



# **The Browning School**

## **Family Handbook 2018-2019**

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## **Welcome from the Head of School**

The Browning School offers a community where boys discover and develop their best selves. It is an institution both rich in tradition and eager for growth, as boys are invited to consider the liberal arts through dynamic instruction, self-directed exploration and creative activity. As a college preparatory school, we present an academic program that challenges, supports and inspires its students. The learning experience at Browning vests boys with the skills and dispositions not only to succeed at their next level of education but also to pursue individual talents, interests and questions over the arc of their lives.

Browning is also an intimate place, one animated by an ethos of student engagement and connection. In our comparatively small community, boys are called upon to express their full dimensionality; indeed, Browning's robust arts, athletics and service programs depend upon the enthusiastic participation and leadership of its boys. Similarly, our boys learn to form friendships and attachments which endure over a lifetime and which become the context for developing the virtues of kindness, honesty and respect necessary to live well.

From Kindergarten to Form VI, our boys are guided, encouraged and challenged by talented, dedicated faculty. These women and men teach with wisdom and passion and articulate a school culture which expresses a deep understanding of boys' intellectual and social development. Browning teachers are enthusiastically committed to knowing and developing the whole boy, and in their care our boys learn to appreciate ideas, cultivate meaningful relationships, and build lives of moral purpose.

In 1888 The Browning School was founded to promote academic excellence, personal integrity and responsible citizenship. Today we are proud of the spirited way in which our boys and alumni continue to embody and further these ideals.

John M. Botti  
*Head of School*

## **Welcome from the Head of Lower School**

The Lower School is a student's introduction to a lifelong love of learning: an integral part of Browning's mission. The goals of the Lower School focus on five areas:

- Building skills, such as literacy, numeracy, social skills.
- Supporting a sense of accomplishment and pride in one's work.
- Creating relationships among peers, among teachers and students, and between home and school.
- Developing a boy's sense of awareness and responsibility for the broader community
- Nurturing an awareness of the diversity of our world.

We recognize the importance of giving a child time to be a child; he needs time to run and to play while actively developing his growing abilities. Through hands-on activities and small group work, the boys enjoy a busy and productive day. Through academic classes, community service projects, field trips and the Encore program, teachers work to challenge a boy intellectually, while guiding him in his understanding of character and social responsibility. The Lower School faculty is a group of dedicated, talented and exceptionally qualified men and women who are focused on the growth and well-being of their students. This commitment to the boys and their families is a hallmark of the Lower School.

Laurie A. Gruhn

*Head of the Lower School*

*Assistant Head of School*

## **Welcome from the Head of Middle School**

Browning's Middle School fosters an environment where boys can step confidently from childhood toward adolescence. A curriculum tailored to the developmental needs of early adolescents, a dedicated faculty committed to boys, and an advisory program predicated on building relationships and purpose lead our students toward a life of consequence. Guided by our mission, we strive to cultivate in young men the habits of curiosity, dignity, honesty, and purpose, and our program lives at the crossroads of rigor, inquiry, and joy--offering myriad ways for students to pursue growth in academic classes, in the arts, on the athletic field, and through commitment to a wide range of extracurricular activities. In classrooms, our Middle School students refine essential habits of mind, build upon their prior knowledge, and test their wings as critical thinkers by learning to pose increasingly challenging questions. We teach our students to love the richness of what we know about the world by developing in them the important skills of reading texts deeply and responsibly, asking big questions and pursuing answers, learning to problem solve through challenges and unknowns, developing a voice--in speaking and writing--that inspires, and appreciating--rather than eschewing--the complexity and beauty of the world. Class trips in and out of New York City further expand the curriculum while helping our students see that service to others is part of a deep, meaningful life. Most importantly, at the heart of who we are is a community of teachers and students who care deeply about each other and stand in support of and commitment to one another as we pursue the best version of ourselves.

Danielle Passno

*Head of Middle School*

## **Welcome from the Head of Upper School**

The Upper School at Browning is built upon the close relationships between the students and their teachers. As the boys are challenged intellectually, artistically, athletically, and socially by a rigorous curriculum, they are surrounded by a talented and supportive faculty and staff who know their students personally and deeply. With this knowledge, we seek to engage a boy's curiosity and grow his sense of personal meaning while we simultaneously ask him to stretch himself, to take intellectual risks, and to assume increasing control of his own learning. We also ask each Upper School boy to be a leader and a model within and beyond the Browning community, whether through our service learning program or simply from more informal interactions with younger students and peers in our many clubs and activities. These moments are the foundation upon which an education is built, and they are practiced here with careful attention and diligence and celebrated as the gateway to lives of intellect, integrity, and purpose.

Gene Campbell

*Head of Upper School*

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## **MISSION STATEMENT**

Founded in 1888 as a college preparatory school for boys, the Browning School continues its commitment to the goals of John A. Browning: the pursuit of academic excellence and a lifelong love of learning, the belief in the dignity of the individual, and the development of personal integrity and responsibility to the broader community.

The Browning boy develops amid these values. The Browning alumnus is a good citizen, sensitive to the needs of others, and respectful of divergent yet informed opinions.

He is, in the best sense of the word, a gentleman.

## **DIVERSITY STATEMENT**

The Browning School strives to create a diverse community in which all members are safe, respected, and valued. We believe that in actively promoting a diverse learning environment, we are fostering intellectual, social, and emotional growth for all. Recognizing and pursuing diversity, however, are not enough; we seek to transcend mere tolerance of differences and aspire to a celebration of the varied appearances, abilities, perspectives, and values that characterize our community.

# BROWNING SCHOOL CODE OF CONDUCT

We, the members of the Browning community – students, faculty, staff and administration – are committed to fostering an environment in which young men of intellect and integrity develop and thrive. Together, we share the responsibility to meet that commitment through our individual conduct. A place at Browning is a privilege that requires us to engage with the life of the School in good faith. We strive, therefore, to embody the core values of Browning’s mission: honesty, dignity, curiosity, purpose.

*As members of the Browning community, we will:*

• **Act with respect and kindness towards one another.**

We will treat each other with empathy, civility and forethought; thus, we will not tolerate bullying, insults or disrespect. We respect divergent yet informed opinions, and when we disagree, we will do so civilly. In accordance with our Mission and Diversity Statements, we will not abide discrimination of any kind, including, but not limited to, racist, misogynistic, or homophobic language or action.

• **Take pride in our learning.**

The importance of education and joy of learning are at the center of all we do; accordingly, we will foster a serious academic environment in our classes, study halls and shared working spaces. Our behavior will reflect our deep respect for both our own work and that of others. We will adhere to the Responsible Use of Technology Policy in order to maintain our best academic focus.

• **Work with academic integrity.**

We will not cheat, copy another’s work, plagiarize or otherwise misrepresent ourselves in our academics. We understand that academic dishonesty is a violation of the mission of the School and our own integrity as students.

• **Act with personal integrity.**

We will be honest in our words, actions and intentions, and will uphold the School’s rules even when it is not easy or when others fail to do so. We will not steal or harm others’ property.

• **Honor commitments completely.**

We will take responsibility to finish what we start and to fully meet our commitments to classes, clubs and sports. We will be on time to all obligations and remain in compliance with the Browning School Dress Code.

• **Act in the best interests of the community.**

As members of a community, we have a responsibility to something greater than ourselves. We will represent Browning positively at all times, in and out of school, as well as online. Because everyone makes an impact in a school of our size, we recognize our unique responsibility to set an example for all younger students, just as we model integrity for our peers.

• **Maintain a safe and healthy environment.**

Browning must offer a positive and welcoming environment to everyone; therefore, we will safeguard the physical and mental health of all community members. We will keep our environment free of alcohol, drugs and tobacco, including vaporizers. Browning is our home; we will treat the School, its property and resources with the utmost respect.

• **Acknowledge and learn from mistakes.**

Mistakes are crucial to learning. When we fall short, we will be open and forthcoming about our mistakes, accept the appropriate consequences, and take any learning we can from the experience.

These guidelines are intended to strengthen our relationships at Browning by clarifying our ideals. A student whose behavior does not accord with this Code of Conduct has deviated from both the values of the School and his own best character. Depending on the severity of the infraction, consequences for student misconduct can include detention, removal from school activities, suspension or expulsion.

# HISTORY OF THE SCHOOL

The Browning School was founded in 1888 by John A. Browning, a distinguished scholar and gifted teacher. Today, the Browning School still operates on the basic core principles laid down by Mr. Browning more than a century ago: a school for boys, small classes, close personal attention for each student, a wide variety of extracurricular activities, a heavy emphasis on fostering initiative, and a broad course of study that focuses less on developing a student's memory than his capacity for understanding. Mr. Browning's students recall that he concentrated less on grinding facts into his students than on teaching values, good study habits, perspective, and a lifelong love of learning. The School was renowned for its field trips, even going as far as Pittsburgh to visit the U.S. Steel plant.

One of the first students, John D. Rockefeller Jr., recalled Mr. Browning as a remarkable teacher who "inspired interest in learning." He said Mr. Browning "helped me to study and to concentrate... I owe a great deal to him, more than to any other teacher I ever had." Arthur Jones succeeded Mr. Browning as headmaster in 1920 and moved the School from West 55th Street to its present location on East 62nd Street. Extracurricular activities expanded in his time. Mr. Jones retired in 1948 and Lyman B. Tobin, a Browning teacher for more than 30 years, became Browning's third headmaster. Mr. Tobin is remembered fondly by alumni, parents, and friends for his patience, friendliness, and deep understanding of people. As noted in a Browning newsletter in 1952, Mr. Tobin favored "encouragement and understanding as a means of teaching."

In 1952, upon Mr. Tobin's retirement, the School named Charles W. Cook '38, an alumnus and teacher, as its fourth headmaster. Under his leadership for thirty-six years, the Browning School expanded rapidly. After a lengthy fundraising drive, the School bought the adjoining carriage house and rebuilt it. The new building opened in 1960. The School's expansion continued in 1967 with the building of a larger gymnasium on the roof, and in the late 1970s with the acquisition of an interest in the building next door. In addition to serving as headmaster, Mr. Cook also was a highly effective teacher. Among the most popular subjects during the 1960s were his courses on American History and sociology. Mr. Cook had that rare ability to make history come alive for his students. He taught not only history but perspective.

In 1988 Stephen M. Clement, III became Browning's fifth Headmaster. Under his leadership, the School continued to expand while maintaining its focus on fostering academic excellence and integrity. The School grew to approximately 400 students, more than double its size 50 years ago, but it continued its emphasis on small classes and close personal attention. Browning completed a new library, four new science laboratories, two new art studios, additional classrooms, a new lobby and a new cafeteria in 2015.

John M. Botti was named the sixth Head of School for Browning and started his tenure on July 1, 2016. Since Mr. Botti's arrival, the School has undertaken a new strategic planning process and is focusing on expanding resources for faculty and for new academic and extracurricular offerings. Browning has increasingly taken advantage of its affiliation with Interschool, a consortium of eight independent schools that enhance academic, extracurricular, artistic, social and administrative sharing, consists of four schools for girls (Brearley, Chapin, Nightingale-Bamford and Spence), two schools for boys (Browning and Collegiate) and two coeducational schools (Dalton and Trinity).

Although the city and the world have changed enormously since John Browning met with his first four students in 1888, the Browning School today remains committed to providing rigorous academic training for boys in a structured yet warm environment, promoting a love of learning, and nurturing the growth of the student by exposure to diverse opportunities.

R. Thomas Herman '64, Senior Special Writer (Retired), *The Wall Street Journal*

# ACADEMIC POLICIES

## Academic Integrity

The Browning School believes in and is committed to promoting the highest standards of honesty and integrity in all areas of school life. Our community is based on recognition of these standards and commitment to maintaining them. We believe that honesty and integrity form the foundation upon which a successful life can be built, and we strive to instill this idea in our students by maintaining the highest standards in all endeavors we undertake, particularly academic ones. We believe that academic work, regardless of whether it is for credit or not, must represent a boy's own efforts unless he has been otherwise instructed by a teacher. We also believe that any methods used to subvert an academic undertaking must be considered a violation of the principles implicit in The Browning School mission statement. Parents and tutors who would like guidance regarding how they may best support a boy are urged to review the School's [Guidelines for Families Supporting Learning](#).

## Academic Program

Please see the links below for the complete academic program and course offerings for the 2018-2019 school year.

- Lower School - <https://www.browning.edu/lower-school>
- Middle School - <https://www.browning.edu/middle-school/>
- Upper School - <https://www.browning.edu/upper-school>

## Lower School Academic Policies

### Homework

Homework assignments are given in all grades in order to review work completed in school and to foster a sense of responsibility. Most boys should be able to accomplish the homework assignment without help. The amount and time spent on homework is determined by the specific grade level. A general rule is the amount of time for homework per grade is equal to the grade level multiplied by 10. (For example, first grade has ten minutes of homework, third grade has 30, etc.) If the boy has consistent problems in completing these assignments, the parent should contact the homeroom teacher.

When reporting a boy's absence because of illness, parents should indicate if they wish their son to receive that day's assignments. This early notification enables teachers to prepare your son's homework. Arrangements should be made for books and materials to be picked up before 4 p.m. If a boy is to miss school due to family obligations, he is to make up work he has missed upon his return to school.

### Reports

All Lower School boys receive two semester reports a year.

## Middle and Upper School Academic Policies

### Academic Reports

The Browning School operates on a semester system, the first beginning in September, the second beginning in the middle of January. Under this system, reports are sent home four times a year--at the midpoint and at the end of each semester. The interim progress reports, sent out in the middle of each term, describe a boy's performance. The grades included with these reports indicate a boy's current standing but are not used to calculate the yearly average. The semester reports are sent out in January and June, and grades are averaged (weighted 49% first semester and 51% second semester) to determine the final year grade, which becomes part of a boy's permanent record. Final examinations for Forms II–VI are administered at the end of semester. Final examination grades are incorporated into the semester grades. Browning uses the following grade equivalents:

A+ = 97–100 4.33	A = 93–96 4.00	A- = 90–92 3.67
B+ = 87–89 3.33	B = 83–86 3.00	B- = 80–82 2.67
C+ = 77–79 2.33	C = 73–76 2.00	C- = 70–72 1.67
D+ = 67–69 1.33	D = 65–66 1.00	F = 00–64 0.00

Effort and conduct ratings are also noted along with the reports. The following ratings are given: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations.

In Forms I through VI, a boy who fails a required course must repeat the course or earn a grade of C or better in a similar course at a summer school approved in advance. In addition, boys who receive grades in the D range must receive remediation approved by the School, which may include attending summer school. A boy who fails more than two subjects or whose yearly average is below 1.5 may be required to withdraw from Browning. Any boy with a GPA below 2.0 will have his contract for the coming year held pending a review of his academic performance.

### Homework

Boys in Grades Five and Six receive about 20 minutes of homework per subject each night. Boys in Forms I and II are given an average of 30 minutes of homework per subject each night. Each boy is expected to complete his own homework; copying homework is a violation of Browning's expectations regarding [Academic Integrity](#).

Upper School boys are given an average of 50 minutes of homework per class meeting of each subject. Each boy is expected to complete his own homework; copying homework is a violation of Browning's expectations regarding [Academic Integrity](#).

All boys who are absent from school are responsible for making up work missed. At the beginning of the year, when practical, each boy should make an arrangement with a classmate to bring homework assignments and books to him when he is absent. Individual teachers formulate rules for late assignments.

### Tests

In Grades Five and Six and Forms I through VI, period tests are given according to a test schedule posted on the bulletin board of each homeroom on the first day of school. The schedule is created to avoid more than two major tests being scheduled for a boy on the same day. This schedule may be altered because of holidays or other exceptional

circumstances. Quizzes may be given at any time. Before being allowed to take a make-up test or quiz, a boy who is absent on the day of the test or quiz may be required to submit a medical excuse to the nurse explaining the absence. Failure to provide such a note may result in the boy receiving a failing grade for the test or quiz. Repeated absences on days when tests, quizzes or other significant assignments are due may be construed as a violation of Browning's expectations regarding [Academic Integrity](#).

All boys in Forms V and VI take either the SAT Reasoning Test or the ACT standardized assessment. In addition, boys are offered the opportunity to take a variety of SAT Subject Tests, with boys in Forms III and IV generally taking the SAT Subject Test on the recommendation of the appropriate teacher. Boys in Forms IV and V take the PSAT at Browning in October. Middle School students take the ERB Comprehensive Testing Program in the Spring Semester of each year.

## **Examinations**

Examinations are given at the end of the fall and spring semesters. For Forms II through IV, each exam is 90 minutes in length. In Forms V and VI, each exam is two hours in length. Schedules are posted a week or two in advance. During the examination period, boys in Forms II through VI are not required to report to school until their first examination of the day. During the fall and spring examination periods, boys may wear casual clothing, including shorts and T-shirts. All clothing must be neat and in good repair—no sleeveless shirts or clothing with inappropriate logos may be worn.

## **Progress Alert Forms**

Progress Alert Forms (PAFs) are issued to alert advisors, parents, the Learning Specialist, and Division Heads regarding a student's failure to meet appropriate academic expectations. A teacher should issue a PAF through Veracross after a student receives a D or F on a major assessment, demonstrates a pattern of failing quizzes or homework assignments, or fails to turn in a week's worth of assignments. The Learning Specialist will track all PAFs, and after two PAFs have been issued, Learning Specialist will contact the parents while the student's advisor will meet with the student and the Learning Specialist to create an action plan, which may consist of specific support for a particular skill (i.e., note taking or active reading strategies), and to discuss and learn various strategies to ensure a successful semester.

## **Academic Probation**

Academic Probation may be considered for boys if their cumulative GPA falls below 2.0 or if their semester GPA falls below 1.5 for one semester. If he does not raise his cumulative GPA to at least a 2.0 in the subsequent semester, he may be in jeopardy of dismissal. Furthermore, boys with multiple instances of academic probation may be in jeopardy of dismissal. When a boy is placed on academic probation, the Division Head, Advisor, and Learning Specialist will meet with him and his parent(s) to discuss changes that can be made to improve his academic standing, as well as the conditions of his probation. While on probation, the boy must meet regularly with the Learning Specialist and his teachers to help improve his academic performance and to meet the conditions of his probation.

## **Graduation Requirements**

All boys in Forms III through VI are expected to take at least five full-credit academic courses per year. In order to graduate from Browning, a boy must earn a minimum of 18 college preparatory credits; complete a four-year program with electives in art, drama, music, public speaking, health and athletics; and fulfill the school's distribution requirements. In addition, all boys are required to meet certain standards with regard to the use of technology. The minimum distribution requirements are as follows:

- four years of English
- three years of mathematics\*

- two years of a laboratory science\*
- four years of history or social science
- three consecutive years of the same foreign or classical language\*
- four years of physical education
- Art/Music Survey (Form IV)
- Life Skills (Form III)
- Public Speaking (Form III)
- Computer Science and Engineering (Form III)
- Advanced Expository Writing (Form VI)

*\* These represent minimum values only. Most boys take at least one additional year in each of these disciplines.*

Under certain circumstances, credit received in Form II for Algebra I, French I, Spanish I, or Latin I may be accepted as Upper School credit both for satisfaction of the distribution requirements and for the 18 credits required for graduation.

### **Course Selection and Scheduling**

Course selection forms are distributed in the spring to boys in Forms II through V. Most courses are required. Electives are open to boys who have the permission of the instructor and/or the department chair. A boy who wishes to drop a course without transcript notation must do so within two weeks of the beginning of the course. Permission to repeat a course must be given by the academic department and the administration.

By Form V, most boys have met their science, foreign language, and mathematics requirements. They are strongly advised to continue taking courses in the major disciplines beyond the required level and to take advantage of advanced course offerings where available.

### **Honors and Advanced Courses**

Advanced courses are usually offered to students who have mastered foundational knowledge in the following subjects: French, Spanish, Latin, chemistry, physics, biology, calculus, and United States and European history. Admission to advanced courses requires the permission of the department chair. Students in advanced courses are encouraged to take the

Advanced Placement exam in those disciplines where it is offered by the College Board.

### **Senior Projects**

Form VI boys engage in special projects for the last three weeks of school. In lieu of classes, a boy will work on a community service project. Projects generally involve a minimum of 30 to 35 hours per week participation. Each boy must present his project proposal to and receive approval from the Senior Projects coordinator. Upon completion of his project, each must make a presentation to the faculty and Form V. Boys may not be paid for their work.

### **The New York Interschool Program**

Browning participates in a cooperative program with Brearley, Chapin, Collegiate, Dalton, Nightingale-Bamford, Spence and Trinity. New York Interschool offers opportunities for academic sharing, such as the Advanced Topics in Math and extracurricular activities throughout the year, including Interschool College Night for Form V and the Interschool Leadership Fellows program--a select two-year leadership program for eighteen students from the Interschool schools. Through Interschool, Browning students can participate in a number of dramatic and musical productions at member schools and also organizes choral festivals for both Upper and Middle School divisions. Finally, Interschool sponsors a three-day trip for the 10th graders (Form IV) of the single-sex schools to Frost Valley YMCA camp.

### **Guidelines for Families Supporting Learning**

All students at Browning are entitled to additional academic support, and their first recourse should always be their classroom teachers. To ensure that boys receive appropriate academic support outside of Browning should it be needed, the School offers the following guidelines for parents and tutors. While clearly not exhaustive, these guidelines are intended to clarify the role that a parent or tutor should play in helping with academic work that will be presented to a boy's teacher. In the most basic terms, it is acceptable for a parent or tutor to help a boy with an assignment in appropriate ways; it is not acceptable for the adult to do the work for him.

### **Browning's Goals**

1. To help a boy become an independent learner.
2. To help a boy develop a range of problem-solving skills.
3. To enable a boy to do work that is authentically his own.
4. To develop and strengthen the academic integrity of a boy.

### **What is Appropriate Support?**

1. Guiding boys is best done by asking questions that elicit appropriate responses from him (e.g., "Is this the word you want to use?" "Do you think you might be able to phrase this more clearly?") or by highlighting areas on which the student might focus (e.g., "I think you will want to take another look at the way you reported your data," etc.).
2. Providing positive but honest reinforcement can help a boy understand where additional work may be required (e.g., "I think you have a good idea here, but I am a bit confused. Can you clarify what you mean?").
3. Working step by step through one or two problems with a boy to model the approach, explaining each step as you proceed, and then letting him attempt the remainder by himself is helpful when a boy needs to see exactly how a problem is addressed. However, it is imperative that he shows his complete work on the remainder of the problems so that his teacher can provide specific helpful feedback when he sees the areas of weakness. A teacher can be most helpful to a boy only when the teacher is confident that the work submitted is the boy's own.

### **Some Helpful Definitions**

1. Integrity: strict adherence to a moral or ethical code.
2. Honesty: fairness and straightforwardness of conduct; adherence to the facts.
3. Cheating: to practice fraud or trickery; to violate established rules; to receive something in a dishonest manner.
4. Plagiarism: to steal or pass off the words or ideas of another as one's own; to use those ideas without crediting the source.

### **Advisor System**

In Middle School, the homeroom teacher is the advisor for each boy. Because the homeroom teacher is scheduled to see each boy daily, guidance and support are provided on an ongoing basis. Advisors and advisees also have formal meetings periodically throughout the year.

In Upper School, each boy is assigned a faculty advisor who will work with him throughout his Browning career. Advisors and advisees are scheduled to meet each week. In addition to group meetings, the boy or his advisor may initiate individual meetings at any time. Advisors and faculty work together to give the greatest support and encouragement to each boy in his development.

Advisors will contact the parents of their advisees at the beginning of the year to get acquainted and establish a link with the family; thereafter, they will communicate with parents as appropriate. Advisors will schedule a conference with the parent(s) of their advisees in April. The purpose of the conference is to discuss general academic progress with the

parents. Boys in Forms I to VI will participate in these conferences. The conference will be led by the student, with appropriate support of the advisor, to allow the student to reflect on the progress he has made through the year and to identify areas of academic practice and social-emotional development that he will continue to work on as he heads towards the end of the school year and prepares for the challenges of the following school year. Advisors monitor the academic progress of their advisees and receive a copy of the reports that are sent to parents at each marking period. Advisors meet individually with their advisees after each marking period to review progress. In the case of academic difficulties, subject teachers communicate directly with a boy's family; the advisor, the Division Head, and learning specialist are also made aware of the difficulty.

## **College Guidance**

The goal of Browning's college guidance program is to assist each student in recognizing and eventually capitalizing on the many options available to him and to empower him in the college admissions process. To reach this end, we provide a series of formal and informal meetings which show the boys how to evaluate accurately their own achievements and aspirations; how to prepare for standardized testing, which is an important part of the process; how to gather specific information about a variety of colleges and universities; how to organize the paperwork associated with college applications; and, most importantly, how to make informed and rational choices about their futures.

Throughout the process, the emphasis is on the individual. Beginning with an orientation for Form III parents, the program seeks to inform and educate parents and students fully about their roles and what they should do to prepare for the myriad challenges they face. In Forms III and IV, students attend group meetings every other week to learn about the college application process. In Form V, these meetings continue, but most counseling occurs between the Director of College Guidance and the individual student. Individual conferences usually begin in the middle of the Form V year after College Night for students and their parents and include one or more meetings with parents.

Students are also provided considerable support for standardized testing, beginning with SAT Subject Tests in Form III and PSATs in Form IV. Some test preparation is provided in classes where students anticipate sitting for the SAT Subject Tests, and extensive, formal SAT Reasoning Test preparation is provided in specially scheduled classes before the March administration of that test which all Form V boys take.

In the fall of the Form VI year, every student take the Advanced Expository Writing class that focuses on essay writing with the objective of creating several essays that will appropriately address their college application requirements.

# **ATTENDANCE POLICIES**

## **Lower School Attendance**

### **Absences**

Because Browning is accountable to the State of New York for monitoring student daily attendance, it is important that parents notify the school switchboard promptly before 9:00 am to report the cause of any absence whatsoever. Any early departures for or late returns from vacation are discouraged and must be approved in advance by the Lower School Head. Parents are asked to respect the school calendar and organize family vacations and celebrations accordingly. The Lower School will not accommodate these absences by providing work ahead of time. In most case, more than ten lates per term is considered an unsatisfactory record and may be noted in a boy's progress report. In addition, any student arriving after 11:00 a.m or leaving prior to 11:00 a.m is considered as absent for the day, unless discussed in advance with the Division Head.

## **Arrivals and Dismissals**

Faculty supervision on the sidewalk begins at 8:00 a.m. Boys may not enter the building before 8:00 a.m. If families must arrive earlier than 8:00 a.m., parents are required to remain with their son until supervision is provided. There is an early drop off option beginning at 7:30 a.m. Parents may send their boys to the cafeteria, either for quiet reading or chess practice. This option is only for parents who are not able to wait with their sons. Boys may head to their classrooms beginning at 8:00 a.m, and they are considered late if they arrive after 8:15 a.m. Boys who arrive late are asked to sign in at the front office. All Lower School boys are dismissed between 2:50 and 3:10 p.m., Monday through Friday. To ensure the safety of the boys and their access to buses, those picking boys up after school are requested not to park in front of the building between 2 p.m. and 3:30 p.m. It is expected that boys will be picked up as soon as their school day is finished. We ask all parents and caregivers to wait outside the school until dismissal, making sure all boys shake hands with their teachers and are checked out before leaving.

If there is a change in the usual way a boy is going home, a written or email note must be sent and presented to the homeroom teacher. Otherwise, the usual dismissal procedure will be followed. When a child is visiting another child, notes must be brought to school by both boys. If there is a sudden change of plans, please call the school office before dismissal so the teacher can be notified. Last-minute changes should be kept to a minimum. All medical and dental appointments should ideally be made before or after school hours. However, if it is necessary for a boy to be dismissed early for an appointment, the homeroom teacher should be notified in writing well in advance so that classwork and homework can be prepared and sent home with him, if appropriate.

## **Middle and Upper School Attendance**

### **Attendance and Homeroom**

Parents are required to call the School (212-838-6280) before 9 a.m. to report an absence for that day. Browning is accountable to the State of New York for recording the daily attendance of all students. Browning requires parents to respect the school calendar and organize family vacations accordingly. The School reserves the right to determine whether or not an absence is excused. All planned absences must be approved in advance by the appropriate Division Head. In the case of an anticipated absence for which the student has received school approval, the student is required to obtain all assignments prior to leaving and complete the work during his absence. Examinations, tests or quizzes that are missed during an unexcused absence cannot be made up. All absences require a parent's and/or a physician's letter.

Students who miss 12 or more classes in a semester may, after consultation among teacher, advisor and Division Head, have their semester grade marked down by a letter grade or may be denied credit for the course in the semester.

Faculty supervision on the sidewalk begins at 8:00 a.m. Middle and Upper School boys may not enter the School until 8:00 a.m. unless they have special permission to enter earlier from a faculty member or an administrator. Middle and Upper School boys are expected to attend homeroom from 8:15 a.m. to 8:25 a.m., where information about the day, including any changes to the schedule, are announced. During this period, daily attendance is officially taken. All boys are expected to be in their homerooms in dress code at 8:15 a.m.

Those who arrive after 8:15 a.m. are marked late. Any Middle School or Upper School boy who receives seven "lates" in one semester will be assigned a detention. If a boy accumulates three additional lates in that semester, he may face suspension for at least one day. Continued lateness can jeopardize his relationship with the School.

A boy will be considered absent for the day if he arrives at school after 11:00 a.m., which means he will have missed the first three class periods. A boy with a morning doctor's appointment should advise the School in writing at least a day in advance to avoid being marked absent.

Physical education classes are an important part of a boy's Browning program, and they are mandated by the State of New York. When a boy is not well enough to attend P.E. class but is well enough to attend his academic classes, he should be sent to school with a note from a parent asking that he be excused from P.E. class for that day. A boy may be excused by a parent two days in a row, but after that a doctor's note is required. If a boy "excuses" himself from class, this will be regarded as a cut. Medical excuses expire after two weeks and must be renewed. In case of serious illness, the Division Head and school nurse should be notified.

After 4:00 p.m., boys remaining in the building are expected to be engaged in an approved activity. Those who are not will be asked to leave.

### **Permission to Leave the Building**

All boys are required to enter and exit the building through 52 East 62nd Street. Boys in Forms IV, V and VI may leave the building during free periods provided they have returned a permission slip signed by a parent to the Division Office at the beginning of the school year. In order to retain this privilege, boys must be in good academic standing and are required to sign in and out at the front door in legible handwriting using their full first and last name. They must also maintain a satisfactory record of punctuality. In January, boys in Form III may be given permission to leave the building if they have received at least a B- or better in every academic course and have parental permission. This privilege may be withdrawn at any time by the School or by the parents. If a boy is signed out and returns to School to find a fire drill in progress, he must report to the nurse before proceeding to his homeroom location on the sidewalk.

# DISCIPLINE POLICIES

## Lower School

The Lower School teachers work closely with a boy and his family on matters of behavior, character, and discipline. Character Education is an ongoing theme and specific program throughout the Lower School. When a child behaves in an unkind or in inappropriate manner towards another student, his homeroom teacher is the always the first point of contact. The division head will work closely with the boy and his family as well when needed. There will always be immediate follow through when a boy uses his words or his body to hurt another member of the community, whether purposefully or accidentally.

## Middle and Upper School Discipline Procedures

### Overview

Conduct violations are categorized in three levels according to their severity. Each level of infraction has its own outcome. The differentiated levels of infractions are intended to provide clarity and transparency for all members of the community, but ultimately, *disciplinary responses are at the discretion of individual teachers, administrators, and staff members.*

### Level 1 Infractions

A Level 1 Infraction incurs a disciplinary infraction slip, issued by a member of the faculty, staff, or administration, and the event will be logged in Veracross. Infraction slips must be signed by the students' advisor following their issuance and will be kept on file by the advisor. Students are also expected to follow up with the issuing adult. A student who incurs three infraction slips as the result of Level 1 Infractions will receive a detention.

Examples of Level 1 Infractions include, but are not limited to:

- Minor classroom disruption
- Dress Code violation
- Lateness to class
- Improper use of public space, such as leaving backpacks on the floor
- Inappropriate/Profane language
- Roughhousing

### Level 2 Infractions

A Level 2 Infraction incurs an immediate detention. The decision to issue an immediate detention rather than a discipline infraction slip *is at the discretion of the issuing adult.*

Examples of Level 2 Infractions include, but are not limited to:

- Major or persistent classroom disruption
- Disrespect towards any member of the Browning community
- Disrespect of School property or resources
- Cutting class
- Violation of classroom safety protocol
- Violation of the Responsible Use of Technology policy
- Seven unexcused latenesses to School commitments, including, but not limited to, homeroom, class, and assemblies

### **Level 3 Infractions**

A Level 3 Infraction will trigger an immediate review by the Discipline Committee.

Examples of Level 3 Infractions may include, but are not limited to:

- Cheating
- Lying
- Vandalism
- Fighting
- Plagiarism
- Bullying
- Incidents of bias
- Violation of the Responsible Use of Technology policy
- Use of alcohol, drugs or tobacco, including vaporizers, in the building or while representing Browning
- Any action that may bring discredit to the Browning community

### **Discipline Committee Review**

A student may be called to a hearing of the Discipline Committee for either a Level 3 Infraction or for showing a pattern of inappropriate behavior. There will be separate Committees for both Middle and Upper Divisions, each comprised of the appropriate divisional Equity, Diversity, and Inclusion representative and two faculty members elected, respectively, by the Student Code of Conduct Committee and the faculty body. The student will be accompanied to the meeting with his advisor, and the Committee will deliberate before offering a recommended response to the Division Head.

In the most serious cases, the Head of School may take disciplinary action without awaiting recommendations from the Discipline Committee and Division Heads. When school is not in session, discipline cases may be handled by a smaller representation of the Discipline Committee.

### **Disciplinary Responses**

Disciplinary Responses are issued for violations of the Code of Conduct and are at the School's discretion. The responses a student may face include but are not limited to the following:

#### **Detention**

Detention will be held every Monday, Tuesday, Thursday, and Friday afternoons from 3:20 to 4:10. Detention takes precedence over other School commitments, including athletic competitions. If a student misses a detention without a valid excuse, that student will receive an additional penalty in addition to serving the missed detention.

#### **Letter of Reprimand**

A Letter of Reprimand may be issued by the Division Head and placed in a student's file. A Letter of Reprimand will serve as an official warning that a student's pattern of behavior, if not immediately corrected, will lead to elevated consequences.

#### **Probation**

Following a recommendation by the Disciplinary Committee, a student may be placed on probation for a stated period of time. If the student appears again before the Disciplinary Committee, he may face heightened penalties for his behavior. Students on probation will have their status at Browning reviewed at the end of the school year.

#### **Suspension**

Following a recommendation by the Discipline Committee, a student may be issued a suspension by the Division Head, to be served in school. Suspended students will be not be able to participate in any, and will be responsible for completing any class work, homework, or other assessments missed. Students who are suspended will also be placed on probation for at least the remainder of the school year.

### **Loss of Leadership**

Following a recommendation by the Discipline Committee, a student may lose community leadership positions including Key Society membership, team captainship, Student Government roles, or others.

### **Expulsion**

The School reserves the right to expel a boy at any time, if, in the judgement of the Head of School, the effort, progress, conduct or influence of the boy, or of anyone directly associated with him (including but not limited to his parent(s) or guardian(s) in or out of the School) is not in keeping with the School's accepted standards. There will be no refund of tuition when such enforced withdrawal occurs, and any unpaid balance is payable in full according to the payment schedule.

### **Non-Renewal of Contract**

The School reserves the right, in its sole discretion, not to renew any boy's contract if he does not meet the academic standards of the School or engages in conduct for which he may be placed on probation, suspended or expelled. The School further reserves the right of contract non-renewal if, in the School's sole discretion, the boy or anyone directly associated with him, including but not limited to his parent(s) or guardian(s), behaves in or out of the School in such a way as to undermine the health and well-being effectiveness of the school community.

## **DRESS CODE POLICIES**

### **Lower School**

**Formal Dress:** All Browning boys are required to observe the School's dress code. Lower School boys must wear a dark jacket with a dress shirt, khaki or dark pants, and a tie on all occasions when formal dress is required.

These dates will be on the school calendar. In addition, we will notify you in writing several days ahead of time.

**Regular Dress:** A sports jacket or blazer, khaki or dark pants, a red or white Browning turtleneck shirt (with optional sweaters in the same colors), or a Browning polo shirt may be substituted for a dress shirt and tie on those days when formal dress is not required. Browning polo shirts may be purchased through the Land's End catalog. Please contact Christine Bramble at 212-838-6280 for additional information. No boy is allowed to wear jeans, shorts, sneakers or boots to school. Socks must be worn with shoes at all times. All sweaters, etc., must be red or white.

**Gym and Art Clothing:** Gym clothing is distributed in the Lower School during the first week of classes; after the first week of school, individual items may be purchased in the physical education office. Art smocks will be provided by the school. We cannot be responsible for soiled clothing due to mishaps in the art room. ***Please mark all items of clothing.***

### **Middle and Upper School**

Browning boys are expected to present themselves in a manner consistent with the commonly accepted traditions of the School. Extremes in fashion or appearance are not acceptable. Boys in Middle and Upper Schools must wear a sports jacket, dress shirt and tie, dress slacks, dress shoes and socks. Boys are expected to present a neat

appearance, with their ties properly drawn up and their shirt tails tucked in. No other attire is acceptable in the School or at school functions unless specifically stated in advance. Clothing should be appropriate, neat and clean. No sneakers, jeans of any color, work pants, cargo or painter's pants, polo shirts, sweatshirts or hats are acceptable. Sweaters may be worn underneath but not in place of jackets. Non-athletic shorts may be worn after Spring Break.

Browning boys are required to observe Browning's dress code when attending classes at Interschool, and other students are expected to dress according to their school's code while at Browning. Students may be sent home if a change of clothes is considered necessary.

## **HEALTH & WELLNESS POLICIES**

### **Health Requirements**

The school nurse is to be informed when a boy has a contagious disease such as, but not limited to, strep throat, chicken pox, impetigo, conjunctivitis or head lice.

Health forms, immunization forms and athletic participation forms will be mailed to all boys in the spring. It is imperative that these forms be filled out properly and thoroughly by both parent and physician. These forms are essential for safety and insurance purposes, and required by New York State law. Completed forms must be in the School's files before a boy may begin classes or attend preseason soccer and cross country camp.

[Download the 18-19 Health Forms here](#)

### **Harassment**

Students have the right to feel safe and respected and to work and learn in an environment that that does not allow bullying/harassment/hazing. This policy applies to all school sponsored trips/events, transportation to and from school, and use of communication devices whether student owned or school owned.

Bullying refers to a single significant incident or a pattern of incidents involving written, verbal or electronic communications, or physical acts or gestures, or any combination directed by one or more students at another student, when such incidents physically harm a student or damage the student's property, cause emotional distress to a student, interfere with a student's educational opportunity, create a hostile educational environment, or substantially disrupt the operation of the school. Bullying typically involves a real or perceived imbalance of power based on a student's actual or perceived personal characteristics, behaviors or beliefs, or motivated by the student's association with another person and based on the other person's characteristics, behaviors or beliefs. Also prohibited in this policy is cyberbullying, a form of bullying that is conducted through phones, computers, email, instant messaging, text messaging, social media and other electronic media.

Harassment refers to unwelcome conduct or behavior that is personally offensive or threatening and that has the effect of impairing morale, interfering with an employee's work or student's educational performance, or creating an intimidating, hostile or offensive working or educational environment.

Acts of harassment and bullying include, but not be limited to, acts based on a person's actual or perceived race, color, weight, other physical characteristics, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. Prohibited conduct includes, but is not limited to: epithets, slurs, quips or negative stereotyping.

New York State defines hazing as the following:

A person is guilty of hazing in the first degree when, in the course of another person's initiation into or affiliation with any organization, he intentionally or recklessly engages in conduct which creates a substantial risk of physical injury to such other person or a third person and thereby causes such injury. Hazing in the first degree is a misdemeanor. A person is guilty of hazing in the second degree when, in the course of another person's initiation or affiliation with any organization, he intentionally or recklessly engages in conduct which creates a substantial risk of physical injury to such other person or a third person. Hazing in the second degree is a violation.

## **Drugs and Alcohol**

Arriving at school under the influence of drugs or alcohol is a serious violation of school policy. A student who arrives at school and appears to be under the influence of drugs or alcohol will need to be seen by the school nurse or Division Heads for further evaluation. In such cases, the School reserves the right to mandate that students seek treatment. Any treatment must be completed in order to continue at Browning.

All students are encouraged to speak to any faculty member if there is a concern about another student who may be experiencing a problem with drugs or alcohol. If sufficient concern exists about a student who is engaged in substance abuse, an evaluation by a health professional may also be required. Smoking of any kind and drinking alcoholic beverages by minors are illegal and are prohibited on campus and at any school-sponsored event.

## **Safety and Locker Room Standards for Students in Physical Education**

In physical education, boys who participate in a regular program of vigorous exercises and activities must consider attire, personal hygiene and locker room procedures. The following standards are in place to protect each boy and enable him to obtain the maximum benefit from the program:

1. Boys must have a complete change of clothing for physical education. A school P.E. uniform is required for all P.E. classes. Sweatsuits are recommended for outdoor classes conducted during cool weather.
2. Appropriate athletic shoes must be worn to P.E. class. This is important for the safety of the boy and for the protection of various surfaces. The shoes should have flat soles (not elevated in any way) and should be properly laced or fastened.
3. All personal belongings are to be locked up during class time. Gym clothing is to be locked in the assigned short locker at the end of class.
4. Boys are to limit their use of the locker room to physical education class time and as appropriate for athletic teams.
5. Boys are expected to arrive and depart from the locker room at the appropriate times.
6. All injuries are to be promptly reported to the teacher. The nurse will be notified as required.
7. To prevent loss, damage or personal injury, boys should not wear jewelry during P.E. class.
8. Safety glasses with elastic head strap or other eye protection are recommended when wearing prescription glasses or contact lenses.
9. Food, gum, beverages and glass are to be kept out of the entire physical education area. Please do not litter.

## **Elevator Usage**

Boys are expected to use the stairs unless an injury or medical reason prevents them from doing so. The elevator may be used with permission from the school nurse.

# **EMERGENCY POLICIES & SAFETY**

## **Emergency School Closing**

In the event that school closes because of snow or other unforeseen circumstances, every attempt will be made to notify families by phone and/or e-mail in ample time before boys leave for school. The outgoing message on the School's answering machine will also inform callers of any school closing, so parents may call the school directly for recorded information. In addition, the School has contracted with an automatic dialing service which will contact all parents, faculty, and staff in the case of an unusual situation or an emergency. Information will also be available at [www.browning.edu](http://www.browning.edu). In general, The Browning School follows the Interschool and the Board of Education's decision for closings due to weather on the first day of any such closing. In the event of an emergency evacuation, the School has three locations available. Families will be contacted as to where to pick up their children.

## **Rainy Day Dismissal**

In the event of rainy or snowy days, a sign will be posted to signify rainy day dismissal. Boys will be picked up at their homerooms.

## **Fire Regulations**

There will be at least twelve drills, including eight fire drills and four lock-down/sheltering-in drills, during the school year. We will also practice at least one evacuation drill. Boys should be familiar with exit procedures posted in each classroom, and they must remain silent during the drills.

# ATHLETICS

The Browning School believes that a dynamic program of student athletics significantly advances the educational development of its boys. The athletic offerings at Browning promote the principles of teamwork, fair play, perseverance and wellness in an effort to help boys achieve greater understanding of the qualities of good leadership and cooperation, the importance of sportsmanship, the benefits of focused practice, and the ways in which a healthy lifestyle can be realized. To this end, the School provides a variety of athletic experiences designed to advance these favorable habits and attitudes so that boys may realize their potential as young men and pursue healthy, productive adult lives.

Browning coaches use athletics as a means through which these principles, lessons and values are developed. Indeed, just as our classroom teachers use engaging subject matter to enhance academic skills and dispositions, our coaches view sports as a vehicle for cultivating principles and understandings that transcend a particular athletic competition or pursuit. It is with these aims in mind that coaches design comprehensive training and practice plans, uphold high standards for sportsmanship and winning or losing with grace, and emphasize the necessity of commitment to the team and to the program itself. Such efforts from coaches demand reciprocal dedication, in that athletes must recognize their responsibility to give their all to the principles, lessons and values the athletic program encourages. It is in recognizing obligations to the game and to others that we become good teammates.

While it is surely preferable to prevail in athletic competitions – and our teams certainly prepare to win – our principal purpose is to play with excellence, that is, with appreciation of the skill, teamwork, dedication and fair play that sport requires. This same appreciation sits at the heart of school spirit. By not focusing solely on victory, our athletic program advances a holistic attitude, instilling a strong sense of community among spectators and participants alike and ultimately informing our boys' attempts to lead full, healthy and productive adult lives. Whether achieved through interscholastic sports competitions, structured physical education classes, or extracurricular/intramural programming, The Browning School hopes that each boy may find a home and succeed at his own level of skill and aspiration.

# TECHNOLOGY POLICIES

## Responsible Use of Technology

### Care for School Issued Devices

Students are given the privilege to use a school issued device (iPad in LS, Chromebook in MS, Macbook in 9-10, and BYOD in 11-12) and connect to the network providing they follow the guidelines listed in this document. Students will make sure equipment is safely carried, used only when permitted by a faculty member and only used for educational purpose. Students will make sure their device is kept in a safe place such as a locker, backpack or classroom charging station. Students should not leave their device unattended or in an unsafe location. Students will make sure their device is charged and ready for each day of school when the device is required.

### Expectations

- Students should use technology for educational purposes when in the classroom and library.
- Students will respect other people’s rights while online and using devices. While online, students at Browning represent the school so they should act with integrity.
- Students will not attempt to use another student’s device without the device owner’s permission.
- Students will only access age appropriate material, being mindful that other younger students could be nearby.
- Students should not be using computers to play video games, watch video content, or look at violent, profane or lewd content.
- Students should not take or distribute photos or videos of a teacher or student without their permission
- Students will not respond to any online communication that makes them feel harassed, uncomfortable or threatened. Tell a trusted adult if this happens.

**Failure to adhere to the rules above will be enforced by a “3 Strike” Policy.** The Policy is enforced by faculty and administrators notifying the appropriate Division Head and Director of Technology in Veracross. First Violation: The student will be issued a detention and parents will be notified with a reminder of the policy. Second Violation: The student will be issued a detention and parents will be notified with a reminder of the policy. Third Violation: Access to the Internet is suspended for a two week period. Boys will only be allowed to use designated library desktop computers. The student will be issued a detention and parents will be notified with a reminder of the policy. More than 3 Violations: Continued suspension of Internet access. Note: Some extreme behavior is subject to further disciplinary measures by the appropriate Division Head.

### Damage and Loss

The cost of a Chromebook or MacBook Air computer along with one power supply are a part of standard tuition and fees. The school expects that students and their families will take every precaution to safeguard these devices and keep them in suitable condition. Any damage or destruction of a school-provided device should be reported immediately to the Technology Department, and an estimate for any necessary service will be provided to the family and billed through the Business Office. In situations where devices are lost, families will be billed current prices to replace lost, stolen or damaged equipment. The passed on replacement costs are as follows: Macbook Air - \$1100, Chromebook - \$350, Charger - \$50

### Security and Backup

You are responsible for the security and activity of your accounts and devices. To maintain security:

- Do not share your password or account with other students. Select a difficult-to-guess password which contains at least one numeral and one character. Have a screen lock password/pin on your device.
- While using the Internet, always maintain your personal privacy and safety.
- Make sure you backup school files in Google Drive .

### Family Media Agreement

I will talk with my family about what it means to use the device appropriately and respectfully at home. The rules will include:

Where I can use my device \_\_\_\_\_

When I can use my device \_\_\_\_\_

How Long I can use my device \_\_\_\_\_

We discussed how I can keep my information private (social media settings) \_\_\_\_\_

## **Lower School Responsible Use Policy (RUP) for Technology**

Browning boys will use its technology facilities in the spirit of Browning's code of conduct and in a responsible, respectful and legal manner, following the rules listed below:

### **Respect**

I will always use computer hardware with consideration and respect for others and myself.

I will not eat food or drink beverages while working on the computers.

I will be responsible for the technology's whereabouts at all times. I will return the technology to its home when I have finished using the device.

### **E-mail & Communication**

I will not use electronic mail until a teacher instructs otherwise.

I will never use abusive or profane language in public or private messages.

I will not access any personal e-mail account, social networking sites, or personal instant messaging software from any school technology.

I will not use others' names, accounts, or passwords.

### **Safety**

I will keep my online account passwords private.

I will not give out any personal information.

I will not use technology to bully or tease.

I will logout.

### **Software & Applications**

I will use teacher-approved software when given permission at appropriate times.

I will only download apps or change settings when instructed by the teacher.

### **Internet**

I will not visit inappropriate websites. Teachers and administrators will determine appropriateness.

Using technology, whether on or off-campus, is a privilege that may be limited or revoked if I do not use it respectfully. I understand that failure to follow these rules may result in additional disciplinary action. This policy is a living document and may be changed by The Browning School.

## **Cell Phones and Smart Watches**

Cellular telephones are distracting, even if they are in "silent" mode. In the Middle School, boys will leave their cell phones in a secure location in their homeroom from 8:15 a.m. until the end of the school day. Smart watches are required to be on airplane mode while in school. Upper School boys must store their phones away from distraction. Cell phones that prove disruptive will be confiscated and returned at the end of the day at the discretion of the Division Head. If parents must reach a student with a message during the school day, they should call the front desk.

## **Technology Device Rules**

### **Middle School**

Students are given a chromebook that is managed by the school. Students are expected to follow the Responsible Use of

Technology policy as stated in this document. We ask that the chromebook stay at school unless given permission. Please note that the school manages the device through a service called GoGuardian that will filter inappropriate content and log all Internet traffic. If the device is broken, it should be reported to the Technology Department ASAP so the device can be fixed. If a student shows continued neglect to a device, they may be charged for damages or loss.

### **Upper School**

Students in Form III and Form IV are given a Macbook at the beginning of the year. Students are expected to follow the Responsible Use of Technology policy as stated in this document. Form III and IV boys are not allowed to bring in their own computer since the school is providing the laptop. The device is managed by a system called Cisco Meraki which allows the School full control of the device and the ability to monitor the device as needed. If the device is broken, it should be reported to the Technology Department as soon as possible so the device can be fixed. If a student shows continued neglect to a device, they may be charged for damages or loss.

### **Social Media Policy**

Social media is a powerful communication tool that when used correctly can help our community engage in educational and thoughtful discourse online. The Browning School actively posts on Facebook, Twitter, and Instagram using the hashtag #browningschool. We also encourage our community to follow @browningschool.

#### **Privacy**

- Students should be mindful of their privacy settings of their personal social media accounts. Unless settings are manually changed, you should assume your posts are not private.
- Students should be aware that once content is posted, it can be redistributed without your control.
- Taking a photo of a faculty member or student and posting it without their permission is prohibited.
- Students may not “friend” faculty on their personal social media accounts.

#### **Representing Browning**

Please be aware that any geotag, hashtag, or image representing Browning should be thoughtfully posted. Avoid posting any content that does not represent the School’s Mission Statement.

#### **Disciplinary Action for Inappropriate Material**

If actions on social media create a substantial disruption to the school community or represent the school negatively, disciplinary action may be taken by the school. While the Social Media Policy does not necessarily prohibit expression of political viewpoints or other protected speech, community members cannot pursue social media activity that is defamatory, libelous, or might be construed as harassment or disparagement on the basis of race, religion, sexual orientation, gender, or any other status protected by applicable law. Again, the School’s Mission Statement provides a useful guide to representing Browning.

#### **Use of Student and Faculty on Official Browning Social Media and Website**

The Browning School reserves the right to use photos and video of faculty and students on our official website and social media feeds. We will not place student names next to pictures.

### **Copy Machines and Printers**

Students are encouraged to have a working printer at home for those assignments that are required in print. Boys are not permitted to use the copy machines in offices. A copier/printer is available to them in the library. Students should make every effort to keep printing to a minimum by only printing when necessary, using double-sided copies, and submitting work electronically whenever appropriate.

# FACILITIES USE POLICIES

## Cafeteria

In Lower School and Middle School, boys may be assigned places to eat lunch in specific sections of the cafeteria depending on grade and time of day. No boy without administrative approval may cut ahead of anyone else in the lunch line. Students may only eat in the cafeteria. Food and drink are not to be brought to the cafeteria from outside or taken out of the cafeteria. When medically warranted, boys may bring their own meals, but this food must be able to stay fresh in his locker. *The School will not refrigerate or heat food. Note: All foods must be nut, seed, and shellfish-free.*

## Library

In addition to regularly scheduled and visiting classes, boys are welcome to visit the library on their own time to study, explore resources and check out books. The library is an academic space, not to be used as a lounge or recreational area. Boys are expected to abide by the Responsible Use of Technology policy while using the library, and they should keep conversation to a minimum. All library users, boys and adults alike, are asked to refrain from using mobile phones while in the library.

Print materials may be borrowed for a two-week period, and certain laptops and iPads may be checked out on an hourly, daily or nightly basis. Books from the reference section may be removed only with special permission from the librarians. Teachers may place publications on reserve for boys, and these can be accessed by request.

The library's catalog may be accessed from any computer with an Internet connection (visit the library page on Browning's website). All Browning boys are entitled to use the library's subscription databases from school or from home. To see a complete list of databases, visit the library page on Browning's website and choose Online Resources. Boys are encouraged to see the librarians for an orientation to the library web page, online database, and for passwords or style sheet information.

Library hours are 8:00 a.m. to 5:00 p.m. daily, except for Wednesdays when the library closes at 3:00 p.m. for the weekly faculty meeting.

## Lockers

All boys in grades 5--Form VI are assigned lockers and a lock for books, clothing and gym equipment. Each boy in grade 5-12 is given a lock and a locker. If they lose their lock they may purchase another one from the athletic dept.. Browning assumes no responsibility for valuables left in the boys' lockers, which should be kept locked.

## Science Laboratories

Students are not to be in a laboratory without faculty supervision. They are to be particularly careful when using the equipment and are to follow the teacher's instructions at all times.

# TRANSPORTATION

## Subway and Bus Transportation

At the beginning of the school year, arrangements for bus and subway passes are made through the receptionist in the front office. The New York City Bureau of Pupil Transportation makes the final decision as to whether the student is eligible for a pass. Homeroom teachers distribute passes to students in September and January. If a bus pass is lost, the

loss should be reported to the receptionist who will submit a claim for replacement. Please note that the replacement cards are issued by the city only at the beginning of the next month after the loss is reported, so a boy will have to pay for his own transportation until his replacement card arrives.

**NYC Transportation Policy for a Full-fare Pass:**

Grades Five and Six: Students must reside one mile or more from school.

Forms I–VI: Students must reside 1 1/2 miles or more from school.

**NYC Transportation Policy for a Half-fare Pass:**

Grade Five–Form VI: Students must reside at least a 1/2 mile from school.

# GENERAL INFORMATION

## Community Service and Service Learning

Keeping in mind the school ethos of good character, honesty, courtesy, sensitivity to others and service to the community, Browning boys are encouraged to perform community service. Opportunities are available through the Coordinator of Service Learning and Student Activities.

Recent community outreach conducted at Browning include:

- A fundraiser marathon for Save the Children;
- The annual Ronald McDonald Fun Run
- The City Harvest Coin Drive;
- Manhattan Childrens Center;
- Hoops for Hope;
- Sweet Readers;
- The Lower School Community Service Afternoon, in which students and their parents write letters of appreciation to agencies such as the fire or police departments;
- An annual food drive for the New York Common Pantry;
- Community Day outreach at Habitat for Humanity, St. Luke's in the Field Thrift Shop, Reach Out and Read, and the Wild Bird Fund, among others; and
- A series of less formal fundraisers for a variety of causes, both local and global in focus.

Not insignificantly, all Form VI boys are required to participate in three weeks of community service prior to graduation. The seniors then present to the faculty and Form V boys about their experiences in working toward the common good. The Browning School Green Team encourages school-wide efforts geared towards making Browning a more sustainable community. In these ways, Browning hopes to make a positive impact on its community.

## Peer Leadership

Boys entering Form VI may apply to become peer leaders during their Form VI year. Peer leaders are individuals who work together as a group to actively support younger boys. The role of peer leaders and the experience they bring is critical as younger boys adjust to life in the Upper School or as they make their way through the challenges of Middle School. In short, they are role models. Their ability to set examples of gentlemanly behavior is largely based upon their character and natural talent, but it is also enhanced by formal leadership skills training. It is hoped that through their commitment to helping, peer leaders will gain a greater sense of self-efficacy, confidence and pride. (Form VI)

## Peer Tutoring

In the spirit of service to the Browning community, Peer Tutors provide support to other boys in all academic areas. Peer Tutors arrange regular meeting times with the boys they help; in addition, they meet as a group once every two weeks. Peer Tutors must be approved by a faculty member who has taught the student in the subject he wishes to tutor. Applications for Peer Tutoring may be submitted throughout the year to the Learning Specialist for the Middle and Upper School. (Forms I to VI)

## Lower School General Information

### Assembly

The weekly Lower School assembly program is a further extension of classroom activities. These weekly assemblies might include a presentation of a special class project, an original play or a performance by a special guest. Parents are invited to attend several assemblies during the year and are sent written notification of the dates and times of these occasions.

### **Birthday Celebrations**

Boys who are celebrating their birthdays will be honored at the appropriate monthly birthday assembly. Homeroom teachers in Kindergarten should be notified if a boy wishes to bring in a small snack to share with his classmates. All Lower School boys receive a tee shirt, which all classmates sign.

We realize that it may not be possible to invite an entire class to a party held outside the School; therefore, please be sensitive to the feelings of the boys who are not attending the festivities. Please invite the entire section or fewer than half.

A limited number of openings are available to parents who hire the physical education staff to run their son's birthday party at school. For birthday parties, contact Coach West at [awest@browninbg.edu](mailto:awest@browninbg.edu) or call 212-838-6280. Please book early; most dates are taken by mid-September. Parties can be held on Friday after school, as well as Saturdays and Sundays when available. When birthday parties take place after school at an offsite location, private buses may not pick up boys directly outside the school. A separate location must be chosen and arrangements made to bring the boys to the bus.

### **Change in Home Situation**

Boys will become upset when a change in the home situation occurs. An illness or death in the family, a move, the arrival of a new sibling or the separation of parents are a few examples of changes that will influence the behavior of a boy. Please notify the Head of the Lower School of any such changes as soon as possible.

### **Class Trips**

Trips are scheduled to enhance and extend classroom activity and are announced in advance. A Universal Permission Slip will be sent home in early September. Your child will not be allowed to go on school trips without written permission. Teachers will notify the boys about appropriate attire for trips.

### **Field Day**

In May, all Lower School boys from Kindergarten through Grade Four participate in track and field events and other activities on Field Day, held on Randall's Island. After the games, families have picnics together by grade.

### **Food Policy**

All Lower School boys are expected to rely on the varied school menu for lunch and snacks.

### **Summer Work**

Boys in Grades Two through Four complete required summer reading during their summer vacation. The required reading list will be sent home in May. During the beginning weeks of school, required reading will be the focus of classroom discussions and activities. Additional suggested activities will also be sent home.

### **Toys**

The school does not allow Lower School boys to bring toys or electronic games or devices from home. This includes but is not limited to Pokemon cards, smart watches, fidget spinners, and fitness trackers. They can be

distracting and are easily lost.

## **After School Programs**

### **Encore**

Encore is the School's extended-day activities program for Kindergarten through Grade 4, which typically includes art, music, science, computer, French, Spanish and more. A brochure is mailed for fall, winter, and spring sessions. For more information about Encore, contact Anderson Harp or Susan Kehoe at 212-838-6280. For information about chess, contact Julianne Rowland at (212-838-6280).

### **Chess**

After school chess lessons are offered on Monday, Tuesday, and Thursdays for one hour or two hours by registering through Veracross. Professional chess masters teach the fundamentals of the game, including various defensive and offensive strategies. For inquiries please contact Browning Chess Director, Mr. Kennedy: [jkennedy@browning.edu](mailto:jkennedy@browning.edu), 516-808-7745 or Browning Chess Coordinator, Julianne Rowland: [jrowland@browning.edu](mailto:jrowland@browning.edu)

### **Music**

Private music lessons are offered on piano, violin, guitar, cello, trumpet, saxophone, drums, and voice. It is customary for a student who starts lessons in the Fall to keep his appointed day and time for the entire school year. The After School Music, Encore and Chess programs work together to coordinate, when possible, a student participating in more than one of these programs during the course of an afternoon, (i.e., a combo of music and chess or a combo of music and an Encore activity is possible, depending on viable scheduling opportunities that may present themselves).

For information about Hockey, contact Kirsten Cunha ([Kcunha@gmail.com](mailto:Kcunha@gmail.com)).

## **Clubs and Activities**

### **Art Club**

This club is offered for boys who wish to further enhance their art experience at Browning. The students work on group projects that are created to enhance the Browning community. They are also encouraged to work on individual projects where they can explore techniques, subjects or media not normally introduced in the planned art curriculum. (Forms II to VI)

### **Chess Club**

The Browning Chess Club meets twice a week to introduce boys to the challenges and complexities of the game. Open to Lower, Middle, and Upper School boys, Chess Club is taught by professionals. Players of all proficiency levels are encouraged to join, and beginning players are warmly welcomed. Interscholar tournaments occur about once a month. At the end of the year, Browning boys participate in the national Elementary Chess Championships. (Forms II to VI)

### **Debate Club**

The debate club provides an opportunity for students to hone their analytic, research and speaking skills while training to compete first within Browning, and then with local schools. The Debate Club focuses primarily on public forum debate (teams of two), but other forums can be explored as well. The Debate Club takes advantage of the vast resources available to New York City students. (Forms II to VI)

### **The Gender Studies and Feminism Club**

Gender & Feminism Club is open to Middle and Upper School students, and meets once a week before school to discuss

the complexities of issues surrounding masculinity, gender, and equal rights. Student leaders introduce weekly topics, and members of the group enter into dialogue with curiosity, empathy, and an open mind. The group pairs up with similar groups from girls schools at various points throughout the year, for more diverse conversation. (Forms II to VI)

### **Gay/Straight Alliance**

The Browning Gay/Straight Alliance was founded by a former student who felt the need to bring together members of the LGBTQ community with their Straight allies to help promote a culture of support and enlightenment within the walls of Browning. The club meets once a week to discuss topics of concern including issues of gender discrimination, homophobia, bullying, and the role the media plays in perpetuating gender bias. The GSA makes its presence known at Browning through its annual fall assembly, hosting the InterSchool GSA Conference, and fundraising for such causes as Lambda Legal, the Trevor Project and Athlete Ally. (Forms II to VI)

### **Grytte (Newspaper)**

Now entering its 106th year, the Grytte offers Middle and Upper School boys the opportunity to participate in all aspects of newspaper production, including planning and writing, layout and editing, proofreading and photography. The paper provides school news, feature sections, editorials, surveys and articles on alumni, faculty, parents and students. Boys are encouraged to add their creativity and special talents to this publication that documents school life. All are welcome to participate, and membership remains open throughout the year. (Grade 5 to Form VI)

### **Grytte (Yearbook)**

Each year the yearbook staff produces a commemorative book to illustrate the many facets of student life at The Browning School. The book includes class portraits, candid pictures, sports and club shots, and photos depicting the activities that take place at Browning throughout the year. Members of the club are responsible for every aspect of the publication of the book, from concept and design to photography, page layout and computer graphics. (Forms II to VI)

### **The Investment Club**

The Investment Club meets once a week to learn about and discuss issues related to the world of investing. Boys participate in a stock market game; look at investment information, both on paper and on the Internet; visit places of interest to investors; invite guest speakers; discuss the vocabulary unique to investing; and participate in any other investment-related activities the members of the club suggest. (Forms II to VI)

### **The Key Society**

The Browning Key Society is the School's service organization. Key Society members serve as hosts, ambassadors, and tour guides throughout the year. Assisting at special functions on and off campus and giving tours to prospective applicants and their families, boys have an opportunity to represent Browning at its best. Applications to the Society are solicited from boys in the spring of their Form IV year. Boys at the end of their Form V year who are not currently members and would like to be considered for membership may also apply. Applications are submitted to the Director of Special Events, and new members are selected together with the Director of Admission, Director of Enrollment, Head of Upper School, and Director of Institutional Advancement. New Key Society members are formally inducted at Prize Day each year. Once inducted, Key Society members are required to abide by the School's Code of Conduct. Failure to do so may result in dismissal from the Key Society. (Forms V and VI)

### **Latin Club**

The Browning Latin Club welcomes all levels of Latin fluency. The club meets once a week to discuss philological, philosophical and sociological issues in the ancient world, the modern world and all the worlds in between. Members converse in both English and Latin; they prepare for and contend in Latin language contests at schools and universities throughout the city. Members also venture to museum exhibitions and other relevant attractions. (Forms II to VI)

### **The Lit**

The Lit is Browning's literary magazine. Edited by the boys, it is a platform for recognizing the wide range of literary styles explored in the Lower, Middle and Upper schools. Recently The Lit has begun to incorporate student artwork and expand the possibilities for experimentation with desktop publishing. Through Interschool, Browning also participates in the publication of Independent Voices magazine and public performances of student poetry. (Forms II to VI)

### **Upper School Math Team**

The Upper School Math Team offers opportunities for boys to become familiar with concepts and ideas not covered in regular math classes. Team members meet once a week, usually before school, to solve problems given in the nationwide American Mathematics Competitions. The AMC 10 and AMC 12 are held in February each year. Everyone is welcome. (Forms II to VI)

### **Mock Trial**

Mock Trial is a team activity that allows students to learn what it is like to be a lawyer and a witness in a real trial. During the second semester, the team meets regularly to prepare a case, materials for which (affidavits, evidence, case law) are compiled by the New York State Bar Association. Between December and March, students learn the roles of lawyers and witnesses on both sides of the case, prosecution and defense. Finally, the Browning team competes with over 100 other teams from New York City schools in the federal courthouse. A professional attorney presides over the case and renders a verdict at its conclusion. This extracurricular activity is excellent for those boys who wish to learn about the law and are willing to put in the time to prepare well. (Forms II to VI)

### **Model United Nations**

Model U.N. is a simulation of the United Nations in New York City. Its purpose is to encourage young people to gain an interest in and a mastery of current affairs and international relations; to enable them to understand and empathize with the viewpoint of countries and cultures far distant, in some cases, from their own; and to promote self-confidence, esteem, and personal maturity through a mastery of the techniques of formal debate. Browning delegates prepare to represent a selected country at the Ivy League Model United Nations Conference at the University of Pennsylvania. Model UN is open to boys primarily in Forms IV to VI, although boys who show a particular aptitude in Form III may also apply to join the Browning delegation. Model U.N. is a marvelous activity for boys of high academic standing with an excellent grasp of current affairs and an active interest in politics, as well as a passionate concern about the political, economic and social issues facing the world in the 21st century. (Forms III to VI)

### **The Multicultural Club**

According to the Webster's New World Dictionary, "Multi" means "... consisting, affecting many . . . more than two . . . many times more than . . ." Therefore, the goal of the Multicultural Club is to include as many cultures of the Browning community as are represented in the School and to share cultural backgrounds and differences in order to enrich each other's lives and become more tolerant. (Forms II to VI)

### **Robotics Club**

Robotics Club gives students (Forms II to VI) a basic understanding of the engineering-design process. Specifically, we are working with robotics to ultimately design a robot to compete in the First Tech Challenge; an international robotics competition. Each student learns the rules of the competition in order to research the problem, to design and sketch ideas, to build a robot, and to test and evaluate the performance of the robot.

### **Science Club**

The Science Club is very active in school science competitions, enjoying much success. The first semester focuses on the Science Bowl format of competition hosted by New York Interschool and the New York Regional Competition. Browning typically enters multiple Upper School and Middle School teams into these competitions. The second semester focus in

recent years has ranged from internal science explorations to the more competitive arena of Science Olympiad. Middle and Upper School groups typically meet on separate days.

### **Sustainability Club - “Green Team”**

The Browning School Sustainability Club aims to inspire and innovate within and around the Browning community by leading green initiatives and discussions. The team is composed of students in all three divisions, staff and faculty members, and parents dedicated to "being Green". Every year, the team attends Central Park clean up days and sustainability conferences, meets monthly with other schools, organizes fundraisers for environmental causes, and organizes Biodiversity Day. Whether you come to the meetings every week, pop in from time to time, or just help out for large events, you are part of the team. Find out more on our website: <http://bgreen.browning.edu/about/> (Forms II to VI)

### **Student Council**

#### **Middle School**

All students interested in serving on student council are invited to attend meetings. The council meets with a faculty advisor on a regular basis to discuss service projects, social events and matters pertaining to school policy. This is an exciting way for boys interested in both service and political action to test their leadership mettle. (Grades 5 to Form II)

#### **Upper School**

Each year two students from each grade are elected by their classmates to serve on the Upper School student council. The council meets with a faculty advisor on a regular basis to discuss service projects, social events and matters pertaining to school policy. This is an exciting way for boys interested in both service and political action to test their leadership mettle. (Forms III to VI)

### **Awards and Prizes**

Boys whose yearly academic average is at or above 3.75 are placed on the High Honor Roll. Those whose average is at or above 3.50 but below 3.75 are placed on the Honor Roll. Boys in Grade Five through Form VI are recognized for achievements both in and out of the classroom.

#### **Awards for Lower School**

Honors presented include awards for The Lyman B. Tobin Public Speaking Program, the Betty Jean Johnson Poetry Award, and the Margery Morse Award for Citizenship in the Fourth Grade.

#### **Awards for Middle School**

- The William N. Moseley Award for Form I Citizenship
- The Daughters of the American Revolution Citizenship Award (Form II)
- The Society of Colonial Wars Award (Form I)
- The Scholar Awards
- The William Root, Jr., Memorial Award for Outstanding Achievement in American History (Form II)
- The Browning School Form II Headmaster’s Award

#### **Awards for Form V**

- The Mayflower Society Award for Excellence in American History
- The Lawrence Lee Scott Award for the outstanding thesis in American History
- The Bausch & Lomb Award for Excellence in Science

#### **Awards for Form VI**

- The Davis Award for Excellence in English Composition

The Class of 1960 Science Award  
The Class of 1970 Visual Arts Award  
The Harry E. Ward, Jr. '44 Language Prizes (Latin, French, Spanish)  
The Shakespeare Award for Excellence in Dramatics  
The Kate Ordway Drama Prize  
The Frank E. Cirillo Music Award  
The Robert E. Herman Awards for Journalism  
The D. Alan Dillenberg Memorial Scholar/Athlete Award  
The Eleanor and Harold P. Kurzman Memorial Award for Improvement  
The Governor's Citation for Scholastic Achievement and Citizenship  
The Kenneth Komito '54 Award for Excellence  
The Edward G. Cornet '72 Memorial Award  
The Saleh M. Al-Madhahekah Memorial Award

## **THE BROWNING SCHOOL SONG**

Welcome to the Browning School, strong and true,  
Sharing and giving, we give to you.  
A school blest with peace, with love, without fears,  
This is the place where we learn and grow through the years.

Stout hearts and true, hold fast what is ours;  
Friends give us courage through darkest hours.  
God, give us strength and guide with thy hand  
The Browning School  
Our loyalty we give to you.