



The Browning School

Middle and Upper School Handbook 2017-2018

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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.

The Browning School does not discriminate on the basis of race, creed, color, sexual orientation, religion, or national and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, athletic and other school-directed programs, or employment practices.

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 Middle School (Interim)

Browning's Middle School fosters an environment where young boys can step confidently from childhood toward adolescence. A developmentally appropriate curriculum, a dedicated faculty committed to boys, and a well-managed advisory program guide students with a variety of strengths toward self-reliance and a sense of responsibility. A community committed to our mission, we strive to cultivate in young men the habit of self-reflection essential to a life of integrity. Blending rigor, structure and increasing autonomy, our program presents the myriad ways in which students pursue excellence in the core academic classes, in the arts, on the athletic field, and through commitment to a wide range of extracurricular activities. In classrooms, Middle School boys refine essential skills, build upon their prior knowledge and test their wings as critical thinkers by posing increasingly challenging questions about their world. Analytical skills are routinely strengthened through deep textual readings and application to collaborative projects in the science labs and the humanities curriculum. Communication skills, literacy immersion and the development of a sound writing style are prominent in the curriculum, serving the boys broadly. Rich programs in the visual arts, performing arts and technology round out this balanced introduction to the liberal arts. Various class trips in and out of Manhattan further expand the curriculum. At the heart of these vehicles of learning is a shared experience where boys grow as individuals and find deep connections within their community.

Samuel T. Keany

Head of Middle School (Interim)

Welcome from the Head of Upper School

The essential traits of the Upper School are our size, our understanding of boys' development, and our resources and opportunities for learning. The Upper School has just over 110 students; therefore, classes are small and teachers know their students well. We are committed to boys' education, and we strive to provide a setting and a program that are responsive to boys' needs. The Upper School program challenges boys in many different ways and ensures that each student develops intellectually, artistically, socially and physically. As the oldest students in the school, Upper School boys are role models and leaders for the younger boys. Additionally, with the Peer Leadership program, a group of seniors are trained to work with younger students in the Upper and Middle Schools. When students graduate from Browning and leave the Upper School, they are well prepared for the new challenges and responsibilities that college will demand of them.

James E. Reynolds

Head of Upper School

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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 early 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 thirty 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, a teacher and alumnus, as its fourth Headmaster. Under his leadership for thirty-six years, the Browning School expanded rapidly. After a lengthy fund-raising 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 1970's, 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 1960's 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 has continued to expand while maintaining its focus on fostering academic excellence and integrity. Today, the School has approximately 400 boys, more than double its size fifty years ago, but it continues its emphasis on small classes and close personal attention. Under Mr. Clement's leadership, Browning has undergone several renovations, culminating in the recent completion of a 5-year transformation of its physical plant. In addition, Browning also has increasingly taken advantage of its membership in Interschool, a consortium of eight schools to enhance academic, extracurricular and administrative sharing, which consists of two schools for boys (Browning and Collegiate), four schools for girls (Brearley, Chapin, Nightingale- Bamford and Spence) and two coeducational schools (Dalton and Trinity).

After a thorough search process, John M. Botti was recently named the sixth Head of School for Browning and started his tenure on July 1, 2016.

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*

General Information:

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 found on page 83.

Advisor System

In Grades Five and Six and Form I, 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 Forms II through VI, 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 educational program.

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 November and 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 fall conference will be led by the advisor, giving both parents and the student a clear picture of the student's progress through the first few months of the school year and, if necessary, strategies for greater success in the months to come. The spring 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 that he will need to 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.

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 to determine the final year grade, which becomes part of a boy's permanent record. Each semester counts for half of the year grade. Final examinations for Forms I–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.

Guidelines for Parents and Tutors

To ensure that boys receive appropriate academic support outside of Browning, 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 may 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.

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. Upper School boys are given an average of 50 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 (page 6). 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 papers.

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 (page 6).

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 boys take the Stanford Achievement Test and various other standardized tests as necessary.

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.

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 a 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. Boys 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. In particular, Interschool students participate in a number of dramatic and musical productions at member schools. Interschool 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.

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 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

General Expectations:

The Browning School Code

The Browning School was founded as a school for young gentlemen. It remains such a school. The Trustees, administration and faculty believe that good character, honesty, courtesy, sensitivity to others and service to the community are essential to a Browning education. Behavior and attitudes which hinder boys from developing these qualities and achieving academic excellence are not acceptable and will not be tolerated. Implicit in this code are the expectations regarding Academic Integrity enumerated on page 4 of this handbook.

Boys are required to follow the rules at all school functions, whether the function is held at The Browning School or away, during the school day or in the evening. Browning reserves the right to consider student conduct outside the School and beyond the boundaries of the school day when the School, in its sole discretion, deems such activities to have an adverse effect on the School or its students.

Boys are not permitted to have gum, candy, soda, etc. anywhere in the school building at any time. They are not permitted to use personal smartphones in the classroom. If these items are brought to school, they must be stored away from distraction at all times.

Harassment

The Browning School is committed to providing for all members of the community a safe environment that is free of harassment of any kind, including but not limited to teasing or verbal or physical bullying. Harassment based on race, religion or national origin is prohibited by law and is contrary to the mission of the School. Harassment is considered to have occurred when verbal or physical behavior either (1) unreasonably interferes with the effectiveness of another person's work, or (2) creates an intimidating, hostile or degrading environment. Browning is dedicated to maintaining a community that is a safe place in which to learn and to grow.

Drugs and Alcohol

Arriving at school under the influence of drugs or alcohol is a serious violation. 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 Head of Upper School 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.

Attendance and Homeroom

Parents are required to call the School 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 Upper School boy who receives nine “lates” in one semester will be assigned a one-hour detention. If a boy accumulates two 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.

Bus and Subway Passes

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.

Cafeteria

Boys will 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. At Browning, food is eaten only in the cafeteria. Food and drink are not to be brought to the cafeteria from outside or taken out of the cafeteria to other parts of the School.

Cell Phones

Cellular telephones are distracting, even if they are in “silent” mode. In the Middle School, Grades Five and Six boys will leave their cell phones in a secure location in their homeroom from 8:15 a.m. until the end of classes. Forms I and VI 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.

Responsible Use of Technology

Introduction

The Browning School provides its students with the privilege of access to the Internet and the school servers/services. Students are given the privilege to use a school issued device (and can bring their own device in grades 10-12) and connect to the network providing they follow the guidelines listed in this document. These privileges are not rights: in order to retain them, you must adhere to the policies outlined below:

- Students should use technology for educational purposes when in the classroom and library.
- 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 attempt to hack the School’s computers, accounts, servers or network or other students devices, accounts or other technology.
- **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.
 - *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 three violations:* Continued suspension of Internet access.
 - *Note:* Some extreme behavior is subject to further disciplinary measures by the appropriate Division Head.

Access to Network

Students will be required to sign this RUP (Responsible Use Policy), in order to gain wireless access.

- Students will be admitted to the class only when they have returned a parent-signed copy of this policy.

Intellectual Property

Observe property rights, copyright laws, and cite all sources according to Browning’s standards, which follow MLA guidelines.

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 .
- Have an anti-virus/malware program installed.

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 are given a Macbook and Form IV - VI are given an iPad at the beginning of the year. Students are expected to follow the Responsible Use of Technology policy as stated in this document. Form III 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.

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.

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.

Discipline

Disciplinary action ranging from a simple warning to non-renewal of contract or expulsion may be taken if the School determines that a boy has violated the Browning School Code or its standards, engaged in unlawful or inappropriate conduct, or is unable or unwilling to meet the academic standards of the School.

Boys are required to adhere to the following rules and to avoid prohibited behavior at all school functions whether the function is held at The Browning School or away from the School, during the school day or in the evening.

A. Warnings, Reprimands and Detention

A teacher may give a boy a simple warning, a gentle reprimand, a detention or, if deemed necessary, may recommend more serious punishment if he engages in any inappropriate conduct, including, but not limited to:

1. Cutting class.
2. Disrupting class or exhibiting inappropriate behavior or using unacceptable language.
3. Being late for class.
4. Violating the Computer Code (See Responsible Use Of Technology).
5. Violating the Browning School Code (page 11) or the dress code (page 16).

Middle School detentions will be served every Tuesday and Friday. Upper School detentions will be served every Thursday from 3:15 p.m. to 4:45 p.m. If a boy accrues multiple unserved detentions, he may be subject to further discipline, including but not limited to suspension.

The parent or parents responsible for the boy will be informed of the detention, and the teacher or Division Head may, at his or her discretion, request a conference with the parents to discuss the boy's conduct.

B. Probation, Suspension and Expulsion

At the School's discretion, a boy may be placed on probation, suspended from school, or expelled if he engages in behavior for which he has been placed on detention, or if he engages in any of the following conduct:

1. Lies, cheats (including plagiarism) or steals.
2. Defaces or intentionally damages school property.
3. Possesses any weapon in the School or in the vicinity of the School.
4. Possesses, distributes or facilitates the distribution of unlawful chemical substances or drugs, including alcohol, in the School or in the vicinity of the School or during the school day.
5. Engages in troublesome or inappropriate behavior, including harassment or violations of the Responsible Use of Technology policy.
6. Smokes in the School.
7. Repeatedly being placed on detention.

Probation or suspension may last for the remainder of the school year. While on suspension, a boy may not enter the School or attend any school-related event without the approval of the Division Head. The responsible parent or parents will be informed of the boy's offenses at the earliest practical time consistent with the School's responsibilities to the community.

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.

C. Academic Probation

Any boy who fails or is failing a class at the end of the first semester or whose grade point average is at or below a 1.5 will be placed on academic probation. The period of probation will be determined by the Division Head. The family and

school, through the office of the Learning Specialist, must agree on a plan to support the academic progress of the boy appropriately. A boy who continues to fail a class or whose average continues to be at or below a 1.5 at the end of the probation period may be refused a renewal of his contract for the succeeding school year.

D. 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 effectiveness of the school community.

Dress Code

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.

Fire Regulations

There will be at least eight fire drills, including one evacuation drill and one sheltering drill, during the school year. Boys should be familiar with exit procedures posted in each classroom, and they must remain silent during the drills.

Health Requirements

The school nurse is to be informed when a boy has a contagious disease such as 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.

Lockers

All boys are assigned lockers for books, clothing and gym equipment. Locks are available in the Athletic Office. Browning assumes no responsibility for valuables left in the boys' lockers, which should be kept locked.

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

classes. Sweatsuits are recommended for outdoor classes conducted during cool weather.

2. Appropriate athletic shoes must be worn to 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 physical education 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.

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.

School Closing

In the event that school closes due to snow or other unforeseen circumstances, every attempt will be made by the Parents Association to notify families by phone 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. Information will also be available at www.browning.edu.

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.

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.

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.

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 Middle and Upper School Admission and the Head of Upper School who select the new members of the Society. Boys are informed of decisions in the spring, and new members of the Society are formally inducted at Prize Day each year. (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. Teams 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.

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. Boys in Forms I through VI are encouraged to join. (Forms II to VI)

Robotics Club

Robotics Club gives students 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)

Upper and Middle School Student Councils

Each year two students from are elected by their classmates to serve on either the Middle or the Upper School student

councils. The councils meet separately with the respective 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. (Grade Five to Form VI)

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.

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.

Community Service

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 Division Heads.

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;
- 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.

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.