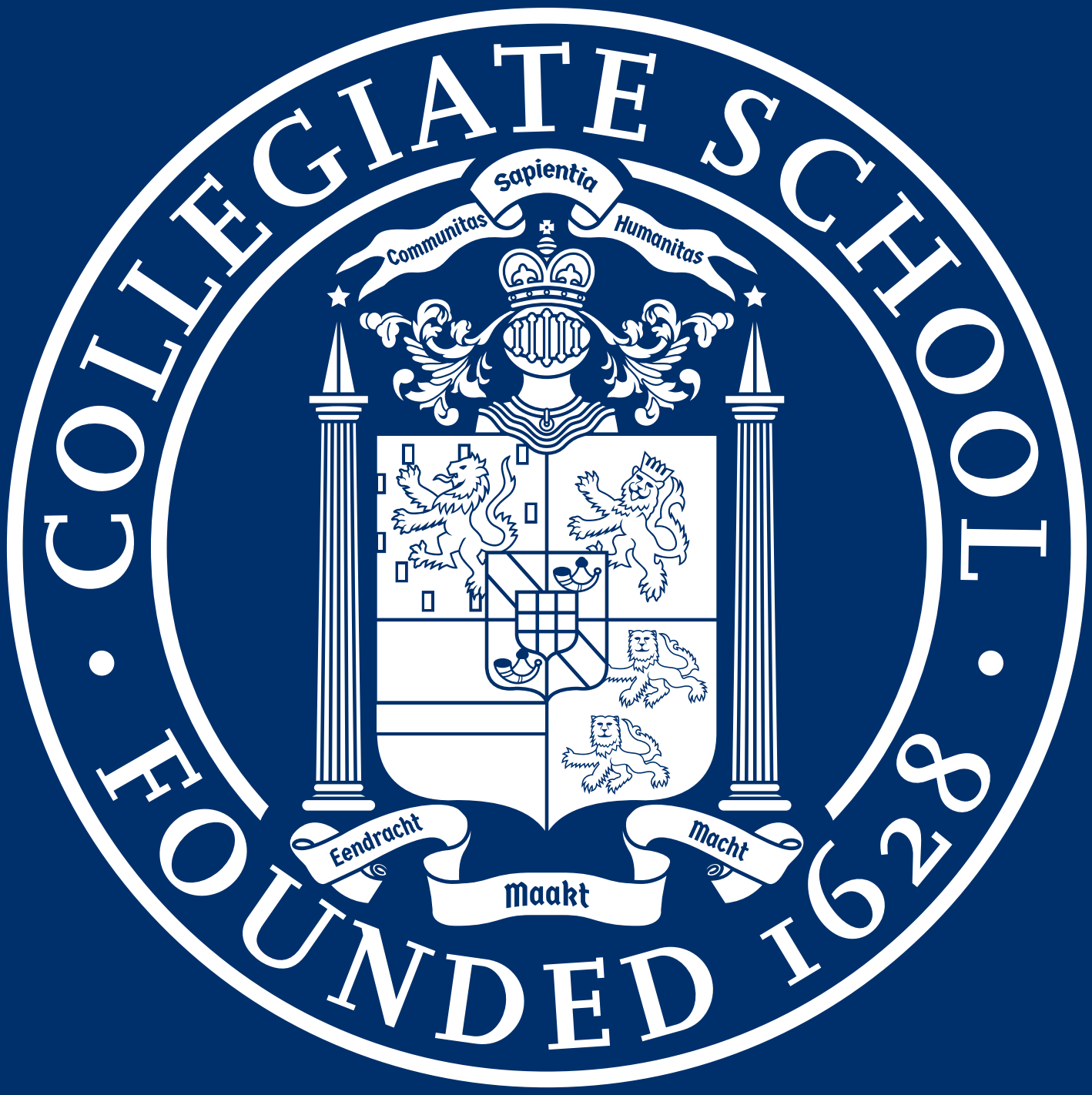

Collegiate School
Upper School Handbook
2026–2027

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Whom to Call

The first person to call or email when you would like to discuss your child's program is his advisor. If you need information about other aspects of the Upper School program, the list below will guide you to the right person. You may email him or her (you'll find all email addresses on Connect) or call the phone numbers listed below.

Head of Upper School–Jared Lister	(212) 812-8677
Academic Program–Jared Lister	(212) 812-8677
Athletics–Raymond Voelkel	(212) 812-8714
Arts–Sarah Jadin	(212) 812-8778
English–Bunny O'Reilly	(212) 812-8551
Modern Languages–Kevin Donnelly	(212) 812-8728
Classical Languages–Mike Esposito	(212) 812-8584
History–Tom Jundt	(212) 812-8706
Mathematics–Maria Allen	(212) 812-8544
Science–Monica Beneyto	(212) 812-8517
Class Deans:	
Grade 9–Wolf Lazar	(212) 812-8682
Grade 10–Gavin Gong	(212) 812-8570
Grade 11–Kathryn Humora	(212) 812-8713
Grade 12–Kate Ostrander	(212) 812-8673
Dean of Students–Kate Ostrander	(212) 812-8673
College Guidance–Ali Bhanji and Joe Coish	(212) 812-8787 / (212) 812-8680
Student Support:	
Attendance–Wendy Lashley	(212) 812-8526
Student Files–Wendy Lashley	(212) 812-8526
Student OMNY Cards–Wendy Lashley	(212) 812-8526
Class Trips–Jared Lister	(212) 812-8677
Academic Support–Alice Vogt	(212) 812-8729
Technology Support–Ben Schworm	(212) 812-8795

This handbook does not limit the authority of Collegiate School to deviate from the normal rules and procedures set forth in this handbook and to deal with individual circumstances as they arise in the manner deemed most appropriate by the School, taking into consideration the best interests of the School, its faculty, employees, students, or overall school community. The policies may also be revised or updated periodically, before, during, and after the school year.

Community Standards

The Community Standards articulated below are the collaborative product of a team of students, parents, teachers, and administrators:

At Collegiate, respect and trust are at the heart of what we hold dear: for our School, each other, and ourselves. We are committed to integrity in all that we do, recognizing the dignity and value of our students, faculty and staff, parents, and alumni. Kindness, empathy, and responsibility for each other's physical and emotional well-being guide our everyday work together.

Here, academic rigor goes hand-in-hand with our commitment to building strong character, and we all have a role in that partnership. We celebrate our achievements and connections, valuing curiosity, good faith in others, and humility. Recognizing that we all make mistakes, there is power in acknowledging them, holding ourselves and each other accountable and, most important, learning from them.

As members of this extraordinary community, each one of us is a steward of our legacy and our future. Being part of Collegiate is both a privilege and an obligation: our collective membership is a shared responsibility, larger than ourselves and yet intricately connected to our individual commitments.

This handbook articulates our values and standards and lays out the procedures, policies, and programs that give structure to life in the Upper School. It is both a day-to-day guide, featuring the necessary details of academic credit, dress code, and attendance policies, as well as a declaration of the commitment to respect, responsibility, and integrity that we must observe and continuously recommit to as a community.

When that commitment is neglected or breached, we have a process that aims to help our students assume responsibility; learn from the experience; and, when possible, give back to the community to restore the balance. The times when we do not live up to our values can pose sharp challenges, but they can also teach some of the most important lessons. Please see the section "On the Breach of Community Standards" on pages 5–6 for more information.

ON THE BREACH OF COMMUNITY STANDARDS

Any violation of our community's expectations or values should be reported to any member of the faculty: an advisor, grade dean, classroom teacher, the division head, any senior administrator, or any trusted adult. Anyone receiving such a report must hold the information in strictest confidence and follow up with the appropriate division head. However, reports that indicate violence to one's self or another cannot be held with the same confidentiality.

The Head of Upper School, Dean of Students, and Chair of the Community Standards Committee will review the report. The Dean of Students will investigate appropriately and promptly, and in conjunction with the Head of Upper School and Faculty Chair of the Community Standards Committee and other appropriate administrators and determine if it warrants referral to the Community Standards Committee. A severe violation could result in immediate dismissal without referral; a report of a private, personal nature may be investigated by the Head of the Upper School only; similarly, a minor or unsubstantiated violation may be handled by the Head of the Upper School.

Other violations will be referred to the Community Standards Committee, composed of the Faculty Chair; Upper School faculty members who have been trained in the Community Standards Committee process; and, when appropriate, fellow Upper School students. With the assistance of his advisor, the implicated student will be invited to write a reflection which will be shared with the members of the Community Standards Committee sitting for the hearing. An appropriate hearing will be held, with the opportunity for the implicated student to address the committee, expound upon his written reflection, and respond to questions. However, the implicated student will not otherwise have a right to interview or cross-examine witnesses and others involved in the case. The advisor will have the opportunity to address the committee on the student's behalf. The committee will deliberate and deliver a recommendation to the Head of the Upper School, who in consultation with the Head of School, will accept, amend, or refer the recommendation back to the committee. Possible recommendations may include, but are not limited to: warning, community restoration, probation, on-campus restriction, suspension, non-reappointment, or dismissal. The summary of the investigation and details of the hearing will be put in the student's file. These documents are "internal" and will not be shared beyond Collegiate.

The Community Standards Committee will also engage in proactive education with the Collegiate community about our expectations and values. Under the leadership of the Faculty Chair and student leaders, they will be responsible for holding assemblies and workshops throughout the school year to emphasize and clarify the standards of behavior at Collegiate.

DEFINITIONS OF DISCIPLINARY ACTIONS

The following levels of response are possible when a student violates the standards of the Collegiate community: Early Morning Studies, on-campus restriction, Dean's Warning, committee warning, social probation, suspension, non-reappointment, and expulsion.

Depending on the incident, a student may be required to participate in community restoration as determined by the School.

Early Morning Study: Dean of Students may assign students to an early morning study for infractions such as lateness to class, a first unexcused absence, inappropriate use of a cell phone, etc. A teacher may also assign a student to an early morning study for missing academic work.

On-Campus Restriction: A student placed on on-campus restriction loses the privilege of leaving the school building from 8:20 am until the end of the class day. On-campus restriction is assigned by the Dean of Students. Parents/guardians will be informed by the Head of Upper School when a student is assigned on campus restriction.

Dean's Warning: The Dean of Students may put a student on a formal Dean's Warning if the student has had multiple conversations with the Head of Upper School or with teachers about issues of respect, lateness, repeated dress code violations, or failure to meet daily commitments. A Dean's Warning is accompanied by a letter from the Dean of Students to the parents/guardians and contains a warning that if the pattern of behavior persists, the student will be asked to appear before the Community Standards Committee.

Committee Warning: The Community Standards Committee may recommend a committee warning. This warning is accompanied by a letter from the Head of Upper School.

Social Probation: The Community Standards Committee may recommend social probation. Social probation is a serious warning to a student and his parent/guardian that further violations may result in more serious disciplinary action including suspension or expulsion. It is accompanied by a letter from the Head of Upper School.

Non-reappointment: Non-reappointment means that a student is not invited to return to Collegiate for the following year. A student's being on academic probation, social probation, or his violation of our fundamental standards may indicate that he would be better served by another educational program.

Expulsion: Expulsion means that a student is immediately dismissed from Collegiate.

ACADEMIC HONESTY: SCHOLARLY ETHICS AND RESPONSIBILITY

The Collegiate community shares a common educational purpose. Every student learns in his own individual way, but his learning benefits from the work of his classmates, the guidance of his teachers, and the experience of those who have gone before him. Just as we share a common educational purpose, so too we share the principles of scholarly ethics and responsibility. These principles build trust and remind us that personal integrity is essential to the vibrant academic life of a school.

Therefore, cheating and plagiarism compromise both an individual student's education and the education of others by undermining personal integrity and fracturing the trust that we all rely on.

Simply stated, we understand that any misrepresentation of ownership in a student's academic work is cheating and that using the work of another without acknowledgment or representing the work of another as one's own is plagiarism.

While we value collaborative learning and encourage students to help one other, including help solving math problems, collaborating on science labs, or editing essays with peers, we presume that any graded assignment prepared by the student outside of class is entirely his own. If a student has received help from a classmate, tutor, teacher, or published source, he must explicitly acknowledge that help in writing.
A violation of the principles of scholarly ethics and responsibility can lead to a hearing before the Community Standards Committee and may result in a failure on the assignment, a suspension, or even expulsion.

Individual departments offer students guidance on specific assignments as well as collaboration policies. That guidance reflects the following principles:

1. A paper written by a student must show appropriate documentation for any direct quotation taken from another writer, any paraphrase that expresses the ideas of another, any statement of fact which is not common knowledge available to any reader, any developed idea or plan of organization or concept derived from another person or taken from another author, or any diagram or illustration copied from

another source. Teachers explain documentation methods for acknowledging information ranging from simple statements to formal footnoting using either the Chicago or MLA formatting styles.

2. When a student hands in an assignment for one course, teachers assume that the work has been prepared for that course only. Unless the student explicitly informs the teacher that he's handing in work that has been completed for another class, and he receives permission to do so from both teachers, the same piece of work must not be given to complete assignments in two separate courses.

3. Any test or quiz taken in class should be written from a student's own knowledge and ability. Texts, notes, or information from electronic sources, even if prepared by the student himself, can be used during a test or quiz only if specifically authorized by the teacher.

4. Any laboratory report or graded mathematical homework must be prepared by the student himself. If a report is the collaboration of two or more students working together, acknowledgment of the joint effort must be made. No data may be fabricated or falsified. A lab report, including its conclusion, must be written in a student's own words.

5. Any creative work is presumed to grow out of the imaginative effort of the author or artist himself.

6. A student must acknowledge any electronic source, internet site, digital image, or digital text he uses.

7. Any tutoring or assistance on assignments must be limited to help with skills or outlining and must not include the solving of problems or writing of essays. A student must acknowledge assistance and describe the kind and extent of the help he received.

8. Modern language students may look up words in a print or online dictionary but may not submit work that has been translated by another source including any electronic translation program.

9. Students are not permitted to use AI tools to formulate thoughts, generate solutions, or answer questions posed by a teacher without proper citation. Teachers will specify when and how AI may be used on assessments. When AI is permitted, students may be asked to explain and defend their language and reasoning. Regardless of the tools or resources used, students are expected to have the final word on any work they submit.

A Note on Tutoring:
Outside tutoring can be effective in helping a student improve his skills in a particular area. Under no circumstances, however, should a tutor or any other person do a student's work for him. The teacher and tutor should communicate to focus the work needed and clarify the nature of the tutoring.

Either the student or his parents/guardians must inform the teacher that he is receiving outside tutoring.

RESPECT AND SAFETY

The safety and integrity of individuals, the mutual trust essential to the life of the Collegiate community, and respect for the laws of our larger society are essential for a healthy learning environment.

Students who undermine these values by violating the following standards are subject to disciplinary action. The following list is not all-inclusive. Other misconduct as determined by the School, including disrespectful, harmful, or unlawful conduct outside of school, may be grounds for disciplinary action.

Honesty: We must be able to believe what another person assures us is the truth; if we cannot, our ability to live and work together is compromised. Lying, therefore, is unacceptable in our community.

Respect for others: In a community that is built on mutual trust, respect, and a right to physical and emotional security, fighting is unacceptable, as is abusive language or imagery (written or spoken, textual or digital), bullying, or hazing. Bullying involves any repeated physical, verbal, or implied threats of intimidation by one or a group of students over another community member.

Hazing refers to any activity expected of someone joining a group (or to maintain full status as a group) that humiliates, degrades, or risks emotional and/or physical harm, regardless of the person's willingness to participate.

Weapons: Possession of a weapon (as determined by the School) in the School, in a school vehicle, or at a school-related event is prohibited.

Respect for school and personal property: Theft of or intentional damage to another's property or school property is a serious violation of community trust. Unauthorized possession of school keys is prohibited.

Compliance with the School's Acceptable Use Policy: Students must respect the privacy and work of others; they may not enter or use the account of another user, harass or hinder others in internet communications, view or download obscene pornographic material. Behavior on the internet is subject to the same standards and disciplinary action as behavior in any other area of school life. Please review the detailed listing of acceptable use of technology in this handbook.

Alcohol and other illegal drugs: The use, possession, or sale of alcohol or illegal drugs (including the use of prescription drugs except as prescribed to the user) in the School, in a school vehicle, or at a school event is prohibited. Attending school or a school-sponsored event at another school (such as an Interschool dance) under the influence of drugs or alcohol is also prohibited.

Smoking: Smoking, or the use of e-cigarettes and/or vaporizers, by students in the School buildings, in the courtyard, or on school property or within a radius of one block in any direction from the perimeter of the School is prohibited.

Gambling: Gambling is prohibited.

Language: Obscene or offensive language is inappropriate in a school environment and must not be used.

Incidents of Bias and Harassment: Any and all behaviors that compromise the physical and emotional safety and/or the well-being of any individual in our community, regardless of intent, may be grounds for action by

the School. Harassing behavior, incidents of bias, verbal, physical or other, based on identity characteristics such as race, national origin, ethnicity, religion, physical or mental ability, political affiliation, gender, affectional/sexual orientation, age, and marital, familial, or economic status is strictly prohibited.

Collegiate School may investigate any complaint of bias and harassment and may discipline any student or employee of Collegiate School who is determined to have violated this policy. The investigation may result in warnings, suspension, or immediate dismissal of a student or employee or removal and ban of a parent/guardian or visitor from school premises. Students and parents/guardians should report incidents of bias to any faculty or staff member including their advisor, grade dean, a trusted teacher, the Head of the Upper School, Director of Community, Belonging, and Outreach, or Head of School.

Sexual harassment: Sexual harassment is defined by unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, and is prohibited, particularly if such conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's educational performance or creating an intimidating, hostile, or offensive learning environment.

Sexual harassment may include but is not limited to:

- Verbal harassment or abuse
- Subtle pressure for sexual activity
- Inappropriate personal questions
- Unwelcome touching in any form
- Demanding sexual favors accompanied by implied or overt threats or promises of preferential treatment with regard to an individual's educational or employment status
- Coerced sexual relations
- Physical assault, including rape
- Suggestive sexual comments or jokes
- Suggestive remarks about a person's clothing, body, or sexual activity

Sexual harassment is illegal, is against school policy, and will not be tolerated. Any student or employee of Collegiate School who sexually harasses a student or an employee through conductor communication of a sexual nature, within or outside of school, violates this policy.

Collegiate School may investigate any complaint of sexual harassment and may discipline any student or employee of Collegiate School who is determined to have violated this policy. The investigation may result in warnings, suspension, or immediate dismissal of a student or employee or removal and ban of a parent/guardian or visitor from school premises.

HARASSMENT AND THREATENING BEHAVIOR

Any behavior that endangers the safety (physical and/or emotional) of a member of the community, within or outside of school, will be treated seriously. Such behaviors include but are not limited to:

- Bullying/cyberbullying (see below), verbal harassment or abuse
- Subtle or overt pressure to denigrate oneself
- Inappropriate personal questions
- Unwelcome touching in any form
- Inappropriate exertion of social power
- Physical assault
- Comments or jokes perceived as harassing or threatening

- Suggestive remarks about a person's clothing, body or activities
- Sending or exchanging sexually explicit messages or photos electronically ("sexting")

Bullying/cyberbullying is defined as an aggressive, physical, verbal, or social behavior directed at another individual that is intentional and involves an imbalance of power or strength and is repeated over time.

Violation of the above policy may result in warnings, suspension or immediate dismissal of a student or employee or removal and ban of a parent/guardian or visitor from school premises.

Collegiate will examine each complaint in a supportive and confidential manner. Any person who believes that they have been the victim of sexual or other harmful or unlawful harassment should report the alleged harassment immediately to a trusted adult member of the Collegiate faculty or staff (e.g., school counselor, Division Head or Head of School). Any Collegiate employee receiving such a report must immediately provide this information to the appropriate divisional personnel. Collegiate may be required by law to alert the NYC Administration for Children's Services or law enforcement.

CELL PHONES, SMART WATCHES, AND SIMILAR DEVICES

To cultivate student attention and well-being, the Upper School adheres to a "bell-to-bell" policy of no phones, smart watches, or similar devices on campus. Students must silence and stow away their phones and smart devices during all school hours so long as they are on school property. The Upper School also reserves the right to designate defined spaces as "device-free spaces," which means that laptops may not be used there.

SCHOOL DAY EXPECTATIONS (FIRST PERIOD–LAST PERIOD)

- Phones and similar devices must be silenced and stowed away throughout the school day, unless a teacher or administrator gives permission otherwise. Phones should otherwise not be made visible at any point.
- We ask that families avoid reaching out to students via text or phone call during school hours (8:20 am to 3:20 pm). Instead, please communicate any needs with the Upper School Office.

ACCOUNTABILITY AND COMMUNITY STANDARDS

- Faculty may confiscate phones when they see them. Confiscated phones will be returned at the end of the day through the Upper School Office or Dean of Student.
- Failure to follow the Upper School's "bell-to-bell" policy may constitute a breach of the Upper School's Community Standards.

For parents:

Please be knowledgeable of the School's policies and procedures. If you have questions, please ask for clarification.

Report concerns to us immediately so that we are aware of any alleged incidents and can follow up in a timely fashion. You can reach out to your child's advisor, grade level dean, Upper School Dean of Students, Upper School Counselor, or division head.

The School will share consequences for student misbehavior with our community as it sees fit, in ways that are age-appropriate and that respect the privacy required of sensitive situations. The school will communicate proactively with students and, if appropriate, with parents, and we will also clarify misinformation as necessary.

Please refrain from engaging with other parents about other children at the school and about alleged incidents. When parents begin to speculate and share what they've heard, it makes resolution very difficult and undermines trust with the school and among parents.

Outside of school hours, parents are responsible for their child's personal devices and their use of social media. We have an Acceptable Use of Technology policy when students are at school, and we encourage you to review it with your child. Outside of school, parents are in charge of monitoring their child's use and following up with him and with fellow parents if something occurs online.

General Information

EMERGENCY EVACUATION
In case of fire or other emergency, students should follow the instructions of their teachers in exiting the school buildings. Silence must be maintained during an evacuation. All Upper School students, faculty, and staff should gather on the sidewalk on the north side of 62nd Street and the west side of Freedom Place South. Grade Deans will take attendance and report to the Division Head. Under no circumstances are students to reenter the courtyard or school building until an all-clear directive is given. The School's off-site evacuation shelter is located at Heschel School at 61st Street and West End Avenue.

If an evacuation is required, the School's notification system will deliver information to families.

EMAIL
Each student must check his email at least once a day because some communication from the Upper School office will occur via email only. Email may not be used for commercial solicitations or advertisements of any kind, unless the Head of the Upper School gives special permission.

GYM LOCKERS
The School provides locks for gym lockers. Gym lockers are assigned to all students by the Physical Education Department. If students prefer, they are allowed to have personal locks that meet school specifications on these lockers. The School—under extraordinary circumstances—may enter a student's locker.

TRAVELING TO AND FROM COLLEGIATE
OMNY Cards may be obtained from Ms. Lashley in the Upper School office.

WEATHER-RELATED CLOSINGS
In the case of a weather emergency, the Head of School will make a determination about whether School will close. Information about emergency closings will be sent via text and email, and information will be posted on the website.

If students need to have an early dismissal, the School's notification system will deliver the information to families.

If we need to evacuate our building and circumstances prevent us from returning for a period of time, our off-site shelter is the Heschel School located at West End Avenue and 61st Street. Again, you will be notified should relocation become necessary.

STREET SAFETY
Students are urged to be defensive pedestrians as they walk to and from school and to follow these safety tips provided by the New York City Department of Transportation:

- Don't step out from between parked cars. Move out to the edge of the parked cars, then stop, look and listen before you cross.
- Avoid darting out into the street.
- Be especially careful crossing streets during inclement weather. Drivers may not be able to stop in time.
- Large vehicles need a lot of room to turn; beware of back wheels mounting the sidewalk.

- Look in all directions before you begin to cross, even if there is a green light or a walk signal in your direction. Keep looking in all directions while you cross the street.
- Look at the driver of a turning vehicle before you cross. Make eye contact with each other before you step off the curb.
- Protect cellphones and other electronic devices by keeping them out of sight.

GIFTS

Families are strongly discouraged from giving store-bought gifts or gift certificates to faculty, staff, or administration. However, handmade items, baked goods, or mementos from students are always cherished.

DINING ROOM

Responsibility for one's own behavior and consideration for others underlie standards of behavior in the Dining Room as in all areas of school life. Because students from grade 4 through grade 12 share the Dining Room, special attention must be paid here to how our behavior affects others. Therefore, all students are expected to clear tables and clean up spilled food and beverages.

As a special privilege, breakfast is available to all Upper School students from 8:00–10:00 am.

FLYERS, SOLICITATIONS, POSTERS

Flyers, advertisements, or other publicity may not be posted on any surfaces in the School or distributed by students without prior approval of your grade dean or the Head of Upper School. No one may use a student, parent/guardian, or alumni directory for charitable or other solicitations or allow other people to use these lists for any purpose.

LEAVING CAMPUS

So that we can keep accurate attendance records, all Upper School students must "sign in and out" by swiping a proxy card at the front entrance when they arrive to School in the morning and when they leave in the afternoon. Students with parental/guardian permission to leave campus during the day must likewise swipe their proxy cards when they leave and return to the building. If a student loses or misplaces his proxy card, he should immediately notify Mr. Llarch at the front entrance and Ms. Lashley in the Upper School office.

FOOD AND BEVERAGES

Students may consume food (snacks, bagels, food from the vending machine, etc.) and beverages in the dining room only. Students may not bring food or beverages into the courtyard. Students must clean up any trash or mess that they have created. Students may not eat in classrooms or bring beverages other than water to class. Chewing gum is not permitted during school hours. Students who do not observe these policies should expect to be restricted in their freedom to go off campus, in their freedom to bring food or beverages onto the campus, and/or in their freedom to use the Student Center.

BAKE SALES

Students must obtain permission from the Head of Upper School in person to hold a bake sale at school. If students bring items to sell into the building, the source of the items must be clear so that members of the community can be aware of possible allergens. Bake sales are limited to the sixth-floor common area only and students must clean up afterwards.

DRESS CODE

We require all students to follow the dress code below:

Students must wear:	Students may wear:	Students may not wear:
• a collared shirt • long pants (slacks or jeans) or shorts (cargo, golf, or khaki) • socks and shoes • ties during the winter term	• appropriate outerwear (jackets, vests, or sweatshirts)	• hats • sweatpants • gym shorts • sandals and flip-flops

NOTE: All clothing should be in good repair

Students who wish to wear other forms of daily attire must request permission several days in advance from their divisional Dean of Students or Division Head.

FORMAL DRESS CODE

On formal occasions such as Convocation, Winter Program, and Moving Up day, students must wear a jacket and tie, oxford-style shirt, long pants, socks, and dress shoes. Other interpretations of formal dress code are welcome.

TECHNOLOGY

All student interaction with technology is covered in the section about the Acceptable Use Policy. This includes use of all (personal and school) devices when emailing, texting, on social media, and any other technology related activity. It is essential that parents/guardians supervise their son's computer use outside of school, both to promote safe and responsible use of online resources and email and prevent activities that could violate our Acceptable Use Policy. Any infraction of the policy may result in loss of privileges and disciplinary action.

Bring Your Own Device: Every student in the Upper School must bring a laptop or approved device to school and follow the guidelines below. Laptops may be either Apple MacBook or Windows-based laptops purchased in 2019 or later running MacOS or Windows 10. As wireless internet is critically important, laptops must be capable of at least WiFi "AC" connectivity. MacBooks from 2019 and later all come with this capability, but users of Windows laptops will have to confirm this.

- The student is responsible for charging his device.
- If a student forgets a device, loaners may be available.
- The student is responsible for the proper care of his device including costs of repair or replacement.
- The school is not responsible for theft, damage, or loss of a device.
- The students may not tamper or use other people's laptops without permission.
- Students should have no expectation of privacy in their use of computer services while using a privately owned computer at school.
- Violation of the AUP may result in disciplinary action.
- The school may seize any privately owned device used by a student in school and contents may be searched in accordance with applicable laws and policies.
- Students must comply with the acceptable use policy when using their personal laptop.

Please note that financial support for laptops is available for families in the financial aid program through

our Assistant Head of School for Admissions and Enrollment, Rekha Puri (rpuri@collegiateschool.org). Please reach out with any questions you may have.

GUIDELINES AND BEST PRACTICES FOR STUDENT-RUN SOCIAL MEDIA ACCOUNTS

- Each student-run account should have a faculty advisor to provide guidance and oversight of the account. Students should get approval to start the account, and the faculty advisor should know what students plan to post.
- Any use of Collegiate's name, official logo(s), or other official school branding on social media accounts must be approved by the Communications Office. The account must be acknowledged as a student-run account using the following language in the "bio" or description of the account: "Collegiate [insert team/club/group name]. This is a student-run account."
- Students should share the username and password for the account with the Communications team to keep on file. If necessary, the Communications team can take down or suspend posts and/or the account.
- Students should have a plan for the account, including a schedule for posts and continuity so if a student no longer runs the account, someone else can take over. Social media accounts should not be started unless they can be maintained beyond a season/when the student graduates, etc.
- The Communications Office can help to promote the student account on the @collegiateNYC Instagram stories but there should be several posts before you ask us to promote your account.
- The account content must be appropriate and in line with Collegiate's mission. Content must follow the policies outlined in the Upper School Handbook, including no harassment and no bullying.
- Students may not put any photographs or videos on a social media platform without any student or adult's explicit permission.
- Students' full names should not be used in either print or videos; first name plus class year is permitted.
- Accounts may be set to private or public depending on their intended audience (whether just other Collegiate Upper School students or a broader audience).
- Students must understand that their behavior is a reflection on Collegiate in the public space of the internet and that Collegiate's student behavioral expectations as outlined in the Upper School Student Handbook apply to all social media accounts associated with Collegiate.

Community Life

ATHLETICS

The following interscholastic sports are offered at Collegiate:

Fall:

- Varsity and Junior Varsity Soccer
- Cross-Country

Winter:

- Varsity and Junior Varsity Basketball
- Fencing (Interschool)
- Track
- Wrestling

Spring:

- Varsity and Junior Varsity Baseball
- Varsity and Junior Varsity Tennis
- Track and Field
- Varsity Golf

STUDENT TRIPS

Ninth, tenth, and eleventh grade students go on class trips that are designed to encourage teamwork, build camaraderie, and allow time to set goals and build long-lasting friendships. In addition, the School offers students an array of choices for study and travel. Those choices include language exchange trips and team trips.

COMMUNITY SERVICE

Collegiate School is dedicated to helping students become ethical, responsible citizens who will lead and serve. An important element to ethical growth and civic mindfulness is the time our students devote to community service. Upper School students have a long tradition of working on behalf of others in the neighborhood, in the city, throughout the country, and around the globe. As students discover themselves, they also discover ways to connect with others, develop empathy for and understanding of other people and cultures, and come to see that the success they strive for in their own lives is linked to the success of others. The community service program at Collegiate strives to merge our own stories with the stories of others in our communities and the wider world. Students and parents/guardians can access detailed information regarding program information and requirements on Collegiate Connect.

Student Support

ADVISING

Each Upper School student has an advisor who is responsible for helping him during his time at Collegiate. An advisor follows an advisee's academic, extracurricular, and social activities.

In addition to consulting with advisors about course selections, students often seek out their advisors for conversation on a wide range of topics beyond academics. Advisors are advocates for their advisees and are often helpful when students are grappling with decisions involving personal responsibility and character. At its best, the Collegiate advising system helps students understand themselves as they navigate high school and adolescence. Advisors are the first line of communication between parents/guardians and the School.

Academic advising involves both the student and his parents/guardians. In consultation with parents/guardians, an advisor helps a student choose courses and plan his academic program, incorporating many elements into the decision-making process, including the student's aptitudes, his interests, the fulfillment of departmental and Upper School graduation requirements.

In the freshman year, students are assigned an advisor. In order to facilitate the transition to the Upper School, ninth grade advisors work exclusively with ninth graders. In addition, ninth grade advisors meet regularly with the ninth grade Dean in order to support the progress of ninth grade students in a variety of ways including offering guidelines and tips on study skills, planning, and organization.

Towards the end of the year, a grade nine student will indicate their preferences, which will help inform a good match among available faculty for his advisor in subsequent years. The intent is that a student will remain with his advisor throughout his sophomore, junior, and senior years; however, a student may also request a change in his advisor during those years.

In addition to individual advisors, a Grade Dean coordinates activities of each grade and monitors the grade in general.

ACADEMIC SUPPORT SERVICES

Collegiate's Learning Support aims to make the curriculum accessible to all Collegiate students, meeting with students individually and in groups; communicating with families, teachers, and tutors; and advising and approving requests for accommodations when appropriate. Above all, the learning support team aims to create an environment that provides all students with reasonable support to help them realize their potential as learners at Collegiate.

Our Upper School school psychologist is also an integral part of the support team, working in partnership with students, parents, and faculty. The full support team meets regularly with the Division Head to discuss student progress and coordinate efforts.

When concerns arise that may require additional support, such as tutoring or a formal evaluation, we work closely with families to determine the best course of action. For more information, please refer to our Accommodations Policy in the appendix.

RESOURCES

In seeking to develop in each student a sense of himself as an individual and as a member of a community, we recognize the School's responsibility to respond to the needs of students beyond purely academic concerns. Students and parents/guardians have many resources, and their choice may depend on their relationships with the individual teachers, administrators, and counselors, as much as upon defined roles. Below are some official positions designed specifically as resources.

Upper School Counselor: Ms. Wheeler, Upper School Counselor, runs Upper School discussion groups called Group Dynamics, manages the Peer Leadership program, and is available to students for private conversations.

Nurse: Ms. McGahan is a registered nurse and health educator. Students with questions about any health related matter will find her an important resource.

The Head of School, Bodie Brizendine, and the Head of the Upper School, Mr. Lister, are also resources for students and parents/guardians. In addition, Ms. Lashley, the Assistant to the Head of the Upper School, can provide help on most questions.

Academic Policies and Procedures

HONORS

Collegiate School has four honors, all awarded at the end of the senior year.

Head Boy: In a tradition dating to at least 1912, each senior and Upper School faculty member has a vote in choosing a graduating senior who has best exemplified the values of the School and his class in his years at Collegiate: leadership in studies, athletics, and activities; devotion to the principles of good conduct; and loyalty to the school. The Head Boy is named at Commencement, and the medal is then presented by the President of the Alumni Association.

Valedictorian: The student who has achieved the most distinguished academic record in his years in the Upper School, the Valedictorian, addresses the school at Commencement.

Cum Laude: The Cum Laude Society, modeled on Phi Beta Kappa, was founded in 1906 "to encourage and recognize true scholarship" at the secondary level and "stresses excellence, justice, and honor in the broadest sense." "Only students who have demonstrated good character, honor, and integrity in all aspects of their school life" may be elected to membership. Violations of scholarly ethics make a student ineligible for election to the Cum Laude Society. Established at the School in 1922, Dr. Bresnick currently serves as President of the Collegiate Chapter.

Senior Speaker: Selected by members of the graduating class, the Senior Speaker recounts the collective experience of his classmates, traditionally in a speech at commencement that evidences both wit and the conscience, courage, and compassion that are the hallmarks of Collegiate graduates.

GRADUATION REQUIREMENTS

Academic Credits: Students are required to take 5 classes that meet 8 periods over the ten-day cycle each semester. A course load of more than 6 classes requires the approval of the Head of the Upper School. Twenty credits are required for graduation.

DEPARTMENTAL REQUIREMENTS

Arts: A full year of either Visual Arts, Drama, Music, Chorus, or Orchestra in grade 9 is required followed by 3 semesters of arts electives.

Arts courses taken outside of the School, including independent study in music, do not count towards the completion of graduation requirement.

English: Students must take 4 years of English. After the fall semester, a student in grade 11 or 12 may take more than 1 course in 1 semester and none in another semester as long as the total by graduation is 4 years of English. Except by permission of the department head, in consultation with members of the English Department and the Upper School Head, no student will be allowed to take an elective course until he has completed and passed Junior English during his grade 11 year at the school. No student in grade 9 or 10 is permitted to take more than 1 English course without permission of the Department Head in consultation with the Head of the Upper School.

Modern Languages and Classics: Students must complete 3 sequential years of one language taken in the Upper School. The Modern Language or Classics Departments may waive all or part of the language requirement if a language learning disability is documented. Greek does not satisfy the graduation requirement.

History: Students must take one year of World History and World Religions in grade 9; one year of U.S. History in grade 10; and two semesters of History during grade 11, including Historian's Craft in the spring.

Mathematics: Students must take mathematics in grades 9, 10, and 11.

Physical Education: Students must take 4 years of physical education either by participating in PE classes or playing on a varsity or junior varsity team. A student may also submit a proposal for an independent PE program to be done outside of school. If the independent PE proposal is approved by the Director of Athletics, the student must pass a fitness test. Two-season varsity athletes may take one season of PE off during their senior year.

Science: Students must take Biology and Chemistry.

Health and Wellness: Grade 9 students are required to take a course in Sex Education, grade 10 students are required to take courses in Substance Use and Consent, and grade 11 students are also required to take a course in Consent.

SECOND SEMESTER SENIORS

In the second semester, seniors must take at least 5 classes that meet 8 periods over the ten-day cycle, or 4 classes that meet 8 periods over the ten-day cycle along with two electives. Students who wish to do a Senior Project may be allowed to drop 1 or in some cases 2 classes.

Procedures for applying for a Senior Project and permission for dropping courses are described in the Senior Project section of this Handbook.

There are no final examinations for seniors; however, final tests and/or projects are assigned in individual classes at the discretion of the teacher. Seniors who are enrolled in an Advanced class and do not sit for the AP exam in that subject are required to take an exam during exam week.

WAIVING OF REQUIREMENTS

The Upper School faculty establishes departmental and general requirements for graduation; these may be changed or waived only in exceptional cases and in the following manner:

A student seeking a waiver of a requirement must petition the appropriate department in writing, clearly stating his reasons. The petition must be co-signed by his parents/guardians. The Head of the Upper School and the full department will review the request. In some cases, the approval of the Upper School Faculty as a whole may be required. All such requests are subject to the final approval of the Head of School.

In cases where a substitute experience is requested in lieu of a specified course or requirement, the Head of the Upper School and the appropriate department will review the request and make a decision.

REGISTRATION

Before the end of each semester, students will register, in consultation with their parents/guardians and advisors, for courses for the next semester. Their course selections must be approved by their advisors who will ensure they meet minimum credit and departmental requirements. The Head of the Upper School must

approve any course of study that seeks special permission or that exceeds 6 classes.

Priority for admission to a course is given to seniors; juniors, in turn, have priority over sophomores. A junior may have priority over a senior, however, if the course is a senior's second within the same department. Within a grade, priority is given by means of a lottery.

A lottery is held at the end of the freshman year for sophomore registration. That lottery order is then divided into halves to rotate for the next 2 semesters' registration. At the end of the sophomore year, another lottery is held for the junior and senior years; that lottery order rotates in halves for the succeeding 3 semesters.

If, during the first 2 weeks of a term (the drop/add period), a student, after consultation with the advisor, teacher, and department head may drop a course without penalty. The process requires the completion of a drop/add slip. No student may drop a course if doing so brings his credits below the semester minimum. Except in special circumstances, such as illness or a language waiver, if a course is dropped after the 2-week period, a withdrawal will be recorded on the student's transcript.

No student shall withdraw from a course beyond the add/drop period without permission. A written request to withdraw from a course after the drop period has ended must be submitted to the Head of Upper School. The Head of Upper School, in consultation with the relevant department head and, in some cases other academic administrators, will approve or deny the request.

Except in cases such as illness or a language waiver, if a student request to drop a course after the 2-week period is approved, the withdrawal (W) will be recorded on the student's transcript along with the date of withdrawal. Withdrawals due to illness will be noted "Withdrawal/ Medical" (WM) and must be accompanied by appropriate medical documentation.

Partial credit is not given for year-long courses if they are dropped after a semester. If a student drops a class after a grade is given for the semester, his transcript will reflect this drop by indicating either "Withdrawal/ Pass" (WP) or "Withdrawal/Fail" (WF). Students who withdraw from a course for medical reasons and if the school is provided complete medical documentation, the student may retain credit for the first semester if it was earned. "Withdraw/Medical" (WM) will be noted in these cases.

INDEPENDENT STUDY

Students may receive credit for Independent Study during any semester in the Upper School. The purpose of Independent Study is to allow a student to specialize in an area of interest under the guidance of a teacher. Independent Study is offered only if the area of study is not represented in a regular course offering. Any student interested in such study should consult the requirements of each department and discuss proposed projects with his advisor and the teacher who will direct the Independent Study.

To receive credit for Independent Study, a student must include his proposal on the semester registration form and submit a proposal on the Independent Study form available in the Upper School office. Independent Study does not count toward the minimum of 5 classes per semester.

SPECIAL PROJECTS

In certain exceptional cases, a student may propose a Special Project fitting his personal and academic interests. The faculty of the Upper School has adopted the following procedure for such a case:

- Students wishing to engage in this program will submit an explicit, detailed proposal to the Head of the

Upper School.
- Each proposed project will be judged on its own merits in relation to the student by the full faculty of the Upper School.
- Only juniors and seniors may submit a proposal for a Special Project.
- When a student applies for such a project, the Head of the Upper School will ensure that all graduation requirements can be met by projecting the candidate's entire future high school program. The candidate must be informed at that time whether it will be possible for him to do a Senior Project in addition to the proposed Special Project.
- No student will be allowed to do more than one such project. No student will be away from school for more than one semester while working on such a project.
- The completed project will count towards graduation requirements. These credits may be part of a distributional requirement upon permission of the relevant department head.
- Special Projects do not change a student's tuition obligation to the School.

SEMESTER PROGRAMS

Students may participate in off-campus programs for a semester or a year. Several examples of those programs are The Mountain School in Vermont, Maine Coast Semester, The Island School, and School Year Abroad.

SENIOR PROJECTS

The Senior Project, offered only during the second half of the Spring Semester of the senior year, is an important part of the Collegiate curriculum. Properly undertaken, a Senior Project can substantially add to a student's educational experience and intellectual development. The faculty encourages seniors to explore projects of their own design that represent a serious and worthwhile examination of some aspect of their learning. Seniors should consult advisors and members of the Senior Project Committee to help direct their search for a project. Seniors may undertake senior projects in the following form:
- From the end of spring break to the beginning of Senior Week, students may drop one, or in some cases two, non-advanced, non-required classes.
- Students must maintain weekly meetings with their Senior Project advisors and complete final reports and projects for review by the Senior Project Committee.
- Students may not drop a course if it fulfills a graduation requirement or is an advanced course.
- Any student with a grade of C or lower in any class at the time the project is applied for will not be granted a Senior Project.

The Senior Project Committee supervises this program to ensure high academic standards and adherence to these guidelines. The Committee is firm in requiring that the work submitted be the equivalent of the number of academic credits. A student's failure to meet the requirements for work and the standards set by the Senior Projects Committee can mean his failure to graduate.

AP EXAMS

Students who are enrolled in an Advanced course or courses are required to take the corresponding AP exam for that subject area. If a student fails to take the AP exam for any reason, they must complete an equivalent examination. Failure to complete the AP exam or equivalent assessment may jeopardize a student's eligibility for academic credit in the course. Taking an AP exam in a subject area not offered at Collegiate is most often not possible.

However, students may request to take an AP exam in a subject area for which Collegiate does not offer a class. These requests will be handled on a case-by-case basis. Administering AP exams requires the use of

classrooms and/or other school spaces. In these situations, the School must balance student interest with the impact on the overall academic program and daily schedule. As such, we cannot guarantee that students will be able to take tests in subject areas outside of the Collegiate curriculum.

THE INTERSCHOOL PROGRAM

As a cooperative association of eight schools, the Interschool Program involves students from Brearley, Browning, Chapin, Collegiate, Dalton, Nightingale-Bamford, Spence, and Trinity. Its purposes are both academic and non-academic, and they have evolved over the years that Interschool has existed. Its programs and activities provide Collegiate students opportunities not available at Collegiate, while also promoting more extensive exploration of the resources and voluntary service needs of New York City. Interschool activities have included exchange days, College Night, coordinated drama productions, Interschool athletic training and competition, a community service day, and selected academic courses.

THE LEVISON BASON LIBRARY

The Levison Bason Library has approximately 40,000 volumes that circulate, as well as an extensive reference collection that is continually updated and available through the library website on Collegiate Connect. Students have access to periodicals and scholarly journals through online databases.

HOMEWORK AND SCHOOLWORK

Major Assignments

- Major assignments are those that take most students at least ninety minutes' work beyond the allotted homework time outside of class. They include tests, papers, and full-period, in-class writing assignments for which most students must prepare for more than ninety minutes. Major assignments will be announced at least a week in advance. A test is a full-period culmination of a substantial amount of material. A quiz is a brief review of a smaller amount of material limited to 25 minutes. Quizzes do not have to be announced.
- The 2-3-4 Rule: A maximum of 2 major assignments a day, 3 major assignments in 2 days, and 4 major assignments in a week may be assigned.
- No one course may give 2 major assignments in a week.
- Major assignments will be posted on Collegiate Connect. In cases where a student has been assigned more than the allotted number of major assignments on any day or week, the course whose assignment was posted first will have priority.
- Teachers and students should work together to lessen pressure by rescheduling quizzes when a student has more than 2 major assignments on one day.
- A teacher should honor a student's reasonable request, a week in advance if possible, for an extension on an assignment or a rescheduled test during periods of unusually intense activity, such as participation in a school play or a major athletic event.
- If a student and teacher cannot resolve a conflict over the due date of a major assignment, the advisor, Grade Dean, or Head of Upper School will help negotiate a resolution.
- Students who elect to take 2 courses in one discipline or who take more than 6 courses may be assigned and may have to complete more than 2 major assignments on a day, 3 in 2 days, or more than 4 in a week.
- For classes with common syllabi and multiple sections, major assignment due dates common to all sections will be established.
- Major assignments in Religion and the Arts will be due on the days when classes meet.

Homework
A test or paper should not be due until the teacher has returned any previous test or paper unless the 2 tests or papers are of a substantially different nature. Teachers should hand back papers, except term papers and longer research essays, within a week.

It is difficult to affix a definite, uniform amount of time that a homework assignment will take each student. However, a situation where a student is regularly sleeping fewer than 6 hours a night because of homework indicates a problem. The following guidelines are designed to help students manage their workloads:

The number of minutes of homework assigned per week should not require more than the number of minutes spent in class per week. Teachers are encouraged to give four 50-minute assignments, one each to be done for the four meetings of the class each week. Particular material or subject matter may require a slightly longer assignment up to but not exceeding one hour in length. Students should have advance warning of longer assignments.

When a student is unable to complete an assignment, he should present a brief, written explanation for the incomplete work. Teachers are encouraged to be flexible as appropriate when students are met with unforeseen or difficult obstacles to completing their homework.

PROMOTION
Students must pass all required subjects for the year if they are to be promoted to the next class. A student who fails a required academic subject will not be promoted to the next grade in the Upper School except after satisfactory completion of an approved summer program.

Seniors must complete all graduation requirements by Commencement.

ACADEMIC PROBATION
A student is on academic probation if he has received a C- along with one or more D's or an F in any subject. If a student's grades fall into any of these categories, a meeting will be held with him, his parents/guardians, advisor, and Head of Upper School to discuss a plan for improvement. This plan may include support such as tutoring, organizational help, in-school required study hours, or educational testing. A student on academic probation will not receive an enrollment contract for the following year until his academic work has shown consistent improvement. Two consecutive marking periods on academic probation or reoccurring academic probation over the course of multiple marking periods are conditions under which a student may be required to withdraw.

NON-REAPPOINTMENT
Continuing poor academic performance and/or poor effort grades indicate that a student is not finding success at Collegiate. Under such circumstances a student might not be reappointed for the following year.

FACULTY HELP AND EXTRA STUDY
To receive help when they are having difficulty in a course, or when they are interested in further work and discussion of the course material, students should work individually with their teachers during mutually free periods. In the Upper School, students are expected to arrange such conferences. However, when a student is failing or is having serious difficulty with his work, his teacher and advisor may require him to attend extra help sessions.

ATTENDANCE

Parent/Guardian Responsibility for Reporting Absences: A student's parent/guardian should email the Upper School Office at wlashley@collegiateschool.org before 8:30 am each day of his absence to explain the absence and to allow the School to meet its responsibility to account for the student's whereabouts.

Excused Absence and Lateness: Absence or lateness for personal illness, emergency medical or dental appointments, religious holidays, family emergencies, approved college appointments, and certain other emergencies will be excused upon request by a student's parent(s)/guardian(s). In the case of an excused absence, students will be given reasonable opportunities to make up their work. Students must meet with their teachers beforehand and special help, conferences, and assignments may be offered.

When a student is late or absent with the permission of his parent/guardian but for reasons other than those listed above, the parent/guardian then takes responsibility and the following conditions prevail:

- Subject matter taught during the period of absence will not be retaught for the sole benefit of the absentee.
- For each day a paper or assignment is late, the grade is lowered by one increment. For instance, a B+ paper that is two days late is a B-. A weekend counts as one day. Late work because of an excused absence is not penalized.
- If the student knows in advance of a period of absence, he may request the teacher to provide a list of the material to be covered and the assignments to be made. The teacher will grant this request solely for the purpose of allowing the student the opportunity to keep up with the rest of the class; all other conditions of the absence remain in effect.
- Long-term assignments such as compositions and long-range projects are handled in a special manner. If the assignment was made before the period of absence and its due date falls during that period, the work will be accepted if it is submitted on the due date or any date before it.
- The School does not condone or give permission for extended vacations. Families are asked to plan ahead so that students do not miss days before or after vacation periods.

Unexcused Absence and Lateness: An unexcused absence or lateness occurs whenever a parent/guardian is unaware of a student's absence or is unwilling to accept the responsibility for it. A student's cutting class is a form of an unexcused absence.

The academic penalties that apply to excused absences also apply to unexcused absences. However, unexcused absences invoke an additional graduated disciplinary response from the School. If a student is absent from a class without a parent/guardian excuse, he will be subject to a disciplinary response.

Should he continue to compile unexcused absences he will be subject to increasing disciplinary measures. If unauthorized absences from class continue or if a student does not adequately participate in the disciplinary process, he will appear before the Community Standards Committee.

Absences on Test Days: After two absences on the day of a test or on the day that a major assignment is due, whether excused or unexcused, any subsequent absence on the day of a test or major assignment due date must be accompanied by a letter from a physician. If absences persist, the student and his family must meet with the Head of Upper School to discuss the reasons for the pattern of absences and develop a plan to ensure that a student meets his academic commitments.

Absences and Academic Credit: Even if absences are excused, a student who misses more than 8 class periods in a fall semester course meeting 8 periods over the ten-day cycle will not automatically receive credit for that course. In a course meeting 5 periods over the ten-day cycle, this policy holds if a student misses more than 5 classes. In the Spring semester, this policy applies to a student who misses more than 10 class periods in a course meeting 8 periods over the ten-day cycle or 5 class periods in a course meeting 5 periods over the ten-day cycle.

The student who has missed this number of classes must make a written request to the Head of the Upper School, stating and supporting the reasons for his absences and the reasons he should receive credit. The Head of the Upper School will share the request with both the subject teacher and the department head who will together decide each case on an individual basis. If a student is not granted credit, he will receive an "NC" on his transcript.

Time spent in class is fundamental to the academic experience at Collegiate. If a student accumulates a significant number of class absences for any reason, the Student Support Team will meet to review the situation. Depending on the circumstances, the group may require that the student go on leave until the following academic year, withdraw from some or all classes, require the student to move to pass/fail status in some or all remaining classes, or outline other requirements as appropriate. As the situation requires, Student Support will meet regularly to review and update recommendations.

Absences from Physical Education: Students who cannot participate in physical education classes for medical reasons may be excused only on a physician's instructions. Students who miss physical education classes for non-medical reasons will be required to make up the missed classes. Any absences in physical education must be made up before the end of the semester.

Any student who wishes to submit an independent request for physical education taken outside school must make a written request to the Director of Physical Education before the beginning of the semester.
Such permission will be granted only when the activity is of high standard and is well- supervised.

Absences and Extracurricular Activities: A student who fails to attend at least 1/2 day of classes on a day in which he is scheduled to participate in an extracurricular activity will not be allowed to participate in that activity. If a faculty sponsor of an extracurricular activity is made aware of the student's absence from his classes on that day, he or she will be responsible for notifying the Head of the Upper School.
The 10-Minute Rule: If a teacher is not present at a class 10 minutes after the class period is scheduled to begin, a single member of the class should be sent to the Departmental Office, and, if no one is there, to the Upper School office, to receive instructions.

Unscheduled Time: Upper School students have freedom and, along with it, responsibility regarding the use of their unscheduled time. We advise students to make good use of that time by working on their assignments, meeting with teachers, and taking advantage of our resources. Students who take advantage of this unscheduled time find that their homework load is more manageable. Upper School students are allowed to leave campus during unscheduled time. So that we may fulfill our responsibility in knowing whether a student is on or off campus, we expect all students leaving the School during school hours to swipe their proxy cards. Students must swipe their cards again when they return to the School.

MEDICAL LEAVE OF ABSENCE (MLOA)

During a student's time in the Upper School, medical conditions due to a physical and/or psychological

cause may prevent a student from participating in the educational program for an extended period of time.

REQUEST AND APPROVAL OF A MLOA

A student and his family may request a MLOA by contacting the Head of Upper School or Upper School Counselor. The family must submit written documentation from the medical professional providing care for the student stating the current diagnosis, treatment plan, and expected duration of the MLOA. The School may request supporting medical documentation. If a student's documentation describing a disability and the need for a MLOA is insufficient, the School may designate a qualified medical expert to review information from the student's treating medical provider and to advise the School in determining appropriate accommodations.

The Student Support Team, which comprises the Upper School counselor, Upper School learning specialist, and Head of Upper School will consider the various medical, psychological, academic, athletic, social and personal needs and commitments of the student as well as the family's commitment to the treatment plan. In addition, the safety and wellbeing of the student, his classmates, and the community at-large are considered in determining the need for a MLOA.

Where the School has information to suggest that a student is engaging or is at risk of engaging in behavior that could lead to harm to themselves or others (e.g. suicidal comments or behaviors, self-harm, etc.), the School may require that the student obtain a psychological/medical evaluation in order to be permitted to attend School.

STUDENT STATUS DURING A MLOA

The conditions of the MLOA (including the departure date and expected duration, the specific treatment recommendations, any associated administrative actions, and any adjustments/alterations to academic or campus commitments and responsibilities) take into consideration the specifics of the student's given situation and needs. These conditions are set out by the Student Support Team.

The Student Support Team or a designee will communicate the specific conditions and details of the MLOA to the student and his family in a written or verbal manner along with a plan for reviewing the student's progress and any ongoing needs. During the MLOA, it is expected that the student and his family communicate regularly with the School about the student's medical progress.

Because so much of the academic experience at Collegiate relies on student centered classrooms, it may not be possible to earn academic credit for all coursework missed to complete the academic year, or to earn a diploma in the student's senior year. In some cases, due to the length of the leave or the nature of the coursework missed, a student may not be able to earn course credit or to maintain enrollment in every course. Longer absences may require repetition of courses. A member of the Collegiate faculty or staff will work with the student to monitor progress toward graduation. Graduation requirements will not be adjusted.

If the duration of a MLOA is longer than initially planned/approved or expected, the terms and conditions of the leave may be reconsidered.

RETURN FROM A MLOA

A student cannot return to school from a MLOA without the School's permission. Upon completion of treatment, or as recommended by the medical professional treating the student, the family must inform the school about the student's intent to return. The return of any student following a MLOA will be determined by the School, and the School will require proof, to its satisfaction, that the student is ready to resume

day-to-day functioning at the School and that it is in the best interest of the student and/or the school community for the student to return from the MLOA and that the student is not a risk to themselves or others. The School will require the following:

1. A written letter from an appropriate professional care provider (i.e. – a doctor, licensed mental health provider, psychologist, etc.) which includes the following:
   - Clinical impressions and diagnosis
   - Duration of treatment to date
   - Assessment of readiness and safety to return to School
   - Assessment of readiness to fulfill school requirements
   - Accommodations requested, if any, and expected length of need
   - Treatment plan moving forward, if any.
2. Upon request, signed authorization form(s) for a member of our counseling team, the school nurse or other appropriate School official, to contact the student's medical or mental health care provider to provide the School with medical or psychological information relevant to assessing the student's fitness to return to School and to continue to participate in the School's programs.
3. An assessment meeting (in person or via phone) between parent(s)/guardian(s), the Head of Upper School, and a member of the counseling team, the School nurse, or other appropriate School official, outlining the plan and requirements for return.
4. A check-in meeting between the student and a member of the counseling team, the School nurse, or another appropriate School official, the morning of the student's return.

Following the completion of steps 1-3, a decision will be made by Collegiate about the appropriateness of a return to school. Consideration of this decision will be based on Collegiate's understanding of the student's current wellness and needs, an appropriate treatment plan being in place and if necessary, Collegiate's ability to provide reasonable accommodations if needed, how much class time/work was missed and how much time remains in the semester/year.

All medical information provided to the School in connection with a MLOA will be considered confidential and will therefore only be shared with appropriate school personnel on a need-to- know basis.

EARLY GRADUATION

In extraordinary circumstances, exceptionally qualified students may wish to consider graduation before the completion of the normal four-year program.

The following policies have been adopted as the criteria to be considered by students and faculty in the case of a student who is considering early graduation:

- Early graduation is highly uncommon but in rare cases considered by a student who has demonstrated outstanding academic excellence.
- Collegiate School will not waive either departmental or credit requirements to facilitate a student's early graduation.
- A student should have exceptional reasons for wishing to graduate early.
- The College Guidance office will apprise the student, and the parents/guardians of the possible impact of early graduation on college admission. The School cannot accept responsibility for a student's lack of college options.
- A student should initiate a request for early graduation through the office of the Head of the Upper School; he must make the request early enough in his career to make adequate planning possible.

GRADES AND COMMENTS

Achievement Grades: The Upper School uses a letter grading system of A, B, C, D, and F. Plus and minus grades are also given within each letter grade, except for F. Certain courses, however, are graded on a Credit/No Credit basis.

A = 100 – 90 Distinction
B = 89 – 80 Honors
C = 79 – 70 Satisfactory
D = 69 – 60 Pass
F = 59 and below Fail

In some instances, students who have missed work for reasons of illness or other excused absences may receive a temporary "Incomplete," which is granted at the school's discretion. Students must turn in all major assignments to receive credit for a course; otherwise, they will receive an incomplete or a failing grade. The work must be completed within 2 weeks of the end of the term, unless a further extension is approved by the Head of the Upper School and the teacher involved.

Effort Grades: Effort grades are given at the end of each report period and are awarded based on the teacher's judgment of the quality of the student's effort during the period. There are four effort grades. An effort grade of 2 means that a student has made a reasonable effort.

Although such a grade is acceptable, students should strive to achieve an effort grade of 1.
1=Excellent, 2=Good, 3=Unsatisfactory, 4=Poor

Faculty Comments: Faculty comments are intended to help students, parents/guardians, and advisors assess and assist students. Comments do not appear on a student's transcript.

Faculty write Midterm Comments that are sent to students, advisors, and parents/guardians of all students in November and March.

Faculty write Early Comments that are sent to students, advisors, and parents/guardians an additional 2 times per year on all students who are at the time of the comment writing on Academic Probation, averaging C- or below in any course, or earning a 4 effort grade.

In their first semester at the School, all students new to Collegiate receive Early Comments from all their teachers. Students whose work in a preceding semester has caused concern may also be placed on the Early Comments list. A student may also be placed on the Early Comments list at the request of his advisor, Grade Dean, or the Head of Upper School.

COLLEGE GUIDANCE TIMETABLE

- Grade 9: Students should engage in their classes and extracurricular interests.
- Grade 10: Parents/guardians will receive an overview of standardized testing in February Grade 11, October: Every junior takes the PSAT
- Grade 11, December: During an evening presentation for junior parents, the college counselors will outline the application process.
- Grade 11, January-February: Each junior meets with his college counselor to discuss his Collegiate experience, his academic and non-academic interests, and to give him an introduction to the college application process.

- Grade 11: Grade 11 students take the SAT or ACT when it best suits them. The dates of the SAT and ACT administration are available at www.collegeboard.com and ACT.org.

College Counselors meet with each student and his parents/guardians. The purpose of this meeting is to elicit a set of criteria to govern the college search (e.g. size, location, college vs. university, particular courses of study) and begin to generate a search list. Parents/guardians are invited to call their child's College Counselor any time after that conference for follow-up questions and discussions.

- Grade 11–12 Summer: Students should visit colleges. Seniors returning in the fall will also have an opportunity to take a reasonable number of both school-scheduled and individually-scheduled days off from school in order to visit colleges.
- Grade 12, September: The college counselors meet with each grade 12 student.
- Grade 12, September-December: Standardized tests may be retaken.
- Grade 12, November: Early Decision I and Early Action applications due.
- Grade 12, December: Early Decision I and Early Action decisions received.
- Grade 12, late December–early January: Nearly all Regular Admission applications are due; Early Decision II applications also due.

APPLYING EARLY

For a number of decades, Collegiate students have committed to attend the college to which they have applied early regardless of whether the college offers early decision (binding to the college) or early action (non-binding to the college), and today's Collegiate applicants benefit from the legacy of a 100% yield of past Collegiate applicants at their early action colleges. A well-chosen and committed early application may work to a student's advantage and does contribute to the community of the class through the entirety of the process.

Therefore, students must think carefully about their early choice and commit to attend colleges which offer Restrictive/Single Choice Early Action, and schools which have traditional early action plans like California Institute of Technology, University of Chicago, Georgetown, Massachusetts Institute of Technology, and Notre Dame.

PROCEDURE FOR COLLEGE VISITS

Students must submit a completed Schedule of College Visits form to the Upper School office one week in advance of the scheduled visit. Students who submit this schedule of visits will have their absences excused. Seniors must have all of their teachers approve the trip or they may not be excused.

Appendix

Statement of Beliefs

We believe that we are at our best when all members of the school community conduct themselves with respect, kindness, and integrity.

We believe that the traditions and values of this old but not old-fashioned school can inspire boys to develop their individual capacities for personal and academic excellence.

We believe that boys learn best when they are members of a diverse and just community that fosters purposeful and spirited engagement, inquiry, and collaboration in academics, athletics, and the arts.

We believe that a liberal arts education committed to diligent and discerning scholarship prepares students to be citizens who act with conscience, courage, and compassion.

Policy on Gender and Diversity

Collegiate is a leader in the education of boys, and the oldest independent school in the United States. Over the course of its long history the school has become known for intellectual rigor. But the value of a Collegiate education is also found in the character of its students. Collegiate is called to cultivate empathy, integrity, conscience, and that indelible virtue, honor, in boys and young men. Doing the right thing, in the classroom and the world, should be a hallmark of a Collegiate education, along with a sense of community and camaraderie that endures, not simply during a student's years at the school but, for many graduates, throughout their lives.

Education without inclusion is by definition incomplete. Our community cannot be truly great unless it seeks to welcome diversity in many forms: racially, economically, ethnically, in terms of talents and interests, backgrounds and beliefs.

In this spirit, members of the Collegiate community have been considering the emerging topic of gender diversity.

With confidence that a school of revered history and tradition can embrace the progress essential for a just and equitable society, the Board of Trustees has enacted the following policy:

Collegiate will consider for admission any qualified candidate who identifies as a boy.

With its customary concern and respect for individuality, Collegiate will seek to support any enrolled student who no longer identifies as a boy.

We expect that any student who is enrolled at Collegiate will continue to embrace our mission as an institution that is and will remain dedicated to the education and well-being of boys.

The school will work with each student and family to consider what is best in order to navigate the concerns posed by a gendered environment.

In translating policy into practice, the administration and faculty will develop meaningful training and protocols that reflect current research and best practices. Moving forward, the administration, in collaboration with the board, will continue to study these issues and oversee implementation.

This policy has been developed in a thoughtful and systematic way, through education, consultation, and dialogue with Collegiate administrators, gender diversity experts, and other single-sex schools. We appreciate that these are matters that may be challenging for some members of our community. But what those of us who love Collegiate share is a commitment to open intellectual inquiry, deep human understanding, and the ultimate good of all our students. We have sought to reflect that in this policy.

April 2019

Accounts and Resources

Collegiate School offers its students access to technology in order to enhance their academic pursuits. This policy defines the "acceptable use" of the school's technology resources, including but not limited to computers, mobile devices, electronic tablets, cameras, interactive whiteboards, projectors, networks, electronic mail services, and electronic information sources.

Each student is given access to Collegiate networks and this access comes with responsibilities and obligations. The purpose of this policy is to promote the meaningful, productive, ethical, and lawful use of Collegiate's technology resources. This policy and the School's other policies apply when students access Collegiate's networks through their own devices as well as through the School's devices.

- Students should not expect privacy in regard to anything accessed or stored when using their school account. Collegiate staff and other authorized representatives of the School may monitor and/or access student's accounts at any time with or without notice, and may restrict students' access to the technology resources at any time.
- Students should treat all technology equipment with care.
- Students should create safe, unique passwords and then keep their passwords private. They must not attempt to discover or use another's password.
- Students may not attempt to breach the network or computer security or jeopardize the safety and security of others. Students may not introduce malicious programs into the School's network or server.
- Students may not access, store, share, or print obscene or pornographic material.
- Students should be aware of how their use of technology resources (including but not limited to excessive printing, downloading and streaming of large files, and use of computers for non-academic related purposes) affects the larger community. Students' use of resources should not negatively affect another's use.
- Students may not use the School's technology resources to violate the ethical or legal rights of any person or company protected by copyright, trade secret, patent, or other intellectual property, or similar laws or regulations. Such inappropriate use includes but is not limited to use of the School's technology to engage in academic dishonesty and plagiarism as prohibited by the School's policies.
- Students should properly cite any internet resources that they use for their work.
- Students may not copy, download or share any type of copyrighted material, included to and not limited to music, video, images, and text without the owner's permission.
- Students should follow the Games Policy for their division.
- The School's policies against harassment, discrimination, and bullying all apply fully to use of the School's technology.

Social Media and Online Presence

Use of social networks and other online technologies, including and not limited to personal websites, blogs, wikis, and social bookmarking, should always be used in accordance with the guidelines below. These guidelines follow the general rules of common sense, common courtesy, and civility.

- Students should understand that they represent Collegiate School at all times and are expected to act with honesty, integrity, and respect for others whether at or away from school.
- Students must respect and protect the rights and privacy of others in our community at all times by not recording or posting audio, video, images, or personal information of others without their prior consent.
- Students should not record or post inappropriate audio, video, or images with or without consent.
- Students may not annoy, hinder, or harass others with offensive, obscene, abusive, or threatening language in any form of electronic communication, nor may a student incite violence, invade the rights of others, nor cause a substantial disruption at the School with any online comments.
- Students may not post or send anonymous messages, attribute messages to another individual, or impersonate anyone in any form of electronic communication.
- Students should not knowingly or recklessly post false or defamatory information about a person or organization.
- Students must not repost a private message without the permission of the person who sent the message.
- Students should not initiate any communication with faculty and staff through social media.
- Students should not contact faculty using personal email or cell phone without a specific reason given by the teacher.
- Students should adhere to the legal age restrictions on social media.
- Students are encouraged to carefully review the privacy settings on any social media and networking sites they use and exercise good judgment when posting content and information on such sites.

While the School generally does not monitor student use of social media off-campus, there are occasions when such use is brought to the School's attention as a possible violation of its policies.

In those instances, the School will assess the behavior to determine if a School policy was violated and if such is found to be the case, appropriate measures will be taken.

Violations of the Acceptable Use Policy will result in disciplinary action. Anyone who becomes aware of violations or anyone who has questions about this Policy should contact the Head of Upper School.

Acceptable Use Policy

All students' technology interaction is covered by the Acceptable Use Policy. This includes use of all devices when emailing, texting, using social media, and any other technology-related activity. It is essential that parents supervise their child's computer use outside of school, both to promote safe and responsible use of online resources and email and to prevent activities that could violate our Acceptable Use Policy. Any infraction of the policy may result in loss of privileges and disciplinary action.

Accommodations Policy

Collegiate encourages parents/guardians to be in contact with their child's advisor and the division learning specialist to discuss concerns about the child's educational progress.

Requests for academic accommodations are individual and need to be considered on a case-by-case basis. Below is a brief description of Collegiate's process for considering requests for test accommodations. This process is guided by the American with Disabilities Act (ADA) and in alignment with the formerly-published Educational Testing Guidelines of the Tristate Learning Partnership, a group of tristate area independent schools, including Collegiate, committed to supporting diverse learning needs at our schools. The Tristate guidelines are available from the division learning specialist along with a more detailed overview of this process.

At times, a family may decide to pursue an evaluation in order to gather more information about their child's learning profile. Assuming the family plans to share the evaluation with the school, parents or guardians should first consult with the appropriate divisional Learning Support team member to understand Collegiate's process for reviewing educational testing and creating appropriate and reasonable supports for a student. As part of that process, families should connect any outside evaluator with a member of the Student Support Team before educational testing is conducted.

NOTE: All educational testing must include observations from Collegiate faculty and staff who teach, advise, and/or coach the relevant student, as well as objective data from standardized tests (those conducted internally, such as the ERBs, and externally, such as College Board and ACT tests), school grades, and other performance indicators. Testing that does not include such observations will not be considered by the school. The evaluator or family should share all information requests with the division learning specialist, who will share them with designated faculty and return them to the evaluator. Once a family has obtained educational testing, it should submit the report to the division learning specialist, who will share it with other members of the Student Support Evaluation review committee. The composition of the review committee will consist of the various members of the learning support team, as described above. The committee will meet on a regular basis throughout the year to review findings. The process for reviewing documentation and conducting an internal review of a student's performance and behavior can be lengthy, taking up to several weeks. Given this, documentation submitted after May 15 may not be considered until the start of the following academic year.

Where necessary, the committee may speak with the evaluating professional; consult with classroom teachers for additional feedback; meet with the student; conduct classroom observations; and, when beneficial for the process, consult with an outside expert for additional perspective. The committee may implement some, all, or none of the recommendations, based on the data provided and what the school can reasonably provide in order to support the student. The learning specialist assigned to the student and division will generate a student learning plan. This plan will be shared with all relevant faculty via a secure online portal.

Evaluations must be updated every 2–4 years, and the family should be in touch with the division learning specialist to coordinate updated testing. Any test accommodations and student learning plans will expire if an evaluation is not updated as requested.

If a student is experiencing any documented medical or psychiatric challenges that require additional support for them to attend classes and carry out schoolwork at Collegiate, please be in touch with the nursing team or division counselor. The nurses/counselor will coordinate with the division heads, learning support team, and faculty to create a reasonable student support plan.

NOTE: We recognize that applying for accommodations for standardized tests is important, and the Student Support Team will do its best to support students and their families in this effort. When a student and family knows that they are going to apply for accommodations on a standardized test, they should inform the divisional Learning Specialist as soon as possible. Collegiate will in turn share the accommodations that the student receives at the time the request is made with the relevant testing entity. Please note that the Upper School Student Support Team will not advocate for a student to receive accommodations on standardized tests that they do not receive at Collegiate.

Health

ALLERGY AND ANAPHYLAXIS AWARENESS POLICY

Some members of our community have been identified as severely allergic to specific food, drugs, and/or substances. Eating, touching, and in some cases even inhaling or coming into contact with these substances can cause a life-threatening reaction. Collegiate School is committed to providing the safest environment possible for students with severe allergies, and we have adopted an allergy and anaphylaxis awareness policy. Regarding food allergens, the school along with the school's food service provider make every effort to label main allergens and keep nuts and nut products out of food served at the school. The school's food service provider works to ensure every community member can be accommodated with safe food daily. The following guidelines provide instructions for our community to help maintain an allergy aware environment.

FOOD SAFETY

- Daily nut-free snacks are provided by the school kitchen to Lower School and Middle School students.
- Monthly nut-free birthday party snacks for the Lower School classrooms are provided by the school kitchen. Other celebratory or cultural parties must be non-food related.
- No outside food is to be brought into the Lower School. Medically necessary food for an individual at lunch is allowed with a doctor's note and permission of the nurse and must not contain nuts, nut oils, or any nut derivatives.
- While food is sometimes brought into the Middle and Upper Schools, all food items should be nut-free, and where possible, approved by the nursing team in advance. Food labels should be available for review when possible.
- Upper School students often bring outside food into the cafeteria to eat, however, they eat in a separate location from Middle and Lower school students. Please remind your students that the cafeteria is a nut-free environment, and students should not bring nut products into the cafeteria.
- No food of any kind is allowed on the school buses. Bake Sale foods are to be approved by the school nurse and ingredient list should be provided for students to read. All bake sales are nut free and bake sales include a table for items made in nut-free environments.

Even though we make every effort to eliminate nut products from the school, we cannot ensure that the School environment is nut free. We ask that students with food allergies are proactive in the management of their allergies and reactions based on their developmental level. This includes not eating anything with unknown ingredients or any food known to contain any allergen. The kitchen provides a daily menu with the listing of ingredients at the servery, and faculty help students navigate food choices, as needed.

ALLERGY MANAGEMENT AND PROTOCOLS

- For students with allergies, the parents or guardians must submit an allergy emergency protocol form to the school nurse via the Magnus Health Portal. This protocol (Magnus Allergy and Anaphylaxis form) can be downloaded from your child's Magnus portal.
- Allergy protocols from your child's Allergist may also be used. This form must be completed and signed by a Health Care Provider and signed by a parent.
- Specific allergy concerns must be discussed with the school nurse. The nurse will communicate specific food allergies to necessary faculty and the School's Food service provider.
- Parents are responsible for providing their child(ren) with an EpiPen/Auvi Q and the prescribed antihistamine as needed. In addition, there are extra EpiPen/Auvi Q stations located throughout the school and in the nurse's office.
- A Medical Condition List is created at the beginning of each school year and updated as needed by the school nurse on a need-to-know basis. Students with life threatening allergies would be on this list. All faculty are notified by email with these lists.
- When children are participating in field trips, all allergy care plans must be up-to-date and emergency medication must be available. If these requirements are not met, participation in field trips may be jeopardized.

Faculty who teach students with documented food allergies are informed of the emergency protocols and prepared to respond in the event of a severe allergic reaction. Copies of the protocols will be kept with the child's medication in a labeled Ziploc bag. The Lower School teachers will store this medication in their first aide backpacks in the classroom. Middle School and Upper School allergy medication is either carried by the student or stored in the nurse's office.

If you have any questions or concerns, please contact the school nurse.
https://www.foodallergy.org/

GENERAL ILLNESS

If your child is feeling sick, please keep them home and notify the appropriate divisional office of the reason for absence. Tracking illness trends allows us the ability to preserve a healthy school environment.

If your child experiences an injury or is diagnosed with a new medical condition, when ready to return to School, please contact the Nursing Team with details and to discuss any impact on your child's physical, academic, or psychological needs in the School environment.

In order for your child to return to school after illness, we ask the following:

- Your child can return after illness when symptoms have subsided, he is well-nourished, energized AND has no fever for 24 hours without the use of fever reducing medications (Advil/Ibuprofen/Motrin/Acetaminophen/Tylenol) as well as no vomiting or diarrhea for at least 24 hours. Please note, a fever is considered to be 100.0 degrees and above. If diagnosed with strep throat, students can return after receiving a full 24 hour dosage of prescribed antibiotics AND symptoms are improving.
- If they have a skin rash, students can return after a diagnosis from their healthcare provider has been provided along with a treatment plan AND symptoms are improving.
- If they have a red, crusted, itchy, irritated eye or eyes with or without drainage, students can return after a diagnosis from their healthcare provider has been provided along with a treatment plan AND symptoms are improving.
- If a student has been diagnosed with conjunctivitis (pink eye), students can return after receiving a full 24 hour dosage of prescribed antibiotics AND symptoms are improving.
- If a student has been diagnosed with seasonal allergies, please follow your healthcare provider's recommendations for administering antihistamine medications to maximize time at school comfortably with improved symptoms.
- Students cannot come into school late the next day after illness.

Students must be dismissed from the nurses office within 1 hour of contacting the parent because of illness.

Spectator Code of Conduct

STATEMENT OF PHILOSOPHY
Collegiate School encourages the attendance of students, parents and interested members of the community at all athletic events. It is our goal to create an atmosphere which is conducive to healthy athletic competition, and which promotes the ideals of good sportsmanship and school spirit.

Collegiate School recognizes the importance of maintaining an atmosphere that is safe and secure for our community.

As such, we ask our spectators to:

- Demonstrate a high degree of sportsmanship.
- Respect ALL players, coaches and officials.
- Cheer in a positive manner and encourage fair play; avoid booing opponents.
- Taunting, foul and abusive language, noisemakers, inflammatory remarks, and disrespectful signs and behavior will not be tolerated.
- The throwing of debris, confetti, or other objects from the stands is prohibited.
- Monitor the safety of children in the bleachers and stands.
- Be responsible for your own safety - remain alert to prevent accidents and other avoidable situations.
- Acknowledge fields, courts, equipment and locker rooms as the player's domain during contests.
- All spectators must remain in the designated home/visitor spectator areas at all times, including half times, quarters, time outs, etc.
- Be supportive after the game—win or lose. Recognize good effort, teamwork and sportsmanship.

Athletic contests home, away or at a neutral site are an extension of the classroom. Spectators will respect and obey all school officials and site personnel.

Violations of the "Spectator Code of Conduct" by any student, parent or guest could be cause for removal from the competition venue.

Micro-mobility Devices

Due to the risks for severe fire hazard, including rapid escalation and difficulty extinguishing, all micro-mobility devices are prohibited on Collegiate School property.

No electric scooters, electric bicycles or any lithium-ion battery powered devices will be permitted on campus.

Upper School Block Schedule (2026–2027)

Upper School - ‘26-’27 Week One

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
B2 (8:20 - 9:10)	D (8:20 - 9:10)	C (8:20 - 9:10)	B2 (8:20 - 9:10)	E (8:20 - 9:10)
F (9:15 - 10:05)	A (9:15 - 10:05)	B2 (9:15 - 10:05)	G (9:15 - 10:05)	B1 (9:15 - 10:05)
Advisory (10:10 - 10:40)	Peer Leadership (10:10 - 10:40)	Break (10:10 - 10:25)	Announcements (10:10 - 10:40)	D (10:10 - 11:00)
G (10:45 - 11:55)	B1 (10:45-11:55)	F (10:30 - 11:40)	C (10:45 - 11:55)	G (11:05 - 11:55)
Lunch/A (12:00-1:30) A1: 12:00-12:50 A2: 12:40 - 1:30 L9/10: 12:00-12:35 L11/12: 12:55-1:30	**Lunch/C (12:00-1:30)** C1: 12:00-12:50 C2: 12:40 - 1:30 L9/10: 12:00-12:35 L11/12: 12:55-1:30	**Lunch/D (11:45-1:15)** D1: 11:45-12:35 D2: 12:25 - 1:15 L9/10: 11:45-12:20 L11/12: 12:40-1:15	**Lunch/A (12:00-1:30)** A1: 12:00-12:50 A2: 12:40 - 1:30 L9/10: 12:00-12:35 L11/12: 12:55-1:30	**Lunch/C (12:00 -1:25)** C1: 12:00-12:40 C2: 12:45 - 1:25 L9/10: 12:00-12:40 L11/12: 12:45-1:25
E (1:35-2:25)	F (1:35 - 2:25)	E (1:20 - 2:10)	F (1:35 - 2:25)	A (1:30 - 2:20)
D (2:30 - 3:20)	G (2:30 - 3:20)		E (2:30 - 3:20)	

Upper School - ‘26-’27 Week Two

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
F (8:20 - 9:10)	B1 (8:20 - 9:10)	A (8:20 - 9:10)	B1 (8:20 - 9:10)	G (8:20 - 9:10)
B2 (9:15 - 10:05)	US Assembly (9:15 - 10:05)	C (9:15 - 10:05)	D (9:15 - 10:05)	B1 (9:15 - 10:05)
Advisory (10:10 - 10:40)	Clubs (10:10 - 10:40)	Break (10:10 - 10:25)	Class Meeting (10:10 - 10:40)	C (10:10 - 11:00)
D (10:45 - 11:55)	A (10:45-11:55)	D (10:30 - 11:20) ---------- E (11:25 - 12:05)	E (10:45 - 11:55)	A (11:05 - 11:55)
Lunch/G (12:00-1:30) G1: 12:00-12:50 G2: 12:40 - 1:30 L9/10: 12:00-12:35 L11/12: 12:55-1:30	**Lunch/C (12:00-1:30)** C1: 12:00-12:50 C2: 12:40 - 1:30 L9/10: 12:00-12:35 L11/12: 12:55-1:30	**Lunch/F (12:10-1:35)** F1: 12:10-12:50 F2: 12:55 - 1:35 L9/10: 12:10-12:50 L11/12: 12:55-1:35	**Lunch/G (12:00-1:30)** G1: 12:00-12:50 G2: 12:40 - 1:30 L9/10: 12:00-12:35 L11/12: 12:55-1:30	**Lunch/D (12:00 -1:25)** D1: 12:00-12:40 D2: 12:45 - 1:25 L9/10: 12:00-12:40 L11/12: 12:45-1:25
E (1:35-2:25)	F (1:35 - 2:25)	B2 (1:40 - 2:30)	F (1:35 - 2:25)	E (1:30 - 2:20)
A (2:30 - 3:20)	G (2:30 - 3:20)		C (2:30 - 3:20)	

School Songs

ALMA MATER

Thy name and fame to us are dear; Our pride in thee is strong!

Thy years of fruitful work appear Three centuries along.

Thy care for us, fond mother, aye, Our loyal love demands;

Thy noble past, full crowned with deeds, Our inspiration stands.

And thine the present, still to mold, Our lives to do thy will.

Make clean our ways and sweet our souls, Our days with service fill.

And in the years that are to come, Our lives shall sing this song; God bless thee, fair Collegiate; Our hearts to thee belong.

FAREWELL SONG

The year has passed and now at last The time has come: we're on our way. Our joyful shout will leave no doubt Why we won't linger long nor stay,

O say!

So give a cheer, a hearty cheer, And keep the echo ringing yet; With a tramp, tramp, tramp, And a stamp, stamp, stamp, Raise the yell: Collegiate!

Here's to the good old Class Eight, They're at the door!

Now they're departing, We'll see them no more. So, as they are leaving, "Good luck," we cry;

Nine Rahs! for Class Eight To say "Good-bye."

And here's to thee, Collegiate! Through all our days, Hearts ever loyal Beat for thee always.

No matter where we wander, Where we may be; Dear Old Collegiate We're true to thee.

Collegiate School

(212) 812-8500 | www.collegiateschool.org

This handbook does not limit the authority of Collegiate School to deviate from the normal rules and procedures set forth in this handbook and to deal with individual circumstances as they arise in the manner deemed most appropriate by the School, taking into consideration the best interests of the School, its faculty, employees, students, or overall school community. The policies may also be revised or updated periodically, before, during, and after the school year.

Community Standards

Dear Collegiate Students and Families,

At Collegiate, respect and trust are at the heart of what we hold dear: for our school, each other, and ourselves. We are committed to integrity in all that we do, recognizing the dignity and value of our students, faculty and staff, parents, and alumni. Kindness, empathy, and responsibility for each other's physical and emotional well-being guide our everyday work together.

Here, academic rigor goes hand-in-hand with our commitment to building strong character, and we all have a role in that partnership. We celebrate our achievements and connections, valuing curiosity, good faith in others, and humility. Recognizing that we all make mistakes, there is power in acknowledging them, holding ourselves and each other accountable and, most important, learning from them.

As members of this extraordinary community, each one of us is a steward of our legacy and our future. Being part of Collegiate is both a privilege and an obligation: our collective membership is a shared responsibility, larger than ourselves and yet intricately connected to our individual commitments.

This handbook articulates our values and standards and lays out the procedures, policies, and programs that give structure to life in the Upper School. It is both a day-to-day guide, featuring the necessary details of academic credit, dress code, and attendance policies, as well as a declaration of the commitment to respect, responsibility, and integrity that we must observe and continuously commit to as a community.

When that commitment is neglected or breached, we have a process that aims to help our students assume responsibility; learn from the experience; and, when possible, give back to the community to restore the balance. The times when we do not live up to our values can pose sharp challenges, but they can also teach some of the most important lessons. Please see the section "On the Breach of Community Standards" on pages ### for more information.

Jared Lister
Head of Upper School
Summer 2026