not every independent school will have the resources to hire a Director of Financial Aid, but there are other ways that a school can manage the budget more effectively. Here are a few suggestions:

- A teacher who is interested in financial aid could take on the responsibility and be released from teaching one class or other duties. The months of January and February are particularly busy and should be worked around if at all possible, release from winter coaching, for example;

- An outside tax expert could be hired to review all complicated tax returns, if the expertise does not already reside with the business manager;

- One member of the admissions staff other than the Director, could take on the responsibility and be adequately trained — one method to avoid bias is that this individual would not interview any financial aid applicants.

Every school should at least be able to establish a Financial Aid Committee to ensure that no one person is responsible for making all decisions. The burden is too great, and objectivity may be lost. Neither the Director of Admissions nor the Business Manager should serve as the chair due to a conflict of interest. Admissions personnel wish to enroll the best students and could justify giving a family money that does not reflect their need, and the business manager may also award a larger grant if he/she has had difficulty collecting money from a family with a poor history of paying their bills. This alleviates the need to continue to hound the family for payment all the time. These types of problems can be avoided with committee approval. When these considerations are provided for, the school can be proud of its sound financial aid practices.
Financial aid personnel should be aware that families requiring assistance can often be uncomfortable revealing their personal finances. Sensitivity and respect of every applicant, from the moment that an application is requested, must be the priority of the financial aid office or committee responsible for allocating awards. It is invaluable to seek out colleagues to inquire as to how they successfully handle the nature of their job and learn from their experience.
FINANCIAL AID TIME LINE

September

1. Finalize and compile financial aid statistics for the current year
   a. breakdown and percentage of total dollars allocated to the upper school and to the
      lower school
   b. number of students and award total broken down by grade
   c. number and percentage of students of color receiving aid
   d. total dollars allocated to students of color
   e. number of new students and returning students

   Average award for: (necessary breakdown due to difference in tuition)
   a. Pre-Kindergarten and Kindergarten
   b. First - Sixth Grade
   c. Seventh - Twelfth Grade

2. Distribute financial aid statistics to:
   Head of School
   Head of the Upper School and Lower School
   The Finance Office
   Director of Admission and Lower School Admissions Office
   Development Office

3. Complete the annual NAIS statistics form required by all members schools

October

1. Prepare all financial aid materials for mailing to prospective applicants.

2. Mail to admissions applicants requesting financial aid information the following:
   (Note: send out two sets of forms if parents are separated or divorced)
   a. School and Student Service for Financial Aid Form (PFS)
   b. Cover letter from the Director of Financial Aid including steps of the process and
      deadlines

3. Mail to all current families receiving financial aid the following:
   a. School and Student Service for Financial Aid Form (PFS)
   b. Cover letter from the Director of Financial Aid including deadlines

19 See Appendix VI. (Riverdale Country School Letter Outlining Financial Aid Application Procedures)

20 See Appendix VI. (Riverdale Country School Letter Outlining Financial Aid Application Procedures)
November

1. Continue to mail out financial aid information to admissions applicants.

2. By phone, assist new families in completing the PFS form.

3. Meet with Summerbridge at Riverdale parents to walk them through the financial aid process if applying to independent schools, day or boarding.

December

1. Continue to mail out financial aid information to admissions applicants.

2. Follow up all current financial aid families whose forms have not been received by December 15.

3. File copies of all current financial aid families completed PFS forms.

4. Set up file folders for admissions applicants applying for financial aid including the PFS form(s) and copy of current tax return.

5. Set up data base and input admissions applicants applying for financial aid.

6. Review RFN’s for new students as they come in

January

1. Meet with the Director of Finance to receive the financial aid budget for the upcoming school year.

2. Determine allocations for transportation and extra expenses fund.

3. Prepare award packets for admissions applicants granted financial aid including: contracts, letter from the Director of Finance, tuition insurance information, payment plan options, etc.

4. Prepare letters for admissions applicants applying for financial aid that do not qualify for financial aid and for families receiving a financial aid wait list letter.\(^{21}\)

5. Continue to review RFN’s.

\(^{21}\) See Appendix II. (Riverdale Country School Wait List Letter) & Appendix XI. (Riverdale Country School Do Not Qualify for Financial Aid Letter)
6. By mid-month a priority list of accepted students will be available from the upper and lower school admissions office of their top candidates. Students on the list that are also financial aid applicants will have their files reviewed by the financial aid committee to determine need and grant amounts.

7. The Financial Aid Committee approves all awards before mailing.

8. By the end of the month, award letters are mailed along with acceptance packets. The first week of March is the deadline for families to accept their grant or not.

**February**

1. Review RFN's for returning students.

2. Determine financial aid awards for all returning students.

3. Meet with Financial Aid Committee to approve returning students awards.

4. Send out all returning students awards including: contracts, letter from the Director of Finance, tuition insurance information, payment plan options, etc. Families have a deadline of mid-March to return their contract accepting their award.

5. Discuss with families of newly accepted students any appeals that are made to amend their awards.

6. Confirm receipt of current student appeal letters with the date they may expect an answer from the Financial Aid Committee.

7. Convene the Financial Aid Committee to review appeals.

**March**

1. Keep an up-to-date list of new students that have accepted financial aid packages offered. All funds that are not used will be reallocated to students on the wait list.

2. Mail any awards that have become available to students on the financial aid wait list.

3. Discuss with any returning families their reasons for appealing the award received.
April

1. Keep an up-to-date list of returning students that have not returned their contracts. Consult with the deans of each class to determine if students might not be re-enrolling for reasons other than academic issues.

2. Convene the Financial Aid Committee to discuss appeals for returning students and allocation of funds returned due to attrition.

3. Send out tax return reminder to all financial aid recipients from whom a 1040 and or supporting schedules are missing.

May

1. Check all 1040 forms against figures reported on the PFS's. Recalculate need and awards if there are major discrepancies.

2. Meet with the Upper and Lower School Admissions Offices to set admission dates for the following year.

June, July, August

Wrap up the financial aid process; move files to make room for the coming year, shred all confidential material, update data base, etc.
ANOTATED BIBLIOGRAPHY


This study focuses on student numbers, tuitions, financial assistance, teachers’ salaries, and measures of family income and wealth to describe the inherent tension between goals for high quality in and broad access to independent schools. Exploration of the major components of costs associated with running independent schools are discussed and ideas suggested for keeping expenses down or increasing non-tuition revenues, one example would be to increase class size. Over the last decade, tuitions continue to increase at a faster rate than inflation, principally so that schools could increase staff salaries to a level that averages about 70 percent of public school salaries. Strategies are given to assist schools in maintaining at a level that is affordable for their families.

Delbanco, Andrew. “Scholarships for the Rich”

Elite colleges are competing so ferociously for desirable students, needy or not, that financial aid for deserving applicants is coming under pressure. The era of need-blind admissions and need-based financial aid may be coming to an end. Ivy League colleges held off a bidding war among themselves by sharing financial information about students who had been admitted to more than one of their schools. But in 1989, the Justice Department charged that this practice amounted to collusive price-fixing. Examples of the same student receiving $6,000 - $16,000 are presented in the article. The Ivy League financial-aid structure is starting to crack due to competition for exceptional students. The real reason for the crunch is the relentless rise in the cost of tuition. Over the last 14 years tuition has risen at nearly three times the rate of inflation.

Financial Aid at Elementary and Secondary Schools — Information for Families

A short booklet that walks families that may be unfamiliar with the financial aid process through the steps of applying. The most commonly asked questions are addressed with helpful hints regarding deadlines. Issues that families should consider before they begin to fill out the application are also noted, as is the availability of waivers if the processing fee proves to be a hardship. Finally, confidentiality of information is stressed to assure families that their personal finances will not be shared with anyone outside of the financial aid office.
Financial Aid: Can I Afford to Get In
The growing demand for financial dollars at the college level is preventing some students from enrolling. Shrinking grant money and luring attractive candidates are only two of the issues that students face.

Golding, Davison. “Families turn to Financing to Afford Private School.”
With tuition at the nation’s leading private high schools double what it was in 1985, an increasing number of families are turning to student loans and payment plans to foot the bill, financing options once reserved for college students.

Hays, Constance L. “Choate on the Cheap: Prep Schools Woo the Middle Class.”
Dismayed by the shrinking middle-income student pool on their campuses, the nation’s boarding schools are widening the array of financial-aid options for people who know they are not rich enough to pay outright and have long presumed they were too rich to receive help. Middle income is defined for boarding school tuition to fall between $60,000 - $120,000 a year. The median annual cost, including tuition, room and board, has risen from $10,195 in the 1985-86 school year to $19,850 for the 1995-96 school year; a 37.1% increase after inflation is taken into account.

Ideas & Perspectives
Advantages to a school in offering merit scholarships are highlighted. Three benefits are identified: merit students’ participation and high levels of achievement in a variety of areas can enhance a school’s program and help attract other quality applicants; the publicity surrounding the scholarship competition will attract families that would not otherwise consider applying to your school; and merit students often prove to be loyal alumni.

Jamison, Patricia P. Financial Aid Administration for Schools
Comprehensive guide to financial aid issues that are specific to independent schools. Financial aid officers can use this resource when dealing with particular issues that they are unsure of or need further clarification. In addition, it is an excellent reference for schools that wish to produce written procedures on financial aid policies based on the principles suggested by the National Association of Independent Schools.
Concern over the increasing use of merit scholarships at the postsecondary level. Good students expect scholarships. They feel they "deserve" a scholarship as a reward for their good grades or performance ability, a notion they have learned from their parents and others in our society. The student and family feel that "if I don't get a scholarship, you don't want me." The assumption that need and merit cannot be found in combination is a myth that we should work to dispel. Merit scholarships will benefit students who are most able to afford college without financial assistance. A trend of students opting to take less rigorous "safe" courses in their major interest areas in order to retain their scholarships is a concern. The relationship between student and college has changed because of money.

National Association of Independent Schools Special Report
July 1995, Washington, D.C.

A special report of findings from a survey conducted in 1994 of approximately 450 admissions directors, 43% of member schools. Respondents answered a series of questions designed to identify areas of concern in their work. Common themes emerged such as: increased time-on-task in enrolling new families, small support staffs, less personal vacation for admission directors, a twelve-month enrollment season, ever-growing job responsibilities, erratic statistical gathering, inconsistent planning in student attrition and retention, and responsibility for financial aid decision making.

General statistics are presented annually by NAIS as a result of a survey that is completed by membership schools.
Principles of Good Practice for Financial Aid Administration

The primary concern of independent schools must always be for the welfare of their students and their prospective students. The principles of good practice are in keeping with the commitment of NAIS to access and diversity and its belief that member schools should distribute financial aid funds based upon demonstrated financial need. The principles are intended to promote orderly and professional financial aid procedures.

1. A school shall not discriminate in the administration of its financial aid policies because of race, color, religion, national origin, sex or age in violation of existing state or federal law or regulations.

2. A school shall strive through its publications and communications to provide students and families with factual information about the total yearly cost of attending its institution and about its aid opportunities, financing opportunities, policies, and procedures.

3. A school shall recognize that the primary responsibility for financing a student's independent school education rests with his/her family.

4. A school shall use a uniform methodology to assess annually, in a consistent and equitable manner, each family's ability to pay for education.

5. A school shall require adequate documentation of family resources when determining need.

6. A school shall not use financial need as a consideration in determining a student's eligibility for admission.

7. A school shall notify accepted aid applicants of financial aid decisions before expecting a binding reply to the offer of admission.

8. A school shall allow applicants sufficient time to select from the offers of financial aid from all the schools to which they have applied.

9. A school shall make every effort to meet the demonstrated need of all admitted or enrolled financial aid applicants.

10. A school shall not exceed in its offer of financial aid the amount needed to meet the difference between the resources determined to be available to the family and the student's total educational expenses.

11. A school shall not set different standards of behavior and academic performance for its financial aid recipients.

12. A school shall continue to fund a student until graduation unless he/she no longer demonstrates need.

13. A school shall have a review procedure for families who wish to request additional funding.

14. A school shall refrain from and discourage others from making any public announcement of the amount of financial aid awarded to a student.

15. A school shall safeguard the confidentiality of all financial information supplied by a family.

Approved by the NAIS Board June, 1992
January 27, 1997

Mr. and Mrs. John Smith
333 Henry Hudson Parkway
Bronx, NY 10471

Dear Mr. and Mrs. Smith:

The Financial Aid Committee has reviewed your request for tuition assistance, and due to a considerable number of requests for financial aid this year, the Committee has been unable to award grants to all of those students accepted into Riverdale for the 1997-98 school year. As a result, Meredith has been placed on a wait list for tuition assistance.

The wait list is small in number and unranked. Should financial aid dollars become available, the Financial Aid Committee will contact you immediately. Please let us know no later than February 14 if you wish to remain on the wait list.

We realize that you had hoped for better news but regrettably our budget is limited. The members of the Financial Aid Committee wish to extend our congratulations to Meredith for her acceptance to the school and will do our best to let you know as soon as possible of any change.

Sincerely,

Lynn D. Sorensen
Director of Financial Aid
Appendix III.

Merit Awards

A school's admissions director has an enormous responsibility in selecting the students that are to enroll each year. He/she seeks to build an incoming class of students that is balanced by gender, ethnicity/race, academic accomplishments, geographic distribution, socioeconomic level, athletic ability, performing and studio art talents, and so forth. Competition among schools for the best students is a reality, and as a result, the percentage of merit scholarships are increasing in independent schools to attract these top candidates. Approximately 30% of NAIS schools report giving merit grants.

The National Association of Independent Schools has documented the following statistics for the last three years regarding no-need awards:

- for the 1993-94 school year, 302 schools reported $11,707,855 awarded to 4,662 students,\(^1\)
- for the 1994-95 school year, 302 schools reported $12,130,463 awarded to 4,964 students;\(^2\) and
- for the 1995-96 school year, 286 schools reported $13,027,027 awarded to 5,108 students.\(^3\)

*Ideas & Perspectives* wrote an article on merit scholarships that helps to explains the impetus behind providing no-need based grants. Three major benefits to schools are highlighted, first high levels of achievement in a variety of areas can enhance a school's program and help to attract other quality applicants; secondly, the publicity of the scholarship competition will attract families that would not have known or considered the school otherwise, and merit students tend to be loyal alumni.\(^4\)

In reaffirming the NAIS commitment to need-based financial aid, the School Financial Aid Services Committee strongly encourages the policy of need-based financial aid for all member schools but recommends that the following guidelines be used when administering no-need awards.

- Because no-need aid tends to diminish the amount of money available for need-based financial aid, thereby limiting access to independent schools for student from moderate and low income families, no-need financial aid funds should be obtained from sources definitely unavailable for need-based aid.

\(^1\) National Association of Independent School Statistics 1994
\(^2\) National Association of Independent School Statistics 1995, Volume 1
\(^3\) National Association of Independent School Statistics 1996 Volume I
\(^4\) *Merit Scholarships, Ideas & Perspectives*, (Independent School Management, April 18, 1994), p. 11
• No-need merit awards imply that recipients will be held accountable in terms of the special talents or skills they bring to their schools. Those receiving such awards, however, should not be subject to special standards or other requirements that would treat them unequally or stigmatize them. They should be expected to meet the same standards of performance as those for all other students.

• No-need financial aid programs should be fully and openly described and distinguished from need-based financial aid programs in public information descriptions, and administered and accounted for in a manner separate from that of need-based aid.

• Tuition remission for faculty and staff children should be funded, administered, and accounted for separately without in any way detracting from a school’s regular need-based financial aid program.  

Merit Scholarships

As competition for quality students increases, offering merit scholarships can be advantageous to private-independent schools. Such scholarship programs present your school as one that values outstanding performance in scholarship, creativity, and leadership, reminding your community of the educational opportunities you offer. The higher the quality of your students, the more successful your school is perceived to be. Using merit scholarships to attract talented, mission-appropriate students can benefit your school in many ways:

- Merit students' participation and high levels of achievement in a variety of areas can enhance your program and help attract other quality applicants.
- The publicity surrounding the scholarship competition will attract families that would not otherwise consider applying to your school.
- Merit students often prove to be loyal alumni.

The increased attention to your school can greatly affect enrollment, not just in quality but also in quantity. Students of merit will apply to your school, and so will students who want to be associated with talented peers for whose parents want such educational associations. Schools that have merit scholarship programs in place for a few years usually experience enrollment growth in the divisions where the competition is offered. Many of these new students have siblings who also enroll.

For example, the merit scholarship program at Miami Valley School (OH) has not only attracted talented students, it has increased enrollment by bringing more families on campus for tours and interviews. All students who apply (including those already enrolled) are eligible. Many of those competing for the scholarships will come to the school even if they don't receive the financial aid.

If you are considering a merit scholarship program for your school, don't view it as a "luxury" - something offered only when extra funds have been donated. Such scholarships should contribute to the mission of your school, and should be deemed an essential expense. Just like new textbooks, higher teacher salaries, and remodeled facilities, merit scholarships can reinforce your mission.

Keep in mind that organization is vital for program success. Select one person to oversee the program as director. Draw up your qualifications. What type of student are you looking for? What academic, character, and leadership traits are you seeking? What areas of your school do you want to strengthen?

You want to "raise the bar" and ask more of these students in the application process than you do of regular applicants. Remember, you seek students in the top range of those served by your school - in short, mission-appropriate students whose talents and interests match those of your current student body.

To be fair and to avoid ethical problems, make sure that scholarships designed to recruit new students apply equally to current students. Merit scholarships, if offered only to new students, can be divisive. Scholarships should be held by the recipients until graduation, as long as the talents of the students maintain specified, minimum standards.

- For more on how scholarships benefit private-independent schools, see "Scholarships As An Assist In the Achievement of Mission," J&P, Vol. 8, No. 12, p. 45. For a strong argument for merit scholarships, see "Scholarships As Strategic Policy," AGB Reports, March/April 1992, p. 20. Although this article is aimed for institutions of higher education, much of the advice is applicable to private schools.

Promoting Your Program

When you publicize a merit scholarship program in school newsletters or memos, make sure you explain to your students that financial aid awarded for excellent achievement is not diverted from those applicants with demonstrated financial need.

Advertising your scholarship program to the broader community requires some creativity - go beyond the media that you normally use. Talk to local psychologists who specialize in assessing students and recommending educational programs. Get permission to put announcements in their waiting rooms. Do the same with pediatricians. Put announcements in company newsletters.

Post your announcements in all branches of the public library. Librarians are the ones who know which students are interested in education. They can recommend your school to prospects. To help the librarians, leave your recruitment pamphlet with them.

Because your announcement will be distributed around town, make sure it stands on its own. Use the name of your school liberally: tell what grades you serve; give a short statement of your mission; end, most important, tell how to contact the school for more information.

All the materials associated with the scholarship program should be distinctive. Have a special application and ask that the student complete part of the application. Design a more extensive teacher recommendation form, one that requests information pertaining to the qualities you seek. Be sure to use a high-quality paper and have all materials printed or photocopied professionally, rather than run off on the school copier.

There should be special testing for all candidates. Offer several dates for the convenience of all. In addition to a standardized portion, include a school-developed math test and writing section. Hold the testing before your normal admission testing dates. The interest in the scholarship competition will attract regular applicants. Charge a fee to cover the costs of administering the tests.

Once the tests have been graded, invite the top five or six applicants back for interviews. Each interview should be conducted by a teacher from the division the student will be entering. Have some prepared questions that all applicants will be asked, including some open-ended questions that will require critical thinking. You want to give the reviewing committee some idea of each candidate's dimension beyond those on paper.

A merit scholarship program can benefit your school, your constituents, and your community. Put careful thought into the application and evaluation process, with your mission firmly in mind, and the program will be successful for years to come.
NAIS reaffirms its belief that the purpose of a financial aid program is to provide monetary assistance to those students who would not be able to attend an independent school without such assistance. To fulfill that purpose, in determining a family's need for assistance, schools should use a uniform methodology such as that provided by School and Student Service for Financial Aid. In this way schools can most equitably distribute need-based financial aid funds to children of qualifying families.

However, it is recognized that schools do use other forms of tuition reductions such as merit awards and tuition remission to encourage students to attend their institutions. Such reductions should not be considered financial aid. As a means of implementing these programs, NAIS believes that schools should not reduce the amount of money they allocate for financial aid. Such a step would limit access to independent schools.

To distinguish further between financial aid and tuition reduction, the following are offered as guidelines for tuition reduction programs:

**MERIT AWARDS**

Financial support for merit award programs should be obtained from sources not available for need-based financial aid. Such awards should be administered and accounted for in a manner distinct from the institution's need-based financial aid program.

Recipients of merit awards may be expected to meet the standards of performance, participation, or involvement commensurate with the purpose of their awards. However, in all other areas of school life, recipients should not be held to different standards than other students.

**TUITION REMISSION**

Automatic tuition remission for children of faculty and staff should be funded, administered, and accounted for in a manner distinct from the institution's need-based financial aid program and its merit awards.

Recipients of tuition remission should not be held to different standards of behavior and academic performance than other students.

*Approved by the NAIS Board June 1992*
PARENTS' FINANCIAL STATEMENT (PFS)
Processing Year 1996-97
Academic Year 1997-98

What is the School and Student Service for Financial Aid (SSS)?
The School and Student Service for Financial Aid is an organization that provides an analysis of a family's finances and determines a suggested contribution for educational expenses. Each year, SSS publishes the Parents' Financial Statement (PFS) to help private schools determine the financial need of their applicants. The PFS is processed by the SSS in keeping with standards and procedures developed by a committee of financial aid administrators from member schools.

The schools and agencies named by you are sent a copy of your Parents' Financial Statement and the analysis of it, which is called the Report of Family Contribution — School Report (RFC). When you send a PFS to the SSS, you are giving permission for the SSS analysis to be done and for the computation of a suggested family contribution and distribution of that information. The suggested family contribution is based on 1996 income and expenses and current family assets.

The basic view of the School and Student Service for Financial Aid is that parents should finance their children's education to the extent that they are able. If someone other than the parent is financially responsible for the student, that person should complete the PFS and describe his or her relationship to the student.

Who makes financial aid decisions?
It is important for you to remember that:
- The SSS does not make decisions about the amount of financial aid awarded by schools and agencies and it does not award financial aid.
- Financial aid decisions are made by the financial aid administrators at schools and agencies.
- You should direct any questions you have about awards to school financial aid administrators and not the SSS.
- The SSS encourages financial aid administrators to explain how decisions are made and how your family contribution was computed.

Who will be sent my financial information?
As you complete the PFS, you should know that:
- The information that you provide will be held in complete confidence.
- Only SSS member schools or agencies that you specifically name will be sent your financial information.
- SSS members are told that as few people as possible should be allowed access to any financial information submitted by a family.
- If between the date you mail your PFS and September 15, 1997, you want other member schools or agencies to receive a copy of your PFS, a written request must be sent to the SSS with a fee of $8.00 for each additional copy. No report can be sent out without your written permission. Additional reports must be requested in the name of the student listed in the PFS at item 1A, 1B, or 1C. Do not send another PFS. You may use the Additional School Request Form (included in this booklet) or a letter to authorize this release of your financial information. Statements in the SSS confidential files will be destroyed on October 15, 1997.

If you have any questions about filling out this form or PFS processing, call SSS at (609) 406-5380. Normal business hours are 8:00 a.m. to 4:00 p.m., Eastern time, Monday through Friday. During nonbusiness hours, only messages will be accepted.

How much does it cost to have the SSS send PFS information to schools?
It costs $16.00 for the first school or agency you list in item 7A and $8.00 for each additional one. This fee is nonrefundable. Send the required fee in the enclosed preaddressed envelope with your completed PFS. Do not send cash. If no fee is received, your form will be returned. Please allow two to three weeks for processing and delivery. A PFS can be processed only for schools that are members of the SSS, so check with each school that you list at 7A to be sure that the school is a member. If you cannot pay the PFS fee, contact the school to which you are applying for information about the SSS Fee Waiver Program.

What if I am filing for financial aid for more than one child?
This form may be used for up to three students. If you are applying for aid for more than three students at the same school or at different schools, ask the aid administrator at the school whether you need to complete more than one form. Many schools accept only one PFS per family. Be sure to list all children in items 25 and 26.

Are there any other forms I must complete?
If parents are separated or divorced, the student's custodial parent and that parent's present spouse should complete the PFS. Some schools may require the noncustodial parent to complete a PFS or a separate form, the Financial Statement for Parents Who Are Separated or Divorced or Have Never Been Married, and to include information from the noncustodial parent's spouse, if remarried.

Some schools require families who own a business or farm to complete the SSS Business/Farm Statement.

Can I change the information I submitted on the PFS?
If you wish to change the information you first submitted on the PFS, you must:
- Give permission for those changes in writing to the SSS.
- Describe the changes and provide any new dollar amounts.
- Include the student's full name, date of birth, and current mailing address in all correspondence with the SSS.

The SSS will produce revised reports of suggested family contribution and send them to the schools or agencies you named to receive reports if your added and/or corrected PFS information results in a change of $500 in your 1996 total income and/or a change of $4,000 in your net worth. You should not send the SSS another PFS or additional payment when requesting the revision.
INSTRUCTIONS

DO NOT FORGET TO EXPLAIN ALL CIRCLED ITEMS IN ITEM (31).

Do not send letters, tax forms, or other materials with your PFS as these materials are destroyed. Supplementary information should be written in the space at item (31) or sent directly to the school(s).

PART I

Item No.

1A(1) — Write in the first student’s last name, first name, and middle initial. If you are applying for aid for more than one student, enter the name of the oldest student here.

1A(2) — Give the grade that the first student will enter in 1997-98 and indicate whether the student will attend a boarding school or a day school. If the student is applying to both types of schools, check both boxes. Use PK for pre-kindergarten, KN for kindergarten, and PG for postgraduate.

1A(3) — Indicate the relationship of the individual(s) completing the form to the student listed above. Be sure to check the box for a parent/stepparent/guardian even if he/she is unemployed or does not work outside the home. A check at box 8 implies that the person supporting this student is not married.

1A(4) — Check all boxes that are needed to fully describe the current family situation.

1B(1) — Write in the second student’s last name, first name, and middle initial.

1B(2) — Give the grade that the second student will enter in 1997-98 and indicate whether the student will attend a boarding school or a day school. If the student is applying to both types of schools, check both boxes. Use PK for pre-kindergarten, KN for kindergarten, and PG for postgraduate.

1B(3) — Indicate the relationship of the individual(s) completing the form to the student listed above. Be sure to check the box for a parent/stepparent/guardian even if he/she is unemployed or does not work outside the home. A check at box 8 implies that the person supporting this applicant is not married.

1B(4) — Check all boxes that are needed to fully describe the current family situation.

1C(1) — Write in the third student’s last name, first name, and middle initial.

1C(2) — Give the grade that the third student will enter in 1997-98 and indicate whether the student will attend a boarding school or a day school. If the student is applying to both types of schools, check both boxes. Use PK for pre-kindergarten, KN for kindergarten, and PG for postgraduate.

1C(3) — Indicate the relationship of the individual(s) completing the form to the student listed above. Be sure to check the box for a parent/stepparent/guardian even if he/she is unemployed or does not work outside the home. A check at box 8 implies that the parent supporting this student is not married.

1C(4) — Check all boxes that are needed to fully describe the current family situation.

ID — Enter the address to which all future correspondence, including the Report of Family Contribution — Family Report (if requested), should be mailed. See the following list for postal service abbreviations.

U.S. STATE AND TERRITORIES

Alabama AL
Alaska AK
American Samoa AS
Arizona AZ
Arkansas AR
California CA
Colorado CO
Connecticut CT
Delaware DE
District of Columbia DC
Federated States of Micronesia FM
Florida FL
Georgia GA
Guam GU
Hawaii HI
Idaho ID
Illinois IL
Indiana IN
Iowa IA
Kansas KS
Kentucky KY
Louisiana LA
Maine ME
Marshall Islands MH
Maryland MD
Massachusetts MA
Michigan MI
Minnesota MN
Mississippi MS
Missouri MO
Montana MT
Nebraska NE
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New Hampshire NH
New Jersey NJ
New Mexico NM
New York NY
North Carolina NC
North Dakota ND
Northern Mariana Islands MP
Ohio OH
Oklahoma OK
Oregon OR
Pennsylvania PA
Puerto Rico PR
Rhode Island RI
South Carolina SC
South Dakota SD
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Texas TX
Utah UT
Vermont VT
Virginia VA
Virgin Islands VI
Washington WA
West Virginia WV
Wisconsin WI
Wyoming WY

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PART 1 (continued)

CANADIAN PROVINCES AND TERRITORIES

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1E — Check all boxes that are needed to fully describe the current family situation.

2A, 2B — Enter requested information on parents, stepparents, and guardians who are completing this application. Check with the school(s) to which the student(s) are applying for school policy on whose information is required.

3A, 3B — Check the appropriate boxes.

3C — Enter the total number of persons you claimed or will claim as exemptions on your 1996 federal income tax form.

4 — Enter the number of children, including the student(s), who are residing in your home and/or for whom you are providing support in 1997. Do not leave blank. Complete items 25 and 26 for all children you have entered in item 5.

5 — Enter the number of children you have included in item 5 who will be attending tuition-charging preschools, schools, or colleges in 1997-98. If you pay child support, do not include any children for whom you provide such support. Do not leave blank. List the amount paid for child support in item 16.

7A — Enter complete names, addresses, and SSS code numbers of the schools and/or agencies to receive copies of the Report of Family Contribution. Check the box(es) next to each school listed for each student who needs a report to be sent to that school. If the school or agency is not on the SSS Code List included with the PFS, contact the school, agency, or SSS to obtain the assigned code number. Do not list college or university names and code numbers. SSS mails reports only to schools and agencies with assigned SSS code numbers. If you wish to receive your own report, enter "Family Report" for school name and the SSS code number 9000. You do not have to check any of the boxes. You will receive only one copy of the Family Report. If you are entering more than six recipients, complete the Additional Request Form (ASR) on the next page (see form for instructions) and return it with the PFS. If you submit an ASR with the PFS, please note that initial processing will be for the six recipients listed in item 7A of the statement. Your PFS will then be processed for the schools listed on the ASR. Thus, schools listed in item 7A will receive SSS information earlier than schools listed on the ASR.

7B — Check total fee enclosed with the PFS. Enclose check or money order payable to School and Student Service for Financial Aid. Forms submitted without the processing fee will be returned. Do not send cash. Amount of payment is based on the number of schools requested, not the number of student boxes checked.

8 — Total Taxable Income before Deductions

8A Father, stepfather, male guardian:

— Enter taxable wages, salaries, tips, drawing accounts from self-employment, and other employee compensation before payroll deductions. Do not include income entered in 8C.

8B Mother, stepmother, female guardian:

— Enter taxable wages, salaries, tips, drawing accounts from self-employment, and other employee compensation before payroll deductions. Do not include income entered in 8C.

8C — Enter taxable dividend and/or interest income. Report net value of taxable and nontaxable investments in item 20 and total present balances in parents' interest-bearing checking and savings accounts in item 19. If you enter any figures in item 8C, you must enter a response other than zero (0) in item 19 or 20 or an explanation in item 31.

8D — Enter annual alimony payments received or estimated to be received. Enter child support received in item 11A.

8E — Enter net profit or loss from business and/or farm as reported on personal income tax form. Enter a negative amount (loss) in parentheses — i.e., (-100). Complete item 22. Do not include any amounts already entered in item 8A or 8B. Check appropriate box to indicate whose income is entered at 8E.

8F — Enter all taxable income not previously reported. Include pensions, unemployment compensation, annuities, rent, royalties, estates or trusts, household expenses paid by separated or divorced spouse in lieu of alimony, employer provided taxed income from fringe benefit plans, capital gains, etc.

9A — Enter only the amount of the unavailed portion paid into your 1996 IRA. Do not include rollover IRA contributions.

9B — Enter the sum of your 1996 Keogh plan payments and self-employed SEP deduction.

10 — Enter the total of all other IRS-allowable adjustments to income: deduction for self-employment tax, self-employed health insurance deduction, penalty on early withdrawal of savings, and alimony paid to spouse. Itemize adjustments in item 21. Do not include itemized deductions.

11 — Total Nontaxable Income

11A — Enter total child support received or estimated to be received from separated or divorced spouse for all children.

11B — Enter total family Social Security benefits received or estimated to be received.

11C — Enter all nontaxable income received or estimated to be received and not previously reported above. Complete worksheet area above item 21.

12 — Enter the total amount of itemized deductions from Schedule A of your IRS 1040 form. If you file a Form 1040A or do not itemize deductions on Form 1040, this item will be zero (0).

13 — Enter parents' total federal income tax for 1995 from line 54 of the IRS 1040 or line 28 of the IRS 1040A. Also enter total federal tax (actual or estimated) for 1996. This information can be found on your 1996 federal income tax return. Please note that the line numbers may have changed. Do not copy the amount labelled "Federal Income Tax Withheld" from a W-2 form. Enter zero (0) if no tax was paid or was estimated to be paid. Do not enter total taxable income, tax withheld, refunds, city or state income taxes or FICA payments.

14 — Enter self-employment tax paid for 1995. Also enter self-employment tax paid, or estimated to be paid, for 1996 from your IRS 1040 form.

15 — Enter total amount paid in 1996 and estimated to be paid in 1997 for uninsured medical and dental expenses. Do not include amounts covered by insurance or the cost of insurance premiums. In item 15, itemize amounts by each type of medical expense such as doctors' bills, medicine, and hospital bills.
PART I (continued)

15A — Include total amount you paid in 1996 and estimated to be paid in 1997 for insurance premiums for medical and dental care.

16 — Enter the total amount spent during 1996 and estimated to be paid in 1997 for unusual expenses. If you pay child support, you may enter the amount paid for children NOT included in item 5. Unusual expenses to be entered here include nursing home care, legal fees, closing costs for home purchases or home refinancing, sewer, street, and water assessments (installation only), unreimbursed tuition for parents' education, and uninsured natural disasters (flood, fire, storm damage, etc.). Itemize in item (21).

Do not include:
- payments for appliances
- car payments and payments for indebtedness
- charge account or installment purchase payments
- charity or church contributions
- child care payments
- college expenses for children
- payments for commuting
- household help payments
- payments for routine home repairs
- payments on insurance premiums
- payments for condo/association fees
- mortgage payments
- payments for retirement plans

17 — Enter the year purchased, purchase price, total fire insurance carried, present market value (or best estimate), unpaid principal on first mortgage, and annual mortgage payment on first mortgage. Do not enter the tax-assessed value of your home. Do not include interest payments or property taxes in mortgage principal. However, include property taxes and insurance in annual mortgage payments. If value and/or mortgage is divided among other individuals, enter only your portion(s). If home is part of business property, enter only the market value and unpaid mortgage principal of the residence. Explain in item (21) if present market value is less than unpaid mortgage principal.

17A — Enter requested information for the second mortgage or home equity loans included in item 17. Describe purpose of loan in item (21).

17B — Enter the total amount of unpaid principal and annual mortgage payments on your home. The total amounts should be the sum of entries in 17 plus 17A.

18 — Enter the year purchased, purchase price, total fire insurance carried, present market value, unpaid mortgage principal, and total annual mortgage payments of all other real estate or property other than your residence, business, or farm. Do not enter tax-assessed value of the property. Do not include interest payments or property taxes in mortgage principal. However, include property taxes and insurance in annual mortgage payments. If value and/or mortgage is divided among other individuals, enter only your portion(s). For each property, specify in item (21) the types of other real estate, their purpose, and year of purchase — for example, vacation home, income property, etc.; if it is income producing, include the net profit or loss in item (21). Be sure to list all other real estate holdings and describe each. Explain in item (21) if present market value is less than unpaid mortgage principal.

19 — Enter total value of parents' interest-bearing checking and savings accounts, including money market accounts. Enter taxable interest received in item (21) or (23) and non-taxable income in (21). Enter student's accounts separately in item (23). If you enter a figure in item 19, you must enter a response other than zero (0) in item (21) or an explanation in item (31).

20 — Enter total net value of investments (market value minus liens or obligations) as of the date you complete this form. Enter taxable income in item (21) or (23) and any nontaxable income in item (21) or (23). Investments include trust funds, certificates of deposit, stocks, bonds, mutual funds, other securities, installment and land sale contracts, commodities, and precious and strategic metals. Do not include the value of pensions, retirement plans, IRAs, or Keoghs. If you enter a figure in item (20), you must enter a response other than (0) in item (21) or (23), and item (21) worksheet or an explanation in item (31).

21(A) — Enter amount of outstanding personal indebtedness: include only the debts remaining from educational indebtedness of parents (past), encumbrances (lien, personal loan for down payment, etc.) against home or other real estate (PFS items 17 and (10)), general medical and dental expenses (past), indebtedness to purchase investments listed in PFS item (20), living expenses if business failure, prolonged illness, unemployment, etc., have depleted assets and forced indebtedness, past business debts (business dissolved), personal debt to purchase business, natural disasters not covered by insurance (flood, fire, storm, etc.), funeral expenses (past), and legal fees (past). Do not include expenses already listed in item (15) or (16). Itemize in item (31).

Do not include:
- mortgage payments
- current business debts or farm, car, or other consumer debts connected to charge accounts or installment purchases — i.e., purchases charged to VISA, Mastercard, American Express, or gasoline or department store credit cards
- debts for routine home repairs
- schooling expenses for children
- travel expenses
- other debts listed elsewhere in the PFS

21(B) — Enter consumer debts — for example, debts outstanding for purchases charged to VISA, Mastercard, American Express, or gasoline or department store credit cards. Do not include any expenses or indebtedness already listed in items (15), (16), or (21A). Explain in detail in item (31).

21(C) — Enter requested information.

22 — If you own all or part of a business or farm, enter your percent of ownership in item 22A, the total dollar value of all businesses/farm assets in item 22B, and the total dollar value of all business/farm liabilities in item 22C. Do not include information about your residence entered in item 17. Enter your share of net profit or loss from business/farm in item (21) (be sure to check the appropriate box in item (21)) and your salary or drawing account from self-employment in item 8A/B. Indicate the kind of business/farm in item (31). Note: some schools require business or farm owners to complete the SSS Business/Farm Statement. Send the completed statement directly to the school.

23 — Enter total assets for each student. If the application is being completed for more than one student, be sure to enter the total assets for each in the same order as they appear in item 1. Include inheritances, savings, trust funds, stocks and bonds, real estate, and cash value of annuities or educational insurance policies. Provide a detailed list of these assets and explain the source of any restrictions on the use of these assets in item (31). Do not include life insurance policies, stamp or coin collections, or the value of personal property.
ADDITIONAL SCHOOL REQUEST FORM

COMPLETE THE ADDITIONAL SCHOOL REQUEST FORM (ASR) BELOW IF:

- you have entered six recipients in item 7A of the Parents' Financial Statement and wish to name additional schools or agencies to receive a Report of Family Contribution,
- you have already submitted your PFS and wish to have additional reports sent to schools or agencies not designated on your original Parents' Financial Statement.

Place the student(s) name(s) and identification in the same location as submitted on your original PFS.

Note: This form cannot be used to request a report under the name of a child for whom a PFS has not been filed.

SCHOOL AND STUDENT SERVICE FOR FINANCIAL AID
Additional School Request Form 1997-98

Do not send to SSS after September 15, 1997.

Place the student(s) name(s) and identification in the same location as submitted on your original PFS.

<table>
<thead>
<tr>
<th>STUDENT (1)</th>
<th>STUDENT (2)</th>
<th>STUDENT (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>FIRST NAME</td>
<td>M, F</td>
</tr>
<tr>
<td>LAST NAME</td>
<td>STUDENT'S DATE OF BIRTH</td>
<td>STUDENT'S SOCIAL SECURITY NUMBER</td>
</tr>
<tr>
<td>M</td>
<td>MONTH</td>
<td>DAY</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1B ADDRESS TO WHICH ALL CORRESPONDENCE WILL BE MAILED

NUMBER AND STREET

CITY

STATE

ZIP CODE

1E Be sure to check the appropriate box(es) for each student. Enter complete names, state (see instructions), and SSS code numbers of the schools and agencies to which copies of the reports are to be sent. Do not leave names and address areas blank. Please check appropriate box(es) for each student. Obtain code numbers from the SSS code list included with this form. If any school or agency you designate is not listed, please request the code number from the school or agency. If you wish to receive your own report, enter "Family Report" and the SSS code number 9000 and send appropriate fee.

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>SCHOOL NAME</th>
<th>STATE</th>
<th>SSS CODE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>School Name</th>
<th>State</th>
<th>SSS Code No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I authorize transmittal of copies of the Parents' Financial Statement for the above-named student to the recipients named on this form.

Signature

DATE

END COPY AVAILABLE
The information entered in Part II will be reviewed by the school financial aid administrator.

Item No.

24A, B  — Enter requested information.

25  — Enter requested information for 1996-97, giving full name for each child counted at item 5. Where applicable, complete B, C, D, E, F, G, H, J, and K. The sum of E, F, G, H, J, and K should equal D. In addition, estimate and explain fully in item 31 any financial aid each student received from other sources entered in item 25, such as outside scholarships, government or foundation grants, or family educational insurance policies. If there are more than five children, continue to list this information in item 31.

26  — Enter requested information for 1997-98, giving full name and age for each child counted in item 5. Be sure C, D, and E are completed. In columns F, G, H, I, J, K, and L, give estimated dollar amounts that will be available from each source for total school expenses for one academic year for each student (including applicant[s]) in the family applying to schools or colleges. School expenses include tuition, room, board, fees, and transportation. In addition, estimate and explain fully in item 31 any financial aid each student may receive from other sources entered in item 26, such as outside scholarships, government or foundation grants, or family educational insurance policies. If there are more than five children, continue to list this information in item 31.

27  — Enter requested information.

28A  — Describe the pension plan(s) in item 31.

28B, C, D, E, F, G  — Enter dollar amounts where applicable. For item 28D, explain the cost of clubs in item 31.

28G  — Enter student’s earnings in 1996 and give an estimate of them for 1997.

29  — Enter requested information if separated or divorced. If there are special circumstances, explain in item 31.

30 A, B  — Enter the requested information.

31  — All circled items with an entry must be explained here. Be as brief as possible.

NOTE: SSS requires the signature of at least one parent or guardian (see section headed “Parents’ Certification and Authorization” following item 31). If your PFS is received without a signature, it will be returned to you for completion.
**PARENTS' ANNUAL INCOME AND EXPENSES**

**TOTAL TAXABLE INCOME BEFORE DEDUCTIONS:**

<table>
<thead>
<tr>
<th>Description</th>
<th>1996</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Salaries and wages — father, stepfather, male guardian</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B</strong> Salaries and wages — mother, stepmother, female guardian</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> Dividend and/or interest income</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong> Alimony received</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E</strong> Net profit/loss from business and/or farm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Check one box] (1) Net profit/loss is father's, stepfather's, male guardian's business and/or farm. If loss, use parentheses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Check one box] (2) Net profit/loss is mother's, stepmother's, female guardian's business and/or farm. If loss, use parentheses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Check one box] (3) Net profit/loss is both. If loss, use parentheses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL NONTAXABLE INCOME:**

<table>
<thead>
<tr>
<th>Description</th>
<th>1996</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Child support received</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B</strong> Social Security benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> Other nontaxable income.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRS total itemized deductions from IRS Schedule A</td>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>Total federal income tax (For 1995, from line 3 of IRS 1040 or line 28 from IRS 1040A)</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Self-employment tax paid</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Total medical and dental expenses not covered by insurance (see instructions)</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>A</strong> Total medical and dental insurance you paid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unusual expenses (see list of acceptable expenses in the instructions)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PARENTS' ASSETS AND LIABILITIES**

**Home (if owned):**

- **Year purchased:** 1996
- **Purchase price:** $1,200
- **Total Fire Insurance Carried:** $100
- **Present Market Value:** $1,500

**Do you have a second mortgage or equity loan on your home listed in item 21:**

- **Yes**
- **No**

**Year of Second Mortgage:** 2014
**Year of Equity Loan:** 2013

**Enter the amount of your second mortgage/equity loan and your annual payments:**

- **Amount of Unpaid Principal on Second Mortgage:** $500
- **Annual Payments on Second Mortgage:** $100

**All Other Real Estate:**

- **Total Fire Insurance Carried:** $100
- **Present Market Value of All Other Real Estate:** $2,000
- **Unpaid Mortgage Principal:** $1,000
- **Total Annual Mortgage Payments:** $200

**Bank accounts — total of parents' interest-bearing checking and savings accounts:**

- **Total Value:** $1,000

**Other investments (see instructions) — net value — Do not include value of pensions, retirement plans, IRAs, or Keoghs:**

- **Total Value:** $5,000

**Total Unpaid Principal on All Mortgages and Equity Loans on Your Home:** $1,500
**Total Annual Payments on All Mortgages and Equity Loans on Your Home:** $300

**Indebtedness (see instructions) — Do not include mortgages, business, farm, car, or other consumer indebtedness:**

- **Total Indebtedness:** $5,000

**Consumer Indebtedness (see instructions):**

- **Total Consumer Indebtedness:** $2,000

**Amount of item 21(A) only to be paid during 1997:** $1,000

Complete item 22 only if you own a business and/or farm. See instructions.

**BEST COPY AVAILABLE**

**STUDENT ASSETS (see instructions):**

- **Student (1):** $1,000
- **Student (2):** $1,500
- **Student (3):** $2,000
Complete this worksheet for item 11 ©.

| Payments to tax-deferred pensions and savings plans. Include amounts withheld from earnings for 401(k) and 403(b) plans. | 1996 | $ |
| Pretax contributions or employer-provided untaxed income from fringe benefit plans (cafeteria or 125 plans). | 1997 | $ |
| Cash support, gifts, or any money paid on your behalf. From relatives |  |  
| From non-relatives |  |  
| Household expenses and any money paid by separated or divorced spouse in lieu of child support. |  |  
| Cash allowance given for housing, food, and other living expenses for military, clergy, and others. |  |  
| Estimated annual cash value of housing and other benefits provided for military, clergy, and others. |  |  
| Earned income credits. |  |  
| Income from tax-exempt securities. |  |  
| Welfare benefits. |  |  
| Veterans’ benefits. |  |  
| Income earned abroad. |  |  
| Other untaxed income and benefits not included above. |  |  

Enter these totals at PFS item 11 © for 1996 and 1997.

TOTAL: $  
$ 

3 Use this space to explain all circled items with an entry and any unusual circumstances. Be as brief as possible. If more space is needed, please use additional paper. Do not send tax forms, letters, or other materials with your PFS as these materials will be destroyed. Omission of explanations of circled items may affect the response to your request for aid.
School and Student Service for Financial Aid
PARENTS' FINANCIAL STATEMENT
Academic Year 1997-98
Helpline: (609) 406-5380

PART I

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>M.I.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student (1) (List dates student listed)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SEX STUDENT'S DATE OF BIRTH: STUDENT'S SOCIAL SECURITY NUMBER: 1A(2) Grade student will enter in September 1997: [ ]

1A(3) Indicate the relationship of the individual(s) completing the form to the student listed above:
1. Father 4. Stepmother 7. Parents Separated or Divorced
3. Stepfather 6. Female Guardian

1A(4) Student lives with (Check all that apply):

SEX STUDENT'S DATE OF BIRTH: STUDENT'S SOCIAL SECURITY NUMBER: 1B(2) Grade student will enter in September 1997: [ ]

1B(3) Indicate the relationship of the individual(s) completing the form to the student listed above:
1. Father 4. Stepmother 7. Parents Separated or Divorced
3. Stepfather 6. Female Guardian

1B(4) Student lives with (Check all that apply):

SEX STUDENT'S DATE OF BIRTH: STUDENT'S SOCIAL SECURITY NUMBER: 1C(2) Grade student will enter in September 1997: [ ]

1C(3) Indicate the relationship of the individual(s) completing the form to the student listed above:
1. Father 4. Stepmother 7. Parents Separated or Divorced
3. Stepfather 6. Female Guardian

1C(4) Student lives with (Check all that apply):

2A FATHER, STEPFATHER, OR MALE GUARDIAN
NAME ADDRESS ZIP CODE

AGE NAME ZIP CODE

HOME ADDRESS OCCUPATION

TITLE EMPLOYED BY YEARS WITH FIRM

[ ] Part time [ ] Full time

The information on this form is from a tax return that is: [ ] Completed [ ] Estimated

[ ] Head of household [ ] Do not file

For 1997 [ ] Single [ ] Married, joint return [ ] Married, filing separately
[ ] Head of household [ ] Do not file

4. How many federal income tax exemptions did you or will you claim for 1997? [ ]

5. How many CHILDREN, including the student, are residing in your home and/or receiving support from you in 1997?
(List in Items 25 and 26; do not leave blank.)

6. How many CHILDREN entered in Item 6 will be attending tuition-charging schools or colleges in 1997-98 (Do not leave blank.) Enter at least one (1) student: [ ]

Did the student(s) file a federal tax return for 1996? [ ] Yes [ ] No

Enter complete names, state (see instructions), and SSS code numbers of the schools and agencies to which copies of the reports are to be sent. Do not leave names and address areas blank. Please check appropriate boxes for each student. Obtain code numbers from the SSS code list included with this form. If any school or agency you designate is not listed, please request the code number from the school or agency. If you wish to receive your own report, enter "Family Report" and the SSS code number 9000 and send appropriate fee.

Student (1) [ ] Yes [ ] No

Student (2) [ ] Yes [ ] No

Student (3) [ ] Yes [ ] No

School Name State SSS Code No.

1. [ ]

2. [ ]

3. [ ]

4. [ ]

5. [ ]

6. [ ]

[ ] Do not write in this space. FW

Amount due is based on the number of schools requested.

Che $15.00

FW $16.00

FW $24.00

FW $32.00

FW $40.00

FW $48.00

FW $56.00

Amount due is based on the number of schools requested.

Helpline: (609) 406-5380
<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>M.I.</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCHOOL NOTES**

Note: Do not distribute to non-school personnel.
TOTAL NONTAXABLE INCOME ........................................ $ 

TOTAL INCOME .................................................. $ *

EMPLOYMENT ALLOWANCE—(Compute on lesser income or on income of single parent [Item 8A plus 8E] or [Item 8B plus 8E]. Use 50% of first $5,000 of income and 25% of the balance. If income is over $7,000, allowance will be $3,000.) ........................................ $ 

MEDICAL ALLOWANCE—(Amount in Item 15 over 5% of TOTAL INCOME *) ........................................ $ 

UNUSUAL EXPENSES (ITEM 16) ..................................... $ 

TOTAL ALLOWANCES ................................................ $ 

Subtract TOTAL ALLOWANCES from TOTAL INCOME* to derive EFFECTIVE INCOME ........................................ $ 

COMPUTATION OF INCOME SUPPLEMENT

PFS Item Number

PARENTS' ASSETS:

17—Home Equity (Market Value [17] less Total Unpaid Mortgage Principal [17B]) Consider using the market value adjusted by the Housing Index Multiplier (optional). See the Computation Manual for its use. ........................................ $ 

18—All Other Real Estate Equity (Market Value less Unpaid Mortgage Principal) ........................................ $ 

19—Bank Accounts ...................................................................................................................... $ 

20—Other Investments (Net Value) ............................................................................................... $ 

22—Business or Farm VALUE:

PFS Item 22B .................................................. $ 

Subtract PFS Item 22C .............................................. $ 

Multiply by PFS Item 22A ........................................ $ 

Equals value of Bus./Farm ........................................ $ 

(See Business/Farm chart in the Computation Manual to compute SHARE.) 

Business/Farm SHARE: $ + % of the amount over $ = $ 

TOTAL PARENTS' ASSETS ........................................... $ 

LIABILITIES:

21A—Indebtedness (SUBTRACT.) ........................................ $ 

NET WORTH (not less than zero) ........................................ $ 

2A/B—Age of Older Parent: ________

Using amount of NET WORTH and the age of the older parent, use Table C or C1 to determine the INCOME SUPPLEMENT (enter below). Be sure to use the correct table. (See the Computation Manual for step-by-step income supplement computation.)

INCOME SUPPLEMENT ........................................ $ 

EFFECTIVE INCOME + $ 

ADJUSTED EFFECTIVE INCOME = $ 


Adjusted Effective Income ........................................ $ 

Cost of Living Index ........................................ $ \( \div \) 

Revised Adjusted Effective Income ........................................ $ 

Number of Family Members (parents and dependent children living in the household): ________

Using the ADJUSTED EFFECTIVE INCOME (or Revised Adjusted Effective Income) and the Number of Family Members for 1997, refer to Table D to determine ESTIMATED PARENTS' CONTRIBUTION from Adjusted Effective Income (Day Student). (See Steps 1-3 on reverse side.) 

- OVER -
## COMPUTATION OF EFFECTIVE INCOME

### PFS Item Number

**ADJUSTED GROSS INCOME (AGI):**

- **8A**—Income from Father
- **B**—Income from Mother
- **C**—Dividend and/or Interest Income
- **D**—Alimony Received
- **E**—Net Profit/Loss from Business or Farm (If Loss, SUBTRACT.)
- **F**—Other Taxable Income (If negative, SUBTRACT.)

**Subtotal of TAXABLE Income**

- **9A**—Untaxed portion of IRA Payments (SUBTRACT)
- **B**—Keogh Plan Payments (SUBTRACT)
- **10**—Other IRS Adjustments to Taxable Income (SUBTRACT)

**AGI**

**NONTAXABLE INCOME:**

- **11A**—Child Support
- **B**—Social Security
- **C**—Other Nontaxable Income

**Subtotal of NONTAXABLE Income**

---

### ALLOWANCES:

**FEDERAL INCOME TAX—**

If available, use the parents’ 1996 federal income tax forms, refer to the actual taxes paid from the IRS 1040, and enter the amount of computed tax.

- if AGI does not exceed:
  - $176,950 for joint or surviving spouse returns
  - $147,450 for head of household returns
  - $117,950 for single returns
  - $88,475 for married filing separately

  AGI from **(a)** in column 1

If AGI exceeds these amounts, refer to the Computation Manual for federal income tax calculation. If the parents are married filing separately and both parents’ incomes are used in the calculation of AGI, be sure to include federal income tax for each parent. If itemized deductions do not exceed standard deduction, compute tax on (AGI) and skip to...

- Itemized deductions in PFS Item 12: **(b)**

  Minus standard deduction:
  - $6,700 (joint or surviving spouse return)
  - $5,900 (head of household)
  - $4,000 (single return)
  - $3,350 (married filing separately)

  Excess itemized deductions: **(a-b)**

  Subtract excess itemized deductions from AGI above. The result is the taxable income on which tax is computed.

- **4**—Number of exemptions

  Computed tax using Table A, A1, A2, or A3: **(a)**

**FICA TAX—**7.65% of each salary, wage, and profit from business/farm up to an income of $62,700 plus 1.45% on the amount exceeding $62,700 (Use Table B1 on Items 8A, 8B, and/or 8E.)

Father: **$**

Mother: **$**
**COMPUTATION OF ESTIMATED FAMILY CONTRIBUTION**

**STEP 1:** Enter at right the ESTIMATED PARENTAL CONTRIBUTION (from Table D) $_______

**STEP 2:** Enter at right the number of children who will be attending a tuition-charging school or college in 1997-98 and divide into contribution:

\[
\text{Parental contribution PER CHILD attending as a DAY STUDENT (Enter on both lines to the right.)} \div \text{_____} \quad \text{_____}
\]

**STEP 3:** If the child will be attending as a BOARDING STUDENT, add the cost of food for nine months:

\[+ \text{_______} \quad \text{_______} \quad \text{_______} \]

**STEP 4:** Divide the STUDENT ASSETS (PFS Item Number 23) by the number of years remaining in school plus four years of college to determine the STUDENT ASSET CONTRIBUTION and enter on both lines to the right:

\[
\text{(Student Assets)} \div \text{(Years Remaining)} = \quad + \text{_______} \quad + \text{_______}
\]

For example, if the student is in grade 4, divide by 13; in grade 9, divide by 8; or in grade 12, divide by 5.

**STEP 5:** Add the STUDENT ASSET CONTRIBUTION to the PER CHILD contributions to determine the ESTIMATED FAMILY CONTRIBUTION:

\[\text{_______} \quad \text{_______}\]

Be sure to compare the contribution per child to each child's school expense. If any child's total school expense is less than the contribution per child, it is appropriate to reduce the contribution for that child and to increase the contribution(s) for the other children. The sum of all contributions should not exceed the Estimated Parental Contribution (Step 1) plus each child's Student Asset Contribution.

---

**The space below is for school use in computing financial aid.**

<table>
<thead>
<tr>
<th></th>
<th>for child 1</th>
<th>for child 2</th>
<th>for child 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>School fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>TOTAL SCHOOL EXPENSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Parents' per child contribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Applicant's summer earnings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Applicant's assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Other resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>TOTAL CONTRIBUTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>FINANCIAL NEED (line 3 minus line 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>FINANCIAL AID AWARD</td>
<td>GRANT</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LOAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$80</td>
<td></td>
</tr>
</tbody>
</table>

**SCHOOL'S ESTIMATE**

<table>
<thead>
<tr>
<th></th>
<th>for child 1</th>
<th>for child 2</th>
<th>for child 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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</tr>
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<td>6.</td>
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<tr>
<td>7.</td>
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</tr>
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<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear Parent(s)/Guardian(s):

Enclosed is the information you requested regarding the financial aid process at Riverdale Country School for the 1997-98 school year. The School actively seeks talented students from all economic backgrounds. Financial aid decisions are based solely on family resources and the availability of dollars from the financial aid budget.

Admission to the school and financial assistance awards are made independent of one another. Admission decisions are not affected by financial aid status. All financial information submitted will be confidential.

Riverdale also makes available the choice to pay tuition through a monthly plan, instead of in two lump sums (75% on July 15th and 25% on December 15th). For many families this option makes it possible for their children to attend the school.

PROCEDURES

1. **Parent's Financial Statement (PFS)** - Please complete and mail the original to the School and Student Service (SSS), PO Box 6657, Princeton NJ 08541-6657, along with a check and a copy to Riverdale no later than DECEMBER 4, 1996. SSS does not determine the amount of grants but **ONLY provides the schools you specify with guidelines for determining a family's financial need.**

   Please fill out the PFS form carefully. Be sure to explain the circled items under #31, as requested. If the information is not complete, SSS will need to request supplementary information, which may result in you missing our deadline and not receiving financial aid.

2. **Tax Return** - A copy of your 1995 tax return (including W-2's and all schedules) must be submitted to Riverdale by DECEMBER 4, 1996.

3. **Divorced and Separated Parents** - Riverdale believes that the decision to seek an independent school education requires the active support of both natural parents. Therefore when parents are separated or divorced, we require a PFS from each parent and will consider the resources of both in making financial aid decisions. **Tuition grants will not be awarded without completed PFS forms from both natural parents.**

Financial aid decisions will be mailed at the same time as admissions letters. It is difficult or impossible to revise an award once these decisions have been made; therefore, please be sure that we have all of the information we need by December 4th. If you have any questions, please feel free to call 718/519-2728.

Sincerely,

Lynn D. Sorensen
Director of Financial Aid

Enclosure
## Report of Family Contribution

**School Report**

Based on Income Data Provided by the Family for Calendar Year 1998 and Current Asset Data For Financial Aid to Be Awarded for the Academic Year 1997-98

**CONFIDENTIAL - For Use by Financial Aid Administrators**

**SSS Use Only**

**Code: 5628**

**Batch:**

**Type:** ORIGINAL

**Date:**

---

### School and Student Service

For Financial Aid

- **Family Size:** 05
- **Number of Children:** 02
- **Number of Parents:** 02
- **Age of Older Parent/Guardian:** 05

### Family Income

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Father, Stepfather, Male Guardian - Salary/Wages</td>
<td>46000</td>
</tr>
<tr>
<td>2</td>
<td>Mother, Stepmother, Female Guardian - Salary/Wages</td>
<td>16200</td>
</tr>
<tr>
<td>3</td>
<td>Dividends and Interest Income</td>
<td>850</td>
</tr>
<tr>
<td>4</td>
<td>Child Support Received</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Social Security Benefits</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Total Income (Sum of 1 to 8 minus 7)</td>
<td>19993</td>
</tr>
</tbody>
</table>

### Computation of Elective Income

- **Unusual Expenses**
- **Total Allowances**

### Computation of Effective Income

- **Total Allowances**
- **Effective Income**
- **Adjusted Effective Income**
- **Revised Adjusted Effective Income**

### Computation of Estimated Family Contribution

- **Estimated Parental Contribution**
- **Net Worth (30 minus 31)**
- **Revised Adjusted Effective Income**

### Computation of Estimated Parental Contribution

- **Income Protection Allowance**
- **Income Protection Allowance**

### Computation of Discretionary Income

- **Adjusted Effective Income (38 minus 39)**
- **Discretionary Income**

### Computation of Family Contribution

- **Best Copy Available**
- **NOTE:** Estimated Parental Contribution is % of Total Income and % of Discretionary Income.
AWARD LETTER

February 1997

Mr. & Mrs. John Smith
333 Henry Hudson Parkway
Bronx, NY 10471

Dear Mr. and Mrs. Smith:

The Financial Aid Committee has reviewed your request for financial assistance and are pleased to inform you that an award for 1997-98 has been approved for Meredith as follows:

- Tuition, Lunch, Books, and Student Accident Insurance: $16,450
- Financial Aid Award: $10,000
- *Balance payable to Riverdale Country School: $ 6,450

(*Please note that the balance does not include incidentals that may occur throughout the year.)

This grant is subject to change and will not be finalized until a copy of your 1996 tax return, including all schedules, has been received by the school on or before March 14, 1997. While all financial aid awards are for the period of one year, they will be reviewed at the end of each semester. Students not fulfilling their academic and social responsibilities at Riverdale may be subject to losing all or part of their awards for the following year.

Financial aid is awarded with the full expectation that when and if your financial circumstances permit, you will contribute what you can for the benefit of future deserving students, and that you will recognize an obligation to give Riverdale moral support now and material support in the future.

Please sign and return one copy of the Reservation Contract along with a check for $1,200 to hold a place in the class. This amount has been calculated according to the size of your tuition grant. The second copy is for your files. The deadline for receipt of your signed contract is March 7.

Again, we are delighted to make this award. If you have questions, please feel free to contact the Financial Aid Office.

Sincerely,

Lynn D. Sorensen
Director of Financial Aid

Enclosure

cc: Finance Office
# Request for Copy or Transcript of Tax Form

- **Please read instructions before completing this form.**
- **Please type or print clearly.**

**Note:** Do not use this form to get tax account information. Instead, see instructions below.

<table>
<thead>
<tr>
<th>1a Name shown on tax form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b First social security number on tax form or employer identification number (See instructions.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2a If a joint return, spouse's name shown on tax form</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b Second social security number on tax form</td>
</tr>
</tbody>
</table>

| 3 Current name, address (including apt., room, or suite no.), city, state, and ZIP code (See instructions.) |

### Instructions

- **A Change To Note.—** Form 4506 may be used to request a tax return transcript of the Form 1040 series filed during the current calendar year and the 2 preceding calendar years. There is no charge for a tax return transcript requested before October 1, 1995. You should receive it within 10 workdays after we receive your request. For more details, see the instructions for line 7a. Purpose of Form.—Use Form 4506 only to get a copy of a tax form, tax return transcript, verification of nonfiling, or a copy of Form W-2. If you need a copy of your Form(s) W-2 for social security purposes only, do not use this form. Instead, contact your local Social Security Administration office. Do not use this form to request Forms 1099 or tax account information. If you need a copy of a Form 1099, contact the., yer. However, Form 1099 information is available by calling or visiting your local IRS office.

- **Note:** If you had your tax form filled in by a paid preparer, check first to see if you can get a copy from the preparer. This may save you both time and money.

- **If you are requesting a copy of a tax form, please allow up to 60 days for delivery.** However, if your request is for a tax return transcript, please allow 10 workdays after we receive your request. To avoid any delay, be sure to furnish all the information asked for on this form. You must allow 6 weeks after a tax form is filed before requesting a copy of it or a transcript.

- **Tax Account Information Only.—** If you need a statement of your tax account showing any later changes that you or the IRS made to the original return, you will need to request tax account information. Tax account information will list certain items from your return including any later changes.

- **To request tax account information, do not complete this form.** Instead, write or visit an IRS office or call the IRS toll-free number listed in your telephone directory.

- **If you want your tax account information sent to a third party, complete Form 8821, Tax Information Authorization. You may get this form by calling 1-800-TAX-FORM (1-800-829-3676).**

- **Line 1b.—Enter your employer identification number only if you are requesting a copy of a business tax form. Otherwise, enter the first social security number shown on the tax form.**

- **Line 2b.—If requesting a copy or transcript of a joint tax form, enter the second social security number shown on the tax form.**

- **Note:** If you do not complete line 1b and, if applicable, line 2b, there may be a delay in processing your request.

- **Line 3.—** For a tax return transcript, a copy of Form W-2, or for verification of nonfiling, if your address on line 3 is different from the address shown on the last return you filed and you have not notified the IRS of a new address, either in writing or by filing Form 8822, Change of Address, you must attach either——

(Continued on back)
February 1997

Mr. and Mrs. John Smith
333 Henry Hudson Parkway
Bronx, NY 10471

Dear Mr. and Mrs. Smith:

After careful review of your application for tuition assistance, the Financial Aid Committee concludes that it cannot award a tuition grant to you for the 1997-98 school year. We realize that you had hoped for better news but your financial situation demonstrates that you do not qualify.

Enclosed with this letter are two copies of our Reservation Contract, one for your records, the other to be completed and returned by March 7, along with a non-refundable payment of $1,500 to hold Meredith's space for next year. A statement of tuition and fees for the 1997-98 school year is listed on the contract.

Please do not hesitate to contact me, if you have any questions.

Sincerely,

Lynn D. Sorensen
Director of Financial Aid

Enclosures
NOTICE

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