

Sentinel

Independent School Guide

2026/2027

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Their Second Home

There is a Lot to Love About Independent Schools and They are More Affordable Than You Think

The Sentinel Editorial Board

When you send your child to school, what you are really doing is choosing a second home. You are choosing the people who will shape their days, the expectations placed upon them, the freedoms they will be given, the responsibilities they will be asked to assume and the values they will learn to live by. In Greenwich and New Canaan, we are fortunate to have outstanding public schools. But independent schools offer an extraordinary range of educational possibilities, and families owe themselves—and their children—a closer look.

Children do not all learn in the same way, develop at the same pace or discover their abilities at the same age. One child needs a smaller classroom and a teacher who recognizes a quiet intelligence. Another needs the freedom to pursue an unusual interest, the challenge of rigorous discussion or the confidence that comes from finding a place on a team or a stage. Independent schools can offer the flexibility, personal attention and distinctive programs that allow these differences to become strengths.

The best of these schools are intentional about the communities they create. Teachers know their students as individuals. Academic expectations can be demanding, but help is close at hand. Opportunities extend well beyond conventional coursework, into the arts, sciences, athletics, leadership, service and the outdoors. A child who has not yet found a particular passion may discover one. A child who has already found it may finally have the room and encouragement to pursue it seriously.

Prestige is a poor substitute for belonging. A school can have an impressive history, beautiful buildings and distinguished graduates, yet still be the wrong place for a particular student. What parents should look for is a community that understands their child, challenges that child and expects something in return. Good schools help young people learn not only what they can accomplish, but what they owe to others.

Cost, of course, can discourage families from considering independent education at all. That is precisely why parents should investigate financial aid before ruling out a school. Most of the schools represented in this guide offer substantial financial assistance. Many provide need-based grants, and some offer scholarships recognizing particular abilities or accomplishments. Schools also understand that tuition is not the only expense of an education. Many help families with costs such as computers, books, travel and extracurricular activities, allowing students to participate more fully in school life.

These commitments deserve greater recognition. Financial aid can bring an independent education within reach for families who might otherwise dismiss the possibility. It also helps schools create communities enriched by differences in background, income, experience and perspective. The published tuition is a starting point for a conversation, not necessarily the amount a family will be asked to pay. Ask what assistance is available. Ask what additional expenses are covered. The answers may be more encouraging than you expect.

Boarding schools deserve a closer look, too, particularly from parents who instinctively resist the idea of sending a child away from home. That hesitation is understandable. Daily family life is precious. Yet a boarding school can become a genuine second home, one that develops independence, close friendships and a sense of responsibility while preserving an important place for family.

Many boarding schools structure their calendars around sustained periods of study followed by substantial time at home. Some conclude examinations and major assignments before a vacation begins, allowing students to return with fewer academic obligations competing for their attention. Family time can become unusually focused: dinners without a rush to finish homework, visits with grandparents, time with siblings, travel and the ordinary pleasure of being together. The arrangement is not right for every child, and schools differ in their schedules and expectations. But for some families, the rhythm of concentrated school life and meaningful time at home is a genuine advantage.

Throughout this guide, we introduce independent schools with different approaches, traditions and strengths. We encourage you to visit their campuses, attend open houses, meet teachers and students, ask about financial aid and imagine your own child in those classrooms, studios, laboratories, playing fields and residence halls.

The best educational choice is not always the most familiar one. It is the school where a particular child will be known, challenged, encouraged and given the opportunity to grow into the person they are capable of becoming. Independent schools have much to offer. Give them the chance to show you.

Independent schools design their calendars with long, deliberate breaks so that students come home for meaningful stretches. Because there is breathing room built into the schedule, when a child comes home, they are ready to sit at the dinner table, catch up with siblings, travel, and be present.

Independent School Directory Listings

See Page 46 for School Indexes

BERKSHIRE SCHOOL

admission@berkshireschool.org
245 North Undermountain Road, Sheffield, MA 413-229-8511 | berkshireschool.org
Students: 425 (90% Boarding, 10% Day)
Teacher to Student Ratio: 1 to 4
Established: 1907

Berkshire School is a co-ed college preparatory boarding and day school for 425 9–12th graders and post-graduates, offering a forward-thinking, dynamic, and advanced curriculum on a 400-acre, state-of-the-art campus with world-class facilities in Sheffield, Massachusetts. Within this extraordinary setting, students live and learn by the school motto, Pro Vita Non Pro Schola Discimus—"Learning, not just for school but for life." The school is guided by six core values—curiosity, integrity, respect, inclusion, perseverance, and resilience—which are at the heart of both our academic program and community life.

BRUNSWICK SCHOOL

info@brunswickschool.org
100 Maher Avenue, Greenwich, CT 06830 203-625-5800 | brunswickschool.org
Students: 1,087 boys
Teacher to Student Ratio: 1 to 6
Established 1902

Brunswick upholds its founder's commitment to "ably and generously prepare boys for life." For nearly 125 years, Brunswick has been defined and distinguished by this commitment and by the founding Board Chairman's clarion call to "Courage, Honor, Truth." Faculty and staff believe deeply in the tremendous potential of boys and have deliberately and successfully sculpted an educational experience emphasizing rigorous traditional learning, self-discipline, and character development.

In a fast-changing world, Brunswick is increasingly dedicated to building in all our students the habits-of-mind that will nourish and fortify them for the rest of their lives. At the same time, Brunswick never ceases to balance that work with a truly forward-thinking re-imagination of lives in a challenging and ever-changing world. The school presently enrolls 1,087 boys, with the Class of 2027 numbering 112 young men. Greenwich residents make up 61% of the student population, 20% are from other Connecticut communities, 18% are from Westchester County (N.Y.), and 1% are from beyond the immediate area. For 2026–2027, 21% of students receive financial aid.

Brunswick offers rigorous academics with a 1:6 teacher-student ratio. The school year is divided into two semesters, with most courses covering both semesters. In total, the school offers 267 courses with an average class size of 10.2. Highlights include advanced science research, required study in computer science, 35 Advanced Placement (AP) courses and 35 AP tests, comprehensive athletics, arts, drama, and music, as well as a language program that includes instruction in Arabic, French, Spanish, Mandarin, Italian, Latin, and Greek.

The Brunswick Upper, Middle, Lower, and Pre School are spread out among 162 acres on four campuses in Greenwich, Conn. In addition, a Vermont experience is threaded throughout the whole of the Brunswick program. Students in each major division — Lower, Middle, and Upper School — travel to the school's 620-acre campus in Randolph, Vt., for seminal, wilderness-education, and applied-classroom learning experiences.

THE CAMBRIDGE SCHOOL OF WESTON

admissions@csw.org
45 Georgian Road, Weston, MA 781-642-8600 | www.csw.org
Students: 310 | Coeducational
Teacher-Student Ratio: 1:7
Founded in 1886

The Cambridge School of Weston (CSW), a gender-inclusive day and boarding school for grades 9-12 in Weston, MA, is a national leader in progressive education. We live out our values of inquiry-based learning, student agency, and embracing diverse perspectives in every aspect of our student experience. Young people come to CSW to learn how to learn and then put what they learn into action — essential skills they carry into their futures as doers, makers, innovators, leaders, and exceptional humans who do meaningful work in the world.

At CSW, learning goes beyond memorization; it is immersive, collaborative, and transformative. Our innovative Module System allows students to take intensive, six-week courses that encourage depth, exploration, and creativity. Our curriculum is infused with social justice education, ensuring that students engage deeply with issues of equity, power, and change. And a strong culture of student voice and belonging means every student is seen, heard, and supported to thrive.

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CAMPUS DIRECTION

Cammie Bertram, Certified Educational Planner, has over 30 years of experience guiding families through the junior and secondary boarding school admissions process. She is one of the most trusted voices in education consulting.

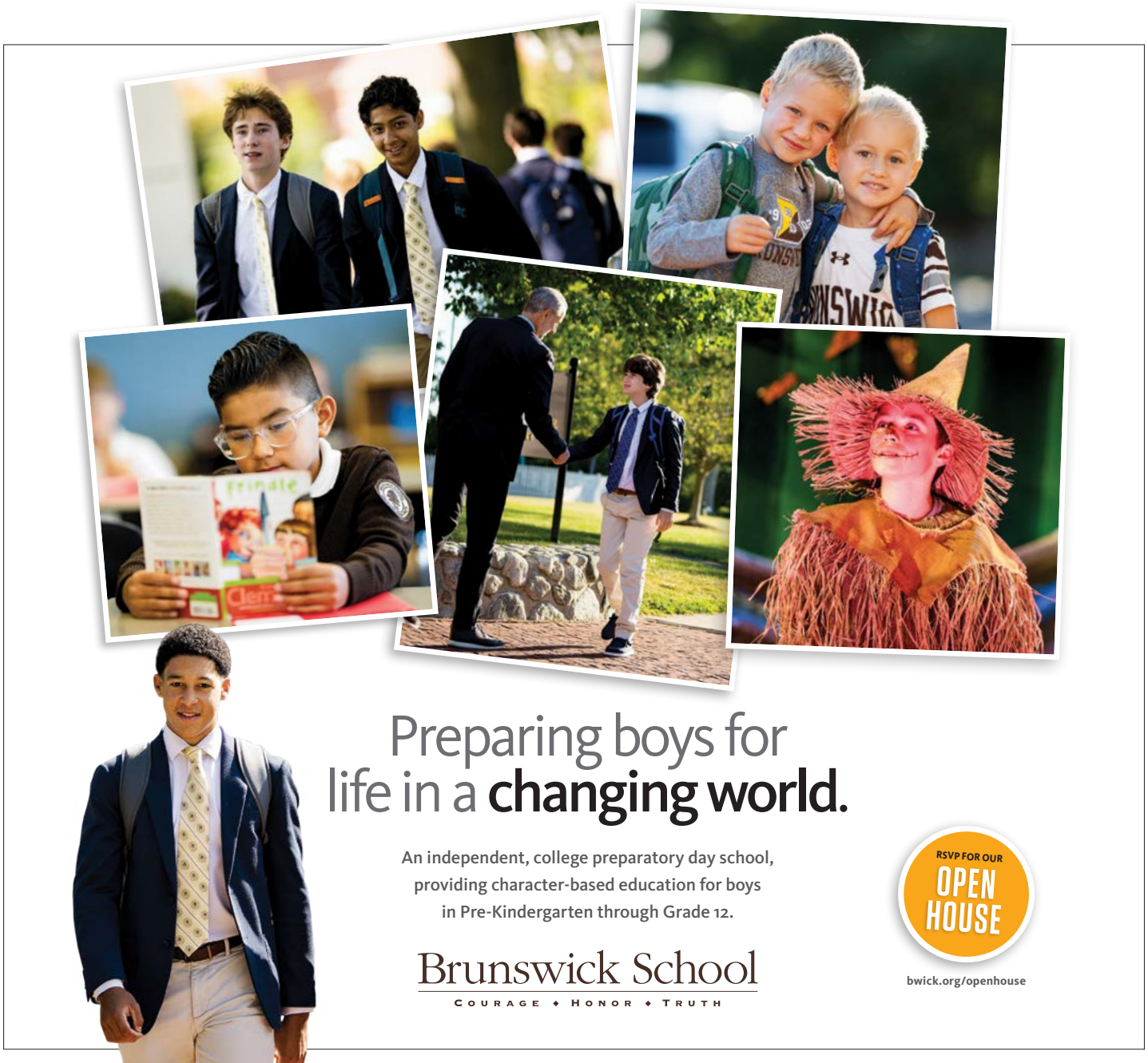
Cammie is gifted at understanding her client families, their goals, and their aspirations to make sound, appropriate school recommendations. Families, Heads of Schools and Admissions Directors regularly comment on Cammie's values and empathy, as well as her gold standard of excellence, ethics and best practices. Cammie strives to find each student a school or program where they can experience success on every level: academically, socially and emotionally.

Her track record speaks for itself. In both 2025 and 2026 every single student with whom Cammie worked was admitted to their first-choice boarding school.

Cammie has served as Founder and President of three successful educational advisory firms during her 32-year career: Camille M. Bertram Educational Consultants in 2003; The Bertram Group in 2012 and Campus Direction® in 2022. Her expertise continues to thrive in her new Lowcountry surroundings in Beaufort, SC. Cammie also maintains an office in New York City.

Cammie continues to receive consistent five-star reviews on TrustPilot and Google Reviews. As a parent recently wrote: "A kinder, more genuine, more helpful, more knowledgeable, more connected, harder working consultant you will not find, no matter where or how hard you look. Her service is invaluable."

directory continues on Page 21

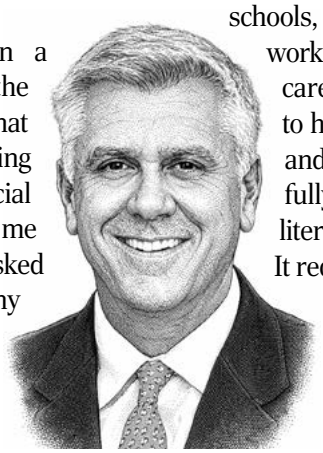


When Schools Must Speak

There are times when it is a school's obligation to lead.

By Adam C. Rohdie, Head of Greenwich Country Day School

Over the years, I have had the honor of meeting and getting to know many college presidents and leaders of some of our nation's most respected universities. Just last week, I had the opportunity to spend time with Daniel Diermeier, Chancellor of Vanderbilt University.



During our time together, we engaged in a fascinating and serious conversation about the concept of institutional neutrality—the idea that colleges and universities should refrain from taking official positions on controversial political and social issues. Our conversation had added resonance for me because, as a graduate of Wesleyan University, I asked Chancellor Diermeier to contrast his philosophy with that of Michael Roth, Wesleyan's president.

The two men represent very different schools of thought. And, in my mind, the heart of their disagreement comes down to two competing ideas, both of which have considerable merit.

Michael Roth believes that university presidents should not only speak out on controversial issues but also recognize that they have a moral responsibility to do so. He believes that the position of influence afforded to university leaders carries with it an obligation to engage in difficult conversations, challenge prevailing assumptions, and inspire debate. Silence, in this view, can itself be a statement.

Diermeier approaches the question from a different perspective. He believes deeply in the importance of open dialogue, intellectual diversity, and the free exchange of ideas. But, he argues that when a university takes an official position on a controversial issue, it can unintentionally create an orthodoxy—an institutional point of view that students and faculty may feel compelled to accept. The result, he worries, is precisely the chilling effect on free expression that has become so troubling on college campuses across the country.

Both men are thoughtful, principled educational leaders. Both believe in the importance of preparing young people to think critically, engage with opposing viewpoints, and participate meaningfully in a democratic society. They simply disagree about how best to accomplish that goal. It is a fascinating debate, and one that I suspect will occupy educational leaders for years to come.

As I reflected on our conversation, the question of when educational institutions should speak—and when they should remain silent—took on a much more immediate and troubling significance. The horrific news surrounding Cornell University recently has once again reminded us of the enormous responsibility we bear as educators, parents, and adults entrusted with the care of young people.

Whatever one's position on institutional neutrality, there are moments when schools have not only an opportunity but an obligation to lead. For those of us who lead independent schools, that responsibility is particularly profound. Our work is not simply to prepare students for college, careers, or academic success. We are mission-bound to help them become ethical, thoughtful, courageous, and compassionate adults. And that work cannot be fully accomplished through mathematics lessons, literature discussions, or science experiments alone. It requires us to engage young people in conversations that are sometimes uncomfortable, occasionally awkward, and often extraordinarily difficult. Conversations about peer pressure, drugs and alcohol, consent, groupthink, personal responsibility, and the courage required to stand up when everyone around you is sitting down.

We need to help students understand that being part of a group does not absolve them of individual responsibility. That popularity is not a substitute for character. That silence in the face of wrongdoing is itself a choice. And that sometimes the most important decision a young person will make is to say "no" when everyone else is saying "yes." These are not conversations that should begin when our children arrive on college campuses. By then, we may have missed some of our most important opportunities to develop in them a reliable ethical foundation.

Partnering with parents, we need to begin these conversations much earlier, in age-appropriate ways, in our classrooms, around our dinner tables, and in the countless small moments when young people are learning to navigate the complicated world around them.

I know that the idea of talking with your children about alcohol, drugs, sexual consent, and peer pressure can be daunting. I also know that many parents worry that raising these subjects will somehow introduce ideas their children have not yet considered. But the reality is that our children are already encountering these issues, whether through friends, social media, popular culture, or simply the experience of growing up. The question is not whether they will be exposed to difficult choices. They will. The question is whether we have given them the moral compass, the confidence, and the courage to make the right ones.

Which brings me back to my conversation with Chancellor Diermeier. I suspect that he and Michael Roth would continue

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When Schools Must Speak
From Page 6

to disagree about whether universities should take public positions on the great political and social controversies of our time. But I also suspect they would agree on something far more fundamental. There is a difference between telling students what to think and teaching them how to live a life empowered with the fortitude and resources to choose the hard right over the easy wrong.

Schools should be places where students are encouraged to question, to disagree, to challenge authority, and to develop their own understanding of the world. We should resist the temptation to substitute our opinions for their independent judgment. But we should never confuse intellectual openness with moral ambiguity.

We can remain neutral on political questions without being neutral about honesty, integrity, compassion, personal responsibility, and human dignity. We can encourage students to think for themselves while making absolutely clear that their choices have consequences—not only for themselves but for the people around them.

In the end, the measure of a great school is not simply how much its students know when they leave us. It is who they have become. Because someday, in a dorm room, at a party, or in a moment when no parent or teacher is watching, one of our students will face a choice that truly matters. In that moment, the most important lesson we ever taught them may have nothing to do with what appeared on a final exam. It may be the courage to walk away. Or better yet, the courage to speak up. That is when education becomes character. And that is when our work as educators matters most.

Adam C. Rohdie has been Greenwich Country Day School's Head of School for over 20 years. He also teaches an Upper School history course and coaches basketball.

We can remain neutral on political questions without being neutral about honesty, integrity, compassion, personal responsibility, and human dignity.

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INDEPENDENT SCHOOL GUIDE 2027/2028

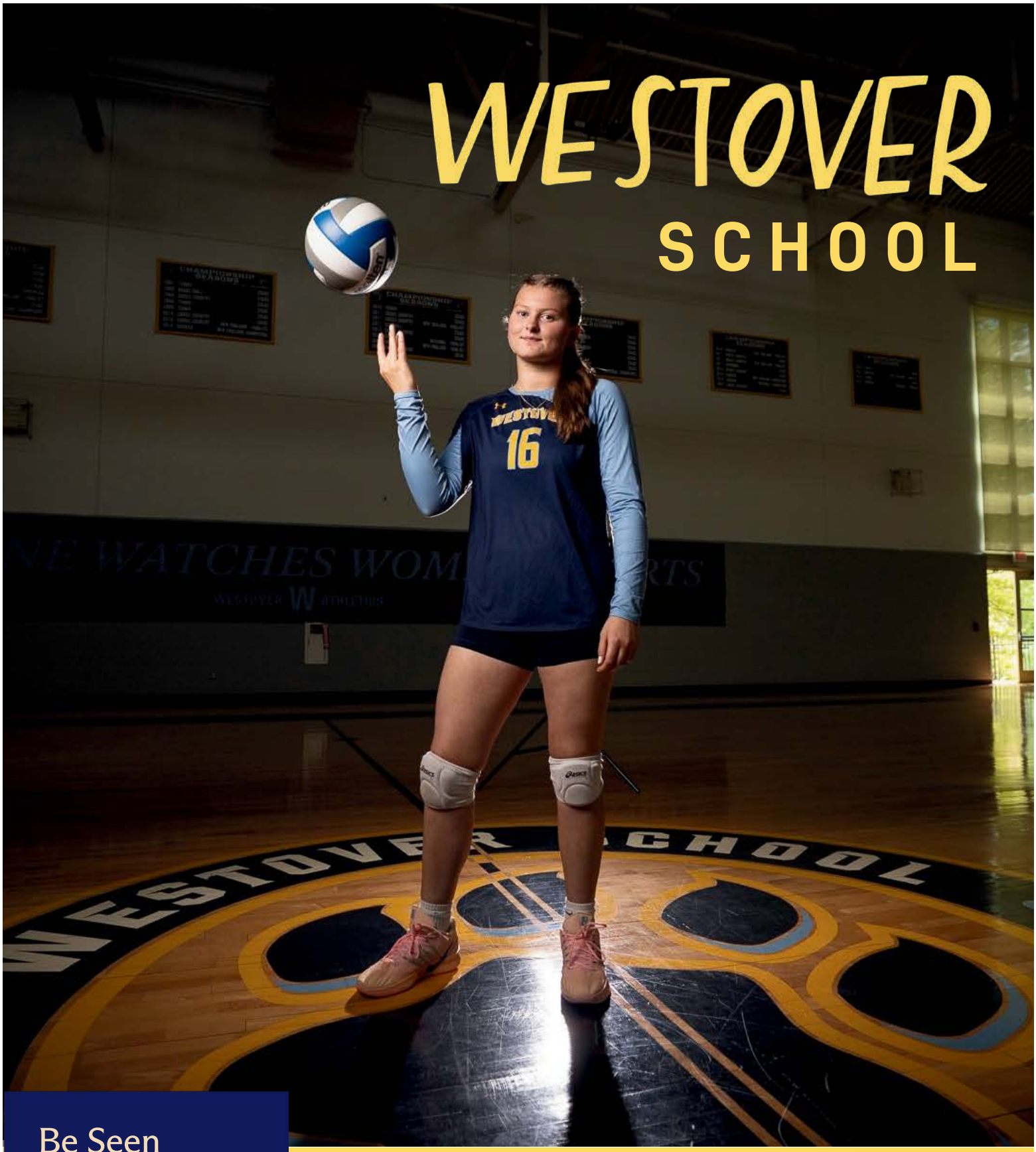
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Westover School is a girls-centered boarding and day school for grades 9-12 located in Middlebury, CT.

Choosing an Independent School: What 25 Years in Admissions Taught Me

By Polly Fredlund, Head of School, Westover School

If there were PhDs in independent school admissions, I might have earned two by now. My journey as an educator has been rooted in two passions: first, connecting exceptional students and families with a school that can truly transform their lives; and second, being part of those students' journeys—watching them grow, learn, make mistakes, get back up again, and thrive before launching into the world beyond our campus. Selecting the right school is not just about checking boxes—it's about finding an environment that aligns with a student's curiosity, character, and potential.

Before becoming Head of School at Westover, I spent more than 25 years in independent school admissions. During that time, I learned the art and science of admissions—and how to guide families thoughtfully through the sometimes complex process of choosing the right school. Families often come to this process feeling equal parts excitement and anxiety. My goal has always been to help them navigate it with confidence and clarity.

Here are practical tips to help you on your journey, whether you have a kindergartner just starting out or a high school student preparing for the next chapter:

1. Kick Off with a Family Meeting

Before diving into school lists, gather your family for a conversation about priorities. Ask each person to rank their top ten "must-haves": academics, student life, diversity, financial aid, global programs, coeducation or single gender, religious affiliation, leadership opportunities, facilities, school culture, boarding or day, and more. This sparks meaningful conversation, highlights alignment or differences, and sets the stage for a thoughtful search.

2. First Impressions Matter

First impressions aren't just fast, they are instant. Research shows impressions of a school's culture, energy, and vibe are formed in the first two minutes on campus, even before the first handshake or tour even begins.The initial energy and welcome of a visit often reveal the true heart of a school.

3. Jot It Down

After multiple visits, details can blur. Keep a notebook or phone app handy to capture thoughts immediately after a tour. Take 5 minutes to ask yourself: What are three words that sum up this visit? What surprised me? What gave me pause? These notes will be a helpful tool when it's time to make decisions.

4. Parents vs. Students

Parents often prioritize academics, while students may focus on friendships and activities. Acknowledge these differences out loud—it's normal! Keeping both perspectives in mind helps you find a school that meets social and intellectual needs alike.

5. Affordability & Accessibility

Independent school tuition can feel intimidating, but most schools offer financial aid. Attend info sessions, speak with admissions staff, and remember: families from many income levels benefit from these programs. Don't let money concerns stop you from exploring a school that could be a great fit.

6. Think Globally

A modern education is inherently global. Many day schools emphasize world languages, cultural studies, and travel opportunities, while boarding schools like Westover bring students from across the globe together. A vibrant international community prepares students to thrive in a connected world.

7. Glide, Don't Grind

Colleges seek students who are engaged, curious, and pursuing passions—not just chasing grades. Look for schools that let students shine in areas that excite them, whether academics, arts, athletics, or technology. At Westover, programs like Oxford Tutorial Program, Westover Institute, and diverse academic offerings let students explore their unique interests.

8. Swimming, Dance, or Tech

If your child has a passion—swimming, dance, coding, robotics, or music—check whether schools offer strong programs in that area. Decide what is essential versus nice-to-have. At Westover, students excel in STEM, leadership, global studies, finance, squash, tennis, and more, transforming passions into strengths that set them apart.

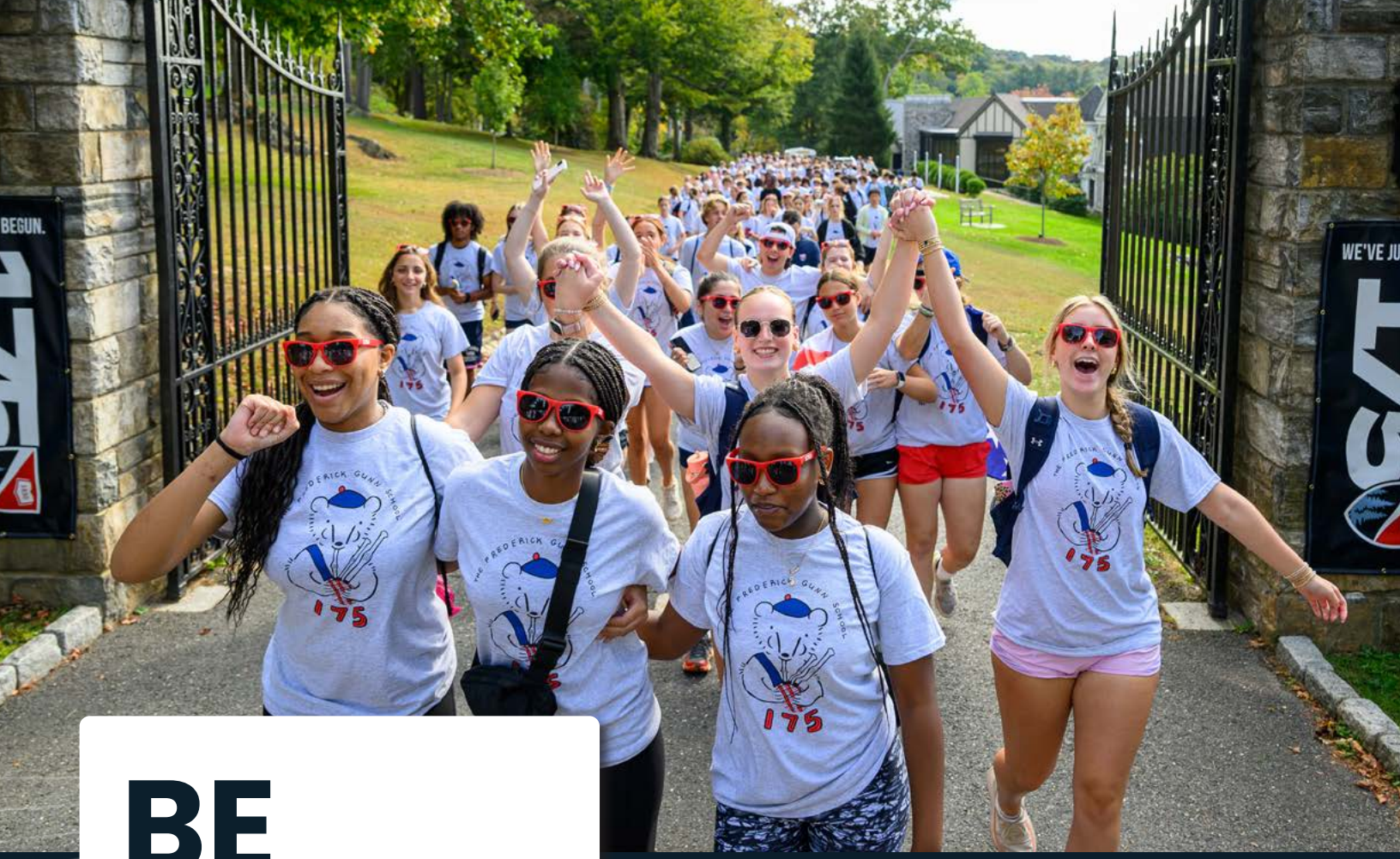
9. Keep an Open Mind

Flexibility is key in independent school admissions. Visit multiple schools, focus on the positives, and picture your child thriving in different environments. Fixating on a single option can be limiting.

10. Trust Your Gut

Websites, brochures, and social media provide only part of the story. Nothing replaces being on campus. Observe how teachers engage students, listen to classroom buzz, and notice curiosity and joy in learning. Your instincts are often the best guide to finding a school where your child will thrive.

My years of working with students and families have shaped what I value in a school experience. At Westover, we are dedicated to fostering a student journey that emphasizes academic excellence, limitless leadership opportunities, and a community where students can fully be themselves. Signature programs—such as Women in Science and Engineering (WISE), the Oxford Tutorial Program, the Westover Institute, Financial Independence Readiness Empowerment (FIRE), and the Rasin Center for Global Justice—offer dynamic pathways for students to explore their passions and stretch their potential. We know that when exceptional teachers and motivated students come together, anything is possible. We invite you to visit and experience it for yourself.



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The Frederick Gunn School cultivates independent critical thinkers empowered to be a force for good.

We educate students to be ambitious citizens who are always learning and courageous in character.

KEY DATES FOR 2027–2028 ENROLLMENT

EARLY DECISION

DECEMBER 1, 2026:
Application deadline

DECEMBER 15, 2026:
Decision notification

REGULAR DECISION

JANUARY 15, 2027:
Application deadline

MARCH 10, 2027:
Decision notification

The Frederick Gunn School

The Frederick Gunn School is a coed boarding and day school for 330 students in grades 9-12 and postgraduate.
99 Green Hill Road | Washington, CT | **GoGunn.org**

Real Teenagers Make Mistakes

By Emily Raudenbush Gum, Head of School at The Frederick Gunn School

One of the most important lessons I have learned as an educator recently actually stems from my role as the mother of two young boys. Like most parents, I have faced moments where I have read less-than-flattering comments about my sons on report cards or received calls about something they did wrong during the day. I admit my boys can be a handful, and I am grateful for those teachers who know and love them every day. But, it does make me step back and wonder: are our schools designed for the children that we have, or for the idealized version of them?

This question keeps me humble as a school leader, and it changes the way I interact with parents whose children are in my school. I know that, more than anything else, families want their child to be in a school that is designed for their individual child to thrive, not some ideal of their child. This is why we say at our school that we set out day by day to be a place for the actual teenagers who we have, not the teenagers who we wish existed, and our actual teenagers make mistakes.

There is a book, 10 to 25: The Science of Motivating Young People, recently published by developmental psychologist David Yeager, which helps to substantiate our approach. It gives this instinct I just described a name. Yeager's research has focused on what is happening in the development of young people and why many school practices not only start from what turn out to be false assumptions about who these young people are, but then also designs against these missteps. (In my last contribution to this publication, "The Future of Education is Adaptability," I described how design standards work in thinking about schools.) Yeager's claim is that if we underestimate young people, we set our standards too low for them, believing that their brains aren't developmentally ready for high stakes. On the other hand, if we mistake what motivates young people, ignoring that the social posturing of teenagers is deeply relevant to their healthy development, then we fail to show the deep respect for these young individuals that not only offers them support in a way they can accept, but also motivates them to reach their highest potential. Yeager calls this the "mentorship mentality" and it is brilliant and deeply aligned to the model of education Frederick Gunn, the founder of my school, imagined 175 years ago. While Mr. Gunn might not have called it that, "mentorship mentality" continues to drive our educational philosophy today.

Why is it so hard for schools to take as a starting point for their classrooms that teenagers make mistakes? Or to use a more technical term, teenagers are fallible in all sorts of ways that we hope they grow out of — or compensate for — as they age into adulthood. Here is where scale begins to matter a great deal in schools. When educators set ambitious standards for our students to reach, and any particular student fails to live into their full potential, we do what all humans do. We make up stories.

Maybe this student blew off my test prep because they were gaming instead of being responsible. Maybe this student should have taken advantage of extra help when I offered it. Maybe this student isn't paying attention in class. Maybe this student "just isn't a math kid." Of course, we can also generate a more generous range of stories. Maybe this student got into a disagreement with his dad. Maybe this student broke up with her significant other. Maybe this student is recovering from the flu.

As Yeager describes it, our temptations to believe in the first set of possibilities leads us to enforce high standards without considering whether we are offering enough and the right kind of support, and our temptations to believe in the second set of possible stories leads us to lower our expectations and standards in the name of support. We find ourselves saying, teenagers are up against so much — social media, a mental health crisis, global crisis fatigue — can't we just give our young people a pass?

So, how would a teacher know why a particular teenager failed to live up to high standards and expectations in a specific moment and motivate them to their full potential? The solution is in knowing our students, and their incredible potential, personally and collectively. To know what is holding a teenager back — the causes of their mistakes and what they are truly struggling with — requires knowing this particular kid really well. This is not about "kids these days," it is about the amazing actual students who we get to partner with for this actual school year. It is about establishing ambitious visions of what is possible for this actual kid. What would it look like to allow schools to prioritize teachers knowing their students well and building trust with them as their number one priority because it is the bedrock of great education and humane excellence? This is possible only in schools where building trust with students is the foundation of your approach.

It is a value proposition that small boarding schools do singularly well, I am proud to say.

All teenagers make mistakes, they are fallible, and when excellent educators are given the resources by their schools to know their students comprehensively enough, they can lead them through challenges personally and with respect. Then, we get to see the greatest possible growth in each of our students. (It is a value proposition that small boarding schools do singularly well, I am proud to say.)

Emily Raudenbush Gum is the 12th Head of School at The Frederick Gunn School in Washington, Connecticut, celebrating its 175th year.



The most important thing a school shapes isn't a transcript. *It's the person holding it.*

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CANTERBURY

Learning by Going

By Caroline Blatti, Head of School, Canterbury School

Choosing a high school often begins with a list.

What courses are offered? How strong are the arts and athletics? What opportunities will there be to lead, serve, compete, or try something entirely new? And, inevitably: Will this school prepare my child for college?

These are important questions. But after spending my career working with adolescents, I believe there is another one worth asking:

What kind of high school experience will prepare you not simply for college, but for a life guided by purpose, commitment, and a moral compass that stands the test of time?

High school arrives at an extraordinary point in a young person's life. You enter still discovering your interests, testing your abilities, and figuring out where you fit in the world. You graduate with considerably more independence and a growing sense of the direction you want your life to take.

And yet, I worry that we sometimes ask teenagers to define themselves too early.

Choose your sport. Find your passion. Build your résumé. Decide what you're good at. Start thinking about college.

To be sure, there is value in commitment and in pursuing something deeply. But fourteen is awfully young to have yourself all figured out. So is sixteen, for that matter.

High school shouldn't require you to arrive already knowing who you are. It should give you the experiences, relationships, and challenges that enable you to become the best version of yourself.

At exactly the same time that we apply significant pressure on teenagers to make choices and figure out their next steps in life, they need an equal—if not greater—measure of time and space for exploration and growth. They need the freedom to try new things and the encouragement to remain open to the incredibly dynamic changes that will mark their high school years.

Angela Duckworth, author of Grit: The Power of Passion and Perseverance, has spent years studying people who demonstrate extraordinary commitment to long-term goals. Yet she cautions against expecting young people to imitate the single-minded dedication of accomplished adults before they have had the opportunity to discover what genuinely interests them.

Her advice is simple: sample, then specialize.

Throughout our lives, we balance exploration with specialization, trying what is unfamiliar while developing greater skill in what we already know. Early in life, Duckworth argues, the balance should favor exploration. Before you can commit deeply to something meaningful, you need enough experience with the world—and with yourself—to recognize what deserves that commitment.

Exploration doesn't mean a lack of rigor or perseverance. Trying something unfamiliar requires courage. Being a beginner can be uncomfortable. Encountering people and ideas that challenge your assumptions asks you to think differently. Over time, those experiences help you understand where your strengths lie, what interests you enough to pursue further, and what matters to you.

Not every new experience needs to become a credential or a line on a college application. Sometimes its value is simply that you tried it—and learned something about yourself in the process. The goal isn't to do everything or to value only those experiences that lead to overt, public success. Teenagers need enough freedom to find the things that deserve more of their time and attention.

Why Access Matters

Families shouldn't have to choose between abundant possibilities and a community where their child will be truly known. Teenagers need both.

A broad program gives students choices. But those choices matter only if students can actually access them. Can you try out for the team even if you haven't played the sport in a few years? Is there room for you on the stage? Can you pursue a new academic interest, join a club, serve the community, or step into leadership before you have proven that you are a leader?

And just as important: Is there someone paying enough attention to encourage you to try?

That last question matters.

When adults know students well, they notice things. A teacher sees that you are ready for the harder course. A coach recognizes an ability you don't yet see in yourself. An advisor senses that you're playing it safe and gives you the nudge to take a chance.

In doing so, those adults also demonstrate that you matter. I often say to students, "If it matters to you, it matters to me." The reverse is also true: when the adults who know you well see something worth pursuing, their encouragement can help you recognize possibilities you might otherwise have missed.

Being known shouldn't mean simply being comfortable. It should mean having adults around you who know when to support you and when to ask a little more of you.

Character Develops in the Process

These experiences shape more than your interests and abilities. They also shape your character.

Character education can sound like something separate from the rest of school—a program, a class, or a collection of values displayed on a wall. I believe it is much more fundamental than that.

Character develops in ordinary moments.

You don't make the team. A friend disappoints you. You receive a grade you didn't expect. You disagree with someone whose perspective is very different from your own. You make a mistake and have to decide whether to own it.

The adults surrounding teenagers have an opportunity to help them navigate those experiences without navigating them for them. We can ask questions, provide perspective, hold students accountable, and give them another chance. Gradually, young people learn to make those decisions for themselves.

None of this requires lowering academic expectations. In fact, serious intellectual work is itself formative. Wrestling with a difficult idea demands discipline. Listening carefully to an opposing argument requires humility. Responding to criticism takes maturity.

Academic ambition and personal development aren't competing goals. Done well, education advances both.

Learn by Going

When families visit high schools, they should absolutely examine the curriculum, facilities, activities, and college outcomes.

Then look beyond the list.

Ask whether students actually have access to all those possibilities. Notice how students and adults interact. Find out what happens when someone struggles or makes a mistake. Ask whether young people are encouraged to venture beyond what they already know they do well.

And pay particular attention to the students themselves.

Are they curious? Are they comfortable talking with adults? Are they willing to try something difficult? Do they seem to participate fully in their school rather than simply attend it?

Those answers can tell you something a course catalog cannot.

High school is not a four-year exercise in building the perfect résumé. It is a rare period in a young person's life when exploration should still be encouraged, mistakes can become valuable teachers, and new interests have time to take root.

We should give them the chance to try, to stretch, to occasionally fail, and to surprise themselves. They have the rest of their lives to specialize; high school should help them discover what might be worth specializing in.

The poet Theodore Roethke wrote, "I learn by going where I have to go." Perhaps that is what we should want most from high school: not that you arrive with your destination already mapped, but that you are given the opportunity to find your way—and become more fully yourself as you go.

As I often share with parents: prepare to be astonished.

Caroline Blatti is the seventh Head of School of Canterbury School in New Milford, CT, a boarding and day school serving grades 9-12 and postgraduate.

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Resolving Student-Teacher Conflicts

By Lockey Coughlin, Education without Walls

What's your favorite class? Do you have a favorite book? How about a favorite hobby? Are there any classes that you dread?

Every conversation with a prospective new student at Education without Walls is slightly different and nuanced, depending on the family and students, of course, but these four questions are ones that I ask during every interview. There is no right, or wrong, answer and responses tend to vary greatly.

The answers to these questions are all eminently useful. The first three provide direction in class choices, independent study topics, and ways to facilitate joy for each student in the classroom. The final question is a little thornier and is where problem solving, and guidance may be helpful.

One common theme that I find in this fourth question is the reason why each student dislikes their dreaded class. It generally is not the topic or that the learner is 'bad' at the subject taught in the offending class. Instead, the students will invariably point to their instructor as the reason. Parents consistently back up their child in this assertion with a story or explanation of why the teacher is dreadful; often accompanied by very real frustration, eye rolls, and, occasionally, anger.

> ***This presents as a conflict, but this is a conflict that can be avoided.***

This presents as a conflict, but this is a conflict that can be avoided. It certainly should never descend into the offensive and defensive maneuvers that I often hear about, maneuvers that would have made even the great John Madden cringe. Parents are conditioned to take the side of their child, at least publicly, as is appropriate. School administrators tend to back up their teachers, also appropriate. Often, friends, co-workers, and extended family members will take sides, as well, choosing teams based on how they feel about the respective combatants.

This is a scenario that rarely ends well and one that is both time-consuming and counterproductive. Those involved have lost sight of the goal that everyone is working towards, which is education

Continued on Page 33



Whole Child Well-Being

By Tyler Lewis, Head of School, Kimball Union Academy

My 13-year-old daughter departed home each of the past three summers for a four week stay at a camp in Maine. Removed from the distractions of screens and jumping into the woods and camp life has become her sacred ritual. Through her stories and the self-possessed joy and pride spilling out from her, we learn about incredible friendships with peers, nuanced and thoughtful trusted adults, navigating calculated risks, and ultimately the deepening of a self-confidence of her own creation.

Those characteristics – curiosity, adventure, reflection, positive risk-taking, embracing intentional experiences and challenges – are all hallmarks and building blocks of healthy, productive lives. Those are student outcomes that I, as a head of school, along with our faculty, parents and students collectively align behind and work toward every year. In an increasingly complex world, the benefits of optimizing learning environments are only expanding and transcends academic achievement in developing foundational whole-child wellbeing.

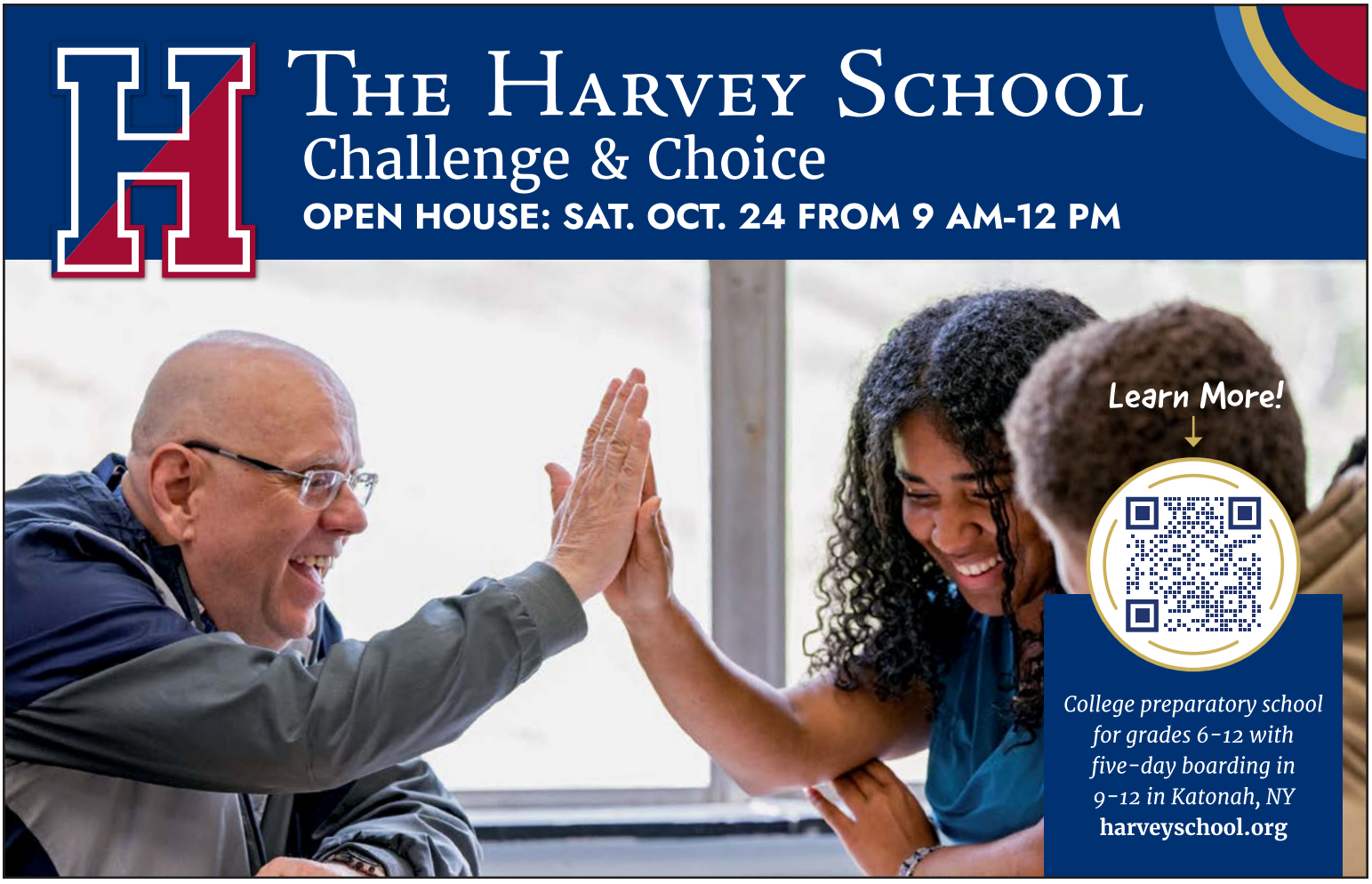
It might include hopping on a mountain bike or pair of skis, walking with friends through a wooded path, or simply an extended moment of awe and calm surrounded by nature's beauty.

We all feel the contradiction of the pendulum that is swinging us to many life-changing benefits of technology, but also carries our complex relationship with social media, addictive design, and the measurable decline in physical exercise and socialization resulting in U.S. teens averaging over eight hours of daily screen time. Kids themselves are asking for time away from devices. A recent Harris Poll asked children ages 8-12 how they want to spend their time. The answers were an undeniable call to action – 84% said they wanted to escape their phones and live more in the real world.

Holding this awareness, but finding solutions or even a pathway increasingly challenging, we are also aware of the empirical truth that more time exposed to nature offers the counterbalance of improved emotional well-being and cognitive function. Research is unequivocal and consistent – time away from phones positively impacts focus. And wellbeing and more time immersed in natural beauty has so many cognitive, emotional and physical benefits. It's a win-win.

I get to live and feel this research in action at the school I lead in part because of our geography – a 1,300-acre campus

Continued on Page 23





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The **First Bank of Greenwich** Continues Partnership with **Greenlight**

THE FIRST BANK OF GREENWICH℠ | GREENLIGHT

The First Bank of Greenwich is proud to continue its partnership with Greenlight Financial Technology, Inc., offering customers complimentary access to the award winning Greenlight family finance app through the Greenlight for Banks program. This initiative reinforces their commitment to empowering families in their community with practical financial literacy tools that help prepare the next generation for lifelong money management success.

"Our continued collaboration with Greenlight gives parents the resources to guide their children toward healthy financial habits, with real-world practice in earning, saving, spending, and giving," said Frank Gaudio, President and CEO of The First Bank of Greenwich. "This is exactly what a true community bank should provide — innovative programs that make a tangible difference. Many of our own team members use Greenlight with their families, and the feedback has been overwhelmingly positive."

Greenlight offers a modern, cashless way for parents to automate allowance, manage chores, set flexible spending controls, and send money quickly — all while giving children the experience of using their own debit card under parental guidance. The app also features Greenlight Level Up™, an engaging in app financial literacy game packed with challenges, rewards, and a curriculum designed to build confidence and money skills.

"We created the Greenlight for Banks program to assist financial institutions in better serving families and engaging the next generation with top-notch financial education," said Matt Wolf, SVP of Business Development at Greenlight.

"Community banks like The First Bank of Greenwich are ideally positioned to enhance financial literacy thanks to their strong community ties and exceptional customer care."

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To enroll, customers of The First Bank of Greenwich can visit **greenlight.com/greenwich** and link their First Bank of Greenwich account as a funding source to receive a complimentary Greenlight subscription. Parents can add up to five children, each with their own debit card — including this year's limited time custom card.



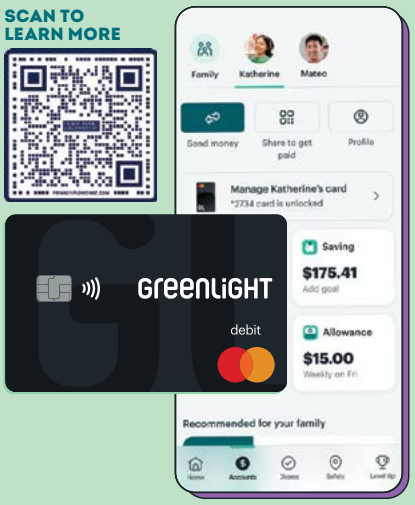
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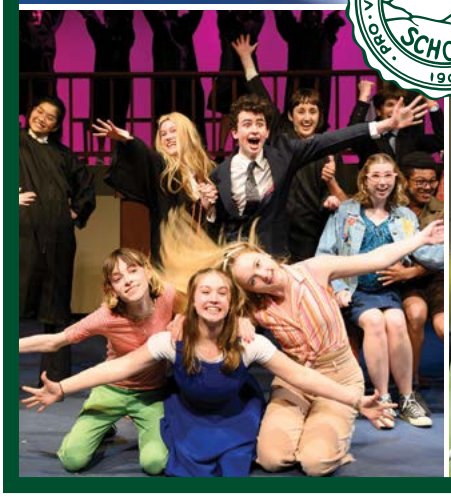
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Directory Continued
From Page 5

CANTERBURY SCHOOL

CANTERBURY SCHOOL

admission@cbury.org
101 Aspetuck Avenue,
New Milford, CT 06776
860-210-3832 | www.cbury.org
Student-to-Faculty Ratio: 6:1
Founded in 1915

Canterbury School is a coeducational boarding and day school serving students in grades 9–12 and postgraduates, set on a beautiful 150-acre campus in Connecticut's Litchfield County. With a student body of approximately 330, Canterbury combines an extensive college-preparatory program with a highly personal school experience. Students can pursue interests across academics, athletics, the arts, leadership, faith, and service while benefiting from the relationships and individual attention that come with a close community.

The Canterbury experience is designed for students to participate fully in school life. A robust academic program is complemented by 44 athletic teams across 17 sports, opportunities in music, theater, and the visual arts, and numerous ways to lead and serve. Students are encouraged to venture beyond familiar interests, take appropriate risks, and make meaningful commitments. Teachers, coaches, advisors, dorm parents, and other adults play an active role in helping students recognize their strengths, navigate challenges, and grow in confidence and independence.

Founded in the Catholic tradition and welcoming students of all faiths and backgrounds, Canterbury places equal importance on intellectual growth and character formation. Its Five Values—Honesty, Respect, Compassion, Spirituality, and Self-Reliance—provide a foundation for a community that expects students to think seriously, act with integrity, care for others, and take increasing responsibility for themselves. Canterbury graduates leave prepared for college and grounded in the values, relationships, and experiences that will continue to serve them well beyond it.

CHESHIRE ACADEMY

CHESHIRE ACADEMY
1794

10 Main Street, Cheshire, Connecticut
203-272-5396 | cheshireacademy.org
Students: Approximately 375 | Grades 9–12 + Postgraduate
Coeducational college-prepartory| Boarding & Day
Student-Faculty Ratio: 7:1 | Average Class Size: 11
Founded in 1794

Serving approximately 375 students from more than 18 countries and 13 U.S. states, Cheshire Academy coeducational college-prepatory boarding and day

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school offers a close-knit community, providing students with individualized pathways to success based on their strengths and interests. Located in Cheshire, Connecticut, the 100-acre campus rests in a quintessential and safe New England community conveniently located between New York and Boston.

One premium offering that enhances student learning and growth is The Roxbury Center for Learning & Leadership, which brings cutting-edge Mind, Brain, and Education (MBE) research into a personalized learning experience. MBE-trained faculty work with students through pathways including Academic Excellence (including SAT prep), Student Athlete, Aspiring Leader, Executive Function & Cognitive Strengthening, and English Language Learner, using one-to-one coaching, group sessions, peer-to-peer learning, and regular faculty feedback. Students develop metacognition, self-awareness, executive function, and the confidence to take ownership of their learning—skills they can apply across academics, athletics, leadership, and life.

The Roxbury Center builds on Cheshire Academy's long history of individualized education, dating to the early 1900s when The Roxbury School was feeder to the Ivy League known for 1:1 instruction modeled on the Oxford–Cambridge tutorial system. Today, it extends that legacy with adolescent learning science and a schoolwide approach designed to develop resilient, self-directed learners. As Dean of Faculty & Academic Life Marc Aronson says, "When learners can apply that knowledge across academics, athletics, leadership, and life, they build the character, critical thinking, and confidence they need to thrive as purposeful global citizens far beyond Cheshire Academy."

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whit@clearview-lifecoaching.com

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(757) 799-9611 |
clearview-lifecoaching.com
Primary Focus: Teens and Emerging Adults
Services: Individual Coaching | Group Programs | Workshops and Consulting
Approach: Evidence-Based | Strengths-Based | Future-Focused

Clearview Life Coaching & Consulting helps teens and emerging adults develop the self-awareness, confidence, resilience, and practical skills needed to manage challenges and move purposefully toward their goals. Founded by career educator and youth-development professional Whitney Ryan, Clearview draws upon more than 30 years of experience working with young people in schools, summer camps, and community settings.

Clearview offers individual life coaching, parent coaching, teen resilience coaching, group coaching, parent-child workshops, and educational programs for families. Its strengths-based approach encourages clients to recognize their abilities, develop their own solutions, and build lasting

Continued on Page 25



45-minute classes are causing burnout. There's a better way.

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www.csw.org

Whole Child Well-Being
From Page 16

on the New Hampshire-Vermont border around the corner from the Appalachian Trail and Dartmouth College. Our setting is idyllic with forests, hiking and biking paths, playing fields, mountain views, and a farm with wooly, playful sheep. It's a setting designed to prioritize holistic adolescent development in the backdrop of an awe-inspiring landscape.

Leveraging the wellbeing benefits of summer camp with the academic rigor, competitive athletics and outstanding arts and programming of an exceptional education does not necessitate seasonal trade-offs. At Kimball Union, our students' daily experience proves that these two lives of teenagers have remarkable whole-person outcomes when they are pulled together into one elevated educational and holistic environment. The natural environment offers an unmatched living laboratory – we see it and hear it from our students. We live out the 2019 study in Frontiers in Psychology finding that "contact with nature – ranging from wilderness immersion to views of greenery – boosts academic achievement, personal development, and environmental stewardship."

Growing lettuce and tomatoes in the garden or greenhouse that's bound for the plates of students is a hands-on lesson in the food-supply chain, soil composition, and climate. A lesson on painting, literature or appreciating landscapes, is inspired by a stunning view of Mount Ascutney from a dorm window. And sometimes, a capstone project on autonomous drone delivery becomes a lesson in perseverance and iteration when it lands in a towering pine tree. We ensure that healthy, holistic growth and an elite educational experience are complementary priorities.

We believe an environment that challenges and supports students to the highest end of their educational pursuits must also offer solutions, outlets and intentional conversations to address the anxiety and distractions plaguing many of today's young generation. With CDC data showing that over 40% of high school students report persistent feelings of sadness or hopelessness, we know that all students are lifted by a philosophy and a setting foundationally optimized for student growth and wellbeing.

It might include hopping on a mountain bike or pair of skis, walking with friends through a wooded path, or simply an extended moment of awe and calm surrounded by nature's beauty.

Navigating the teen years has never had more distractions and finding the ideal setting has an immense impact on establishing a grounded foundation for building a life of purpose and wellbeing. The place where we live, learn and grow can be intentionally selected and the formative teen years call out for the benefits of a beautiful natural environment. Ending a day full of exploration, interactions and awe by observing a brilliant mountain sunset and later staring at a sky full of stars is a silent reminder that possibilities are limitless for curious and creative minds.

1813 Kimball Union Academy

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Tips For Students Applying to Independent Schools

By Camille Bertram, Campus Direction

Be prepared for your campus tour and interview by carefully reviewing the school's website. Read the message from the Head of School and know the school's motto and core values. Study the curriculum.

Engage with your interviewer in conversation. Ask meaningful questions that demonstrate your character, your family values and your social consciousness.

Share your curiosity, love of learning and willingness to try new things.

Ask about the culture and traditions of the school.

Show interest in a specific course of study offered at the school.

Feel free to ask your interviewer to describe what makes them proud of the school they represent.

Practice the art of storytelling. Personal stories can enhance your presentation when interviewing and when writing your essays.

Send your interviewer a thank you note or email and include what impressed you most about your campus visit. Occasionally send an email to your interviewer with an update of your activities and accomplishments. Remember to continue to express sincere interest in their school.

Relax and have fun!



Finding Boarding School success **with Cammie Bertram,** Founder and President, **Campus Direction®**

With over thirty years of experience and hundreds of successful student placements, Cammie Bertram is one of the most trusted voices in private and boarding school admissions. She takes a personalized approach, helping each family find not just a school, but the right fit for their child. Cammie has consistently received five-star reviews on Google and TrustPilot

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strategies for stress management, decision-making, improved performance, and personal growth. Programs can also be tailored to the needs of schools, camps, and community organizations.

Clearview also provides organizational consulting in leadership development, staff hiring and training, team building, camp programming, and counselor-in-training curriculum development. Guided by the principles Empower, Act, Thrive, Clearview equips young people—and the adults who support them—with practical tools for building stronger relationships, navigating change, and approaching the future with greater confidence and clarity.

CUSHING ACADEMY

Cushing Academy develops curious, creative, and confident learners and leaders. Founded as a coeducational institution in 1865, the school is located one hour west of Boston and draws students (grades 9-12 and postgraduate) from more than 30 countries and 30 states to its rural, 162-acre campus in Ashburnham, Massachusetts.

Combining outstanding academics with a robust program of athletics, arts, and cultural offerings, the Academy's dynamic faculty leads a holistic, student-centered approach to learning. At Cushing, students build confidence and intellectual curiosity; they are pushed by their teachers and peers to explore and elevate their unique range of talents, abilities, and interests.

Community plays an essential role in the Cushing experience; 96% of students live on campus and the school's academic, social, and athletic support is singularly designed to promote opportunities for leadership and personal growth. At its core, Cushing Academy empowers students in all aspects of their lives and builds a foundation for a lifetime of independence, learning, and the pursuit of excellence.

DANA HALL SCHOOL

DANA HALL SCHOOL
Audacious since 1881

admission@danahall.org
45 Dana Road, Wellesley, MA
781-489-1331 | danahall.org
Students: 440 | All-girls
Teacher-Student Ratio: 1:6
Founded in 1881

Audacious since 1881, Dana Hall School has always been dedicated to providing the vigorous education that every girl deserves—one that's academically ambitious, rich with opportunity, and fiercely empowering.

A school for girls in grades 5-12, Dana Hall is the only girls' boarding and day school in the Boston area, with a vibrant campus that is 12 miles (or a 30-minute train ride) from one of the world's great cultural and educational hubs.

directory continues on Page 26



Dana Hall is unlike any other learning environment a girl will ever experience. We're a school where students tackle demanding coursework and high academic expectations with joy, enthusiasm, and genuine curiosity. A place where girls take the lead in every classroom, on every stage, and on every sports field.

At Dana Hall, we believe that academic excellence is best realized in girls whose social and emotional needs are equally considered with their intellect. Here, girls have a rare opportunity to explore—fully and without reserve—every aspect of who they are. What ignites their curiosity, moves their hearts, and gives them purpose.

DIVERSIFIED EDUCATION SERVICES

Diversified Education Services

Aron.Boxer@diversifiededucationservices.com

Greenwich, Connecticut
203-550-3222 |
diversifiededucationservices.com

Serves: Grades K–12, College Students & Adults | One-on-One, In-Home Coaching & Tutoring
Founded in 2009

Diversified Education Services (DES) is a Greenwich-based executive function coaching, academic tutoring, and test preparation practice founded in 2009 by Aron Boxer, M.Ed., S.P.E., a former Greenwich Public Schools special education teacher and lifelong Greenwich resident. DES works one-on-one with students from elementary school through college, and with adults, in the family's home or online. With a team of more than 50 coaches and tutors, DES serves families throughout Greenwich, Fairfield County, Westchester, Manhattan, and South Florida, with virtual sessions available nationwide.

Executive function coaching is the heart of the practice. Bright, capable students, many of them with ADHD, learning differences, or other neurodivergence, often know what they are supposed to do. The challenge is consistently putting that knowledge into action. The DES approach combines evidence-based practices with relationship-based coaching, because strategies alone are not always enough. When students trust and connect with their coach, they are more likely to engage, accept support, and follow through. A DES coach meets with the student every week, uses the student's actual assignments and deadlines to build executive function skills, and provides the structure and accountability needed to put those skills into practice. Every DES executive function coach is a state-certified special educator.

DES also provides academic tutoring in reading, writing, math, and science, and test preparation for the ISEE and SSAT. Tutors are professional educators, most of them certified teachers. Aron personally oversees every case and takes the initial consultation call with each family himself. When families want it, DES coordinates with schools, evaluators, clinicians, and other professionals.

Schedule a complimentary consultation at diversifiededucationservices.com.

EAGLE HILL SCHOOL GREENWICH, CT

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FALL OPEN HOUSES
All school *(Kindergarten–Grade 12)*—October 24 at 9:00 a.m.
Barat Center *(3–5-year-old boys & girls)*—November 6 at 9:30 a.m.

ADMISSION TOUR DAYS
October 8, November 12, December 3, and January 7—Drop by campus anytime between 9:00 a.m. and 11:00 a.m.

SACRED HEART GREENWICH

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GREENWICH | EST. 1975

admissions@eaglehill.org
45 Glenville Road, Greenwich, CT 06831
(475) 303-3430 | https://www.eaglehillschool.org/
Students: 200+ | Coeducational
Teacher-Student Ratio: 1:5
Founded: 1975
Eagle Hill School: Where brilliant minds learn differently.

Eagle Hill School is a leading independent day and boarding school for students in grades 1-9 with language-based learning differences. On our historic 17-acre campus in the heart of Greenwich, Connecticut, our highly skilled, expertly trained faculty work closely with internal specialists to deliver a transformative 360° academic and co-curricular experience that is unique to each learner.

At Eagle Hill, each student's academic program is thoughtfully tailored to strike the perfect balance of support and challenge. Every teacher is an expert in understanding and teaching students with diverse learning profiles, ensuring that instruction is as unique as the children themselves.

Rooted in decades of experience and innovation, an Eagle Hill education offers children who learn differently the opportunity to discover their strengths and thrive in a vibrant community of learners. Our highly personalized learning experience ignites joy of learning, builds resilience and confidence, and helps students soar at Eagle Hill and beyond.

Schedule a call with our enrollment team and discover a school where every child's potential is recognized and nurtured. Please contact admissions@eaglehill.org or (475) 303-3439 to get started.

EDUCATION WITHOUT WALLS

info@educationww.org
65 Bridge Street New Milford CT
www.educationww.org
(860) 350-3006
Students: 25 | Coeducational
Teacher-Student Ratio: 1:3
Day School

Every student at Education without Walls receives a unique high school experience. Our small student body allows for both a personalized and rigorous course load. In addition to grades 9-12, we also offer a specialized high school prep option for 8th graders,

directory continues on Page 28

GREENWICH ACADEMY



Toward the
BUILDING *of*
CHARACTER

OPEN HOUSE
Sunday, October 18

Greenwich Academy is an independent day school for girls in pre-K through 12.

200 North Maple Avenue • Greenwich, CT • 203.625.8990

and postgraduate programming.

We take the time to learn about students' interests, hobbies, aspirations, what they love about learning and often what they dread about school. Our work is to connect them with subjects, teachers, and learning methods that inspire and challenge them as they progress toward a high school diploma. This approach has enabled the majority of our graduates to achieve acceptance at their top choice college.

Our campus is historic downtown New Milford, which allows students a sense of independence in the context of a safe, walkable town. We believe that when students feel empowered and supported, their education becomes the first step in a flourishing life.

FREDERICK GUNN SCHOOL

The Frederick Gunn School

admissions@frederickgunn.org
22 Kirby Road, Washington, CT 06793
860-868-7334 | gogunn.org

The Frederick Gunn School, founded in 1850, is a co-ed boarding and day school for 340 students in grades 9-12 as well as a post-graduate year located in Washington, CT. The school's student body typically consists of students from more than 25 states and over 20 countries - nearly 80% of students live on campus. Frederick Gunn was a pioneering educator, courageous abolitionist, and rugged outdoorsman. He inspired generations of students to be curious and thoughtful, to be active members of their communities, and to stand up for what they believe in - he was a transformational leader.

Gunn students develop lifelong learning and leadership skills they need to be active and responsible citizens, both locally

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DISCOVERY IN ACTION:
Snacks became scientific models as Chemistry students explored isotopes and atomic mass through hands-on learning.

The Power of Discovery

At King School, students ask big questions, explore ideas, and take ownership of their learning.

That's how engagement grows. That's how students fall in love with learning.

And those skills go far beyond the classroom.

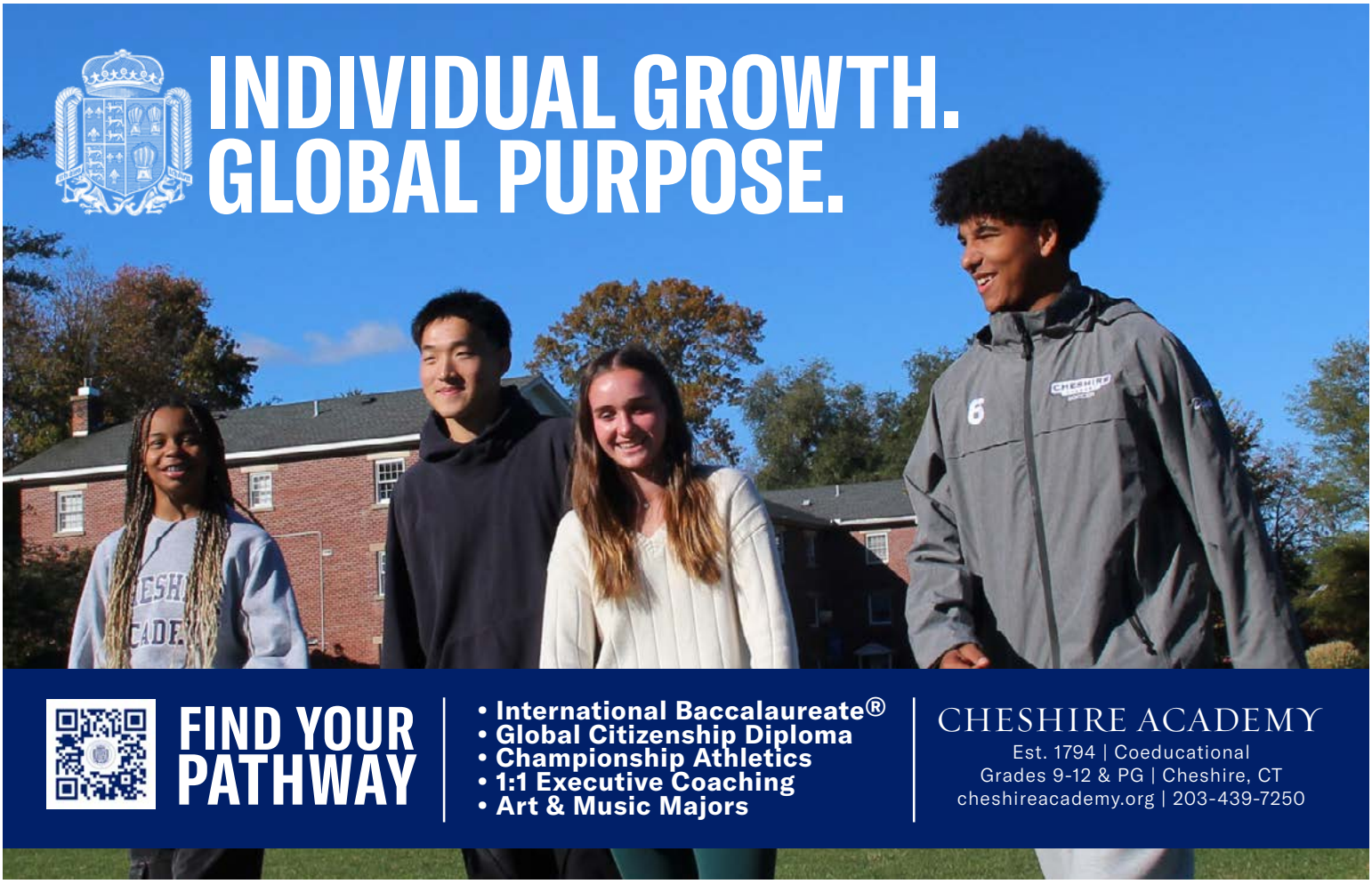
They shape how children solve problems, adapt to change, and take on any challenge with confidence and purpose.

KING SCHOOL

King School is a PreK-12 independent, co-ed day school located in northern Stamford that educates students of Fairfield and Westchester counties.

LEARN HOW YOUR CHILD CAN THRIVE AT KING.

Join us for Open House Sunday, October 4
kingschoolct.org/open-house



and globally. We prepare our students for what's next as they continue to learn and grow, in college and in life. It all begins in the classroom, yet because we are a boarding school, it intentionally spans across all of our on-campus experiences. Built on a timeless educational philosophy, with its emphasis on challenging academics, character development, curiosity, risk-taking, problem solving, and independent thinking, we meet every student where they are, while never letting them stay there.

GREENWICH ACADEMY

GREENWICH ACADEMY
Toward the Building of Character

admission@greenwichacademy.org **200 North Maple Avenue, Greenwich**
203-625-8900 | greenwichacademy.org
Established 1827

A leader in all-girls education, Greenwich Academy is an independent college preparatory day school for students in grades pre-K through 12. Our rigorous academic program empowers students to be creative, inquisitive, and resourceful in every aspect of their learning. The breadth of our liberal arts curriculum encourages girls of all ages to enthusiastically explore, interrogate, imagine, create, and grow under the

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Trading Rigor for Vigor: How To Empower Audacious Learners

By Katherine Bradley, Head of School at Dana Hall School

As families progress through an independent school search process, they will undoubtedly hear from many schools about academic rigor. And it's true: we all have strong academic programs. I can say with confidence that Dana Hall School offers a robust program, where girls are challenged to dive in deeply, think creatively, seek out challenges and pursue excellence every day.

I was primarily a Latin teacher before I became Head of School, and when I hear the word rigor, the Latinist in me hears "stiffness" or "inflexibility" as in rigor mortis. So when I hear rigor as it pertains to learning and discovery, it feels antiquated and antithetical to academic inquiry. I prefer the term vigor when referring to Dana Hall's academics. It means liveliness, or activity, or force. Academic vigor is what I see our girls and teachers engaging in every day.

Ask questions about how students and teachers spend their time inside and outside the classroom. Is there emphasis on quality of experience over quantity? How do programs balance ambition and anxiety in a way that fosters wellness and mitigates stress?

How can families identify academic vigor during their school search?

When schools focus on vigor, they tend to cultivate programs of study that encourage curiosity, passion and personal growth, not just mastery of static content. Look for courses where students develop relevant academic and practical skills. For example, Dana Hall's interdisciplinary Data Science course, which integrates data fluency, Social Studies, and Computer Science, teaches students to be better empirical thinkers who can answer research questions with evidence.

Ask questions about how students and teachers spend their time inside and outside the classroom. Is there emphasis

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Intellect without apology

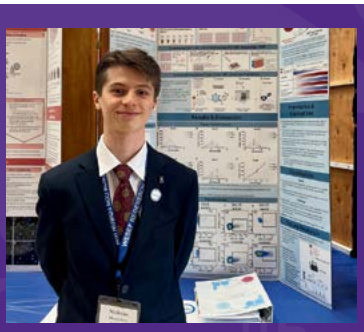
Academically ambitious. Fiercely empowering. A school where girls have the chance to do it all—and the freedom to be utterly themselves. Talented girls from around the world come to Dana Hall School for unrivaled opportunities in academics, the arts, athletics, and leadership. We offer a Middle School day program (grades 5–8), an Upper School boarding and day program (grades 9–12), exceptional teachers, a welcoming community, and so much more.

Join us for an event or request information: danahall.org/learnmore

DANA HALL SCHOOL

WELLESLEY, MA | 781.489.1331 | DANAHALL.ORG



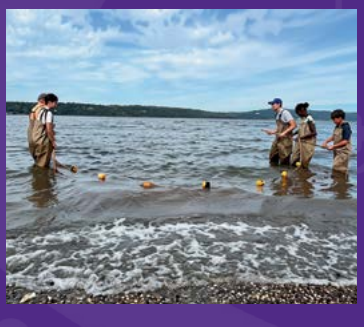



Discover The Masters School

Register for our Open House and campus tours: **bit.ly/visitMasters**

Open House: Saturday, October 17
Campus tours throughout the fall

49 Clinton Avenue | Dobbs Ferry, New York | mastersny.org | 914-479-6420



Trading Rigor for Vigor

From Page 30

on quality of experience over quantity? How do programs balance ambition and anxiety in a way that fosters wellness and mitigates stress? As research continues to highlight the importance of both physical and mental health in educational settings, it is clear that prioritizing health and wellness education is an essential step toward fostering empowered young women.

We like to say that Dana Hall students have been audacious since 1881, the year our school was founded. Here is another instance where the details of language and word choice are important. In that brief tagline, when we embrace students who are audaciously themselves, we are celebrating our students' boldness.

What does being audacious mean for students in an all-girls school setting?

An all-girls environment provides students with the freedom to experiment, express opinions, explore and take on new challenges. Girls find their voices and believe that they can accomplish anything.

When I hear the word audacious, I think of our students who elect to spend a semester at the High Mountain Institute in Colorado, or travel to Japan as part of our exchange with the Tokyo Jogakkan School, or study in Europe with the School Year Abroad program. They dive deeply into experiential learning and different cultures.

I think of the twelve 7th-graders (nearly a third of the class), who decided to run for Middle School Co-President, demonstrating a willingness to step forward and take a risk as well as a desire to serve their school community in a leadership role.

I think of our boarding students, who bravely leave their homes to learn at Dana Hall and build a community, gain independence, acquire invaluable life skills, and expand their awareness of different cultures, perspectives, and points of view.

I think of our alumnae, who visit us during college breaks and share stories of self-advocacy and conviction. College admission officers also report back to us that when our students matriculate at their universities, they are among the most prepared and engaged members of the undergraduate community.

By paying attention to these nuances of language, families can help empower their children to lead with curiosity, resilience, and confidence.








guidance of a dedicated and talented faculty. Underpinning everything we do is a firm commitment to helping girls develop compassion, moral courage, integrity and resilience, as embodied in our motto, "Toward the Building of Character." GA is proud to celebrate our extraordinary bicentennial year in the 2026-27 school year!

Rich co-curricular offerings enhance everyday learning at GA. Whether she's writing for our award-winning literary magazine, working to cultivate new antibiotics, or fashioning a costume for a musical production, a GA girl has the opportunity to identify her interests and explore them fully. The fine and performing arts are popular at every level, as are community service opportunities. We are also proud of the strength of our athletic program that encourages girls of all skill levels to participate. In GA's Upper School, the Coordinate program with our brother school, Brunswick School, enables GA students to enroll in classes on both campuses and gives them access to over 200 courses between the schools. Ultimately, Coordination means that GA students have the benefits of a school that focuses on their development and needs as young women, but also exposes them to new classmates and coeducation in preparation for life beyond graduation. To learn more, visit our website: greenwichacademy.org.

GREENWICH CATHOLIC SCHOOL

GREENWICH CATHOLIC SCHOOL

Where Faith Meets Academic Excellence
471 North Street
Greenwich CT, 06830
203-869-4000 | gcsct.org
Founded 1970
PreK3 to Grade 8
admissions@gcsct.org

Open House:
Thursday, October 15, 2026
5-7:30pm

At Greenwich Catholic School, we provide a strong foundation for lifelong learning in a nurturing, family-centered environment. Our dynamic curriculum, serving students from PreK3 through 8th grade, is designed to spark curiosity, inspire exploration, and build essential academic and critical thinking skills.

We believe education is a partnership between school and home, and when you join GCS, you're not just choosing a school—you're becoming part of a warm, welcoming community dedicated to your child's growth and success.

Upon graduating from GCS, our students leave us not only well-prepared academically, but also as faithful, inquisitive, generous, determined, and collaborative young people ready to thrive in high school and beyond.

To learn more about enrollment and secure your spot, visit the Admissions page on our website www.gcsct.org. For

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Student-Teacher Conflict
From Page 15

and learning. Of course, if a child is not getting along with a teacher, or simply does not understand what is being taught, they would likely better understand the material if placed with a different instructor. This is not a statement about the teacher, nor is it a statement about the child. This is a statement about communication.

Communication is difficult and nuanced under the best of circumstances. Students must be able to understand what their instructor is saying to them. Students should be paired with mentors and teachers who 'speak their language'. If the teacher's best examples involve ancient roman technology or Shakespearean writing, the average student will not understand these references, never mind the material to which it refers. Building in Minecraft and "Phineas and Ferb" references might seem pedestrian, but the kids will get it, and enjoy it! The best teachers are not always the best educated nor the most experienced. The best teachers, first and foremost, are excellent communicators.

As a parent, how do you navigate this conflict? Support your child using positive, proactive language. Do not disparage your child's instructor in front of your child. This will translate to disrespect in the classroom and the last thing you want to do is intensify this situation. Encourage your child to do their best, but alleviate pressure, as well, by letting them know that you understand they are frustrated, and that you are going to problem-solve and work through this together. You've got their back and there is no one to blame, simply a communication issue that needs to be addressed. Even with other parents, administrators, or teachers, it is counterproductive to insult or otherwise attack your child's instructor.

Try to work it out with the instructor first. Ask them for suggestions and advice and follow through with their suggestions, conveying your efforts to them. If that is unsuccessful, ask politely if there are alternatives. Is another teacher for the same subject unavailable? If not, perhaps another subject entirely? Finally, if there are no other ways to supplement, consider private tutoring.

Utilize private tutoring in a slightly nuanced way, as a support for the work being done in the classroom, not as an alternative to it. You do not want your child to continue sitting through a class that they loathe. Set them up for success and to enjoy the class as much as possible. We all enjoy being familiar with the topic being discussed. Ask for lesson plans, so that your child can look at the material with their tutor before seeing it in the classroom. This will help with both understanding and confidence.

Your family will, hopefully, be working with the same group of administrators and teachers for many years. Advocate for your child in the best way possible, by building a community that is invested in their success and is invested in problem-solving when difficulties arise. Create a team of advocates for your child, support your child vociferously, and maintain cordial relationships with their mentors and instructors. These strategies will lead to the most productive and positive outcomes for your child, both short and long term.

Lockey Coughlin is the Founder and Head of School at Education without Walls, a private day school located in New Milford, Connecticut.

READY FOR THE SCHOOL YEAR?



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Let **Whitney Ryan** make a difference!

For Tweens, Teens, and Emerging Adults, Whitney is a seasoned educator, camp professional and life coach who will work with your child to develop:

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- **Leadership Development**
- **School Transitions**
- **College Adjustment & more ...**

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www.clearview-lifecoaching.com
whit@clearview-lifecoaching.com

questions or to schedule a campus tour email us at admissions@gcsct.org.

GREENWICH COUNTRY DAY SCHOOL

Greenwich Country Day School

admissions@gcds.net
Greenwich, CT 06830 203-863-5610

www.gcds.net
Founded 1926

Greenwich Country Day School is the only co-educational, college preparatory, independent school in Greenwich, CT, for nursery through 12th grade. The purposeful mission of academic excellence and character development is as relevant today as it was at the school's founding in 1926. GCDS's curriculum builds a solid background in the sciences and humanities while challenging students to develop critical knowledge and skills through inquiry, exploration, interdisciplinary studies, and real-world applications. GCDS's pedagogy and curricula seek to bring forward multiple perspectives, disciplines, and voices as a means to deepen learning and develop empathy—all to help GCDS students graduate as engaged, ethical global citizens. The program intentionally provides opportunities for students to discover and develop what is finest in themselves through a variety

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WHITBY SCHOOL

No Ceiling On Learning

Every child learns differently. At Whitby, we unlock their full potential through confidence, curiosity, and a global mindset. Join us at an upcoming admissions event:

Early Childhood Exploration:
Wednesday, October 7th at 9:30am

All-School Open House:
Sunday, October 25th at 10:00am

Register online at
www.whitbyschool.org

Montessori Children's House: 18 Months - Kindergarten
International Baccalaureate Grades 1 - 8
Greenwich, CT



of signature experiences beginning in the earliest years through to the Upper School program offerings of almost 200 courses, five diploma programs, intersession, advanced and independent study opportunities, and internships.

Important lessons are learned not only in the classroom, but also on the playing fields, in the art room, on stage, and through extracurricular activities, such as the chess team, robotics club, and student publications. An extensive community service program and numerous leadership opportunities teach students to turn their initiative and generosity into meaningful action. GCDS graduates are known as exceptionally well-prepared for success in higher education—and in life. Need-based tuition assistance is available. GCDS celebrated its Centennial in 2025-2026. One hundred years of empowering students to take pride in their unique abilities, pursue a purpose-driven life, and unlock possibilities that create impact.

GREENS FARMS ACADEMY

GREENS FARMS ACADEMY

admissions@gfacademy.org
35 Beachside Avenue, Westport, CT 06880
203-256-0717 | gfacademy.org
Students: 770+ | Coeducational
Teacher-Student Ratio: 1:8
Average Class Size: 15
Founded: 1925

Greens Farms Academy is an independent coeducational day school serving students from Preschool through Grade 12. Guided by its mission to cultivate Lives of Purpose, GFA inspires students to become curious thinkers, compassionate leaders, and engaged citizens prepared to thrive in an ever-changing world.

At GFA, learning is both rigorous and deeply personal. Small classes and meaningful relationships with exceptional faculty encourage students to ask thoughtful questions, take intellectual risks, and pursue learning with confidence. An innovative academic program combines a strong liberal arts foundation with inquiry-driven experiences that promote creativity, collaboration, and critical thinking. Through signature opportunities such as Advanced Inquiries, interdisciplinary learning, immersive campus experiences, and leadership development, students are empowered to explore their passions while discovering new ones.

Beyond the classroom, students flourish through a vibrant community that values character, wellness, and belonging. Whether performing on stage, competing in athletics, creating in the arts, serving the community, or leading student initiatives, every student is encouraged to contribute in

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meaningful ways. A recently opened Athletics & Wellness Center further reflects GFA's commitment to educating the whole child—supporting physical, social, and emotional well-being alongside academic excellence.

Grounded in purpose and driven by possibility, Greens Farms Academy prepares graduates not only for success in college, but for lives of meaningful contribution, lifelong curiosity, and positive impact.

THE HARVEY SCHOOL

admissions@harveyschool.org
260 Jay Street, Katonah, NY 10536
914-232-3161
harveyschool.org
Student to Teacher ratio 6:1
Students: 348
College preparatory school for Grades 6-12

Nestled in Katonah, New York, Westchester County, The Harvey School offers a college preparatory education for students in grades 6–12 and provides a uniquely collaborative and connected environment that encourages personal growth and discovery. Community is more than just a word at Harvey—it is the foundation of student experience. In an environment defined by kindness and compassion, students form meaningful relationships with faculty and peers. They are known, supported, and encouraged to explore who they are and who they want to become. Athletics, the Arts, AP and Honors courses, and more than 70 diverse electives allow students the opportunity to discover new interests while developing initiative and independence. Small class sizes and dedicated teachers foster confidence, curiosity, collaboration, communication, and critical thinking. Personalized college counseling helps 90% of students gain admission to their first and second choice colleges and universities. Graduates leave with strong academic foundations, real-world skills, and the confidence to adapt, lead, and succeed.

HOLDERNESS SCHOOL

admission@holderness.org
33 Chapel Lane, Holderness, New Hampshire 03245
603-536-1747 | holderness.org
Students: 310 | Coeducational
Student-Faculty Ratio: 6:1
Average Class Size: 12
Founded in 1879

Surrounded by New Hampshire's lakes and White Mountains, Holderness School is a coeducational college-preparatory boarding and day school for students in grades 9–12 and postgraduate. Our intentionally small community of

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SOUTH KENT SCHOOL

Preparing **Young Men of Character** for **Leadership and Life**

At South Kent School, every student benefits from a personalized educational experience designed to help him thrive. Our comprehensive academic support services include faculty certified in the Orton-Gillingham approach, providing targeted instruction for students with language-based learning differences. Students can also challenge themselves through advanced coursework and earn college credit through our partnership with Syracuse University.

Create. Innovate. Explore.
Engage in hands-on, active learning through courses like Advanced Media, Food Science, Entrepreneurship, and Engineering where students develop creative and technical skills through real-world application.

Build Future-Ready Skills
Explore emerging technologies, digital literacy, finance, and essential life skills through a curriculum designed to prepare young men for college and an ever-changing world.




All-Boys Boarding & Day School for Grades 9-12 and Postgraduate




Inquire Today | Rolling Admissions | southkentschool.org




310 students creates an environment where students are known, challenged, and supported by teachers, coaches, and mentors who understand who they are—and who they can become.

Holderness combines rigorous academics with adventurous student life opportunities, exceptional athletic teams, and a commitment to be in service of others. More than 100 academic offerings, small classes, interdisciplinary learning, and a state-of-the-art STEM center give students the foundation to pursue their intellectual interests deeply. Beyond the classroom, signature experiential programs are woven into all four years of the Holderness experience—from community service and the arts to an 11-day winter expedition in the White Mountains and a yearlong senior Capstone built around each student's own essential question.

Life at Holderness is active, connected, and intentionally challenging. Students compete across 34 varsity and 18 junior varsity teams, explore a 600-acre campus and the mountains, lakes, and rivers beyond it, serve their communities, and take meaningful responsibility for school life. Students at Holderness discover their strengths, develop curiosity and resilience, and learn to contribute to something larger than themselves. Holderness develops the whole student—mind, body, and spirit—preparing young people not simply for college, but to become the people the world needs most.

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learning differently, succeeding daily

Villa is supportive and transformative. We are designed as an inclusive community where students with diverse learning profiles develop the skills that lead to academic, social and emotional growth.

now enrolling
students from kindergarten to 10th grade

villamariaschool.org

Diversified
Education Services

Executive Function Coaching

ONE-ON-ONE, IN YOUR HOME OR ONLINE

Bright, capable students often know exactly what they should be doing. The hard part is doing it. A DES coach meets with your student every week, works from real assignments and deadlines, and provides the structure and accountability to follow through.

EXECUTIVE FUNCTION COACHING | ACADEMIC TUTORING | ISEE & SSAT TEST PREP

Grades K–12 · College Students · Adults

Every DES executive function coach is a state-certified special educator.

Founded in 2009 by Aron Boxer, M.Ed., S.P.E.

Greenwich · New Canaan · Fairfield County · Westchester · Manhattan · South Florida

203-550-3222 | diversifiededucationservices.com

SCHEDULE A COMPLIMENTARY CONSULTATION



410 students · Boarding & Day · Co-ed

Kindness · Respect · Leadership · Effort

"Our school combines challening academics and high standards with an encouraging, supportive faculty and an overarching focus on kindness."

Head of School Charlie Cahn

KIMBALL UNION ACADEMY

1813 Kimball Union Academy

admission@kua.org
7 Campus Center Drive, Meriden NH 03770
603-469-2100 | kua.org
Student to Faculty ratio 6:1 Students: 340

Kimball Union Academy (KUA) is an independent boarding and day school serving 340 students from more than 20 countries. We offer a transformative high-school experience anchored by KUA Design, our research-backed framework that tailors learning and growth to the adolescent brain. Our goal is to deeply understand every student—fostering academic skill, social-emotional growth, wellbeing, and independence.

KUA will prepare you for the world's most selective universities by balancing strong academics with a deep-seated culture of belonging and global citizenship. Our elite athletics and robust arts programs, paired with an array of activities and easy access to the outdoors, ensures that you are leading a healthy, productive, and meaningful life in high school.

We also believe that where you live should inspire how you learn. Our 1,300-acre campus near Dartmouth College serves as a living laboratory for discovery, leadership, and personal growth. Whether you are looking for a competitive academic challenge or a community that feels like a second home, KUA is designed to help you bridge the gap between who you are and who you want to become.

KING SCHOOL

1865

KING SCHOOL

admission@kingschoolct.org
1450 Newfield Avenue, Stamford, CT 06905
(203) 322-3496 | www.kingschoolct.org
Total Enrollment: 710
52% boys 48% girls
Average Class Size: 12
Teacher/Student Ratio: 1:6
Established 1865

King School is a Pre-K through Grade 12 college preparatory school in Stamford, CT, serving students from

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Fairfield and Westchester Counties.

King unlocks the power of wonder. It begins with students becoming agents in their own learning. When students are exploring, questioning, making connections, — and teachers are creating these moments of discovery — students are truly learning. King School's inquiry-based curriculum equips students with the critical thinking skills needed for the future. This is what King students experience at every grade level and in every discipline.

From the wide variety of active, immersive learning experiences to intentional efforts to reach each and every child, King students embrace learning in a diverse community where multiple backgrounds and perspectives are celebrated.

With a strong global focus, we're not just educating scholars — we're shaping engaged citizens of the world. Discover the power of a King School education.

THE LONG RIDGE EXPERIENCE

The Long Ridge School

Long Ridge: where young students grow, thrive, and develop a lifelong love of learning.

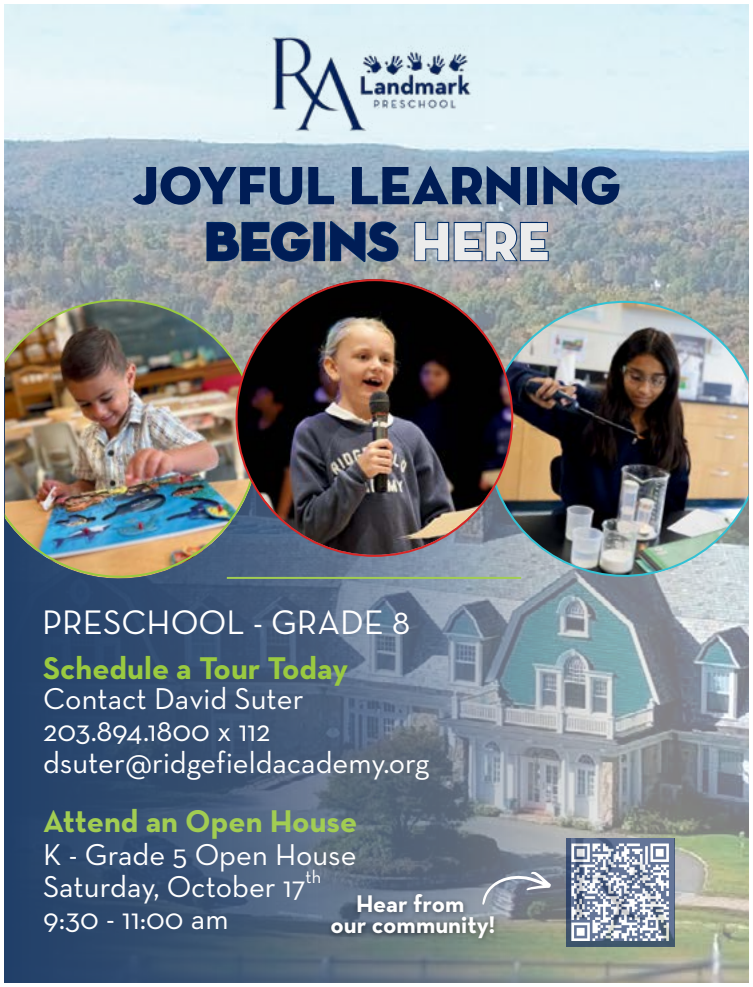
With a unique focus on nursery and elementary education, The Long Ridge School is a warm, joyful environment where students excel through progressive, inquiry-based, personalized learning. When you visit our expansive, idyllic campus, you'll find an inclusive community, where teachers, students, and parents of all backgrounds work together to guide children toward becoming compassionate global citizens. Our teachers nurture each child's strengths and interests—instilling confidence and leadership skills; fostering academic, social, and emotional development; and collaboratively building for each student the foundation for a fulfilling future.

MARVELWOOD

Grades 9-12 & PG
Founded 1956
admission@marvelwood.org
476 Skiff Mountain Road, Kent, CT
860-927-0047 marvelwood.org

Marvelwood School offers a transformative experience where students can thrive in a supportive, small school

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Greenwich Country Day School
1926

Boundless Potential
Starts Here






At GCDS, we empower individuals to take pride in their unique abilities, pursue a purpose-driven life, and unlock possibilities that create impact.

OPEN HOUSE

Grades N-8
November 1

Grades 9-12
October 25

It's how we think.

gcds.net

environment. It is a nurturing community where students are encouraged to be themselves and explore their passions without limitations. Marvelwood fosters inclusivity, kindness, and resilience, allowing students to grow into confident, compassionate individuals prepared for lifelong success. With a personalized approach to learning, faculty ensure that each student's strengths and interests are recognized and nurtured.

Students engage in hands-on, experiential learning that goes beyond academics. Opportunities abound for students to explore arts, athletics, community service, or global travel experiences. Commitment to community service helps students develop responsibility and leadership. With a focus on meaningful growth and achievement, Marvelwood creates an environment where students discover their voice, pursue their goals, and achieve their definition of success.

THE MASTERS SCHOOL

admission@mastersny.org
49 Clinton Ave, Dobbs Ferry, NY 10522
914-479-6420 | mastersny.org
Faculty/student ratio: 1:8 Established 1877

The Masters School in Dobbs Ferry, NY (Westchester County) offers an exceptional education for day, 5-, and 7-day boarding students. On our picturesque 96-acre campus overlooking the Hudson River, students thrive in an environment defined by academic rigor, artistic expression, and athletic achievement. At the heart of our program is the renowned Harkness method, where students engage in dynamic, collaborative discussions that develop critical thinking, confidence, and leadership. From our college-level Science Research Program to the state-of-the-art Innovation and Entrepreneurship Center, students are challenged to innovate, create, and excel.

With 26 varsity sports teams, award-winning arts programs, and a global student body representing more than 25 countries, Masters offers a vibrant, 24/7 community where students build meaningful connections under the guidance of dedicated faculty. Graduates go on to the nation's most selective colleges and universities, prepared not only for success but to be a power for good in the world.

NEW CANAAN COUNTRY SCHOOL

635 Frogtown Road, New Canaan, CT 06840
(203) 801-5608 | admissioninfo@countryschool.net
www.countryschool.net

A co-ed day school for 575 students in Pre-K (ages 3 & 4) through Grade 9. Dedicated to honoring childhood | Committed to academic excellence Arts & Athletics | Full-day coverage options | Summer Camp | Buses serve CT & NY

Founded in 1916, New Canaan Country School has been a preeminent leader in elementary and middle school education for more than 100 years. Our programs are designed specifically for the elementary and middle school years to foster excellence in learning and academic achievement, and to encourage curiosity, collaboration and community.

We believe that by creating an active and joyful learning environment, where children are challenged to think deeply, question confidently, and act generously, they will thrive and go on to lead lives of impact and purpose. Join us for an upcoming admission event and learn more: www.countryschool.net/visit

RIDGEFIELD ACADEMY & LANDMARK PRESCHOOL

223 West Mountain Road
Ridgefield, CT 06877
admissions@ridgefieldacademy.org

Ridgefield Academy and Landmark Preschool is an independent day school educating students in Preschool - Grade 8. The RA|LP community celebrates childhood, pursues excellence, and cultivates kindness. An intellectually inspiring educational program fosters joyful learning and mutual respect. Each student is empowered to rise to their authentic self, preparing confident graduates who shape their future with ingenuity and integrity. Ridgefield Academy and Landmark Preschool is located in Ridgefield, CT, with additional Preschool campuses in Westport, CT, and Bedford, NY.

The comprehensive, challenging curriculum is enhanced by a wide variety of extracurricular activities in athletics, the arts, and community service. While the curriculum is grounded in fundamentals, various teaching methods are used throughout the school to engage students in the learning process and stimulate critical thinking. Learning at all levels encompasses rigor and innovation, structure and creativity, individual effort and team-work. Most importantly, each student is viewed as an individual by dedicated teachers, who spark curiosity, inspire determined effort, and encourage students to speak their minds.

Above all else, RA|LP's warm, supportive community is defined by close, caring relationships and a strong partnership between school and home. We believe each child's success is a

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shared responsibility and encourage the active involvement of parents. Working together, we share aspirations, values, enthusiasm, and pride. With the right balance of challenge, individual attention, and support, students emerge from their RA|LP academic journey with the knowledge and confidence to achieve success in high school and beyond.

RYE COUNTRY DAY SCHOOL

Not for Self, but for Service
Pre-Kindergarten - Grade 12
3 Cedar Street, Rye, NY 10580
ryecountryday.org
914-925-4513

Rye Country Day School is a diverse community of passionate students and world-class educators who challenge themselves and each other to think critically and make a positive impact on the world. With academic excellence at its core, our program promotes exploration and growth in every dimension of school life—intellectual, artistic, athletic, civic, and social. Rye Country Day students are lifelong learners with a deep sense of purpose and exemplary strength of character.

SACRED HEART GREENWICH

admission@cshct.org
1177 King St., Greenwich, CT 06831 203-531-6500 | www.cshgreenwich.org
FALL OPEN HOUSES
All School (Kindergarten - Grade 12) – October 24 at 9 a.m.
Barat Center (3-5 year old boys & girls) – November 6 at 9:30 a.m.
ADMISSION TOUR DAYS: October 8, November 12, December 3, January 7 – 9:00 a.m.–11:00 a.m.

Founded in 1848, Sacred Heart Greenwich is an all-girls, independent, Catholic school that educates and empowers students to pursue faith, leadership, and service. Sacred Heart Greenwich provides a challenging, empowering, and inclusive learning environment for girls and young women from kindergarten through twelfth grade to prepare them to become confident, intelligent, and compassionate global leaders. The School offers a coed program for young children at the Barat Center for Early Childhood Education. Sacred Heart Greenwich is one of over 150 worldwide Network of Sacred Heart schools located in 41 countries. The 24 independent Network schools that share a common heritage and vision, exemplified by a set of shared Goals & Criteria focused on faith, intellect, justice, community, and wisdom.

SOUTH KENT SCHOOL

admissions@southkentschool.org
40 Bulls Bridge Road |
South Kent, CT 06785
860.927.3539 | southkentschool.org
Students: 170 | all boys
Faculty-Student Ratio: 1:7
Founded in 1923

South Kent School is an independent, college-preparatory boarding and day school for boys in grades 9 through 12 and postgraduate. Located on a 650-acre campus in Connecticut's Litchfield County, approximately 90 minutes from New York City, South Kent offers a close-knit community where every student is known, supported, and challenged to grow.

Guided by its Trinity of Values, Simplicity of Life, Self-Reliance, and Directness of Purpose, the School combines personalized academics with experiential learning, arts, athletics, service, and leadership development. Students can pursue college credit through South Kent's partnership with Syracuse University, while Future Literacies courses in areas such as artificial intelligence, financial literacy, and entrepreneurship provide practical preparation for the challenges of the real world.

Learning extends beyond the classroom. North Campus serves as a center for environmental, agricultural, and culinary, and food science education, while clubs in media and technology encourage creativity and exploration. Nationally competitive programs in soccer, basketball, and hockey are complemented by opportunities in lacrosse, golf, cross country, and esports.

7:1 faculty-to-student ratio, and a curriculum built on active, interdisciplinary, applied-learning, South Kent prepares young men to succeed in college and thrive as engaged citizens in a rapidly changing world.

SUFFIELD ACADEMY

suffieldacademy.org
185 North Main Street,
Suffield, CT 06078
Students: 420 | Founded in 1833

Suffield Academy is a coeducational independent secondary school serving boarding and day students from 19 states and 29 countries. Academic excellence, a strong work ethic, scholarship, and respect for individual

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differences guide a structured and nurturing experience. Suffield's Core Four Values—kindness, respect, effort, and leadership—frame all that we do.

Our college preparatory program combines inspirational teachers, world-class facilities, close attention to each student, and a wide range of choices. Students pursue a strong core curriculum, numerous AP and Honors courses, varied electives, and a distinctive Leadership Program. While Suffield has defined academic requirements, our focus is on the distance each student travels during their time here.

Athletics have a long tradition at Suffield. Varsity teams regularly earn or compete for league and New England championships, and many students continue as college athletes. Outstanding coaches and facilities help students build character, commitment, friendship, fair play, and sportsmanship.

The arts are integral to Suffield's curriculum, with students exploring painting, drawing, photography, and ceramics in the Tremaine Visual Arts Center and finding opportunities in music, theater, and dance both onstage and behind the scenes.

Suffield's beautiful campus and close community are enriched by signature programs including a four-year college counseling program, a distinctive Leadership curriculum, and a senior speaker series in the chapel program. Suffield Academy prepares students for a lifetime of learning, leadership, and active citizenship.

TAFT

admissions@taftschool.org
110 Woodbury Road,
Watertown, CT 06795
860-945-7777 | taftschool.org |

Student-to-teacher ratio 5:1

Founded in 1890, The Taft School is a coeducational boarding and day school for students in grades nine through postgraduate. Living where they learn, academically talented students from around the world are guided by an extraordinary faculty on a 226-acre campus in Western Connecticut. Grounded in the motto "Not to be served but to serve," Taft educates students to strive for wisdom, find joy in purpose, nurture relationships, build resilience, practice humility, pursue excellence, and live with honor.

While the world and the school have changed dramatically since Taft's founding, its fundamental values endure: work hard without regard for public acclaim; develop your talents—academic, artistic, and athletic; and, most importantly, give of yourself to others.

TRINITY-PAWLING SCHOOL

admissions@trinitypawling.org
700 Route 22, Pawling, New York
845-855- 4825 | trinitypawling.org
Students: 275 | All Boys
Teacher-Student Ratio: 1:5
Founded in 1907
Open House — November 7, 2026 — 9:00 AM-12:00 PM
Register at www.trinitypawling.org/admissions/events/openhouse

Trinity-Pawling is a boarding school for boys, nestled in the Hudson Valley, 60 miles from New York City. We offer an individualized educational experience to 275 boys, from 25 states and 20+ countries, in grades 7-12 and postgraduates. Trinity-Pawling has reimagined what is possible and developed an innovative educational experience custom-designed for boys — our expertise in how boys learn best has become critically important in today's educational environment.

Trinity-Pawling provides a learning environment with dynamic, student-centered programs; an experiential, project-based curriculum; a culture of engagement and mentorship; and established avenues for developing self-awareness and an appreciation for relationships and mutuality. Our teaching and learning model is forward-thinking, vigorous, and engaging — offering 100 academic courses, 15 AP courses, 13 athletic teams competing in the New England Founders League, and a multitude of co-curricular activities.

At Trinity-Pawling, we are focused on providing boys with a distinctive education and a transformational experience. We are the next-generation school for boys.

QUEBEC CONSULTING

Dr. Jeffrey Quebec
Educational Consultant
www.Quebec-Consulting.com
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(978) 549-0599

Now in his fourth decade of helping guide students and families, Dr. Jeffrey Quebec is an educational consultant and internationally recognized host of the Why Boarding School? Podcast. A former independent school administrator, he helps students and families navigate educational opportunities throughout the PK-12th grade years. Dr. Quebec provides personalized guidance in independent boarding and day school admissions, post-graduate and gap year programs, athletic recruiting, visual and performing arts, therapeutic placements, learning differences, gifted and twice-exceptional learners, executive functioning support, individualized coaching, and other educational pathways. He enjoys helping families find the right

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environment where each child can thrive.

Learn more at www.Quebec-Consulting.com and www.WhyBoardingSchool.com.

VILLA MARIA SCHOOL

villa maria school

info@villamariaschool.org
161 Sky Meadow Drive, Stamford, CT
203 322 5886 | villamariaschool.org
Students: 77 | Coeducational
Teacher-Student Ratio: 1:4
Founded in 1973

For children who learn differently, the right environment can transform their relationship with school. Villa Maria supports students with diverse learning profiles, including dyslexia and other language-based learning disorders, ADHD, ASD, and auditory processing challenges, through highly individualized instruction and a 4:1 student-teacher ratio. All teachers are trained in an Orton-Gillingham-based reading methodology, helping students build strong decoding skills and confidence in reading.

Learning at Villa extends beyond the classroom. Academics are integrated with speech and language support, executive functioning, occupational therapy, social-emotional learning, and opportunities to practice skills in authentic, real-world settings. Every experience is designed to foster self-advocacy, communication, independence, and the life skills students need to navigate everyday life and prepare for what comes next.

Best for: Students who haven't thrived in traditional classrooms and need a place where their strengths are recognized, their challenges are supported, and they can rediscover themselves as confident learners.

WESTMINSTER SCHOOL

Westminster School

admit@westminster-school.org
995 Hopmeadow Street, Simsbury CT 06070
(860) 408-3060 | westminster-school.org Student to Teacher ratio 5:1

Westminster School is a diverse, close-knit community of 92 faculty and 425 students (75% boarding, 25% day students) from across the country and around the world. Over forty percent of the students receive financial aid from the $8 million awarded each year.

As an independent, coeducational, secondary school, we demand high academic standards, participation in the arts and athletics, and a strong commitment to service for others. A unique combination of grit and grace is what makes Westminster people successful, on campus and beyond.

WESTOVER SCHOOL

admission@westoverschool.org
1237 Whittemore Road, Middlebury, CT 06762
203-758-2426 | westoverschool.org
Students: 200 | girls-centered
Teacher-Student Ratio: 1:6
Founded in 1909

Westover School is a girls-centered boarding and day school for grades 9-12 located in Middlebury, Connecticut. Westover empowers young women to lead lives of consequence by fostering strength of character, women's empowerment, passion for learning, and community. Students grow as compassionate, resilient leaders, develop confidence through exploration and global awareness, nurture curiosity into lifelong learning, and build meaningful, enduring relationships within an inclusive and supportive environment.

With a mix of day students and domestic and international boarders, our community is built intentionally so every student can be authentically themselves. Westover offers distinctive signature programs in STEM, finance, and global justice that extend learning far beyond the classroom and campus. Small classes and close relationships with teachers anchor the educational experience, while signature programs, arts, athletics, and clubs spark curiosity and fuel passions. Whether taking center stage in a play, trying out for the volleyball team, or leading a club on an issue that matters, each day brings new opportunities to learn, grow, and lead.

WHITBY SCHOOL

WHITBY SCHOOL

969 Lake Ave, Greenwich CT 06831
203-869-8464 | whitbyschool.org

Whitby School is a co-educational, independent school located on a 32-acre campus in Greenwich, CT. Offering a seamless educational journey for children from 18 months through Grade 8, Whitby combines the acclaimed Whitby Montessori Children's House (18 months through Kindergarten) with the renowned International Baccalaureate program (Grades 1 through 8). Together, these programs provide a robust educational foundation, empowering graduates to emerge as creative, critical thinkers, lifelong learners, and global citizens equipped to thrive in the 21st century.

What Nearly Four Decades Have Taught Me About Helping Children Succeed

By Dr. Jeffrey Quebec, Educational Consultant at Quebec Consulting

After nearly four decades working alongside students, families, teachers, coaches, admissions professionals, and school leaders, I've come to appreciate an important truth: The most successful educational journeys are rarely defined by prestige. They are defined by fit. That may seem surprising in an era when families have access to rankings, online reviews, social media, and countless opinions about which schools are considered the "best." While those resources can be helpful, they often distract from the question that matters most:

Which educational environment will allow this particular child to thrive?

Throughout my career, I have worked with students from preschool through high school, each bringing their own strengths, interests, aspirations, and challenges. Some have been aspiring student-athletes. Others have been artists, musicians, performers, budding scientists, entrepreneurs, or students seeking greater academic challenge. I have also worked with students who learn differently, benefit from specialized support, or simply need an environment that better matches the way they learn and grow. What I have learned is that no two students follow the same path. That is why I often encourage families to stop searching for the "best" school and begin searching for the best fit. Over the years, I have found that several principles consistently lead to better educational decisions.

First, every child deserves to be known – not just enrolled.

Outstanding schools do far more than deliver an excellent curriculum. They build relationships. Students flourish when teachers know their strengths, recognize when they need encouragement, celebrate their successes, and provide guidance when challenges arise. A child who feels known is more likely to become engaged, confident, and willing to embrace new opportunities.

Second, success looks different for every student.

Too often, educational success is measured by acceptance rates, awards, or impressive résumés. While those accomplishments can certainly be meaningful, they represent only one definition of success. For one student, success may mean finding the confidence to participate in classroom discussions. For another, it may mean discovering a passion for sports, theater, robotics, music, or community service. Another student may finally feel challenged academically after years of not reaching their full potential. Each achievement matters because each reflects meaningful growth.

Third, school culture matters as much as academics.

Families understandably spend considerable time comparing academic programs, facilities, and outcomes. Yet some of the most important questions are harder to measure. How do students interact with one another? Do teachers genuinely enjoy working with young people? Are curiosity, kindness, integrity, and respect visible throughout the community? Does the school encourage students to explore new interests and develop confidence beyond the classroom? These qualities often have a profound impact on a student's daily experience.

Fourth, there is no single educational path that is right for everyone.

One of the privileges of my work is helping families explore a wide range of educational options. Depending on the student, the right fit may be an independent day school, a boarding school, a post-graduate year, a gap year program, or a school offering specialized support for learning differences or exceptional talents. The goal is never to steer every student toward the same destination. The goal is to identify the environment where that individual student has the greatest opportunity to grow, contribute, and succeed.

Finally, the admissions process should never become the destination.

It's easy for families to become consumed by applications, interviews, testing, deadlines, and decisions. Those steps are certainly important, but they are only the beginning. What matters most is what happens after a student arrives. Will they be inspired? Will they develop resilience? Will they build meaningful friendships? Will they discover passions they never knew they had? Will they become more confident, more independent, and more prepared to navigate whatever opportunities and challenges lie ahead? Those are the outcomes that truly matter.

Looking back over nearly four decades, I have been fortunate to witness extraordinary transformations. I have seen quiet students become confident leaders. I have watched reluctant learners rediscover their curiosity. I have seen young people uncover talents they never imagined they possessed because someone believed in them and because they found an environment where they could thrive. Those experiences continue to reinforce one lesson above all others. The most important educational decision is not choosing the school with the greatest reputation. It is choosing the school that is the right fit for the child. When that happens, remarkable things often follow.

About the Author

Now in his fourth decade of helping guide students and families, Dr. Jeffrey Quebec is an educational consultant and internationally recognized host of the Why Boarding School? Podcast. A former independent school administrator, he helps students and families navigate educational opportunities throughout the PK-12th grade years. Dr. Quebec provides personalized guidance in independent boarding and day school admissions, post-graduate and gap year programs, athletic recruiting, visual and performing arts, therapeutic placements, learning differences, gifted and twice-exceptional learners, executive functioning support, individualized coaching, and other educational pathways. He enjoys helping families find the right environment where each child can thrive.

Learn more at www.Quebec-Consulting.com *and* www.WhyBoardingSchool.com.

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STATES CT Connecticut · MA Massachusetts · NH New Hampshire · NY New York

TYPES Coed = coeducational; LD = learning differences. Eagle Hill and Harvey offer five-day boarding.

PROGRAMS Catholic: Canterbury, Greenwich Catholic, Sacred Heart. IB: Cheshire, Whitby. Montessori: Whitby.

[1] Ridgefield Academy: CT. Landmark Preschool: CT/NY. [2] Sacred Heart’s Barat Center preschool is coed.

ALTERNATE NAMES Barat Center: see Sacred Heart Greenwich. Gunn School: see The Frederick Gunn School. Landmark Preschool: see Ridgefield Academy and Landmark Preschool.

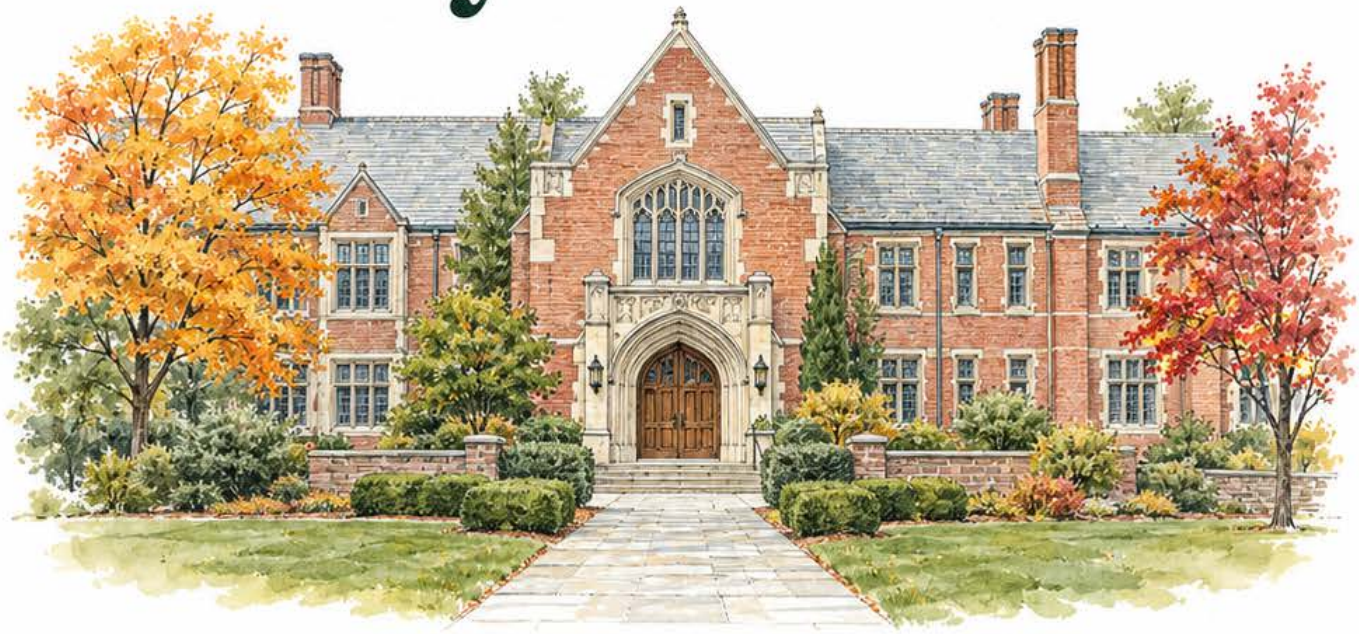
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