

engagement

empathy

integrity

passion

confidence

creativity

B
BROOKS
SCHOOL

STUDENT HANDBOOK
2023 – 2024

BROOKS SCHOOL

2023 – 2024 STUDENT HANDBOOK



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The Brooks School Student Handbook is distributed to members of the Brooks community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the school. Students, parents/guardians, faculty, administration and staff should all read and be familiar with the contents of the Handbook so that each member of the community knows and understands the expectations of students within our community. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including but not limited to, between Brooks and any parent, guardian or student affiliated with or attending Brooks. Further, as the COVID-19 pandemic continues to evolve, the school reserves the right to change the policies and guidelines outlined in this Handbook to ensure the safety of the Brooks community, including but not limited to policies related to masking, physical distancing and contact tracing. Brooks reserves the right, in its sole discretion, to interpret, add, revise and/or rescind any policies and appendices contained herein before, during and after the school year.

FOUNDATIONS

MISSION STATEMENT

At Brooks School, we seek to provide the most meaningful educational experience our students will have in their lives.

PHILOSOPHY

Within an environment of academic excellence, Brooks strives to promote and focus intellectual growth and curiosity. The school encourages students to develop analytic and creative capacities; to read critically; to think, speak and write with cogency and precision; to broaden aesthetic sensibility; to make effective use of technology in the learning process; and to be aware of the larger world beyond the school community.

The school emphasizes moral awareness and strives to provide daily lessons in appreciating and celebrating difference, integrity and social responsibility. Civility and decency are as important now as ever before.

The Chapel program gives expression to the spirit of the community. Since its founding, Brooks has been affiliated with the Episcopal Church. The school seeks to further the teachings of the Judeo-Christian ethic while valuing all religious traditions and honoring the beliefs of the students who hold them. One of the most important capacities Brooks develops in its students is the ability to make good decisions and to profit from mistakes. It does not presume to make every choice for them, either academically or socially. The school creates a climate in which high standards are balanced with reasonable expectations, tolerance and understanding. In this way, Brooks hopes and expects students to grow in wisdom, confidence and maturity.

CORE VALUES

Underpinning and clarifying the mission statement are core values which the school hopes will permeate all programs, and which serve to direct community members in their experience with the mission. These values are empathy, engagement, integrity, passion, confidence and creativity. Of these, empathy and engagement are considered preeminent.

ANTI-RACISM STATEMENT

Brooks School strives to be an anti-racist school, understanding that this work is continuous and is central to our role as an educational institution. Racism and other forms of systemic oppression are deeply rooted in all institutional and societal structures: We condemn institutional racism and white supremacy in all forms, including those that may exist at Brooks. As a community that values each member's sense of belonging, our goal is to foster an inclusive environment in which everyone can live, work and learn free from prejudice, discrimination and marginalization. While we recognize that racism occurs both intentionally and unintentionally and is often a result of unconscious bias, we also know that its presence hinders our ability to provide the most meaningful educational experience our students will have in their lives. Therefore, at Brooks School we are united in the fight to identify, acknowledge and dismantle systems of oppression and inequality. In order to do this work effectively, we will draw on our foundation: strong community, core values, and commitment to the care, support and growth of every member of the community.

LAND ACKNOWLEDGMENT

At Brooks School, we live and learn on land once of the Pennacook people, and we acknowledge their enduring presence.

COMMUNITY PLEDGE

As Brookians, we start from a place of goodwill and respect, and we strive to earn and foster each other's trust. The relationships and community we build together make Brooks School a meaningful educational experience. We individually and collectively commit to these goals. By signing my name, I pledge that:

- You can trust me to respect you, including your identity, well-being and right to think freely.
- You can trust me to respect your property.
- You can trust me to contribute to safe and productive learning and living environments.
- You can trust me to conduct myself with academic integrity.
- You can trust me to be empathetic, honest and trustworthy as a Brookian, within and beyond our community.

*Academic pledge, to be written by students on assignments: This is my honest work.

NONDISCRIMINATION POLICY

Brooks admits qualified students of any race, color, national and ethnic origin, ancestry, sex, religion, mental or physical disability, gender identity or expression, or sexual orientation to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Brooks does not discriminate on the basis of race, color, national and ethnic origin, ancestry, sex, religion, mental or physical disability, gender identity or expression, sexual orientation, or any other status protected by applicable law in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

STATEMENT ON GENDER IDENTITY AND EXPRESSION

Brooks School welcomes and proactively affirms the wide spectrum of gender identities of its students and community members, and the ways in which Brookians choose to express their genders. The school's policies and procedures are intended to accommodate, and not limit, the privileges and responsibilities granted to and expected of all of our community members who identify or express themselves outside the traditional cisgender binary. In all cases, community members should seek out a trusted adult or other community member for support and advocacy. The school recognizes that, along with other policies and systemic assumptions, its physical spaces are, at times, predicated on the traditional cisgender binary; the school intends to honor the identities, lived experiences and needs of all its students. Brooks is in the process of re-examining its policies and procedures to be more inclusive of all genders and identities.

ACADEMICS

ACADEMIC INTEGRITY

Introduction

Academic integrity is the basis of sound scholarship and is central to effective learning. Truthfulness and honesty should govern students' work at all times; cheating and plagiarism are considered major violations of school rules. One of the five major tenets of the Brooks School Community Pledge is, "You can trust me to conduct myself with academic integrity."

Expectations

At the beginning of every course and every semester, teachers inform students of their expectations regarding the proper role of collaboration, use of resources (both printed and electronic), citation practices, and other issues related to academic honesty. Students must realize their responsibility to do their work honestly and truthfully. Gray areas are inevitable. The appropriate use of calculators, for example, will be determined by the individual departments. When doubt exists, the burden is on the students to seek clarification from their teachers before submitting work for evaluation. Students are expected to produce work that is original, and to attribute any ideas not their own to the appropriate people or organizations using proper citation practices. On tests, quizzes and other assignments, students should write "This is my honest work" and sign their name.

The range of the school's responses to cheating and plagiarism is outlined below.

Generative Artificial Intelligence

The umbrella term of generative artificial intelligence ("generative AI") includes large language models such as ChatGPT, Google Bard, DALL-E, and many others. Though this software is relatively new, the policies for academic integrity surrounding this technology are similar to other technologies that are part of our everyday lives, like spell checkers, translation software and calculators. In the model of those other tools, newer tools powered by generative AI technology should be used in ways that support student learning — not in ways that replace student work. Use of generative AI tools by students on graded assignments is prohibited, except with the express permission of the teacher, in which case the use of generative AI must be cited by the student. The unauthorized and/or uncited use of generative AI on graded assignments will be treated as an academic integrity violation.

As this technology evolves, so, too, will school policies. Students should avoid generative AI tools except where explicitly invited by a teacher. When in doubt, as with other components of our academic integrity policies, students should seek clarification from their teacher.

These policies are adapted from the [Wauaukee Community High School Student/Family Handbook](#), the [Global Online Academy Student and Family Handbook](#), and a [March 2023 statement by the International Baccalaureate](#).

Examples of Academic Integrity Violations

The following types of conduct are prohibited by the school, with Level 1 violations generally regarded as more significant violations of the school's standards of academic honesty.

Some examples of Level 1 violations include:

- Buying or copying a significant portion of a paper from the Internet or any other source, including generative AI, and presenting it as one's own.
- Stealing or otherwise obtaining a copy of a test or examination before its administration.
- Premeditated or spontaneous cheating on a quiz or test.
- Unacknowledged collaboration or assistance on a major assignment.
- Unauthorized use of work previously submitted in another course.
- Unauthorized use of a language translator or target language automated grammar tools in a world language class.

Some examples of Level 2 violations include:

- Reading a book in a language other than the one in which it is assigned.
- Unacknowledged collaboration or assistance on a minor assignment, such as a nightly homework assignment.
- Discussing an exercise, quiz or test with those who have already taken it.
- Using another student's data on math or science assignments or someone else's research for an essay or worksheet.

These examples are not an exhaustive or complete list. They are guidelines to help students recognize a wide spectrum of dishonest behavior. At any level, cheating and plagiarism are wrong and will not be tolerated. Equally, helping others to cheat or plagiarize is wrong and will not be tolerated.

Consequences of Academic Integrity Violations

Academic integrity violations will be reported to the academic dean and associate head for academic affairs. In general, the issue will be addressed with the student, and the student's family/guardians will be informed of the nature of the offense and the subsequent consequences. Level 1 violations are likely to be referred to the discipline committee. Multiple Level 2 violations will generally be referred to the discipline committee. A first offense of a Level 2 violation is likely to be handled by the academic dean and associate head for academic affairs, in consultation with the teacher. The school reserves the right to respond to any particular academic integrity violation without the discipline committee. The school may, in its sole discretion, decide upon discipline, including but not limited to dismissal, suspension, deans' warning or loss of credit for an assignment or course based on the underlying conduct, regardless of whether the discipline committee is convened.

To honor our school mission, Brooks incorporates restorative justice when a student violates our academic integrity policies. The two central restorative justice elements are:

- Students must rewrite the assignment or retake the assessment in question to satisfy the original learning objective. The student may earn up to a failing grade of 59% for that assignment or assessment (see page 14, "Grading System and Progress Reports," for a full explanation of the grading system). Therefore, a teacher will not calculate a grade of zero into a semester average.
- Students receiving a consequence of deans' warning or suspension will be required to write a reflection that reaffirms their understanding of our academic integrity pol-

icies, the harm caused by their actions, and the steps they will take to avoid similar violations in their future work.

Students who are suspended will nearly always serve the suspension in-house. The student will then report to the academic dean or associate head for academic affairs at the conclusion of classes for a minimum of two afternoons. This will continue until expectations related to the discipline consequences and restorative justice have been fulfilled.

COMMUNITY COVENANT

Preamble

To achieve our school mission, students and faculty have collaborated in establishing best practices in teaching and learning. We believe that a meaningful educational experience is built on relationships, and we honor the spirit of these guiding principles in helping us to cultivate trust and respect in and outside of our classrooms.

Student Expectations	Faculty Expectations
Students should actively check OnBrooks and email daily for assignments/obligations. Enabling notifications from OnBrooks to your mobile device is highly encouraged.	Students should be made aware of their homework assignments by the end of each class period. At the very least, students should be told if they will have homework and that it will be posted by 4 P.M. to OnBrooks in the Assignment Center (1 P.M. Wednesdays and Saturdays).
Teachers should be able to expect students to complete the homework on time if it is posted.	Teachers should always post all homework assignments/assessments/other obligations to the OnBrooks Assignment Center. All assignments completed outside of class should be due at the start of a class period.
If the length of time needed to complete daily homework exceeds the time allotted, students should seek out their teachers for a conversation.	Daily homework should take up to 30 minutes per class meeting for third- and fourth-form courses. This adjusts up to 45 minutes per class meeting for fifth- and sixth-form courses. There should be no homework or extremely limited homework in minors such as Self in Community.
Teachers should be able to expect students to complete the homework thoroughly and submit it on time.	With the exception of long-term projects and tests, teachers should not assign more than one night's homework after each class period, regardless of the amount of time before the next class meeting.
If there is a Head's Holiday, work assigned previously should be done by the students.	If there is a Head's Holiday, teachers should not assign more work than what was originally assigned and should adjust assignment deadlines accordingly.

Student Expectations (cont.)	Faculty Expectations (cont.)
Students should be prepared for class prior to the return to school following vacations.	One night of homework may be assigned during school vacations, no matter how long the vacation (with the exception of AP classes).
Students should move from class to class with a sense of urgency in order to maximize time in the classroom. Students more than one minute late to class may be marked tardy. When possible, students should provide a note from an adult on campus to explain the tardiness to class.	Students who are more than one minute late to class will be marked tardy. If their tardiness exceeds 20 minutes, they may be marked absent from class. If teachers need to keep a student and it interferes with their next obligation, they will send a note with the student.
After 10 minutes of a teacher's unexplained absence, an adult in the Deans' Den must be informed in person by the students. An effort should also be made to contact the teacher if possible.	Teachers who are unable to arrive to class on time should communicate with their direct supervisor to obtain coverage.
Students should understand that major assignments and assessments may take longer to grade.	Teachers should grade and return minor assignments to their students in a timely fashion. Teachers should communicate with their students if an assignment is taking longer to grade. No major tests or papers may be administered until the previous test or paper has been graded and returned.

ACADEMIC PROGRAM

Curriculum/Departmental Graduation Requirements

The Arts

Third-form entry: In their third-form year, the student will enroll in Arts Exploratory or a year-long music course. In their remaining three years, the student must take six additional credits (typically, three additional semester-long classes) satisfying the arts distribution requirement as laid out below.

Fourth-form entry: In their three years, the student must take 10 total credits (typically, five semester-long classes) satisfying the arts distribution requirement laid out below. As many as four credits may transfer in from a prior institution. Transfer credits may also satisfy the arts distribution requirement at the discretion of the department and the academic office.

Fifth-form entry: In their two years, the student must take four credits (typically, two semester-long classes), satisfying the arts distribution requirement. Transfer credits may also satisfy the arts distribution requirement at the discretion of the department and the academic office.

Arts distribution requirement: Students must take courses in at least two of the three arts disciplines: performing arts (theater and dance), music, and visual arts. Courses in the catalog are categorized by discipline. Students who “specialize,” or study the same discipline beyond introductory levels for their entire time at Brooks, are exempt from the distribution requirement. Students who decide to cut short their specialization will be required to take an arts course in a different discipline. Arts Exploratory credits count toward a student’s total arts credits but do not satisfy the distribution requirement.

World Languages

One language through the third level.

English

Eight semesters, progressing through the department sequence.

History

The Global Humanities course or the Modern World History course, plus U.S. History.

Mathematics

Completion of the Second-Year Algebra course.

Science

Two years of laboratory sciences, one of which must be a two-semester course.

Self in Community

Both semesters, every year.

The faculty will consider petitions from students who wish to be exempt from one or more of these requirements. Such exemptions will not be permitted if the student has failed to compile a satisfactory academic record. In the case a student wishes to enroll in two language courses simultaneously, that student should seek the counsel of the academic dean or associate head for academic affairs regarding an exemption in either history or science to accommodate the commitment to languages.

Course Load

The minimum required course load each semester is five major courses and one minor course each semester, for 11 total credits. Most Brooks students take six major courses, for 13 total credits. Third-form students are required to take six major courses each semester and must receive the permission of the academic dean to reduce that course load. These requests are considered extraordinary and a student’s credit situation must be monitored closely to ensure that they are able to graduate on time.

The typical program of six major courses commonly includes five major courses outside the arts department and one major course in the arts department. Maintaining a balance of courses across departments is important to the strength of a student’s transcript. Some upper-form students who are passionate about their work in the arts may choose to take four major courses outside the arts department and two major courses in the arts department in consultation with their advisor, the academic dean and the college counseling office.

A student taking six major courses is taking a full and rigorous program. In rare cases, a student may request to double up in courses in one department without dropping a course in another department, resulting in a course load of seven majors. That requires the approval of the student's advisor and college counselor, the department head in the discipline in which the student is taking two courses, the academic dean and the Curriculum Committee.

Diploma Requirements

The Brooks academic year consists of two semesters divided by a three-week Winter Term in January. Credit is assigned for successful completion of a course on the following basis:

- Two-semester major: four credits
- One-semester major: two credits
- Two-semester minor: two credits*
- One-semester minor: one credit*
- Winter Term course: one credit

*Minor classes that meet twice per week award one credit per semester. Minor courses that meet less than twice per week award one-half credit per semester.

Credits will be recognized for the successful completion of appropriate courses at previous schools only after review by the academic dean or associate head for academic affairs.

Due to COVID-19 and the cancellation of Winter Term in January 2021, the class of 2024 has an 89-credit threshold.

Course Credit and Transfer Credit

The Brooks attendance policy determines whether a student can receive credit based on their attendance in class. We call this the 18% attendance rule. For a complete explanation of the 18% attendance rule, please see page 30, "Attendance and Absences."

While enrolled at Brooks, the school recognizes credits taken during the academic year from other institutions only in the following instances: one year or one semester for Brooks-affiliated exchanges with School Year Abroad, or one quarter for other Brooks exchanges or off-campus sixth-form projects. Proposals toward undertaking any other academic work for credit must be approved by the academic dean or associate head for academic affairs, the Curriculum Committee and the faculty before such work is undertaken.

A student separated from school (dismissed, suspended) may receive credit for courses taken that semester if:

- The student is not affected by the 18% attendance rule; and
- The student satisfactorily completes all major outstanding work, including exams when appropriate.

Teachers are not expected to teach students from afar if suspended. Instead, students should complete the syllabus on their own and submit the required assignments.

Course Changes

A student is allowed to change courses with approval of their advisor, their teacher, the relevant department chair and the academic dean during the first two weeks of each

semester. Students should first consult their advisor and teacher before acquiring a course change form from the registrar. If students switch courses within or across departments during this time, the grade from their first course will not follow them to their next course; they receive a clean slate. The last days for student-initiated course changes are marked on the school calendar.

Following this period, course changes may only be initiated by a student's advisor. After midterm grades are submitted, students who drop a course at the initiation of their advisor will have a W ("withdrawn") recorded on their transcript.

If a level change (e.g. from honors to non-honors) should be initiated, the process must be completed within two weeks following the release of midterm grades during Semester 1. If a student moves down a level in the same course (e.g. AP United States History to Building the American Republic, or honors physics to physics), a 10-point upward adjustment will be made to the student's average. If a student moves up a level in the same course, the appropriate adjustment will be made by the teacher in consultation with the department chair. If a student changes levels between Semester 1 and Semester 2, there will be no change to the Semester 1 transcript.

Advanced Placement Courses & Exams

Advanced Placement (AP) courses are college-level courses based on a standardized curriculum approved by the College Board. The school recommends that students take no more than three AP courses in an academic year. All students enrolled in AP courses are expected to sit for the appropriate AP exams in May. As with other standardized tests administered at Brooks, parents and guardians are billed for the cost of the exams.

Students who wish to take AP exams for courses not offered by the school may do so by arrangement with the academic dean prior to spring break. Typically, students not enrolled in AP courses offered at Brooks will not be allowed to sit for those exams administered by the school (e.g., a student not enrolled in the AP Physics course will not be allowed to sit for the Brooks administration of the AP Physics exam).

Independent Study

Students who wish to engage in an independent study must contact the academic dean to discuss their independent study proposal. A form will be completed as part of the approval process. This form must be completed with a detailed description of the study, including texts and grade evaluation procedures, and with permission of the advisor, department chair, college counseling office and teacher overseeing the course.

Online Learning

Sixth-formers in good standing and enrolled at Brooks may supplement their Brooks education by taking an approved online course sponsored by The College Board or an institution of higher learning for college credit. The semester- or year-long course, to be supervised by a Brooks faculty member, must be one that is not taught at Brooks.

Students may take only one such course per year. Students should submit a detailed proposal to their advisor, the academic dean, the department chair and the Curriculum Committee. This proposal should include a syllabus and all relevant information about the course and the program sponsor. Once approved, satisfactory completion will typically satisfy the school's independent study requirement and earn pass/fail Brooks credit.

Students should be aware that they are responsible for assuming the entire cost of this optional course. Students enrolled in courses sponsored by another institution are bound by the policies, rules and procedures of that institution. Brooks has no control over the course requirements, instructor or grade earned. A failure in such an independent study course may mean a student does not graduate as scheduled.

Students may also take online courses for the purposes of placement or advanced standing. No credit is earned or awarded in these instances. With approval of the academic dean, the associate head for academic affairs and the department chair, students may engage in scholarship that would allow them to prepare to take a Brooks exam in a particular course. The expectation is that a successful performance on the exam would enable the student to pass out of the course to enroll in a more advanced one.

Winter Term

Brooks takes pride in the Winter Term program, a required three-week term in January. All students are expected to successfully complete a Winter Term course load each year. Winter Term courses are graded pass/fail. Note that the 18% attendance rule applies during Winter Term. Students who fail to meet that standard will not receive credit for their Winter Term course(s).

Programs Outside of Brooks School

Though we believe the experience of attending Brooks is an exciting and fulfilling adventure in its own right, occasionally a student may become interested in pursuing a semester-long course of study away from the Brooks campus. The Island School is an example of this kind of program. Ideally, students need to think about this option early in their Brooks career. Bearing in mind that many graduation requirements and AP courses are typically what a student might take in their fifth-form year, and that these courses are usually not offered by these types of programs, it can be very challenging to accommodate a fifth-former being away for a semester. Spring of the fourth-form year tends to be the least disruptive time for such a program. Students and their parents/guardians interested in applying to these programs should be in touch with the academic dean and the associate head for academic affairs as early as possible.

Assignments and Assessments

As defined in the Community Covenant in the Brooks School Student Handbook, students are expected to complete all properly posted assignments. “Incomplete” grades are granted only for medical reasons or in other emergency situations. An assignment will be counted as late if submitted after the start of the class in which it is due. A 10% deduction will be applied for the first week, 20% for the second week, and 30% for the third week. Beyond the third week, a student may earn up to a 55% if the assignment is submitted before the semester’s close. A zero will be recorded for the assignment if no work is submitted.

Students should not have three major assessments due on the same day. A major assessment is a full class period evaluation of at least a week’s worth of material, or a major paper. Students with three scheduled tests/papers due on the same day should consult with their advisor and ask one of the teachers, prior to test day, if a test may be postponed. Generally, students should not be assigned more than one typical night’s homework during a vacation break. Students in AP courses are an exception. Also, this guideline is not meant to preclude a struggling student from doing significant make-up work or

review if the situation requires it.

Exhibitions of Learning (EOLs) are the final assessments of each semester. Some EOLs are examinations and others are project-based. Every major course has an EOL. These are required and take place in special schedules during the last week of each semester (December 9–14, 2023 for Semester 1, and May 28–31, 2024 for Semester 2). Sixth-formers do not commonly participate in Semester 2 EOLs.

Grading System and Progress Reports

Number grades are given at the end of each quarter in all major courses and some minor courses. Certain performance-based courses in the arts, Winter Term courses and Self in Community classes are graded pass/fail. Sixth-formers may petition the academic office to have one elective course below the AP level graded pass/fail (see below). A brief explanation of the number grading system and the Brooks honor roll follows:

100–92	Highest Honors
91–88	High Honors
87–85	Honors
84–80	Commendable
79–75	Satisfactory
74–70	Fair
69–60	Passing
59–50	Failing

Effort Marks

Effort marks are assigned at the end of each quarter. Teachers may award a first-class “outstanding” effort mark or assign a third-class “poor” effort mark. For students who are meeting expectations, no effort mark will be assigned. These are internal grades only and do not appear on student transcripts. The criteria used in assessing effort include, but are not limited to, the following:

- Punctuality in class attendance and timely submission of assignments;
- Number of unexcused class absences;
- Satisfactory makeup of quizzes, tests and examinations;
- Attendance at extra-help sessions;
- Class preparation;
- Involvement in class discussion;
- Attitude and cooperation.

The grade and effort mark together attempt to make a clear statement of assessment. For example, a student working hard in a challenging course who earns a 75 and a first-class effort is doing commendable work. The school generally cannot make a convincing academic recommendation on behalf of students whose cumulative academic average is under 70.

Pass/Fail Status

Members of the sixth form may choose to take one non-required elective course below AP level on a pass/fail basis. Sixth-formers may take either a two-semester course or a one-semester course each semester pass/fail. Applications for pass/fail status for the year or fall semester must be submitted to the academic dean and associate head for academic affairs within 48 hours of the publication of fall midterm grades. Sixth-formers may apply for a second semester course to be taken pass/fail within 48 hours of the publication of spring

midterm grades. These applications are reviewed by the Curriculum Committee and are typically granted to students wanting to challenge themselves in disciplines in which they may expect to struggle.

Academic Honors

Honor Roll

Students may attain honor roll status at the end of any semester with the following grade point averages:

92–100	Highest Honors
88–91	High Honors
85–87	Honors

Cum Laude Society

The Cum Laude Society is a national organization that recognizes superior academic achievement. According to the Cum Laude constitution, the Brooks chapter may elect up to 20 percent of the members of the sixth form who have earned an honors record. Half may be elected upon the completion of their fifth-form year and the remainder in the second semester of their sixth-form year. Inductees must be completing at least their second year of high school at Brooks at the time of induction.

Graduation

Brooks recognizes scholastic achievement at graduation with the following designations: the top 10% of the class as Summa Cum Laude, the next 20% as Magna Cum Laude, and the following 20% as Cum Laude.

Promotion Requirements

For promotion to the fourth form, a student must have:

- Passed English I and Self in Community.
- Earned an average of at least 70 in the second semester.
- Acquired a total of at least 23 credits.

For promotion to the fifth form, a student must have:

- Passed English II, First Year Algebra and Self in Community.
- Acquired four credits in a language other than English.
- Successfully completed one year of the history requirement, unless exempted or deferred by the academic dean or associate head for academic affairs and the history department.
- Earned an average of at least 70 in the second semester.
- Acquired a total of at least 46 credits.

For promotion to the sixth form, a student must have:

- Passed English III, Geometry and Self in Community.
- Acquired eight credits in a language other than English.
- Completed one laboratory science.
- Earned an average of at least 70 in the second semester.
- Acquired a total of at least 70 credits.

Students who fulfill the appropriate departmental and promotion requirements are in good academic standing and eligible for promotion or graduation. The academic dean and

the faculty may recommend that students who do not earn the minimum requirements for promotion not be invited to return. If these students do remain at Brooks, they will be considered special students until the promotion requirements are met.

Students with an “incomplete” (I) grade at the end of any semester will have one month from the submission of grades to make up the incomplete grade and therefore earn appropriate credit. Incomplete grades are normally granted only for medical reasons or in other emergency situations.

Sixth-formers failing with a third-class effort in Semester 1 must make up that failure in Semester 2 to be eligible for graduation. Sixth-formers failing any course in Semester 2 with a third-class effort will generally not participate in graduation and will not receive a diploma until they have made up the course.

After the conclusion of AP examinations, sixth-formers are generally exempt from spring EOLs. However, sixth-formers with an average below 73 in a course will be expected to complete an EOL in that course. Also, sixth-formers may have to complete EOLs in required courses.

ACADEMIC CONCERN AND ACADEMIC WARNING

Introduction

Academic Concern and Academic Warning are our ways of denoting a student’s academic standing at Brooks. These processes provide opportunities to check in about improving their performance and are intended to be restorative. The academic dean reviews the grades of all students at the end of each marking period.

Our all-school rubric has five levels: No Grade Earned (0-59), Beginning (60-72), Progressing (73-82), Accomplished (83-92), and Distinguished (93-100). Students earning grades in the “No Grade Earned” or “Beginning” levels need to focus on developing strategies to move their work to higher levels.

Conditions and Process: Academic Concern

A student will be placed on the Academic Concern list if they meet one or more of the following conditions in any marking period:

- Any course average below 73.
- Two or more third-class effort marks, or two MOL averages below 73.

Students on the Academic Concern list will receive a letter from the academic dean relaying the following details:

- The status of Academic Restriction will limit their opportunities to travel off-campus. (Restriction may be lifted before the end of the marking period at the discretion of the academic dean in consultation with the student affairs office.) This includes 8 P.M. check-in.
- Attendance in at least two nights of structured study hall each week will be required. The student may instead attend the Learning Center study hall at the discretion of the director of the Learning Center. Occasionally, a student might work with their advisor to arrange an alternate structured study situation.
- The student must schedule and attend a meeting with a school counselor.
- The student must schedule at least two one-on-one meetings with their teacher(s)

in the class in which they received the low course average.

To be removed from the Academic Concern list, a student must earn grades of 73 or higher in every course in which they are enrolled. Students on Academic Concern who are unable to fulfill the minimum requirements by the end of the following marking period will move to Academic Warning.

Conditions and Process: Academic Warning

Academic Warning reflects a more precarious academic position. A student will be placed on Academic Warning if they meet one or more of the following conditions in a marking period:

- Any of the Academic Concern conditions for a second consecutive marking period.
- Overall midterm or semester average below 73.
- Failing grade in any course at the end of a marking period.

Students on Academic Warning will receive a letter from the academic dean confirming that they will be:

- Placed on Restriction to further limit their opportunities to leave campus. (Restriction may be lifted before the end of the marking period at the discretion of the academic dean.) This includes 8 P.M. check-in.
- Required to attend four nights of structured study hall or Learning Center study hall each week (the student may instead attend the Learning Center study hall at the discretion of the director of the Learning Center). Occasionally, a student might work with their advisor to arrange an alternate structured study situation.
- Required to schedule and attend a meeting with a school counselor.

To be returned to good standing, a student must earn course averages of 73 or higher in every course in which they are enrolled. Students who are unable to fulfill the minimum requirements by the end of the following marking period should expect to have a conversation with the academic dean and the associate head for academic affairs about whether they may continue at Brooks. Students on Academic Concern or Academic Warning who are failing two courses, with third-class effort marks and/or failing MOL grades in those courses, at the end of a semester should expect to be dismissed from the school.

SUMMER COURSEWORK

Brooks does not customarily award credit for required or enrichment courses taken during the summer outside of Brooks. However, for a number of reasons, students may elect or be required to take essential courses during the summer. In order to do so, they must enroll in a summer course approved by the academic dean and the associate head for academic affairs and the relevant instructor(s) and department chair(s), and/or take a special Brooks exam administered by the appropriate academic department. Arrangements and permissions should be secured well in advance.

Students may attempt to advance a level during the summer (i.e. from First-Year Algebra to Second-Year Algebra by taking Geometry). However, students (and their parents/guardians) should be aware that mastering a year's worth of coursework (four classes per week for 30+ weeks) during the summer is a difficult challenge, even for the most able student. Another consideration is that the University of California ("UC") system requires transcript evidence that a course has been successfully completed. It may be that other universities, unbeknownst to us, require this as well. If a UC school is even a possibility

in a student's future, enrolling in formal coursework at another institution is probably a better option.

Students passing a summer course and/or exam equivalent to an academic major do not earn credit from Brooks, but successful completion may mean they have earned the right to advance to the next course in the Brooks curriculum.

ACADEMIC SCHEDULE FOR 2023 – 2024

The 2023–2024 academic schedule can be found [here](#).

AFTERNOON PROGRAMS

At Brooks School, we seek to provide the most meaningful educational experience our students will have in their lives. As an extension of the classroom, the afternoon program is an integral part of that experience. The program provides students with the opportunity to deeply explore the activities and interscholastic sports which interest them. Students also have the chance to challenge themselves and try something new. By participating in the afternoon program, students develop lifelong skills such as leadership, teamwork, empathy and overcoming adversity. They also discover the importance of balancing the mind, body and spirit. We believe that allowing our students to be part of something bigger than themselves by collaborating and engaging with others and sharing in group success is vital to the educational experience.

REQUIREMENTS

All students must participate in the afternoon program all three seasons each year. New students must participate in a Brooks “team” offering in the fall of the first year. A team offering is defined as a program in which students work together toward a common goal. An activity offering is defined as a program which focuses more on an individual’s interest than a group goal.

Team Offerings

Interscholastic Sports

- Fall: Cross-Country, Field Hockey (girls), Football (boys), Soccer, Volleyball (girls)
- Winter: Basketball, Ice Hockey, Squash, Wrestling
- Spring: Baseball (boys), Crew, Golf, Lacrosse, Softball (girls), Tennis

Drama/Tech crew

Community Service

Individual Activity (*preference given to fifth- and sixth-formers*)

Yoga (fall and winter)

Fitness Club (sixth form only; winter and spring)

Outdoor Club (fall)

Snow Sports (winter)

Please note that some programs have specific limitations on the number of participants. Students electing these programs may have to choose a different activity depending on enrollment. Facilities and coaching ratios impose practical limitations on numbers in some sports. Fitness Club is only offered to sixth-formers. Preference is given by seniority in yoga should it fill up during sign-ups.

Third Form

Third-formers must participate in three team offerings. At least one of those team offerings must be an interscholastic sport. Third-formers may not be a team manager.

Fourth Form

Fourth-formers must participate in three team offerings. At least one of those team offerings must be an interscholastic sport. In rare cases, fourth-formers may take on the role of team manager if approved by the coach and athletic department.

Fifth Form

Fifth-formers must participate in at least two team offerings, and the third season may be an individual activity. One of those team offerings must be an interscholastic sport. Fifth-formers may be approved to do one season of an independent activity. Applications will be reviewed by a committee for approval.

Sixth Form

Sixth-formers must participate in at least one team offering. In the other two seasons, sixth-formers may choose either a team or individual activity offering. Sixth-formers may be approved to do one season of an independent activity. Applications will be reviewed by a committee for approval.

INDEPENDENT ACTIVITY

An independent activity exempts a student from participation in one of the activity offerings for a season. An independent may be granted to a fifth- or sixth-form student in good academic and disciplinary (including attendance) standing who meets the following criteria:

- The student is an athlete or has been fully involved with a program prior to attending Brooks in a sport not offered at Brooks (horseback riding, fencing, Irish step dancing, ski racing, etc.).
- The student is a performer who has been fully involved with a music or art program prior to attending Brooks and can continue with their training outside of school or with the supervision of a Brooks faculty member. A final project, performance or exhibit is required at the end of the independent.
- Each independent activity must have some component by which a student “gives back” to the Brooks community.
- As per ISL bylaws, “athletes may not receive credit for participating in a sport for more than one season in an academic year.”
- If there is no exercise component to the independent activity, the student must work a fitness component into their schedule a minimum of three times a week.
- Boarders will not be allowed to have a car on campus to facilitate transportation for an independent activity.

In rare cases, a third- or fourth-form student may be granted an independent if they are nationally ranked or proven elite in a specific sport or activity. Independent program proposals for the upcoming academic year must be submitted in advance (date to be communicated through email) to be reviewed by a committee for approval.

FLEX OPTION

Occasionally, a student may be interested in pursuing their passion at a higher level outside of Brooks while still participating in a Brooks afternoon activity. Flexibility may be afforded to that student using the following guidelines:

- The student is involved in an established program outside of Brooks.
- The student participates in that program and one at Brooks, giving more days to the Brooks program than to the outside one.
- Students may not be members of a Brooks interscholastic 1st team while using the flex option.
- The student will only be granted this flexibility in one season per year. Flex plan participation does not replace the requirement to participate in a full season of an interscholastic sport for third-, fourth- or fifth-formers. Fifth-formers must partici-

pate in two team offerings in the non-flex season. Sixth formers must participate in at least one team offering in a non-flex season.

- The student must remain in good academic and disciplinary (including attendance) standing.
- New students are not permitted to participate in a flex option during the fall of their first year, as we believe it is in their best interest to be fully involved in a Brooks activity.
- The student will not be excused from a Brooks School required event in order to attend a flex option activity.
- Flex Option plan proposals must be submitted in advance (date to be communicated through email) to be reviewed for approval.
- Boarders will not be allowed to have a car on campus to facilitate transportation for a flex option.

AFTERNOON OFFERINGS

Athletics

Brooks participates in the Independent School League, which consists of 16 schools of similar athletic mission. Team schedules are usually quite full, with the majority of games played on Wednesdays and Saturdays. In addition to participation on teams, there are opportunities for some students to serve as managers. Skilled coaching is offered at all levels, and the traditions of sportsmanship, competition and excellence are strong at Brooks and in the ISL. In recent years, teams have won multiple ISL and New England championships.

Letters are awarded to members of 1st teams who complete the season in good standing.

Performing Arts

There are three major theatrical productions during the year. These typically include a fall musical, and a comedy or drama during the winter and spring seasons. All major productions rehearse during the afternoon activities period. In addition, there are showcase opportunities for playwrights, actors and directors throughout the year.

Community Service and Service Learning Initiatives

Service learning at Brooks reflects the school's belief that "to whom much is given, much is required." The school strives to develop empathy, respect and responsibility in its students, and the community service program aims to promote those characteristics. By asking students to work in environments outside their comfort zone, involvement will challenge their thinking and broaden their understanding of the world and their place in it. The community service program is designed to present opportunities for reflection as well as moments of action. This intersection of introspection and action ensures that each year the nature and depth of service will deepen to reflect a student's increased maturity and level of commitment.

Students may elect community service as a full-time afternoon activity Monday through Friday. In addition, students will be asked to support the school's athletic program a minimum of two Saturdays during the season. Weekly activities include but are not limited to: tutoring children at the Lawrence Boys and Girls Club and Haverhill Boys and Girls Club; assisting at Windrush Farm in North Andover; working with SquashBusters Lawrence; and serving the evening meal at the Cor Unum Meal Center in Lawrence.

In addition to the afternoon program, there are many opportunities provided for interested students to be involved in community service. In recent years, students have sponsored blood drives, collected canned goods for local food pantries, raised money for various organizations, participated in walks/runs to help bring awareness to organizations and helped bring gifts to families in need.

STUDENT LIFE

RESPECT FOR PROPERTY OF OTHERS, RESPECT FOR PERSONAL BELONGINGS

Students are reminded at all times of the importance of respect and consideration for the property of others. A major principle of living, working and socializing with others in this school environment is that personal items — large or small, of monetary value or of individual significance — be respected in every way. Members of this community must always take care to separate the casual and open nature of the environment from the responsibility of trust and respect for belongings that underlies the strong foundation of this or any school setting. Theft of and/or vandalism to property are a violation of major school rules.

An understanding of the importance of personal responsibility for one's own belongings is extremely important. Despite the school's hope and ideal that students' items will be safe when left unattended, the effort to guarantee that safety is the personal responsibility of the owner of the items. To that end, students are encouraged to be protective of personal items, avoiding the temptation to leave important or valuable belongings lying around or unattended for long periods of time. In addition, students should take advantage of opportunities to secure items by locking them up where appropriate. For boarders, room keys and locked drawers are available. Day students may lock items in day lockers. All students have securable athletic lockers. Students wishing to may secure instruments in music lockers. For locking items in drawers or lockers, students should bring one or more small combination locks.

Consideration, Privacy and Respect

Students are expected to conduct themselves in the dorms at all times with consideration and respect for other residents. In particular, the privacy of each student and their possessions must be honored. Students should not enter, nor should they remain present in, any student room without the occupants being present.

Rooms/Dormitories

Boarding students are expected to keep their rooms neat and in a condition appropriate to studying. Regulations governing study hours, check-in times, electrical appliances, decorations and fire are displayed on dormitory bulletin boards. These must be read and followed by all students.

All rooms are equipped with a bed, mattress, desk, chair and bureau. Beds are extra-long twin size. Students are permitted to bring additional furniture for the comfort of their room; however, the room must remain a place conducive to studying and must include a desk, bed and bureau. All furnishings must comply with local and state fire safety regulations. Students will be asked to remove personal furniture and belongings if these items are thought to impede academic work or if they do not meet expected regulations.

The following items are prohibited from student rooms and dormitory living:

- High-intensity lamps, such as halogen lamps;
- Shabby, overstuffed or torn furniture and furniture or decorations that do not meet fire safety regulations;
- Any open flame (cigarettes, matches, lighters, candles, incense, etc.);
- Cooking and heating devices, air conditioners, space heaters, gaming systems and

monitors larger than 24 inches;

- Animals of any kind, including fish or living creatures contained in an aquarium or similar container, other than service dogs if required under applicable law;
- The use of alcoholic drink containers or drug-related imagery to decorate rooms.

Please note that gaming devices such as Xbox, Playstations, Nintendo Switch, Wii, PCs dedicated to gaming or other non-computer video games are only permitted to be used in a common area or in student rooms that have 10 P.M. check-in.

Day students are encouraged to take full part in the residential life of the school, and it is hoped that many will form good and lasting friendships with boarding students. Day students should enter or remain in boarding student rooms only by invitation and only with the occupant(s) present, subject to the rules of the visitation policy. Though not boarders themselves, day students are accountable for all rules and regulations governing behavior in the dorms. It is strongly recommended that day students read over and become familiar with this section on residential life in order to avoid unintentional violations of the dormitory rules.

Damage

Damage beyond reasonable wear and tear in students' rooms or in the public areas of dormitory buildings, when not attributable to individuals, will be assessed equally among the residents of one or more dormitories and charged to them through their accounts.

Student rooms are inspected upon arrival and departure. Damaged or missing items not previously reported and/or satisfactorily explained will be charged to students' accounts.

STUDY HOURS

The business of the entire school from 8–10 P.M. during the week is study — regardless of individual check-in times — and an atmosphere of formal academic work and focus should pervade all areas of campus during this period of time. Formal study hours are to be observed in dormitories during scheduled class periods and after 8 P.M. daily. During these times students should behave in such a way that others may work undisturbed. In particular, noise from audio and video players should not be audible outside the rooms in which they are being played. At all other times, considerate behavior is required and students should be able to study in their rooms in reasonably quiet conditions. All day students on campus in the evening are expected to follow the normal school routine and evening regulations. “Check-in” for day students is equivalent to departing campus.

Check-In Times

Sixth Form

- Sixth-formers with an average of 70 or above, or having two first-class effort marks: 10 P.M. check-in
- Sixth-formers with an average below 70, or two third-class effort marks, or a grade under 65 with a third-class effort, or a student who is on academic probation: 7:50 P.M. check-in, may sign out with permission to a designated study area (the Learning Center or library).

Fifth Form

- Fifth-formers check in at their dormitory at 7:50 P.M. to begin study at 8 P.M., but may sign out to a designated study area. They must sign in upon arriving at the designated study area, and they should remain until it closes for the evening (9:55 P.M.).
- At the start of the second semester and evaluated again at the spring midterm, fifth-formers who have met the following requirements can earn 10 P.M. check-in:
 1. Earned a high honors average in the first semester, or earned three or more first-class effort marks in major courses;
 2. A student cannot have accumulated more than five overall cuts by the start of the second semester or by the spring midterm.

Fourth Form

- Fourth-form boarding students begin the year in structured study hall two nights per week. Structured study hall meets in the Science Forum on Monday, Tuesday, Wednesday and Thursday nights at 7:50 P.M.
- Fourth-form boarding students are expected to check in to their dormitory at 7:50 P.M. on nights when not assigned to structured study hall to begin study at 8 P.M.
- Permission to use the library during study hours will be granted sparingly and only when requested with a note from a teacher or advisor. These permissions will be considered between 7:45 and 7:50 P.M.; no permissions will be granted after 7:50 P.M. or on nights when the student is expected at supervised study hall.
- Students should come to study hall prepared to complete their assignments and should conduct themselves appropriately at all times during this study period.
- Day students remaining on campus during evening study hours are required to attend structured study hall (on nights when structured study hall meets) or be signed in to a designated study area.
- After the fall sports season, fourth-form boarding students will spend study hours in their dormitory unless dorm parents and the student's advisor recommend that a student be in structured study hall. This recommendation will depend on academic performance and dorm behavior.

Third Form

- Third-form boarding students begin the year in structured study hall.
- Third-form boarding students are expected to check in to their dormitory at 7:50 P.M. on nights when not assigned to structured study hall to begin study at 8 P.M.
- Permission to use the library during study hours will be granted sparingly and only when requested with a note from a teacher or advisor. These permissions will be considered between 7:45 and 7:50 P.M.; no permissions will be granted after 7:50 P.M. or on nights when the student is expected at supervised study hall.
- Students should come to study hall prepared to complete their assignments and should conduct themselves appropriately at all times during this study period.
- Day students remaining on campus during evening study hours are required to attend structured study hall (on nights when structured study hall meets) or be signed in to a designated study area.
- At the end of the first semester, third-form boarding students will spend study hours in their dormitory unless dorm parents and the student's advisor recommend that a student be in structured study hall. This recommendation will depend on

academic performance and dorm behavior.

Saturday Check-In

Sixth and fifth form: 11:30 P.M.

Fourth and third form: 11 P.M.

Students will check in early on Community Weekends in order to attend events on campus.

Structured Study Hall

Structured study hall runs on Monday, Tuesday, Wednesday and Thursday evenings from 7:55 to 9:55 P.M. and is supervised by faculty and school prefects. Some students will be required by their advisors to attend this study hall, while others may attend on a voluntary basis. All third-form boarding students attend structured study hall at the start of the year.

THE END OF THE DAY

It is expected that each student will remain in the dormitory after final check-in for the night and remain there until no earlier than 6 A.M. the next morning, unless specific permission is obtained and the student checks out and in with the dormitory parent on duty. Third- and fourth-formers should be settled in their own rooms by 10:30 P.M., Sunday through Friday evenings, unless “late lights” are granted by the dormitory parent; they are not to be disturbed by fifth- and sixth-formers after 10:30 P.M. Fifth-formers are expected to be in their own rooms by 11 P.M. on school nights; they are not to be disturbed by sixth-formers. Sixth-formers are expected to be in their own rooms by 11:30 P.M. on school nights.

Students are not restricted by lights-out regulations on Saturday nights. However, if students stay up late it is expected that they conduct themselves with consideration for others in the building.

For fire and safety reasons, a student should never lock their dorm room door when in the room, especially when sleeping.

INTER-DORMITORY VISITATION

Statement of Inclusion. Dormitories at Brooks are currently based and constructed on the traditional cisgender male-female gender binary; students are invited to live in or affiliate with a dorm that most closely matches their gender identity, regardless of their biological sex. The school recognizes and celebrates its community members who identify outside the gender binary, and reaffirms its commitment to the wellbeing, safety and inclusion of all its community members. Due to the structure of our buildings, our binary residential system is limited and imperfect, and the school expresses its desire for a more flexible housing system in the future. In the present, the school intends for this inter-dorm visitation policy to be implemented in ways that honor the identities, lived experiences and needs of all of its students.

Intention of Visitation Policy. The school’s dorm visitation policy allows and encourages all students to develop positive and healthy social, emotional and personal relationships while also respecting the privacy and living spaces of fellow students. The following policy defines expectations and parameters of how dorm visitors will announce and conduct

themselves when in a dorm other than the one in which they live. The school expects its students to conduct themselves at all times respectfully, with care toward the residents of a dorm, and in accordance with separate school policies regarding respect for personal property, respect for private and common residential spaces, and sexual and intimate physical conduct. Visiting a dorm in which you do not live is a privilege, and the school may limit or withhold visitation privileges from students who fail to act in accordance with the school policies listed here.

INTER-DORMITORY VISITING: POLICY

Student Affiliation. At the opening of school, students will be asked whether they wish to affiliate with the “Blue Dorms” or the “Red Dorms,” as described below. Students are invited to affiliate with the group that most closely matches their gender identity, regardless of their biological sex.

Building a Dorm Community. At the beginning of the academic year, no inter-dorm visitation will be allowed. During this time, the focus of each dorm’s faculty and residents will be forming a strong internal community. Dorm meetings will occur regularly and will focus on dorm rules and expectations, as well as on training and conversations about healthy and respectful social, emotional and romantic relationships. This initial period will likely end in the early fall, at the discretion of the student affairs team after consultation with dorm parents and other relevant adults.

Visitation: Phase I — Same-Affiliation Visitation. Once the student affairs team allows, students who affiliate with Hettinger West, Hettinger East, P.B.A., Merriman and Thorne (the “Blue Dorms”) may visit each other according to the policies below. Students who are affiliated with Peabody, Chace, Blake, Gardner and Whitney (the “Red Dorms”) may also visit each other according to the policies below.

Phase I Visitation Times and Procedures. Once same-affiliation visitation is allowed, students may enter dorms in their group to visit with classmates at the end of the academic day and on Sundays (see Phase I requirements above). Visitation may not take place during study hours or during the academic day. The visiting student should only be in the dorm or in the room of another student by invitation and only with the occupant(s) of the room or dorm present. Students should sign into the dorm using REACH upon arrival and sign out when they exit. The conduct expectations for visitation outlined below should be followed at all times.

Visitation: Phase II — Visitation to the other affiliation’s common areas. Visitation to a dorm of the other group (Red or Blue) will be considered after the establishment of dorm communities and with approval from the dorm faculty. In this phase, visitation to a dorm of the other group may take place in the common room of a particular dorm between 5 P.M. and before study hours. Once a guest enters another dorm they must sign in on REACH. Students of the opposite group affiliation may not be in another student’s room at this time, only the dorm’s designated common room.

Visitation: Phase III — Visitation to the other affiliation’s dorm room. Phase III of visitation, once approved by the student affairs Office, will permit a student from the opposite affiliation group to visit a student in their dorm room with adult permission during designated times. The host must seek permission from their dorm parent during

the following times: Sunday through Friday 6:30–7:45 P.M. and Saturday 7:30–10:30 P.M. A student should only be in another student's dorm room if granted adult permission by the dorm parent in the visiting dorm and with the dorm parent present in the dorm during the visit. All students should commit themselves to the expectation outlined below.

Conduct While Visiting and Hosting. While visiting or hosting a visitor in a dorm room, the following guidelines must be followed:

- Upon arrival, sign in on REACH.
- If a dorm loses its REACH sign in NFC tag, that dorm will lose the ability to participate in visitation.
- The overhead light must be on in rooms where visitors are located, and the room must be well-lit.
- Doors must be open in rooms where visitors are located so that a person walking by in the hallway is able to see into the room unobstructed, and there must be nothing obstructing the view from the hallway into all parts of the room.
- Visitors and hosts must respect the fact that they are in a space that is occupied by residents who may desire a quiet environment in which to study, relax or sleep.
- In dormitories with lofts, visitors must remain on the ground floor unless specific permission is given by the dorm faculty on duty to visit in the upstairs portion of the room.
- Visitors and hosts should expect dorm faculty to engage with them regularly while the visit is taking place, and all parties must comply with instructions from the dorm faculty.

Visitation: Dorm Faculty Discretion. At all times, dorm faculty have discretion to permit or limit visitation regardless of the policies laid out here if a compelling reason exists to do so. Permission to visit will not be granted if the dorm faculty has compelling concerns about either student's ability to follow the school's policies regarding respect for personal property, respect for private and common residential spaces, or sexual and intimate physical conduct.

OFF-CAMPUS POLICIES: LEAVING CAMPUS

REACH

Brooks uses REACH, a student management system, for leaving campus and non-academic absences. All student leaves or absences from a school commitment, off-campus permissions, overnights, etc. will go through REACH. A student will request permission for their particular leave using REACH; a parent/guardian will receive an email for the request and will have an opportunity to approve, and then the request can be approved by the school. For any leave involving an overnight stay away from campus or a return time past early 7:50 P.M. check-in, the student will need to receive final dean's approval in person at the dean's office prior to departure. A student should not leave campus until their REACH request has been approved.

For any leaves involving missing a school obligation, the student will also need to complete an elective absence form available in advance at the dean's office.

Daytime Permissions

Students (boarding and day) may seek permission to leave campus after completion of

their afternoon activity and return before 8 P.M. for evening study hours (or by check-in on a Saturday night).

Students will be permitted to leave campus during the school day for medical or other scheduled appointments with their parent/guardian or with a faculty member.

Evening Permissions

A student needing or wanting to be off campus past 8 P.M. on a school night, or past check-in on Saturday night, needs permission in person from the dean's office on each occasion. Events such as concerts, professional sporting events, club sports, family gatherings, etc. will be permitted on a case-by-case basis. Permission should be obtained at least 12 hours in advance of the event. Students will not be allowed to take public transportation or to travel with a student driver to these events; they must be transported by an adult who will take responsibility for seeing a boarding student safely back to the dorm.

OFF-CAMPUS POLICIES: STUDENT DRIVING

Boarding Students and Cars

Boarding students are not permitted to have cars, motorcycles or mopeds on campus for any reason. At no time while under the school's jurisdiction (other than when all boarders are on an approved weekend) may a boarder drive other students or may a student ride in a car driven by a boarder. Additionally, boarders may not return to campus with a car while on a weekend. Boarders will not be granted permission to have a car on campus.

Day Students and Cars

The primary reason for day student driving is to commute to and from school. With this premise in mind, day students are expected to abide by the same off-campus permissions and procedures as boarding students (stated above).

Outside of carpools to and from school, only sixth-form day students who meet state laws regarding passengers will be allowed to drive other sixth-form students for off-campus permissions.

Day students should park in the upper athletic lot (near the baseball field) at all times, and their vehicle should remain parked there until they depart at the end of the day. Students should not drive to buildings, the boathouse or through campus while school is in session. The school does not assume responsibility for accidents, damage or theft involving student cars.

Day students should not be in their parked cars during the day/evening or have any other student in their car unless permission has been granted to all parties for an off-campus leave.

Driving and parking violations will result in disciplinary action. Loss of driving privileges, inability to drive to school, deans warning and suspension are possible outcomes of such violations.

Day students who are eligible to drive and who will have a car on campus will need to complete a day student driving contract and receive a parking sticker prior to bringing their car to campus.

Overnights

Boarding students are permitted Saturday overnight leaves (short weekend), except during community weekends, when school commitments are not being missed. Once a student leaves campus for their weekend, they are not permitted to return to campus or to participate in school events until the weekend has ended. Once a student returns to campus, the weekend is considered over. A student who misses Saturday classes is not permitted to participate in or attend their afternoon activity. Students on a weekend leave are to return by 7:45 P.M. on Sunday in time for dorm meetings and study hours.

Overnight requests outside of a weekend will be considered on a case-by-case basis. Permission for these requests will go through REACH and require in-person approval through the deans' office.

Community Weekends

There are several community weekends designated throughout the year when boarding students will not be permitted an overnight permission and when day students are not permitted to sleep in the dorms. These weekends are designed to help students connect with one another and have time together as a school to build community. With the spirit of fostering community in mind, we expect students to remain on campus and engage in the activities being offered and with one another. Off-campus permissions will not be permitted once the events begin in the evening. The Community Weekends are as follows: September 9–10 (Opening Weekend), October 14–15, December 9–10, March 30–31, May 18–19 and Sunday, May 26 (Graduation Weekend; overnights are permitted Friday, May 24 and Saturday, May 25). Exceptions must be cleared through the student affairs team well in advance.

OVERNIGHT VISITORS

Boarding students may invite day students of the same gender identity to stay over on a Saturday night. Overnights, including day students, are only allowed on Saturday nights. Following are the rules and procedures for Saturday overnights on campus:

Interdorm Overnights

On some Saturday nights, boarding students who qualify for 10 P.M. check-in may stay in the dorm of another student after receiving appropriate permission. Students should use REACH for this request. These requests need to be submitted no later than 12 P.M. on Saturday and approved by the dorm faculty of the visiting dorm prior to permission.

Day Students

After being invited by a boarding student, a day student should request approval using REACH. Parent/guardian permission and school approval must be obtained by Friday afternoon.

Student Not From Brooks

In rare circumstances, a student may be granted permission to have a visitor not from Brooks stay in the dorm on a Saturday night. In these cases:

- Visitor must be in the eighth grade or in high school. No person past high school is permitted to stay over.
- Hosts should request permission for their guest using REACH. Parent/guardian permission of the guest and school approval must be obtained by Friday afternoon.

GENERAL INFORMATION

Meals

Third-form and fourth-form boarding students are required to attend breakfast on school days (five of six days per week) and check in with a school prefect each morning. Third-formers can earn their way off of breakfast check-in after first semester by demonstrating consistent attendance at breakfast (no more than one absence a week) and fewer than four cuts for the semester. Fourth-formers can earn their way off of breakfast check-in after Family Weekend by demonstrating consistent attendance at breakfast (no more than two absences per week) and fewer than four cuts for the semester.

All students are required to attend seated lunch on Mondays and Thursdays, and a periodic all-school dinner. Students must receive permission from the member of the student affairs team to miss a required meal. Day students are invited to all school meals.

Students in the dining hall should conduct themselves with consideration for others and appropriately for eating together. Wilder Dining Hall is an extremely important place on campus, as the community comes together there three times daily, and time spent there should be enjoyable for all members of the community. Dining hall dishes, glasses, mugs and silverware must remain in the building. Students eating in the dining hall must clean up after themselves by bussing their dishes and removing trash, silverware and dirty dishes from their tables when they are finished.

Seated Lunch

Seated lunches will take place on Mondays and Thursdays throughout the school year. This is an opportunity for students and adults to sit together, get to know one another and enjoy the company of others throughout the year. Students will be assigned to a table during their scheduled lunch block and are expected to attend each time.

Chapel

The goal of our Chapel experience is to create a sense of unity among the diverse community of students and faculty at Brooks. This sense of unity is built on a deep respect for the various traditions the members bring to Brooks and grows out of the tradition of spiritual hospitality that we learn from Bishop Phillips Brooks, our namesake, and our Episcopal roots. Growing out of that unity, we seek to empower community members to express themselves spiritually and religiously.

Chapel meets regularly on Monday and Thursday during the academic day. Chapel is an opportunity for the entire school to pause and come together as fully as possible; Monday and Thursday Chapels are required of all students.

School Meeting

School Meeting is an opportunity for the school community to gather in an informal setting to express, promote and share a variety of talents, ideas, announcements and events. Attendance at School Meeting is required. Students or adults who wish to perform or share announcements during School Meeting will be invited to do so by the school prefects.

CITIZENSHIP

GENERAL CONDUCT

Aside from the many stated rules and regulations governing behavior at Brooks, there are myriad expectations for the conduct and contributions of students of the school. In general, in attending Brooks, a student agrees to participate in the life of the school in a manner that is consistent with the full array of community standards — whether these are articulated as rules or simply as expectations of citizenship. The standards and codes of the community have grown over time, however, and Brooks believes in and aspires to them. Membership in this strong community requires a commitment to it; a commitment expected of all participants in the school.

STANDARDS OF BEHAVIOR

The following principles underlie expected standards of behavior:

- A student is expected to understand that membership in what is, for most, a residential community imposes some limitations on individual freedom.
- In a close-knit community, infractions against rules demean the offender and erode the quality of life for all. The familiar argument that certain behavior is acceptable so long as it does not harm others is almost always irresponsible and self-serving.
- A student's enrollment at Brooks is taken to indicate their understanding of, and intention to honor, the school's rules, regulations, requirements, policies and expectations, including but not limited to those as described in this Handbook. This expectation for responsible behavior stems from the presumption that membership in the community is based on a voluntary act of acceptance by both the student and the school.
- Brooks has identified Major School Rules, the violation of which generally results in suspension or dismissal. Brooks has also addressed Minor Infractions. See Discipline Section, below.

ATTENDANCE AND ABSENCES

Attendance at classes and other Brooks commitments during the school year is of paramount importance. While acknowledging the occasional need for students to be absent from class for appointments, family obligations, personal reasons, etc., the school does expect those absences to be undertaken only with careful consideration and, where possible, with some thought for maintaining the integrity of the school schedule, the guidelines of which are quite clear. Please review carefully the following policies regarding attendance.

Class time is an extremely important and valuable component of the education at Brooks, and it should not be missed casually. Given increased pressure by families to have students out of school for extended periods of time or for personal reasons — medical/short leaves, athletic tournaments, family trips, etc. — the faculty has established a general academic attendance requirement. The faculty believes there is a point at which absences from school — be they excused or unexcused, for reasons of health, convenience or pleasure — so significantly curtail the learning necessary to meet course requirements that a student must forfeit credit in that course. As this policy relates to all absences from class time, it is intended to be clear, fair and liberal enough to allow for a reasonable/expected number of absences, some of which might actually be caused by the school itself (i.e., field trips).

This policy on academic attendance requires that students missing an inordinate amount

of school consider carefully the consequences of the choices they are making. It is hoped that this policy will affect very few students, and that the typical student, faced with the typical life circumstances of illness, field trips, long weekends, etc., would not find themselves in any sort of credit jeopardy.

A student absent from approximately 18 percent of the meetings of a course per semester may forfeit credit in that course by being withdrawn from it. For reference, in a typical academic year, 18 percent corresponds roughly to 11 absences from a class that meets four times weekly and six absences from a class that meets twice weekly. "Absent from" means "not physically present in," regardless of reason.

If a student chooses to be away from school for an elective absence, a hybrid learning situation may not be extended to that student. If a student is experiencing a suspension, long term illness, injury or medical leave, it will be handled on a case-by-case basis. However, in the case a hybrid learning arrangement is approved by the school, generally no attendance credit will be awarded and the 18% rule will typically apply.

Unexcused Academic Absences

In addition to the general policy on absences from required activities, the academic dean keeps same-class records of class absences on a semester basis. Students with three or more unexcused absences from the same course in a semester may be required to attend a special discipline meeting that includes the advisor, a member of the student affairs team, the academic dean and the associate head for academic affairs. If, thereafter, a student accumulates additional unexcused absences in that same course, that student may forfeit credit in the course by being withdrawn from it.

General Attendance Policy

Unexcused absences for required school activities will be recorded as cuts. These activities include:

- Classes
- Afternoon activities
- Special required events (speakers, etc.)
- Chapel, School Meeting

For each of these unexcused absences, the student will generally be assigned to one hour of Saturday detention (one hour for each cut).

Unexcused absence from other required school commitments, such as form meeting, evening study hall, breakfast attendance or a dress code violation, will not be recorded as cuts but will result in detention.

If a student does not attend the assigned punishment, a cut will be recorded (one cut for each hour of missed detention).

Cuts will be accumulated each semester, and will be erased at Winter Break and the end of the school year. If a student reaches the following number of cuts, the following actions will generally be taken by the school:

- *4 total cuts:* the student will be placed on bounds (please see the Discipline section for a further description) for two weeks and a letter will be sent home. Students with four or more cuts who miss Saturday night detention will be immediately placed on

bounds through the following weekend.

- *8 total cuts*: the student will be placed on deans' warning for six weeks, a second letter will be sent home and the student and their advisor will meet with the member of the student affairs team.
- *12 total cuts*: the student will meet with the director of student affairs and may be suspended, and a third letter will be sent home.
- *15 total cuts*: the student may be dismissed from the school.

If a student reaches a high level of cuts (10 or more) more than one time in a year, the student may be reviewed by the faculty at the end of the year to consider the advisability of the student's return to school. Furthermore, the school may move more quickly to a more severe level of punishment at any time, in its sole discretion, based on its assessment of the specific circumstances.

Absences Surrounding School Breaks

Students should not plan to leave for vacations before their final class on the day of departure, and boarding students should plan to return before 8 P.M. on the return date; day students are not expected until the start of classes the day after boarders return. Anticipated difficulties with travel schedules should be communicated to the deans as early as possible. Students must be mindful of the importance of classes and other activities, and they should ensure that obligations are not missed casually, for reasons of convenience or to extend school holidays. Families are asked to consider carefully the school calendar when making travel plans or scheduling appointments near vacation time.

While there may on occasion be conflicts with our schedule and a student's travel plan, permission to leave early or return late from school breaks must be obtained from the member of the student affairs team. Missing any classes due to an early departure or late return from a break will count toward a student's long weekend total or attendance record. Only international students traveling internationally may depart on the day of break before their classes end without penalty.

Students electing to leave early/return late may also be held accountable for missed work, though doing so is at the discretion of the instructor.

School break details for use in planning travel can be found [here](#).

Absences During Winter Term

During Winter Term, students are expected to meet all course requirements, and permission to be away from school will be granted only in extremely rare circumstances. In these compacted and intensive learning experiences, it is not appropriate for students to expect to miss class meetings or events. Note that the 18% attendance rule applies during Winter Term. Students who fail to meet that standard will not receive credit for their Winter Term course.

Excused Absences

General Absences (Non-Health-Related)

If a student needs to miss a school obligation or an entire class day, the student must receive prior approval from the member of the student affairs team. Requests for a leave should be communicated to the deans as early as possible using REACH.

Students will need to complete an appropriate absence form to be signed by teachers

whose obligations will be missed. This completed form is to be turned in to the member of the student affairs team a day prior to the student's departure. The REACH request will not be approved until the student's paperwork is complete and turned in. Requests for repeated leaves involving missing school will merit further conversation and review.

Health-Related Absences

If a student will not be in attendance at school or a school event due to illness, injury or for medical reasons, including appointments, their parent/guardian must call Health Services (978-725-6206) or email health@brooksschool.org on a daily basis to notify them of the student's absence or tardiness. For day students, a parent/guardian or student may enter this information in REACH, selecting "health" as the leave. Any student leaving campus for medical related reasons must sign in and out through Health Services. Parent/guardian permission is necessary for a student to sign in and out of Health Services.

College Visits

While each student's journey through the college process occurs at its own pace and on its own trajectory, we strongly recommend that students use school breaks to complete their college visits. Between our three-week Spring Break, our three-month Summer Break, Family Weekend, and the first two days of Thanksgiving Break, there is ample time to visit schools when Brooks is not in session. Permission will be granted to sixth-form students in the spring for revisit days on a case-by-case basis.

Personal Health Days

Students are given one personal health day per semester. The protocol is set by the deans' office at the start of the school year.

Students may not take a personal health day if they are under the following circumstances: academic probation, bounds, taken more than five days of elective absences, accumulated more than six absences in one class, or other reasons as assigned by the deans' office.

DRESS CODE

The Brooks dress code was developed to encourage attire that is neat, clean, in good repair and purposeful for various aspects of school. Students should be dressed in clothing appropriate to the occasion. The dress code is meant to differentiate between formal gatherings and less formal opportunities, setting a tone that is directed at learning and growing in an academic environment.

General Guidelines for Classroom Casual Dress

Clothing worn during the academic day should be distinguishable from clothing worn for other occasions such as going to the beach, going to sleep or exercising. Clothing that reveals too much skin, a wearer's back, chest, stomach or underwear is not appropriate during school. All clothing should be worn appropriately and be in good repair, such that individuals are neat and presentable and can be functional for their class activity. Students and adults are expected to embrace the spirit of the dress code and abide by the particulars below.

Please refrain from wearing the following during the academic day:

- Beach attire;
- Pajamas;
- Athletic attire that you would typically wear for exercise (pinnies, sports bras, uniforms, etc.). Athletic shorts and joggers/sweatpants in neat, clean condition are acceptable;
- Torn or dirty clothing;
- Any clothing that has words, terms or pictures that may be reasonably considered offensive to others;
- Hat or head coverings with lids or brims that obscure the face, unless worn for religious purposes, during an academic class or community gathering during the academic day, including seated lunches.

Formal Dress (to be worn on days when there is Chapel and other special occasions)

Your attire should model a formal occasion, using the following suggested items:

- Suits with shirt or blouse;
- Long trousers (no denim) with shirt or blouse;
- Ties, scarfs, blazer, sweaters without logos, turtlenecks;
- Dresses;
- Skirts with dress shirt or blouse;
- Shoes, sandals, loafers, or sneakers.

Spirit Dress (to be worn on Wednesdays and Saturdays)

All are encouraged to promote Brooks spirit by wearing at least one piece of visible Brooks School gear or colors (green or black). Clothing that represents other schools is not permitted on these days.

Graduation Dress

During Prize Day, students in the graduating class may wear either:

- White pants, a white button-down collared shirt, a navy blue blazer, a Brooks striped tie and dress shoes; or
- A formal all-white outfit, either a dress or pantsuit, with dress shoes.

When: The dress code applies to the entire academic day, starting with the first class period and ending after the last class period on the school schedule (not on an individual's schedule). Students are expected to be in dress code while classes are in session in the academic building, at school gatherings, at lunch and in the library, even if a student has finished their own classes for the day.

Enforcement: Students not abiding by the dress code will be assigned detention and encouraged to change into acceptable clothing. A student who does not do so runs the risk of acquiring more than one detention in a particular day.

Exceptions: If you need reasonable accommodations due to sincerely held religious tenets or medical conditions, please review "Reasonable Accommodations" in this Handbook for information.

POLICIES & EXPECTATIONS FOR INTERPERSONAL STUDENT RELATIONSHIPS

Commitment to Respectful and Healthy Relationships

The school is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically, psychologically, and/or emotionally harmful to others. Students, employees, and others connected with Brooks should expect to be treated with respect and consideration. As a community enriched by its diversity, we recognize and celebrate the differences in characteristics such as culture, race, color, age, national and ethnic origin, religion, sex, sexual orientation, gender identity and expression, disability, and socioeconomic status, among others. All members of the school community play important roles in maintaining these standards and intervening, as appropriate, when they witness behavior that conflicts with community standards.

Awareness and acceptance of individual identity are central tenets of the school. Before acting, students should give careful consideration to how their communications — whether through words, appearances, actions, or otherwise — may negatively impact others. All students are valued members of the school's residential community, which presents unique opportunities to develop lasting partnerships with peers, faculty, and staff. The school strives to help students develop such close connections. However, the school expects these relationships to be appropriate and healthy. The school endeavors to promote this through education and intervention.

With these goals and interests in mind, as well as the legal requirements of the Commonwealth of Massachusetts, the school has established policies to help students manage these interpersonal relationships safely and appropriately. Students and parents/guardians are encouraged to communicate with the head of school, a member of the administration, a faculty member, and/or the school's Health Services professionals with any questions or concerns regarding these policies. The school believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring, and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

Unacceptable Conduct

Brooks prohibits and will not tolerate any conduct that demeans or marginalizes a student. The school is committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the school community, including but not limited to the following:

- Discrimination, including but not limited to racist actions;
- Harassment based on a particular characteristic, including but not limited to racist actions;
- Bullying;
- Hazing;
- Retaliation;
- Sexual Misconduct

Such conduct is prohibited on the school's campus and the property immediately adjacent to school grounds, in school vehicles and at school-sponsored events, activities, athletic

contests, and off-campus trips. School-provided technology must not be used to commit this conduct. In addition, any such conduct is prohibited at a location, activity, function, or program that is not school-related or through the use of school-provided technology or an electronic device, if such conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at the school, or (c) substantially disrupts the educational process or the school's orderly operations.

In addition to enforcing the school's own rules and standards of conduct, Brooks also intends to comply with applicable law regarding any such conduct. Although all of the conduct on the list above is abhorrent, there may be differing legal standards to be met depending on the specific circumstances. Please carefully review the descriptions of unacceptable conduct below as well as the reporting and investigation protocols identified for each. These protocols are intended to serve as guidelines only, and the school reserves the right to modify the procedures identified as necessary to respond appropriately to any particular situation.

In accordance with the school's mission, values, and standards of conduct, the school has supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the school's standards may be stricter than the law and the school may impose discipline accordingly. For example, although the law defines "bullying" as the "repeated use" of certain expressions, acts and/or gestures, under the school's policies, a "single instance" may be sufficient to rise to the level of bullying and, therefore, warrant disciplinary action or other corrective measures. The school's efforts to enhance its protection of students in no way expands an individual's rights under the law and other applicable laws may supersede this policy. Further, the school may modify and amplify the standards set forth below and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

Strict Prohibition against Discrimination and Harassment, Including Racist Actions

Brooks is committed to promoting respect, dignity, and equality among all students and maintaining an educational environment that is free from all forms of unlawful discrimination, harassment and intimidation.

Discrimination

Brooks strictly prohibits discrimination on the basis of a legally protected characteristic. Discrimination means the practice of treating one person or group differently and less favorably than another person or group as a result of a legally protected characteristic or trait such as race, color, national and ethnic origin, religion, disability, sex, sexual orientation, or gender identity or expression. Examples include limiting opportunities to participate in certain clubs, teams, or activities based on such characteristics or traits.

Harassment

Harassment is strictly prohibited at Brooks. Harassment is behavior that is directed to a person because of that person's legally protected characteristic (whether actual or perceived), is pervasive or severe, and has the purpose or effect of: (a) creating an intimidating, hostile or offensive environment; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Hostile Environment refers to a situation in which certain misconduct causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

Harassment can take many forms. Examples include slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes.

Racist Actions

Racism involves one group having the power to carry out systematic discrimination through institutional policies and practices and by shaping the cultural beliefs and values that support those racist policies and practices. As part of its ongoing work toward becoming an anti-racist institution, Brooks is committed to eliminating both systemic and individual acts of racism at the school and beyond.

The school prohibits racist actions in any form, including but not limited to spoken or written words, imagery, social media sharing, and overt actions and behaviors. Whether such behavior occurs in person, online or in any other mode, whether on or off campus, or whether or not on school-owned technology or property, the school will promptly address any such behavior that: (i) creates a hostile environment at school for a student; (ii) infringes on the rights of a student at the school; or (iii) substantially disrupts the educational process or the school's orderly operations. Racist actions constitute a violation of major school rules.

Prohibited racist actions include, but are not limited to, any word, image, action or behavior that is (i) directed toward or concerning a target (individual or collective); and (ii) functions to harm, demean, debase, or dehumanize that person or group based on characteristics, assumptions or stereotypes connected to their race, such as skin color, hair texture/type/styles, facial and/or physical characteristics, dress and appearance, native language, or region of origin or ancestry. These prohibitions are absolute, regardless of context (whether styled as humor, within song lyrics, using altered pronunciation, "permitted" by a member of the target community, intention, etc.). The school recognizes that there is no room for debate in this area, as all the aforementioned contexts are merely excuses for permitting ongoing racism.

Reporting Discrimination or Harassment, Including Racist Actions

A student who is a target of or who has witnessed discrimination or harassment, including but not limited to a racist act, bias, hateful act, micro- or macro-aggression, or who otherwise has relevant information about such conduct, is strongly encouraged to report the matter promptly to the dean of diversity, equity and inclusion, the director of student affairs, the student affairs team, the assistant head of school, or any other trusted adult within the community. Reporting such actions will help to improve the campus and community climate.

While anonymous reports will be investigated to the fullest extent possible under the circumstances, the school urges students to reveal their name to facilitate investigation. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously, and disciplinary action will generally not be taken against an individual

solely on the basis of an anonymous report.

The School's Response to Reports of Discrimination or Harassment, Including Racist Actions

Reports will be investigated in such a way as to maintain the confidentiality of the individuals involved to the extent possible under the circumstances, and appropriate action will be taken to ensure the safety of all persons involved. Disciplinary action, restorative justice, or other steps may be recommended and taken to respond to the concerns.

All persons involved in a complaint or investigation should understand that false accusations can be extremely damaging to innocent persons; therefore, the school expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of discrimination, harassment, or racist action may be subject to disciplinary action.

Restorative Justice

Restorative justice is a long-used indigenous practice that focuses on healing, repair, and remediation rather than a punitive response when harm has occurred. It is a voluntary process that, when possible, addresses issues in the community after harm has been identified. In a voluntary conference between parties impacted, a number of individuals may engage in restorative justice: victims, offenders, community members, students, employees, and outside guests. The goal of the restorative justice process is to resolve community issues in a cooperative and constructive manner by addressing the conflict and harm in the hopes that a resolution will strengthen the community and reduce further conflict and harm.

Bullying, Hazing, or Retaliation

Brooks encourages the development of good judgment and character and expects students to demonstrate a spirit of generosity and respect toward others.

Bullying

Bullying (including cyber-bullying) is strictly prohibited at Brooks. Please see the school's Bullying prevention and Intervention plan (included here as Appendix A and available on the school's website) for more information.

Bullying is defined as the use of a written, verbal or electronic expression or a physical act or gesture, or any combination thereof, by one or more students or employees directed at a target that: (a) causes physical or emotional harm to the student or damage to the student's property; (b) places the student in reasonable fear of harm to the student's self or damage to the student's property; (c) creates a hostile environment at school for the student; (d) infringes on the rights of the student at school; or (e) materially and substantially disrupts the educational process or the orderly operations of the school. Target means any student against whom bullying has been perpetrated.

Cyber-bullying means bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyber-bullying includes, but is not limited to: (a) the creation of a web page or

blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above and (b) the distribution by electronic means of a communication to more than one person, or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying.

The school recognizes that certain students may be more vulnerable to becoming targets of bullying based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Hazing

Hazing is strictly prohibited at Brooks. *Hazing* means subjecting another student to a physical or mental health injury as part of an initiation, or as a prerequisite to membership, into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group. Please see the school's Hazing policy (included here as Appendix B) for a more detailed review of Massachusetts law defining and prohibiting hazing.

Retaliation

Retaliation is strictly prohibited at Brooks. *Retaliation* is any form of intimidation, reprisal, or harassment directed against a student who has made a good-faith report of misconduct (including, but not limited to, discrimination, harassment, bullying, hazing, or sexual misconduct), provides information during an investigation, or witnesses and/or has reliable information about such misconduct. Retaliation can be any action that could discourage a student from coming forward to make or support a claim of misconduct.

The school neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The school will not take adverse action against a student for making a good-faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Reporting Bullying, Hazing, or Retaliation

A student who is the target of bullying, hazing, or retaliation or who has witnessed such an incident, or who otherwise has relevant information about conduct prohibited by the school, is strongly encouraged to report the matter promptly (either orally or in writing) to a member of the Compliance Team (comprised of the school counselors, the director of student affairs, the associate head for academic affairs, the assistant head, the human resource manager and the head of school), or to any other administrator or school employee with whom the student is comfortable speaking. If a student is uncomfortable directly contacting one of these individuals, the student may ask another adult or a classmate to help. Oral reports made to a member of the Compliance Team will generally be memorialized in writing.

Parents/guardians of a student who is the target of bullying, hazing, or retaliation, or of a

student who has witnessed or otherwise has relevant information about such conduct, are urged to immediately notify the head of school or the director of student affairs. Furthermore, any parent/guardian who has witnessed bullying, hazing, or retaliation, or has relevant information concerning such an incident, are strongly encouraged to contact one of these administrators immediately.

The school urges students and parents/guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously, and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report.

The school cannot promise absolute confidentiality to those reporting bullying, hazing, or retaliation, as there may be a need to share information during an investigation or otherwise; however, the school will disclose such information with discretion, on a need-to-know basis.

False Complaints

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the school expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of bullying, hazing, or retaliation may be subject to disciplinary action.

The School's Response to Complaints of Bullying, Hazing, or Retaliation

The goals of an investigation, and any disciplinary or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of any member of the Compliance Team, an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors) and to prevent disruption of the learning environment while the investigation is undertaken.

The school may use strategies, such as increased supervision, stay-away mandates and personal safety plans, as may be appropriate to prevent bullying, witness interference and/or retaliation during the course of and after the investigation.

The head of school (or designee) will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s), and any other witnesses or parties who have information relevant to the alleged incident. The school may consult with school employees, Health Services staff, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint.

Upon completion of the investigation, the head of school (or designee) will generally make the following determinations:

- Whether and to what extent the allegation of bullying, hazing, or retaliation has been substantiated.

- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

At the sole discretion of the head of school, the Discipline Committee may be convened to investigate and make recommendations. The head of school or the head of school's designee will consider any recommendations from the Discipline Committee if it convenes, but the head of school or the head's designee will determine any appropriate disciplinary action for a student who is found to have committed an incident of bullying, hazing, or retaliation. The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in loss of privileges, deans' warning, mandatory counseling, suspension, dismissal, and/or any disciplinary action deemed appropriate by the school.

Information about consequences or other corrective action will be shared with the school community as deemed appropriate by the head of school. Such announcement may be made in person, by electronic communication or otherwise. Resources such as counseling or referral to appropriate services are available to all students — including the alleged aggressor(s) and the alleged target(s) — during and after an investigation.

Notification

Notification to Parents/Guardians: The school will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation and to report the results of the investigation. Parents/guardians of the target(s) will generally also be notified of any action to be taken to prevent further acts of bullying, hazing, or retaliation.

In all situations, the amount of information shared by the school may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigatory processes.

Notification to Government Authorities: In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under M.G.L. c. 119, § 51A, law enforcement or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including but not limited to bullying or hazing, the school may notify local law enforcement or other government agencies. If the school receives a complaint involving students from another school, the school may notify the appropriate administrator of the other school so that both may take appropriate action.

Sexual Misconduct Policy/Sexual Intimacy and Consent

The school recognizes that sexuality is a normal part of human nature, and its discovery is often a part of adolescence. However, any level of sexual intimacy can bring with it physical, psychological, and emotional challenges that can be overwhelming to students.

Moreover, in a residential community such as the school's, there are special considerations that students must respect: The campus is shared space, and all members of the community have the right to be free of unwanted exposure to the intimate, sexual behaviors of others. Therefore, the school does not endorse or condone sexually intimate activity among

students, and advocates postponing sexual intimacy until students are past adolescence.

Students who would like to talk about the meaning of sexual intimacy in a relationship, or who engage in sexually intimate activity and then want to report or discuss the situation, are encouraged to reach out to a trusted adult or the school's Health Services staff so that appropriate support may be provided. Under certain circumstances, the school may be obligated to report to government authorities (including the Department of Children and Families ("DCF")) and may also contact the local police.

If students are found to have engaged in sexually intimate activity, or in a situation that suggests they have been sexually intimate, the school will generally first respond to the situation as a health issue. This may include, where appropriate, notification to parents/guardians and, as appropriate, referral to the school's Health Services professionals. It is imperative that students understand and appreciate that certain sexual activity may violate the law and, therefore, is prohibited by the school.

Consent must be the basis for every sexually intimate encounter. Consent means the voluntary, positive, and affirmative agreement to engage in specific sexual activity. However, certain circumstances may make it impossible for a person to legally give consent:

- By law in Massachusetts, there can be no consent to sexual intercourse, oral sex or any penetrative act if the individual is under the age of 16. Such act is unlawful even if the other party is also under the age of 16.
- By law in Massachusetts, there can be no consent to indecent assault and battery (e.g., intentionally touching the buttocks, breasts or genitals) of an individual under the age of 14.
- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated (whether due to drugs, alcohol or some other condition).
- Consent cannot be obtained by threat, coercion or force. In other words, if threat, coercion or force is used, any agreement does not constitute consent.
- Consent is ongoing and may be withdrawn at any stage during an encounter.
- Consenting to one behavior is not an indication of consent to any other behavior and does not obligate a person to consent to any other behavior.
- Consenting on one occasion is not an indication of consent for any other occasion and does not obligate a person to consent on any other occasion.

Communicating consent means:

- The person is legally capable of giving consent.
- An ongoing verbal interaction, taken one step at a time, to an expressed and honest yes.
- Asking permission to engage in specific activity and to progress to new, different or more intimate activity — regardless of who initiated the contact.
- Being clear about desires and expectations.
- A clear "yes." The absence of "no" should not be understood to mean that there is consent. Silence is not "yes."
- Remaining open to and respecting another's expression of disagreement to engage in a particular activity. "No" means "no" in any sexual encounter.

Sexual Misconduct

Following Massachusetts law, *the school prohibits students from engaging in nonconsen-*

sual sexual activity, considering it to be egregious misconduct and a major disciplinary violation. The school also considers students under the age of 16 who engage in sexual intercourse to be in violation of school rules. The school also considers it a dismissible offense for a student age 16 or over to engage in sexual intercourse with an individual under the age of 16. Furthermore, when sexually intimate activity is accompanied by violations of other school rules (such as visitation rules, check-in, or abuse of technology), the school may respond with significant disciplinary action.

The school prohibits and may be obligated to report sexual activity that violates the law, including rape, sexual assault, and statutory rape, to appropriate authorities (e.g., law enforcement agency, the DCF). Sexual activity, of any and all kinds, is prohibited between any student or applicant and any school employee.

Sexual misconduct can occur between any individuals, regardless of their sex, sexual orientation, gender identity, or gender expression. Sexual misconduct is not limited to the physical campus itself. It can occur while away from campus for school-related events (e.g., field trips) or through the use of electronic communication device (e.g., texts, emails, social media etc.).

Any student who is found to be in violation of this sexual misconduct policy will be subject to disciplinary action, up to and including dismissal. The school will also take appropriate corrective action to address sexual misconduct by non-students (e.g., school employees, vendors, etc.). The school also recognizes that false accusations of sexual misconduct may have serious effects on innocent persons. Any student who is found to have made bad faith false accusations of sexual misconduct may also be subject to disciplinary action, up to and including dismissal.

Definitions

Reporting Party means a person who has made the school aware of any alleged violation of this policy.

Responding Party means a person who has been reported to be the perpetrator of sexual misconduct.

Sexual Assault occurs when a person is forced or coerced into sexual activity without giving consent. Sexual activity includes, but is not limited to, touching or fondling, either directly or through the clothing, of another's intimate areas or any contact, intrusion, or penetration of another's sex organs, anus, or mouth.

Sexual Harassment means sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature, and/or any unwelcome conduct which is directed to a person because of that person's sex, sexual orientation, gender identity, or gender expression, that has the purpose or effect of: (a) leading a student to believe they must submit to such conduct to gain something in return; (b) creating an intimidating, hostile, or offensive environment; (c) interfering unreasonably with a student's academic performance; or (d) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to such conduct.

Examples of behavior that may constitute sexual harassment include but are not limited to (regardless of whether the intent or consequence of such behavior is to make the target

feel uncomfortable): (a) offensive body language (staring and/or leering at a person's body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, insults, delivered orally or in writing; (c) derogatory or pornographic posters, cartoons or drawings; (d) pressure for sexual activity (such as hazing or threats as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, "playful" slapping, etc.).

Sexual Misconduct is a broader term, which includes, but is not limited to, sexual assault and sexual harassment.

Reporting Sexual Misconduct

The school has designated a member of the student affairs team as the compliance officer for purposes of addressing sexual misconduct.

The compliance officer is responsible for overseeing the school's response to reports and allegations of sexual misconduct, and ensuring compliance with the sexual misconduct policy. The compliance officer is the person designated to receive reports and allegations of sexual misconduct, conduct or oversee investigations, and determine and implement appropriate interim supportive measures.

A student who is the target of sexual misconduct, or who has witnessed any incident of sexual misconduct, or who otherwise has relevant information about sexual misconduct, is strongly encouraged to promptly report the matter to the compliance officer. Reports may be made orally or in writing. If a student is uncomfortable with directly making such report, the student may ask another adult or a classmate to help. In addition, with respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home, to a member of Health Services, to an external local resource, such as Lawrence General Hospital's emergency room, and/or to law enforcement agency. When making such outreach, students may share as little or as much information as they would like.

Parents/guardians of a student who is the target of sexual misconduct, or of a student who has witnessed or otherwise has relevant information about sexual misconduct, are urged to immediately notify the compliance officer. Furthermore, any parent/guardian who has witnessed sexual misconduct, or has relevant information concerning sexual misconduct, are strongly encouraged to contact the compliance officer immediately.

Sanctuary Policy Applicable To Sexual Assault

Student health and safety are more important than discipline. Therefore, a student should not refrain from seeking help for fear of discipline by the school. If a student is violating a school rule when the student needs to call for help due to a sexual assault, the student will generally be granted sanctuary from discipline for the rule violation (unless, for instance, the student perpetrated the sexual assault). We reiterate that we strongly encourage students to promptly report to a school employee any incident where the health or safety of a student may be at risk.

Investigation

The compliance officer is responsible for investigating reports of sexual misconduct or re-

taliation. Upon receipt of a report (whether orally or in writing) of sexual misconduct, or if the compliance officer or school administration otherwise becomes aware of suspected sexual misconduct or retaliation, the compliance officer will promptly ensure that a fair, timely, and thorough investigation is conducted and that confidentiality is maintained throughout the process to the extent practicable under the circumstances. All relevant parties, including the reporting party, the responding party, and witnesses, are expected to cooperate with investigations. Please note that the compliance officer may decide to conduct the investigation directly or may delegate that responsibility to another internal or external resource.

As a first step of the investigation process, the compliance officer will provide the responding party with a written summary of allegations before the initial interview with the responding party.

While the process may vary from case to case, an investigation generally includes: a prompt review of the reporting party's allegations; consideration of whether any interim supportive measures are appropriate (e.g., reassignment to a different class, leave of absence, etc.); obtaining, reviewing, and preserving relevant information (e.g., documents, emails, etc.); interviewing the parties involved (including any relevant witnesses); assessing relevance and credibility; synthesizing the evidence; and creating an investigative report with factual findings. Each party is permitted to have one adult advisor of their choosing attend any interview or meeting and review the evidence. However, such advisor is not permitted to speak in the interview or otherwise participate in the process.

A copy of the investigative report will be provided to the reporting party and the responding party for their review and written response. The compliance officer will determine the timing of such response.

After a thorough review of the investigative report, factual findings, all other related documents and information, and any response from the reporting party and/or the responding party, a member of the student affairs team will provide the reporting party and the responding party with a written notice of decision, including the finding as to whether there is a policy violation, the rationale for the result, and a brief summary of the evidence on which the decision is based, as appropriate. In addition, the responding party will be fully informed of any disciplinary action.

In determining the factual findings, the investigator will use the preponderance of the evidence standard of review.

Appeal

The school offers an opportunity to appeal the decision on the following bases: (a) a procedural error that had a prejudicial effect upon the outcome of the matter; (b) new evidence that was discovered after the investigation and could not have been discovered previously that might have had an effect upon the outcome of the matter; or (c) the compliance officer or the member of the student affairs team had a conflict of interest that had a prejudicial effect upon the outcome of the matter. To be clear, an appeal will not be heard if the basis for the appeal is that the party does not agree with the findings of fact.

Appeals must be submitted to the head of school within 10 calendar days of receipt of the notice of decision. The appeal must consist of a concise written statement outlining

the facts that support the available bases for the appeal. If an appropriate basis for appeal is presented, the appeal will be conducted in an impartial manner by the head of school, whose decision will be final. The final decision will be communicated to the parties.

Notification

Notification to Parents/Guardians: The school will generally notify the parents/guardians of the reporting party and the responding party promptly upon receipt of a report, upon completion of the investigation, and to report the decision. In all situations, the amount of information shared by the school may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigatory processes.

Notification to Government Authorities: At any point after receiving a report of sexual misconduct, the school may notify local law enforcement and/or other government agencies. If the school receives a report involving students from another school, the school may notify the appropriate administrator of the other school so that both may take appropriate action. It is important to note that students who have experienced a sexual assault can notify law enforcement on their own behalf at any time.

CHILD ABUSE AND NEGLECT REPORTING

The school is committed to the highest standards of care for its students, which includes protecting students from inappropriate or hurtful actions by adults responsible for their care.

In accordance with Massachusetts law, the school's employees (including, but not limited to, its faculty, staff, school administrators, counselors, etc.) are required to report to the Department of Children and Families (DCF) suspected abuse or neglect of children under the age of eighteen (18) by a caretaker. This duty is triggered when there is reasonable cause to believe that a child is suffering from abuse or neglect by a caretaker. The responsibility to report rests both on the school and on school employees.

The following procedure is established to ensure that reports are made in a timely and effective manner, and that information about students and their families is treated respectfully. We ask that families understand that the school and its employees are sometimes required to make a report to DCF, and we ask that families support our decisions to do so.

If a school employee learns of a situation of possible abuse or neglect, the employee is expected to consult with the head of school or the head of school's designee about the situation, so that appropriate action can be taken to protect the student and timely reports can be made to DCF. The head of school or the head of school's designee will review the situation and, in the head of school's discretion, may consult with the school's healthcare providers, the student's family, legal counsel and/or a consultant specializing in the care and protection of children, as may be appropriate. If the abuse or neglect is suspected to come from the student's family, the school will identify an approach to help protect the student. In all instances, the school will protect the confidentiality of the student and the student's family to the extent appropriate.

If the school determines that a report should be made to DCF, the head of school or the head of school's designee will generally make the first report to DCF by telephone. As required by law, a written report will follow within 48 hours after making the oral report.

However, anyone who has a reasonable belief that a student is being abused or neglected by a caretaker may (and should) make a report to DCF at any time. In addition, in the event that it is not clear whether conduct reaches a level of reportable abuse or neglect or there is a disagreement about the decision to report, any school employee who believes that the incident rises to the threshold for making a report is expected to make the report to DCF. Once again, the responsibility to report suspicions of abuse or neglect rests both on school employees and the school.

ELECTRONIC COMMUNICATIONS AND ACCEPTABLE USE

Brooks's comprehensive computer network and telecommunications system provides resources and information to the community, including powerful educational tools for teachers and students. We also recognize the vast availability of images, games, movies and other material that may not be considered of educational value. In a global network, it is virtually impossible to control access to this content. As a result, Brooks places an enormous responsibility on all users. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the school, whether linked to the school's network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, all students must comply with this Acceptable Use policy and all applicable policies and procedures as long as they are enrolled at the school, as set forth in this Handbook and as further described below. Students are considered representatives of the school and are expected to behave accordingly and follow the guidelines set forth in this Acceptable Use policy. Community technology users at Brooks should not behave in any way that could compromise the mission and operation of the school.

We expect members of our community to use technology in a manner that respects all of the rules of Brooks, maintaining both the letter and the spirit of those rules. While the use of technology in today's world is pervasive, we have delineated specific guidelines in this acceptable use policy that are of special importance to the Brooks community. We expect, however, that community members will not use technology to violate any rule at Brooks, not just those listed here. In seeking to make good choices, community members should follow the ethical guidelines that govern other elements of school life. The school expects employees, residents, students and parents/guardians to adhere to the following guidelines.

Network Etiquette

Users are expected to follow general rules of network etiquette. These rules include, but are not limited to, the following:

- Any use of Brooks's name in a publicly transmitted message, website, social media community, or instant message is subject to the guidelines outlined in this Acceptable Use policy and this Handbook.
- Obtaining or using a password or rights to another's directory, email, computer account or voicemail, or to use another person's computer, hand-held device, social media account or email account is prohibited.
- Attempts to subvert network security, to impair the functionality of the network or to bypass restrictions set by the administrators are prohibited. Anonymizers and proxy servers are considered tools used to subvert network security and are banned.
- Use of network monitoring software or hardware, such as, but not limited to, packet sniffing technology, password capture or encoding software and/or wireless capture software, are prohibited.

- Student use of student-installed wireless access devices or network hubs is prohibited in dormitories and everywhere else on campus. The school does not support any “IOT” (Internet of Things) devices, including streaming music speakers (SONOS, etc.), security cameras, Internet-enabled lighting or voice-assisted devices (Echo Dot, Google Home, etc.).
- Any application or program that causes disruption of normal network activity or Internet connectivity by producing excessive traffic is prohibited. This might include software installed by a virus, peer-to-peer download applications (i.e., BitTorrent), bandwidth accelerators, bitcoin mining software, network gaming software, or even use of legitimate download sites such as iTunes.com. The information technology department reserves the right to limit or scale any individual’s use of network resources.
- Accessing inappropriate information on the Internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic or obscene material is prohibited.
- Users are expected to take proper care of and respect school-provided computers, printers and other hardware available to the community. Removal of any school-owned or school-provided computer equipment from the school is prohibited.
- Assisting others in violating these rules by sharing information or passwords is unacceptable.
- Receiving and/or recording excessively vulgar and/or socially unacceptable material is prohibited.
- Commercial software and downloaded apps, music and video are protected by copyright laws. Each purchaser must abide by the licensing agreement published with the software or downloaded files. Only legally obtained software, music and video files may be used on school networks. plagiarizing printed or electronic information is also prohibited.
- Users may not store personal files on the school network, except in their own network user account or teacher directed folder; any information that a student leaves on a school-owned device may be deleted at any time, with or without notice.
- Users are prohibited from storing on the school network any confidential information that they may have acquired elsewhere, unless such storage is explicitly authorized by the school and/or the third party.
- Users will be held accountable for unattended accounts, and for use of their computer or communication device, if such equipment is left unattended and/or used by another individual.
- Users may not access, change, delete, read or copy any file, program, or account that belongs to someone else without permission.
- Users may not utilize the network for illegal or commercial activities.
- Users may not vandalize, steal, or intentionally cause harm to any school-owned equipment.

The following constitutes inappropriate behavior on or off the school’s network, through applications, email, voicemail and online resources, during time when school is in session and during vacation periods while a student is enrolled at Brooks. Users are prohibited from:

- Engaging in cyber-bullying, harassment or sexting, in violation of the school’s Bullying Prevention and Intervention plan and related policies as stated in this Handbook.
- Using offensive, vulgar language.
- Possessing or transmitting sexually explicit photos or language.

- Disclosing confidential or proprietary information related to the school, making public remarks that defame or disparage the school, its employees, its students or its interests, or that recklessly disregard or distort the truth of the matters commented on.
- Forwarding of any electronic information in a manner perceived as a personal attack or via malicious or hurtful behavior.
- Masquerading as another through the use of any device, app, email, voicemail, texting or online resources.
- Recording conversations with any member of the community without their knowledge or consent.
- Sending or receiving email or video messages to/from school employees' personal email account.

Privacy and Monitoring

The network and all its components, including telecommunications, email and the Internet connection, are the property of Brooks. The appropriate operation of these components is of primary concern to the school. These resources are first and foremost dedicated to the successful operation of the academic and administrative areas of the school. All electronic traffic entering and exiting the school, including website use, email and file sharing, is logged and saved in the event the school needs to access this information at a later date. These log files are kept in a secure location and are not accessed unless necessary.

All users are provided secure email and web surfing through accounts provided by the school. However, there is no guarantee of privacy associated with use of the school's technology resources, and students should not expect that email, voice mail or other information created or maintained on the school's network or school-issued devices (even those marked "personal" or "confidential") will be private, confidential or secure. In the event of suspected misuse of these systems or for any other reason in the sole discretion of the head of school, network administrators — with approval from the head of school — reserve the right to make unannounced inspections of the contents of a voicemail or email box or any materials stored or transmitted on the Brooks network. If monitoring reveals inappropriate usage of the network, this information will be provided to Brooks administration for follow-up. Any violation of this policy will be considered a major school rule violation.

The school may monitor the activity and contents (including email) of computers on campus and/or connected to the school's network, to ensure student safety and that the guidelines included in this Handbook are being followed.

The school reserves the right to access, view, monitor and track any information or communication stored on or transmitted over the school's network, on or over equipment that has been used to access the school's network, or school-issued devices, and under certain circumstances, it may be required by law to allow third parties to do so. By accessing the school's system, each student has consented to the school's right to view and/or monitor the school's network and all of its associated accounts. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, monitoring or misdelivery. The school further reserves the right to restrict the material accessed and not permit computers to be used for commercial purposes or for accessing inappropriate sites.

Online Resources and Use of Social Media

It is common practice that students use various social media sites as a means of communication. While Brooks recognizes that there may be value in these types of resources and does not generally block access to these sites, the school also realizes that there are very real concerns about posting private information on public websites. Brooks cautions its students to limit access to any personal account on a social media site by making the site private. That is, it is recommended that students allow only known “friends” access to personal information. In addition, students should not be “friends” with, or otherwise directly connected to, any school employee on any social media site.

To protect personal safety, it is strongly suggested that all Internet users not give out personal information to others on Internet sites (blogs, wikis, social media sites, bulletin boards, chat rooms, etc.). Any posting of information is a matter of public record and may be accessible, via caching and archiving, for years to come even after deleting it. Also, note that any posting of an alleged fact about someone that proves to be false may expose the poster to liability under either defamation or libel law.

Students may be held accountable for inappropriate use of and content on Internet sites. Students should be aware that content, pictures and information posted on social media sites are subject to school rules and should be consistent with the school’s mission and philosophy.

Role of Parents/Guardians

It is the responsibility of all parents/guardians to read this policy and discuss it with the student; if a student willfully damages the hardware or software of any school-owned or school-provided technology, the student will be responsible for paying for the repair or replacement of that technology.

Security

Security on any computer network is a high priority, especially when the system involves many users. If a student feels that they can identify a security problem on the Internet, the student must notify the director of technology. Students should not demonstrate the problem to other users. Attempts to log on to the Internet as anyone but the student themselves may result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the school’s network.

Vandalism

Vandalism will result in cancellation of privileges and may result in disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or other devices or networks. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, changing hardware or software settings, or changing online materials without permission.

Sexting

The school prohibits students from using technology devices (whether owned by the student or the school, and whether through use of the school’s network or outside of the school’s network, and whether used on or off campus) to send any written message or image that contains explicit representations or references to sexual conduct, sexual excitement or nudity (commonly known as “sexting”). Massachusetts law prohibits anyone

(regardless of age, and including the sender who is minor and the subject of the image) from disseminating obscene or pornographic images of minors, and the school reserves the right to contact law enforcement should any student violate this policy.

Reporting Violations

Students are expected to assist in the enforcement of this policy. If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another school community member's use of technology, the student should immediately report their suspicions, feelings and observations to their advisor, the director of student affairs or the director of technology.

Sanctions and Discipline

Students found to be in violation of this policy may be subject to discipline including, but not limited to, the loss of computer privileges, deans' warning, suspension and dismissal from the school. Some violations may constitute criminal offenses as defined by local, state and federal laws, and the school may initiate or assist in the prosecution of any such violations to the fullest extent of the law.

Mail/Email

All students are assigned a mailbox in the mailroom and an email address. Students are expected to check these frequently for important messages and information. Students are taught the various methods for accessing mail and email during orientation; returning students needing help with access are strongly encouraged to obtain information as needed from the various departments. Each dormitory room has Wi-Fi access.

Mail/packages may be sent to students at:

Student Name
1160 Great Pond Road
North Andover, MA 01845

USE OF ALCOHOL, DRUGS AND TOBACCO

The school's policies concerning drugs, alcohol and tobacco use are based on education, counseling, support and discipline. None of these components exists alone. A productive program dealing with these issues can be achieved only through a system that balances the needs of the individual with the needs of the school. The hope is that the combined impact of education, supportive adult interactions and real consequences for unhealthy choices will shape the thinking of students, helping them to make healthier, safer life choices.

Education

Drug/alcohol/tobacco education takes place at Brooks in two major ways: didactic and contextual. In the didactic approach, students learn about substances and substance abuse through classroom lectures and discussion, workshops and outside speakers. In the contextual approach, the example of the faculty and the school's policies are meant to be positive influences for students.

Medications

All student medications — including but not limited to all prescriptions over-the-counter, herbal remedies, vitamins, diet pills and protein powders — must be disclosed to Health Services staff and brought to the Health and Wellness Center upon arrival to campus. Brooks prohibits possession of marijuana, including medical

marijuana, on campus and, therefore, the Health and Wellness Center will not store prescribed marijuana. Students may not bring, and will not be permitted to maintain, medicine of any kind with their personal belongings without prior authorization by the Health and Wellness Center. Parents/guardians are expected to attend to students' medication needs outside of school whenever possible; however, if a student must take a daily medication, parents/guardians are expected to work with the school to create a medication administration plan. All medications, prescription or over-the-counter, must remain in their original labeled container, with all the medication information clearly identified and written in English. All medications including over the counter, herbal remedies, vitamins, diet pills and protein powders must have an accompanying doctor's order. Please note that the Health and Wellness Center keeps a stock supply of the most commonly used over the counter medications, so bringing a supply to school is not necessary. Please refer to the Health and Wellness information included with Student Resources for more comprehensive information regarding medication on campus.

Smoking (Including E-Cigarettes and Vaping)

Brooks has a vital interest in maintaining a healthy and safe environment for its students, employees and visitors. Brooks prohibits the use of any tobacco product by students. For the purposes of this policy and in accordance with applicable law, "tobacco product" is defined as a product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, snuff, electronic cigarettes, electronic cigars, electronic pipes, electronic nicotine delivery systems or any other similar products that rely on vaporization or aerosolization.

Given the evidence linking smoking to the development of lung cancer, heart disease, emphysema and cancer of the mouth, and the lack of evidence to support that electronic cigarettes are a healthier alternative, the school does not condone use of these products by our students. The school prohibits the use of vaping products containing any material or having open flames in or near school buildings, campus or its environs, on school buses at any time, or at a school-sponsored event or on any school-sponsored activity or trip. Due to the various substances used with e-cigarettes, the dorm room and the student will be searched if an e-cigarette is discovered in accordance with the school's Search and Seizure policy in this Handbook.

DRUG AND ALCOHOL TESTING POLICY

Brooks reserves the right to test students for drugs and alcohol in the following circumstances:

- When there is reasonable suspicion, including, but not limited to, that a student smells of alcohol or drugs, or exhibits drug- or alcohol-influenced behavior, as determined by the school in its sole discretion;
- A student is present in a room/group where illegal or controlled substances (including marijuana) are present, or where it has been established that another student in the room/group has violated the drug/alcohol rule;
- As an outcome of disciplinary action with respect to drug or alcohol use; or
- In a violation of the tobacco, vaping and e-cigarette rule.

A faculty member concerned for a student with respect to reasonable suspicion as stated

above will usually first engage with that student regarding the questionable behavior, and then will contact the administrator on duty. If the suspicion is confirmed by the two adults, the administrator will take the student to the Health and Wellness Center for a breathalyzer and/or a drug test. A positive test for drugs and/or alcohol will result in disciplinary action. In circumstances when a student admits to use prior to the test, a drug and alcohol test may be administered to help determine appropriate health treatment and gain an understanding of usage by the student. Students refusing to take a test will be subject to disciplinary action based on reasonable suspicion as noted above.

Drug testing as an outcome of a disciplinary event

A student in violation of the drug/alcohol policy who is allowed to return to school may be subject to random drug or alcohol testing during the probationary period resulting from the disciplinary event. In these situations, a member of student affairs will initiate the time and date of the test.

Drug and alcohol testing will be administered through Health Services under the supervision of a school nurse. When used after a disciplinary event, a positive test will be considered a violation of a major school rule and the situation will likely be referred to the Discipline Committee. Parents/guardians will be responsible for testing costs.

Results of the test may be shared with the student, the student's parents/guardians, a school nurse, the school counselor, the director of student affairs, the administrator on duty present during the testing and the head of school, as determined by the school in its sole discretion.

SANCTUARY POLICY

The Sanctuary policy is a non-disciplinary response to a student's drug or alcohol use. This allows the student to get help during an incident involving the use of drugs or alcohol from a faculty member or other adult on campus without disciplinary consequences.

The purpose of this policy is to put the student's health and safety first when the use of drugs and alcohol has made a student ill or impaired and has them questioning their need for medical attention or other support. The fear of a disciplinary response could interfere with outreach to an adult in this time of need, and thus the school seeks to eliminate barriers that might preclude someone from seeking necessary help.

A student may invoke the Sanctuary policy for themselves or for another student. A student must approach the adult and initiate the request for Sanctuary; a student cannot ask for Sanctuary after being approached by an adult who is already investigating or is aware of the student's involvement with drugs or alcohol.

To seek help, a student should approach an adult and indicate that the student is requesting Sanctuary. This request could be in person or via the phone. It could be made to the adult in closest proximity, perhaps a dorm parent or faculty member on duty, or it could be made to someone a student is most comfortable with, e.g., advisor, coach or teacher. If the student is able to and prefers, the student may go directly to Health Services without involving another adult. Part of what should go into the consideration of whom to contact is the severity of the health situation. It is not necessary for a student to arrive at the Health and Wellness Center in order to obtain Sanctuary; if the student needs help onsite,

the student should seek assistance from an adult at that time. In an emergency, the student should call 911.

When the student arrives at Health Services, the nurse on duty will assess the medical needs of the student and address the health concerns according to standard Health Services protocol. The student's health and safety is the primary concern. After the physical needs have been taken care of, the school counselor is contacted. The student will communicate with the counselor before being released by the nursing staff, typically after an overnight in the Health and Wellness Center. As part of the conversation with the school counselor, if the parents/guardians are not yet aware, the counselor will assist the student in telling the student's parents/guardians about the incident. The counselor will determine follow-up counseling expectations, with the possibility of an off-campus drug and alcohol evaluation, as may be determined in the school's sole discretion. Confidentiality of a Sanctuary incident is the responsibility of all members involved — the student(s), the Health Services staff, the director of student affairs, the administrator on duty, the school counselor and the parents/guardians. While students are encouraged to communicate with other adults on campus as part of their follow-up support, the decision regarding to whom to disclose this information is left to the student and their parents/guardians.

Final determination as to whether a specific case has met the criteria for Sanctuary will rest with the school. While students may be allowed to use this policy more than once without disciplinary consequences, the counseling response may vary for subsequent incidents to reflect the student's needs as presented by the student's repeated use. Students who misuse this emergency protocol to avoid normal disciplinary action for drug or alcohol abuse will be referred to the student affairs office. If lengthy follow-up is needed, the student may be allowed or required to take a medical leave of absence.

RISKY OR UNSAFE BEHAVIOR

Certain types of risky or unsafe behavior — running away from school, harm to self or others, or multiple uses of the school's Sanctuary policy, for example — will likely result in a student being placed on medical leave. Some such behaviors may require a minimum separation from school. In some instances, disciplinary consequences may also follow.

SWIMMING IN LAKE COCHICHEWICK

Local laws and school rules prohibit swimming in the lake. In addition, students are not permitted to boat on the lake unless properly supervised by an adult, as local laws also strictly govern the use of the lake for boating, with certain requirements being in place for the registration of boats, kayaks or canoes.

INAPPROPRIATE ITEMS

Unless authorized or permitted by applicable law and the head of school, the school prohibits the possession of any firearm, imitation firearm, pellet gun, knife, TAZERS or other dangerous weapon, ammunition or fireworks on campus, on any school-sponsored off-campus trip or excursion, or in any school bus. This policy applies to students, employees, applicants, alumni, parents/guardians and anyone else who enters the campus, regardless of whether the individual has a valid permit to carry a firearm.

SEARCH AND SEIZURE

Lockers and dorm rooms, and the contents within, are subject to search and inspection

by the school. Students exercise control over their locker from other students, but not from the school and its officials. As a result, the head of school and their designees, as well as law enforcement officials, have the right to conduct a lawful search or inspection of lockers or rooms to ensure school safety and the students' welfare, including, without limitation, to determine if students are harboring stolen property, weapons, or illegal or dangerous substances. In addition, the school and law enforcement officials have the right to seize such items or other items that jeopardize the safety of the students or the building or constitute health hazards. The school also reserves the right to conduct random searches of school lockers, dorm rooms and day student cars when on campus throughout the year to ensure the safety of all individuals on campus and to confirm compliance with this Student Handbook.

DISCIPLINE GUIDELINES

GENERAL

These guidelines are based on the school's philosophy and principles regarding good character, and reflect the school's commitment to providing a safe and healthy environment for students. The school strives to promote effective and caring communication among faculty, students and parents/guardians that supports students in their personal growth and provides room for a young person to make mistakes and learn from them. The guidelines in this section apply to all conduct by students, whether on or off campus, whether during or outside school hours, whether online or offline, and whether on school-related platforms or on personal social media pages, as long as they are enrolled at the school.

In reaching disciplinary decisions, the associate director of student affairs, the Discipline Committee, the director of student affairs, the assistant head of school and the head of school may distinguish between intention and thoughtlessness in the length or seriousness of disciplinary consequences. Students will be held accountable for their behavior in a manner deemed appropriate by the school, in its sole discretion. A student's presence when a violation of rules occurs may result in disciplinary action and restorative justice practices. Students should make it their responsibility to study and understand these disciplinary guidelines and their underlying principles. If the head of school or their designee determines, in their sole discretion, that parent/guardian involvement is appropriate at any stage of the disciplinary process, then the head of school or their designee may contact parents/guardians to discuss the situation, in addition to those times when parent/guardian involvement may be specifically called for as described further below. The goal of these guidelines is to help each student understand the type of behavior expected at school, and to learn to assume responsibility for his or her actions.

MAJOR SCHOOL RULES

The following offenses are considered major and may result in suspension or dismissal. Many of these rules have more complete explanations or clarifications in other places in this publication:

1. Academic dishonesty — cheating and plagiarism; unauthorized use of ChatGPT and other AI tools to complete schoolwork
2. Lying, stealing or any other form of dishonesty
3. Direct disobedience
4. The possession, consumption, use, purchase or sale of any of the following: alcohol; unprescribed drugs or associated paraphernalia; illegal drugs or controlled substances (including marijuana); tobacco products, vaping devices and e-cigarettes
5. The possession of fireworks, firearms (including air guns and B.B. guns) or other dangerous weapons
6. Discrimination or harassment, including racist actions
7. Hazing or bullying
8. Violations of the dormitory sign-out, visiting and parietal regulations
9. Violations of the school's electronic communications acceptable use policy
10. Open flames or smoking in or near school buildings
11. Vandalism
12. Sexual misconduct of any kind
13. Violations of driving rules, off-campus permissions and sign-out
14. Repeated offenses of a less serious nature

15. Tampering with or misuse of fire safety equipment

MINOR INFRACTIONS

Minor infractions of school rules are usually handled on the spot, sometimes after consultation with the student affairs office. Disciplinary action for minor infractions may include evening restrictions, campus restriction (bounds), Saturday detention, community jobs and/or a formal reprimand. Advisors are generally informed of disciplinary action involving their advisees.

RESPONSE TO DRUG OR ALCOHOL USE OR POSSESSION

A student's presence when a violation of the drug or alcohol rule occurs will likely result in disciplinary action and a restorative response, regardless of whether the student is the person who violated the rule. Students appearing before the Discipline Committee for first drug or alcohol offenses should expect to be suspended or dismissed from school. All first drug or alcohol offenses not resulting in dismissal require a counseling component, as determined by a school counselor, and follow-up. A second drug or alcohol offense during a student's career will likely result in dismissal.

RESPONSE TO VAPING, NICOTINE DELIVERY DEVICE, OR TOBACCO USE OR POSSESSION

A student's presence when a violation of the vaping, nicotine delivery device or tobacco rule occurs will likely result in disciplinary action. Students appearing before the Discipline Committee for first violations of this rule should expect to be suspended and engage in a restorative response. In addition, a student in violation of the rule will be subject to a drug test. On a second violation of this rule, students who test positive for other drugs are subject to the consequences outlined in the drug/alcohol policy above. All violations not resulting in dismissal will require a counseling/health component.

RESPONSE TO VIOLATION OF AUTOMOBILE AND OFF-CAMPUS PERMISSIONS

Violations of driving and off-campus policies — including not getting permission with failure to sign out, driving others when not permitted, and having a car on campus as a boarding student — constitute a violation of a major school rule. The first offense will likely result in deans warning and a loss of driving a car (day student) and bounds. Subsequent violations will result in the appearance before the Discipline Committee.

RESPONSE TO LATE WEEKEND SLIPS

Students who request a weekend leave after Friday afternoon may be assigned detention or denied weekend leave. Leaving campus before one's last commitment will result in cuts for all activities missed.

RESPONSE TO DRESS CODE VIOLATIONS

Students not abiding by the dress code will be assigned detention and encouraged to change into acceptable clothing. A student who does not do so runs the risk of acquiring more than one detention in a particular day.

Exception: If you need reasonable accommodations due to sincerely held religious tenets or medical conditions, please review "Reasonable Accommodations" in this Handbook for information.

THE DISCIPLINE COMMITTEE

Major violations of school rules will generally be handled by a member of the student affairs team, who may refer them to the Discipline Committee. The Discipline Committee is composed of three students and three faculty members plus the associate director of student affairs, who will chair the committee but who will not vote. The associate director may exclude themselves if the case involves an advisee. The three students will be the president of the student government, senior prefect, and one fifth-form student government member appointed by the head of school in consultation with the student affairs team. The faculty members will be appointed by the head of school in consultation with the student affairs team. Brooks may change the composition of the Discipline Committee at any time and for any reason. The head of school (or their designee) may attend all Disciplinary Committee meetings as an observer. Invited to attend as non-voting members may be the advisor or dorm parent. Disciplinary offenses of an academic nature may be referred to the Discipline Committee by the associate head for academic affairs, who will co-chair the disciplinary meeting with the associate director of student affairs. In such cases, the pertinent department chair may also be invited to attend. No outside person, including parents/guardians, may be present at a discipline meeting.

It is the Discipline Committee's purpose to offer the student a hearing and then to make a recommendation for disciplinary action, if any, to the head of school, assistant head of school or director of student affairs. Believing the disciplinary process is educationally important both to individual students and also to the school community, students involved in a first major offense will generally appear before the Discipline Committee. However, the head of school may waive the process if there are constraints of a personal or confidential nature, if the hearing interferes with vacation time, or for any other reason, in the head of school's sole discretion.

The head of school, assistant head of school or director of student affairs will make all final disciplinary decisions. Disciplinary responses may include restrictions, reprimand, deans' warning, probation, suspension, dismissal or other discipline deemed appropriate by the head of school, in their sole discretion. The head of school or director of student affairs will determine how much weight, if any, to give to any recommendation of the Discipline Committee, if the Discipline Committee has convened. The head of school may decide not to convene the Discipline Committee, in their sole discretion, with respect to any disciplinary circumstance. All disciplinary decisions made by the head of school, assistant head of school or director of student affairs are final and not subject to appeal.

COMMUNICATION WITH RESPECT TO DISCIPLINARY RESPONSES

The Brooks community values transparency and strives to be as open as possible about its responses to student misconduct. Disciplinary decisions, and the underlying student conduct, may be shared with students, parents/guardians and faculty as determined by the school, in its sole and absolute discretion. While the head of school may choose to disclose the facts, circumstances and rationale of a disciplinary decision, the names of the students involved and the Discipline Committee's recommended disciplinary response (if any) will not be disclosed. Members of the school community will be provided with the name and contact information of the appropriate administrator to whom any questions or concerns about the particular situation may be addressed.

Students and parents/guardians should be aware that there may be sensitive cases involving student discipline with respect to which the school may determine that any disclosure

of a disciplinary proceeding—even without the use of student names—may be inappropriate. The school retains absolute and sole discretion with respect to the disclosure and handling of any student disciplinary matter.

RESTRICTION AND BOUNDS PUNISHMENTS

Restriction (evening restriction)

A student placed on restriction:

- Must check in on school nights by 7:50 P.M. (even those who normally have 10 P.M. check-in). The student is not allowed to sign out of study hours — the student is expected to remain in their dorm from 7:50 P.M. until the next morning or remain in supervised study hall; no visitors. A day student on restriction is required to leave campus by 7:50 P.M. on school nights.
- Must check in on Saturday nights at 9 P.M. and remain in the dorm until the next morning. (A day student must leave campus by 9 P.M. and check out with the administrator on duty when they depart.)
- May leave campus with appropriate permissions but must return in time for evening restrictions. A student with Saturday evening restriction will not be permitted a weekend overnight or to sleep in another dorm.

Academic Restriction

A boarding student placed on academic restriction:

- Must check in on school nights by 7:50 P.M. (even those who normally have 10 P.M. check-in). The student is not allowed to sign out of study hours and must remain in the dorm from 7:50 P.M. until the morning or remain in an assigned study hall; no visitors.
- Will not be permitted visitation.
- Will have limitations on elective absences.
- May depart for a Saturday overnight.

A day student placed on academic restriction:

- Must depart campus on school nights by 7:50 P.M. (even those who normally have 10 P.M. check-in).
- Will not be permitted visitation.
- Will have limitations on elective absences.

Bounds (evening and campus restriction)

A student placed on bounds:

- Will be on evening restriction as noted above.
- Will be allowed to leave campus only for a school required activity or a meal with their own parents/guardians (without other students). This permission will be granted by a member of the student affairs team and will not interfere with evening restrictions.
- Will not be permitted to take an overnight from campus.
- Will not be able to have visitation privileges in the dorms on campus.
- On Saturday nights, must check in with the adult on duty in their dorm every hour beginning at 8 P.M. until check-in.

A day student placed on bounds:

- Will be on restriction as noted above.

- If able to drive to campus, will have to turn in car keys to the deans' den each morning.
- Will not be able to have visitation privileges in the dorms on campus.
- On Saturday nights must leave campus by 9 P.M. and check out with the administrator on duty when departing.

Students who have received any discipline that involves a weekend restriction may not be allowed to leave campus. Students are encouraged to recognize that there are consequences for their actions, and they must think ahead about whether or not there is an important weekend engagement coming up. Discipline will generally not be changed for the convenience of students or their families.

SATURDAY DETENTION AND MISSED APPOINTMENTS

Students who are assigned to Saturday detention, or who do not obtain all necessary permissions to miss a required school activity, may be denied permission to take that weekend. Students who have accumulated more than four cuts and miss an assigned detention will normally be placed on bounds immediately through the following weekend. Detentions will not be moved/rescheduled due to a student's personal schedule.

DEANS' WARNING

Deans' warning constitutes a formal warning to a student that any further disciplinary infraction is likely to result in suspension or dismissal. A sixth-former on deans' warning may not be eligible for a diploma. A sixth-former on deans' warning may not be permitted to attend the Lawn Ceremony or the Prize Day Ceremony. The period of deans' warning may extend beyond the end of the school year, even for sixth-formers.

PROBATION

The status of probation indicates that a subsequent violation of a major school rule will likely result in the student's dismissal from the school. Probation is used only in conjunction with a disciplinary suspension and will generally be assigned for 12 to 16 weeks depending on the nature of the infraction. The school reserves the right to assign an extended probation period when warranted.

SUSPENSION AND DISMISSAL

If a student is suspended and is separated from the community for the duration of the suspension, it is their responsibility to obtain academic assignments and to maintain contact with teachers. A suspended student is responsible for all material covered during the suspension, but the student is expected to understand that the nature of some work may prevent its satisfactory completion in absentia. Suspension may, as a result, undermine a student's ability to earn representative grades on some assignments or for a course as a whole.

If a student is suspended and not separated from the community, the student will be permitted to attend academic classes but will be restricted from participating in any non-academic commitments for a minimum of two days and for a length determined during the disciplinary process. During this time, a student is expected to complete or make up any academic work while spending their afternoons in the deans office or on restriction in their dorm room or at home (day student) in the evenings.

A student who has been dismissed or who has withdrawn from Brooks may not return to the campus without the specific permission, in advance, of the head of school, associate head of student affairs or the member of the student affairs team; such visits will be approved only for specific purposes and for short duration.

REPORTING DISCIPLINE OR CHANGE OF STATUS TO COLLEGES

Brooks School does not directly report nor disclose a student's disciplinary history when a student is undergoing the college application process. If a student is asked about their disciplinary history by a college or university, either in a college specific-supplemental question in written form in the application, or in a conversation or other form of communication, the expectation from Brooks is that the student responds with honesty. Brooks School values honesty and should a student be asked by a college or university if they have been suspended, a student will be advised by their college counselor to craft an appropriate statement explaining the infraction.

Except for the circumstance described below (i.e., withdrawal or dismissal after a college application has been filed), Brooks School and the College Counseling Office will not disclose any disciplinary information unless the student and student's family give the college counselor consent to do so, however, if Brooks School learns that a student is being disingenuous or dishonest when reporting or any failure to report a disciplinary infraction when asked, the College Office reserves the right to engage in conversations with a college or colleges about the student's disciplinary history.

If a student has been subject to a dismissal or withdrawal after a college application has been filed, that student, along with the College Office, is required to report this to each college they have applied to. Reporting this is required within 10 days of the disciplinary infraction outcome. Brooks will comply with this obligation without authorization from the student or student's parents/guardians.

BEHAVIORAL EXPECTATIONS WHILE AWAY FROM SCHOOL

Students should be aware that they represent the school community at all times, both on and away from campus and during school breaks. While it is not the school's intention to monitor students in all of their off-campus activities, the school reserves the right to take disciplinary action, including suspension or dismissal, in response to inappropriate conduct occurring outside of campus and whether or not such conduct occurred when school was in session. While traveling to or from campus, while on weekends or vacations, students should not behave in any way or engage in any activity that is inconsistent with the school's mission and philosophy, or that could compromise the reputation of Brooks. Students engaging in such conduct may be subject to disciplinary action by the school.

PARENT/GUARDIAN INVOLVEMENT

Disciplinary matters and student issues are handled directly by teachers, administrators and appropriate staff. If a student is having an issue with another student, parents/guardians should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a school administrator. Please speak to the appropriate school administrator for guidance with respect to any questions about contacting another student or parent/guardian about a school-related matter.

STUDENT RESOURCES

HEALTH AND WELLNESS

Vaccination Policy

Consistent with our duty to provide and maintain an environment that is free of recognized hazards, Brooks School has adopted this policy to safeguard the health and well-being of students, employees, residential employees' families, our visitors, and others who spend time on our campus and the community from infectious conditions that may be mitigated through an effective vaccination program. This policy is intended to comply with all state and local laws. It is based upon guidance provided by the Centers for Disease Control and Prevention (CDC) and public health and licensing authorities, as applicable.

The school will follow the Massachusetts Immunization Requirements for School Entry, and reserves the right to require additional vaccines as deemed necessary by public health and licensing authorities.

Requests for Exemptions due to Medical Accommodations:

Employees: Accommodations will be available to assist any employee who is disabled, who is pregnant, who is a nursing mother, or who has a qualifying medical condition that contraindicates the vaccination. Please contact the Director of Health and Wellness to request an accommodation.

Students: Accommodations will be available to assist any student who is disabled or who has a qualifying medical condition that contraindicates the vaccination. Please contact the Director of Health and Wellness to request an accommodation.

Brooks School will engage in an interactive process to determine if a reasonable accommodation can be provided so long as it does not create an undue hardship AND does not pose a direct threat to the health or safety of others on campus.

Requests for Exemptions due to Religious Belief

Employees and students who cannot be vaccinated due to sincerely held religious belief, practice, or observance may request an exemption. **Please note that submitting a request for religious exemption does not guarantee approval.** After a request has been reviewed and processed the employee or student will be notified of the school's decision. Personal and philosophical reasons for not getting vaccinated are insufficient, and requests of this nature will be denied.

Students who are approved for a medical or religious exemption will be required to wear a mask when indoors and follow other safety precautions and protocols in place as a condition of approval. For example, the school may limit or restrict such a student from leaving campus, other than for school required activities.

Health Services

Health Services's mission and purpose is to ensure the health and well-being of both students and the community. Realizing the importance of an emotionally and physically healthy student, the professionals at Health Services take a holistic approach when caring for the students.

The Health and Wellness Center is open seven days a week, 24 hours a day, and is staffed at all times when school is in session by a Massachusetts-licensed nurse. Students who do not feel well, whether physically or emotionally, may come to the Health and Wellness Center for help at any time. The nurses come from varied specialty backgrounds and offer an extensive base of experience and skill. The nurse manager is responsible for the management and direction of the Health and Wellness Center and Health Services staff and will consult with the Director of Health and Wellness as appropriate.

Health Services provides many services to Brooks students:

- Walk-in services at all times for treatment and assessment by the nurse on duty.
- Administration and dispensing of over-the-counter and prescription medication.
- Appointments and/or clinic hours with the nurse practitioner.
- Referrals to outside providers when indicated.
- Referrals to On-Campus physical therapy.
- Diagnosis and treatment of illnesses and/or injuries.
- Vaccine administration, as appropriate.
- Laboratory testing, including blood draws and rapid tests for throat and urine.
- Condom and emergency contraception availability, and confidential pregnancy and sexually transmitted infection testing in accordance with Massachusetts law.
- Assistance with the scheduling of off-campus health appointments.
- Arrangement of transportation for students with off-campus medical appointments.

Admission to the Health and Wellness Center

If a student is ill or injured and is admitted to the Health and Wellness Center for an overnight stay, the school will, at the discretion of health services staff and while prioritizing the health and safety of the student, communicate with the student's parents/guardian. Parents/guardians are typically not contacted by health services if a student merely stops in for a few hours.

Emergency Care

In most cases, students requiring immediate (non-emergency) attention off campus are transported to the hospital or walk-in clinic by faculty members or a medical driver. In emergencies, students may be transported by ambulance to Lawrence General Hospital (One General Street, Lawrence, MA 01842, 978-683-4000) and followed to the hospital by an adult. In emergencies, the primary concern is the health and safety of the student, but efforts will be made to notify parents/guardians whenever it is safe to do so.

Payment for Health Care Services

All medical, surgical, diagnostic and dental services administered away from Brooks, including medication prescribed and filled elsewhere, will be billed directly by that provider to the parent/guardian's or student's insurance, as applicable. For this reason, Brooks requires that each child be covered by a Health and Accident Insurance policy in an amount and scope to cover the student adequately.

Off-Campus Medical Appointments

At times, a student may require medical care that we are not able to provide on campus. If this occurs, we will refer the student to care by an outside provider. If the student's parents/guardians live within a close proximity of the school, we ask that they accompany the student to off-campus appointments. If unable to do so, please notify the Health and Wellness Center as soon as possible and we will do our best to provide a medical driver for

the appointment.

A medical driver is an employee of Brooks School whose responsibility is to transport students to/from appointments. They do not accompany the student into the exam room or relay medical information. In the event a medical driver is not available, the parents/guardians should specify how they would like to handle the student's transportation needs via their Health Permission forms completed on the Magnus Health Portal (Magnus).

All parents/guardians are responsible for:

- Assuring the paperwork required by any outside medical facility is completed and signed prior to the visit. This may require contacting the office directly, or the Brooks School Health Center will fax/scan you the appropriate forms to be submitted to the medical facility.
- Assuming responsibility for any costs not covered by insurance for the medical appointment (i.e., copays, deductibles, out of network services). This includes costs associated with physical therapy services provided on campus, as they are billed independently through the provider.
- Communicating directly with the off-campus health professional regarding the student's appointment and plan of care.

Medications at School

Over-the-Counter Medications at the Health Center

The Health and Wellness Center keeps a stock of the most commonly used over-the-counter medications to treat a variety of students' health needs. We ask that students needing medication for minor illness/aches/pains present to the Health and Wellness Center. Registered nurses are available 24/7 to evaluate students and administer medication as appropriate. **Students should not be sent to school with any over-the-counter medications or supplements, and instead they are encouraged to access care at the Health and Wellness Center should they feel unwell.**

Medication Brought to Campus

In conjunction with Massachusetts law for medications in the school setting, students are not permitted to keep medications in their room without authorization from the Health and Wellness Center. **Any medication brought to campus for students, including over-the-counter medications and supplements, must be disclosed and brought to the Health and Wellness Center upon arrival to campus.**

State laws do not allow any medications, including over-the-counter medications, nutritional supplements (e.g., whey protein, creatine powder, sports supplements, etc.) and vitamin/mineral/herbal supplements (e.g., multivitamin, vitamin D, echinacea, sleep aids, etc.) to be administered without an explicit medication order completed by the prescriber or the student's primary care provider. Do not bring medications to school without a completed order as the Health Center is not authorized to administer medications without an order. The "Medication Order Form" from may be downloaded from the Magnus Health Portal.

Students are prohibited from purchasing over-the-counter medications or supplements, or keeping these items in their room without prior authorization by the Health Center. If unauthorized medications or supplements are found in a student's room, they will be

confiscated by the Health Center and discarded. If these items are found on more than one occasion in a student's room, disciplinary action may be taken.

Requirements for Medication Storage and Packaging

All medications, prescription or over-the-counter, must remain in their original labeled container with all pertinent information clearly identified and written in English. The Health Center cannot accept, and will properly dispose of, medications that are not in properly labeled packaging. The Health Center is only able to store a 30-day supply of each child's medication at a time and will work with parents/guardians and the pharmacy to coordinate refills in a timely fashion. Please do not send more than a one-month supply of medication without prior approval as storage space is limited.

Ongoing medications to be administered at school may require specialized, individual packaging. We ask that parents/guardians use our affiliated local pharmacy, St Mary's Pharmacy, to allow easy access of refills while ensuring medication packaging meets the safety requirements of the school. St Mary's Pharmacy is a local pharmacy that caters to boarding school needs. St Mary's Pharmacy will fill daily or as needed prescription and over-the-counter medications, vitamins and nutritional supplements, and deliver these medications directly to school, usually within one business day. There is no additional charge for the packaging and delivery of medications.

Medications filled at St. Mary's that have balances due after insurance will be billed to Brooks School and re-billed to families through Blackbaud Tuition Management (BBTM) as a pharmacy charge. St. Mary's will not accept payments from families directly. If you have any questions or concerns about pharmacy charges, please reach out to Nurse Manager Stephanie Savarese at ssavarese@brooksschool.org. If you have any questions or concerns about the charges being billed through BBTM please reach out to Marie Ranfos, Student Accounts, at mranfos@brooksschool.org.

If you'd like to speak to a pharmacist at St Mary's to discuss your child's medication needs or to transfer an existing prescription, please call (978) 655-5057. If you choose not to use St Mary's Pharmacy for medication management, it is the responsibility of the parent/guardian to ensure that medication is filled and delivered to the Health Center in a timely fashion.

Medication Administration

Health Center staff will administer student medication following the instructions on the Medication Order Form(s). It is the sole responsibility of the parents/guardians to notify Health Services in writing in order to update the student's medication administration plan with respect to any medication(s), dosing revisions, and health status changes. These changes must be reflected in a new Medication Order Form.

If a student will be off campus for a weekend or extended period of time, the nurses will provide the appropriate amount of medication to that student for the period of time the student will be off-campus. If a student requires medication over school breaks/holidays, the parents/guardians are ultimately responsible for arranging with the nurse to either pick up the medication or to permit the student to take medication home with the student. At the end of the school year, parents/guardians must either pick up all medication(s) or permit the student to transport the medication(s) home. The Health Center will not mail medications home. Any medication left at the Health and Wellness Center at the

end of the school year will be disposed of properly in accordance with applicable law.

In appropriate circumstances, the Health Services staff may allow for students to self-administer their medication(s) in accordance with applicable law. In these instances, the Health Center nurse(s), together with the student, the student's parents/guardians, and, if needed, the student's physician, will determine the student's understanding of the student's medication(s) and competency in the administration of the student's medication(s) and develop a medication administration plan. The Health Center nurse(s) will allow or disallow self-administration privileges in accordance with best practices and applicable state and federal laws. The self-administration of medication(s) shall include self-administration while on school property and during School-sponsored trips. Misuse of the privilege to self-administer medication(s) may result in immediate revocation of the privilege(s) at the discretion of Health Center staff. The school does not assume any responsibility for students who do not comply with the student's medication administration plan.

Medication Management

Parents/guardians can monitor their child's compliance with medications by logging into the student's online electronic health record. This can be done by accessing the student's OnBrooks account and locating the Magnus icon under resources. It is the student's responsibility to visit the Health and Wellness Center each time for the student's scheduled medications. Parents/guardians are encouraged to call the Health and Wellness Center at any time with questions or concerns regarding their child's medication.

Students taking medication will be monitored for side effects of the medications, as well as medication effectiveness, at the sole discretion of the Health Center team. Students may be required to check in with the Health Center to meet with a nurse, answer questions about their medication, and review important side effects regarding their medications. They may also have their weight and vital signs checked as deemed appropriate by Health Services.

Special Considerations: Epi-Pens, Inhalers, and Diabetic Care

Massachusetts state law allows for students to carry epipens, inhalers, and diabetes supplies/medications.

Subject to the Medication Administration policy above and in accordance with applicable law, students who require epipens, inhalers, or diabetic care are responsible for carrying their proper medications and any medical supplies with them at all times. Please have these supplies approved by the Health and Wellness Center at the start of the school year or when there are changes to your child's care. This also pertains to when students are traveling to and from off campus events. Faculty do not carry such medications/supplies with them.

A care plan from the student's physician, detailing the diagnosis, treatment, and plans for urgent or emergency scenarios, is also required.

Special Considerations: Allergy Treatment

If a student is undergoing treatment for allergies, continuation of treatment must be arranged with an area allergist prior to arrival on campus, as Health Services is not equipped to treat allergies. A list of area specialists is available at the Health and Wellness Center.

Special Considerations: Public Health Emergencies (i.e., Anthrax)

Brooks has been designated a Closed Emergency Medication Dispensing Site (EDS) by the Department of Public Health (DPH). A closed EDS is a site where medication or vaccines, intended to prevent disease, may be given quickly to a large number of people in the event of a public health emergency. The location is managed by the local health department. A closed EDS provides life-saving medications to a specific group of people during a specific health emergency. The only time the health department would ask organizations to disperse medications is when there is a great risk to the entire population and preventative medications need to be taken immediately.

Required Physical Examinations

All students are required to have an annual physical examination (within the past 13 months) and up-to-date immunization and health records in accordance with the Massachusetts law. A request for exemption for a religious or medical reason must be made in writing to Health Services and must be accompanied by a letter from the student's physician, pursuant to state law, if for medical reason; or by a letter signed by the student's parent/guardian (and by the student if 18 or older) attesting that immunization conflicts with the tenets of their religious beliefs.

Physical exams must remain updated throughout the school year. It is the parent/guardian's responsibility to ensure that the student's physical remains updated. At any time if the physical becomes outdated, the student will be ineligible for sports, school activities and possibly school attendance. These annual physicals should be arranged with a physician at home and updated forms should be uploaded to Magnus. The required physical exam form is located on the Magnus Health Care System through OnBrooks.

If a student is unable to go home for their physical, the student may visit an Urgent Care Center (such as Doctor's Express) for a physical, and the cost of the physical will be charged to the student's school account or payment will be secured directly from the urgent care. This type of physical is only valid for three months, after which time a physical exam by the student's primary doctor will be required. Please note we do not accept physicals from family members who are health care providers.

Immunizations must be up to date, as per Massachusetts School Immunization Requirements (<http://www.mass.gov/eohhs/docs/dph/cdc/immunization/guidelines-ma-school-requirements.pdf>) prior to school entry. Any student arriving to school without the appropriate immunizations or waivers will be required to stay in the Health and Wellness Center until all required immunizations are administered. In situations when one or more case(s) of a vaccine-preventable or any other communicable disease are present at the school, all susceptible children, which includes children with medical or religious exemptions, are subject to exclusion from campus as described in 105 CMR 300.000.

In addition to an annual physical, before a student is eligible to start school, parents/guardians must complete all online health forms. These include a health history form, signed permission to treat, health insurance form and required immunization documentation per Massachusetts law.

Infectious Disease Policy

In the complex world of newly emerging viruses and other diseases, Brooks relies on the recommendations of the Centers for Disease Control and Prevention (CDC), the

Massachusetts Department of Public Health and the National Association of Independent Schools in crafting its policies. The school will communicate policies for specific diseases and will post updates on the website. Under the direction of the director of health and wellness services, the school may offer vaccination clinics in response to or in anticipation of changing health concerns. If a student is home ill, the parents/guardians should contact Health Services for guidelines on when a student will be considered “noninfectious” and allowed to return to campus.

Patient Privacy Practices

The school strives to conduct itself in full accordance with all applicable laws regarding privacy and confidentiality. For students ages 17 and younger, Health Services staff are permitted to share health information with parents/guardians, with the exceptions described below. In addition, consistent with the operation and special demands of a residential school setting, Health Services may share health information with a student’s advisor and other adults directly involved in the student’s residential life on a need-to-know basis. For example, if Health Services staff or any member of the faculty becomes aware that a student is engaging in self-harm (such as cutting), may have an eating disorder, or may be engaging in abusive patterns of drug or alcohol use, suicidal ideation or attempted suicide, the student should expect Health Services staff to seek emergency treatment for the student as necessary and discuss their concerns with the student’s parents/guardians as well as the faculty members directly involved in the student’s life (such as the student’s advisor and dorm parents). Health Services staff, as directed by the director of health and wellness services, will share the minimum necessary type and amount of health information. The student will generally be made aware of this decision by the director of Health Services prior to disclosure to the parent/guardian and/or other adults unless circumstances warrant disclosure without notifying the student.

There are two exceptions when health information cannot be shared with parents/guardians or other adults without the student’s consent. Students of all ages are entitled to additional confidentiality for their health care with respect to counseling services (as described below), and for contraception and issues related to sexual health. Under Massachusetts law, students may request and receive contraception, including emergency contraception, without parent/guardian permission or notice. The Health Center may conduct pregnancy tests and screening tests for sexually transmitted infections for students at risk or who request such services. Parent/guardian involvement is encouraged and suggested to those students involved in these sensitive situations, but these choices are ultimately the decision of the student and the Health Center does not generally inform parents/guardians of such tests. All students involved in such situations may meet with the Director of Health and Wellness to discuss the student’s sexual health.

Students who would like to talk about sexual intercourse or other sexual activity are encouraged to reach out to a trusted adult or Health Center staff so that appropriate information and/or support may be provided. It is imperative that students and parents/guardians understand and appreciate that certain sexual activity may violate the law and, therefore, is prohibited by the School. We will generally first respond to any student outreach about sexual activity as a health issue and may refer a student to an appropriate Health Center professional for treatment or counseling support. We do not generally notify parents/guardians when we provide support or treatment related to sexual activity.

Students who are 18 years of age and older are legally responsible for making decisions on

all aspects of their health care needs, without any parent/guardian consent or involvement. Health Services staff continues to encourage the student to share their health information with their parents/guardians as appropriate, but the student has the right to make the ultimate decision. The only exception to this is when the school counselor or Health Services staff believes that the student poses danger to themselves or others, which may be disclosed to the student's parents/guardians, faculty involved in the student's life (such as the student's advisor and dorm parents) and/or other treating providers. The student would generally be made aware of this decision by the director of Health Services prior to such disclosures unless circumstances warrant disclosure without first notifying the student.

Students are always permitted to communicate about their health with Health Services staff, the school counselor and other members of the faculty (including the student's advisor and/or residential life staff). Information provided directly to members of the faculty is not subject to the same confidentiality restrictions as described in this section, although all members of the Brooks community strive to respect each student's privacy. Students should not assume that all faculty are aware of a health issue that the student has disclosed, even faculty directly involved in a student's life, and therefore should inform Health Services and other faculty of issues of which the student believes they should be aware.

Preservation of Health Records

Parents/guardians of graduating sixth-formers are encouraged to print out pertinent health forms by logging into Magnus before their student graduates. After that time, parents/guardians are responsible for contacting Magnus (919-800-0356) for any needed health forms. Health records are stored for a minimum of seven years after the student's graduation or departure from Brooks or when the student turns 18, whichever is greater.

Counseling

Psychological counseling services are provided on campus by the school counselors. Students may schedule an appointment with a counselor by stopping by their offices, or through email, phone or Health Services. The school counselors have regular office hours during the school day and can be reached after class hours via phone or Health Services. Occasionally, because of the nature of a student's issues, or anytime a student or parent/guardian prefers, they will help arrange services with a mental health provider outside of Brooks. There is no charge for counseling services at school; however, if a student seeks counseling off campus, the associated fees are the responsibility of the student's parent/guardian.

Counseling services provided on campus range from weekly therapy sessions to occasional meetings or crisis intervention. Students seek support for a range of issues that might arise from typical adolescence, or from adjusting to the unique experience of attending a boarding school and joining a new community. Issues tend to be around homesickness, roommate difficulties, anxiety from academic pressures, identity development or social issues, and can also include the more serious issues that adolescents in our society are more commonly seeking support for, including depression, eating disorders, and drug and alcohol use.

Consultation is also frequently provided to faculty and parents/guardians who contact the school counselors to discuss their concerns or questions regarding emotional issues that may be impacting the student's academics, socialization, or general health and well-being.

In these conversations, the concerns are discussed confidentially and often these discussions suffice to help the adult support the student. The conversation can also assist the school counselors in directly supporting the student.

Confidentiality is maintained for all counseling relationships according to professional, ethical and legal principles. While students are encouraged to inform their parents/guardians of their decision to seek counseling, parents/guardians are not automatically notified, even for students under the age of 18. Many students share their concerns with their parents/guardians prior to seeking counseling; however, there are some students who are hesitant to do so and appreciate the on-campus resource to discuss their issues confidentially. Even in these cases, experience shows that most students eventually tell their parents/guardians about the support they are receiving. In cases where it is determined a student has a significant emotional problem or poses a potential safety risk, the parents/guardians are generally contacted unless the circumstances warrant a different approach. While Brooks administrators, health professionals, or faculty members are not automatically made aware of these concerns, if necessary, the information will be shared in order to best protect the health, safety and welfare of the student and/or the community. Students should not assume that other adults within the Brooks community are aware of issues that the student has raised with the school counselor — and in fact, should assume that except for the school counselor, other adults have no information unless the student consents to share the information or it has been shared by the student's parents/guardians.

Leave of Absence

Brooks recognizes that sometimes, in the course of a student's career, an issue might arise that interferes with their ability to function as a student or community member. Our leave policy allows a student to remain in good standing while taking time away from school to be home with family to address important personal issues. The Student Support Team — composed of the director of student psychological services, the director of Health Services, the associate head for academic affairs, the academic dean, the director of student affairs and the member of the student affairs team in consultation with the head of school — determines the duration of a leave and the conditions for a student's return.

Short Leave

A short leave may be initiated by the student and their family, or by the Student Support Team. In either case, the Student Support Team determines the details of the leave, including the duration and the conditions to follow. If the leave is initiated by the student and their family, the details of the issues being addressed need to be shared with the director of psychological counseling or the director of Health Services, with the understanding that confidentiality will be maintained according to our privacy policy. The coordination and communication of the leave will be handled by a member of the Student Support Team, typically the director of psychological counseling or the director of Health Services. Repeated short absences, an absence that becomes too extensive, or too many changes to a student's program might indicate the need for the issues to be addressed according to our policy for an extended leave.

Extended Leave

Initiated by the student's family or the Student Support Team, the decision to place a student on an extended leave is made by the Student Support Team in consultation with the head of school. The team sets the details of the leave including the duration, the conditions to be followed during the leave and the requirements to be met for the consideration

of the student's readiness to return. Decisions regarding the duration, conditions, and requirements of the return from leave focus on the student's emotional and physical health needs and the impact on the Brooks community. Specifically, factors considered are the health and safety of the student and the community, the student's ability to meet academic and community expectations, and whether the community can provide appropriate support resources upon return.

If the school determines that a student is a risk to themselves or puts others at risk, the student's parents/guardians will be informed and the student will be placed on an extended leave automatically. Examples of such behaviors are egregious self-harm, a severe eating disorder, an abusive pattern of use of drugs or alcohol, an incident of severe ingestion of drugs or alcohol, or a sustained or repeated pattern or inability to meet school obligations. In the case of running away, extreme suicidal ideation or attempted suicide, a leave may be considered for extended periods such as for a minimum period of two academic semesters, or a full semester and a summer.

While on leave, a student will be under the care of a physician or psychologist and perhaps an extended team of supportive resources. Communication between the Student Support Team and the outside providers will be coordinated, typically either by the director of psychological counseling or the director of Health Services. At the outset of the leave, a letter will be sent to the parents/guardians of the student by the associate head for academic affairs to formalize the expectations and requirements of the leave.

Students who are on extended leave may be precluded from being able to complete necessary coursework or to be able to meet the minimum academic attendance requirements, making it necessary for them to withdraw from their classes. In those cases, a plan of action is coordinated by the associate head for academic affairs to help the student complete their academic requirements, either as part of the plan during their time away from school or after the completion of the leave. Again, as with the determination of the leave itself, the planning for the student's completion of academic expectations will focus on supporting the student's physical and/or psychological health as a priority.

Upon completion of the time period specified at the outset of the leave or at the completion of the leave requirements, the parents/guardians contact the Student Support Team to ask for the process to be evaluated and for a decision to be made regarding the student's return from leave.

Return From Leave

A student's return after a leave of absence is not automatic, but depends upon the student meeting certain criteria specified by the Student Support Team in writing when the leave is granted. Approval for return from any leave rests with the Student Support Team in consultation with the Head of School. Any conditions or behavioral expectations placed on a student upon return from leave must be met. If they are not, consideration of the student's standing at school will be considered by the Student Support Team at that time.

Certified Athletic Trainer

The athletic trainer's primary responsibility is to ensure the health and safety of the students involved at all levels of the school's athletic and afternoon programs, under the direction of Health Services, school/team physicians and other consulting physicians and professionals as appropriate. The athletic trainers are responsible for the recognition,

evaluation, assessment and immediate care of athletic injuries, or athletic-related illnesses or conditions that may occur or arise during the school year.

There is an inherent risk of injury with participation in any sport or physical activity. Depending on the severity and level of rehabilitation needed for a given injury, the athletic trainers, in conjunction with Health Services, reserve the right to refer students off campus to the appropriate rehabilitative agent (physical therapist, occupational therapist, etc.) to receive care. Rehabilitative services offered by the athletic trainers are only available during the traditional school year when classes are in session. The school has two full-time licensed and certified athletic trainers. An athletic trainer is on duty during all on-campus interscholastic athletic events and the majority of all practices throughout the year. The school's orthopedic physician works closely with the athletic trainers and Health Services during the school year and is present at all home football games.

Decisions on whether or not an athlete can return to play during a home athletic event after an orthopedic injury will be made by the certified athletic trainer and/or the doctor. When the team physician is not present, the licensed/certified athletic trainer, in conjunction with Health Services, will have the final say concerning an athlete's return to any athletic-related activity.

Hours of Operation

The schedule of the athletic training room is dynamic and may vary depending on the day. The athletic training room typically opens by 2 P.M. on Mondays, Tuesdays, Thursdays and Fridays (fall and spring seasons) but may open later during the winter season. The athletic training room opens by noon on Wednesdays and Saturdays for contests/games. On any game day, students of teams that have an away game have preference over others in the athletic training room, as they need to board the buses for travel. If the athletic trainer is providing on-site coverage, the athletic training room will close down for contests/games and will re-open after events are finished. Some interscholastic athletic events may be covered from the athletic training room. On most days, the athletic training room closes by 6:15 P.M. except during the winter, when it may stay open as late as 9:35 P.M., or as dictated by the athletic director or by emergency circumstances.

Away Game Coverage

At away games, in the absence of the Brooks athletic trainer, the athletic trainers of the host school and their physicians have the final say in an athlete's return to play after an injury. If an injury occurs at an away game, the host athletic trainer will evaluate and treat the injury, and will make the decision on how to transport the athlete safely back to school.

Concussion Policy and Protocol

Brooks follows the guidelines and expectations for concussions or head injuries outlined by the Massachusetts Concussion Law (DPH 105 CMR201). It is important to note that no two concussions are the same, even with the same student, so care will be personalized as appropriate for each student. Any student experiencing concussion symptoms will be removed from play and not allowed to return to play until cleared by a medical professional at Brooks School. Return to academics and return to play protocols evolve with concussion science. The health professionals at Brooks often utilize a concussion specialist at Boston Children's Hospital to develop a plan of care based on the most up-to-date concussion protocols. The student must participate in at least one full-contact practice before

returning to game play.

Off-Exercise (“Off-Ex”) Status

The director of health and wellness, in collaboration with the certified athletic trainer when appropriate, determines the exercise status of every student athlete. Students whose injuries or illnesses are deemed too severe to continue with athletic activity are put on “off-exercise” status, typically referred to as “off-ex.” To ensure proper healing and the health of the student, off-campus referrals to specialists are made at the discretion of the healthcare team.

Return To Play from “Off-Ex” — Off-Campus Physician

To ensure that students receive the best possible care, those who are seeing or have been seen by an outside medical provider for an injury or illness must have a written medical clearance note from the treating medical provider before they can return to school and/or athletic activities. If a student is seeing an off-campus medical provider for an injury or illness, the student should give Health Services or the athletic trainer a note from the treating physician stating the injury/illness, the diagnosis, the treatment and confirming the student’s “return to play” status. A pre-printed form for this purpose is available in the athletic training office or the Health and Wellness Center. The final decision for return to play is made by the director of health and wellness, in collaboration with the certified athletic trainer and outside physician as necessary. Please note that we do not accept notes from family members who are physicians.

REASONABLE ACCOMMODATIONS

Brooks is committed to ensuring that qualified students with disabilities are provided with equal access to the school’s programs and services, in accordance with applicable law. For students who need additional support or curricular adjustments, the school requires documentation indicating that the student’s disability substantially limits a major life activity. The school will discuss with the student and his or her parents/guardians whether the school will be able to provide the requested accommodations or offer alternative reasonable accommodations to help the student participate in the school’s programs and services.

Please review the Resources for Students with Disabilities policy included in this Handbook for more information about the school’s policy regarding accommodations for students with learning disabilities.

COLLEGE COUNSELING

In the second semester of the fourth-form year, each student is assigned to a college counselor with whom they will work through the end of the sixth-form year. Assignments are random; the college counseling staff will not take requests or make changes once assignments have been made. The school’s college counseling staff meets in groups with the fourth form twice during the spring (except during remote learning), then individually with each fourth-form student once during spring. These meetings are intended not so much to talk about college, but to establish a relationship and learn about each student’s interests and hopes long before the formal college process begins. The counselors also use this time to engage with fourth-formers about each student’s goals, course selection and summer plans.

An intensive college counseling program begins with the second semester of the fifth-

form year. Students meet regularly as a whole form and during Self in Community classes. Culminating with a well-researched summer list and a variety of resources being sent home for summer, group work and three individual meetings focus on five phases:

- Introspection;
- Learning how to use the myriad resources at their disposal for the college search;
- Generation of an exploratory list;
- Evaluation of the student's own credentials and production of a more focused summer list;
- Practical application work, including the writing of a personal statement.

The sixth-form program continues with regular group, classroom and individual meetings, and focuses on the successful and thoughtful management of the details of the process. A thoughtful and engaged process yields the best outcomes for each student, and we strive to ensure that sixth-formers have several options available to them. They choose one institution from among the acceptances they have received and send a deposit to one school by May 1. At the end of the school year, the College Counseling Office will only send a final transcript to one school where a student has deposited and enrolled.

Standardized Testing

Each student's standardized testing path is orchestrated on an individual basis. There is no "one size fits all" approach to standardized testing. The PSAT exam will be offered to fourth-form students in April; Brooks hosts the ACT exam three times a year, in the fall, winter and spring; Brooks also hosts the SAT Reasoning test four times a year, twice in the fall and twice in the spring. Our recommended testing path for students includes an SAT Reasoning Test and an ACT exam in the winter or spring of fifth-form year, and one more of either or both during the fall of sixth-form year. No student or family should feel it necessary to take any one standardized test more than two or three times.

The SAT

SAT registrations are completed by the student online at www.collegeboard.com. Students and families are required to register on their own. Students who are eligible for a fee waiver may pick up a waiver in the Learning Center from Testing Coordinator Karina Moltz. The College Office will notify students of registration deadlines. Our High school (CEEB) code is: 221-610; the SAT Test Center Number for Brooks is: 22-584.

The ACT

Brooks administers the ACT on campus in September, February and April. It is the student's responsibility to register for the ACT online at www.actstudent.org. The test center code for Brooks is: 224020.

Extended Time and Other Accommodations

Students applying for extended time for the SAT or ACT must have written documentation of a learning difference (updated within the last three years) on file with the Learning Center, as well as evidence that the disability currently is being accommodated at the school on a regular basis. Students who wish to be considered for extended time testing or who feel they need other accommodations should contact Karina Moltz in the Learning Center at least two months prior to their first test registration deadline. The Learning Center collaborates with parents/guardians on these eligibility procedures. Information about the tests and application deadlines are available at www.collegeboard.com and www.act.org.

TOEFL

Test of English as a Foreign Language is for those students whose native language is not English, who didn't learn English as a first language or in whose home English is not spoken. The test is offered at independent test centers in and around Boston and in other states and countries. Fifth- and sixth-formers may take the TOEFL at their convenience throughout the year. Arrangements are made by the student. Many colleges and universities now require an updated TOEFL for international students, and scores more than three years old are often not accepted. Brooks recommends that all international students from countries where English is not the native language take a new TOEFL during their fifth- or sixth-form year.

LEARNING CENTER

In order for Brooks to achieve its mission of providing “the most meaningful educational experience” for our students, we must do our best to help each student reach their full academic potential. A key part of a student's success is the knowledge that they have the necessary skills to meet the expectations of their courses. Beyond curriculum content, students need to be empowered with the tools to reach this potential. Many students may need academic help at some point during their time at Brooks. The services available through the Learning Center provide this important complement to their classroom experience.

Services Offered

The Learning Center provides general academic counseling, study and organizational skills development, time management help and writing support. Though classroom teachers are the best source for content area help, some tutorial support is available in the Learning Center as well. The Learning Center is open throughout the school day. While some students seek support on a regularly scheduled basis, others prefer to drop in only when specific help is needed. Advisors and classroom teachers may refer a student for Learning Center services. Additionally, the Learning Center offers an evening study option, staffed by faculty and peer tutors.

Resources for Students with Disabilities

The Learning Center coordinates services and accommodations for students admitted to Brooks with learning disabilities. Students with a disability are guaranteed certain protections and rights to equal access to programs and services under Title III of the Americans with Disabilities Act (ADA) and applicable state law. To request accommodation(s), students must present current (within the last three years) testing/documentation to the Learning Center prior to the school year in order to ensure these are in place for the school term. In cases where students are tested during the school year, documentation should be submitted as soon as available to the Learning Center, and accommodations will be implemented for the start of the next marking period. Learning profiles are written for the start of each semester. Based on the specific needs supported by the documentation, the Learning Center faculty will create a learning profile for the student, which includes a summary of functional limitations due to the disability as well as learning style, academic strengths and weaknesses, accommodations, recommendations and student responsibilities. This profile is confidential and is shared only with the student's advisor and relevant faculty members. Brooks currently offers the following academic accommodations: 50% extended time; small group setting; use of computer for essay writing; use of a four-function calculator.

Learning Disability Documentation

Students requesting accommodations and/or support services under the ADA must provide documentation of the existence of a disability which substantially limits a major life activity. Please note:

- In order to accurately determine a reasonable accommodation that would enable the student to fully participate in educational activities and programs at Brooks, the documentation should be current, within three (3) years;
- In all cases, the documentation should be appropriate to the anticipated setting;
- A medical note may not be sufficient to establish one's disability or support the need for accommodations.

Documentation should include, but not be limited to, the following:

- State the specific disability, as diagnosed. Diagnosis should be made by a person with appropriate professional credentials, should be specific, and, when appropriate, should relate the disability to the applicable professional standards, for example, DSM-V. The diagnosis must indicate a substantial functional limitation and, when appropriate, rule out alternatives.
- Be current. The evaluation and diagnostic testing generally should have taken place within three (3) years of the request for accommodations.
- provide relevant educational, developmental, and medical history. A diagnostic interview should capture medical, developmental, psychosocial, family, and academic histories. Additional information, such as behavior rating scales from teachers or direct teacher observation shall be included whenever possible. A summary of current implications/symptomatology, treatment, and ongoing needs is required for ADHD.
- Comprehensive cognitive and academic testing used to arrive at diagnosis. Testing should include both timed and untimed assessments and be nationally normed. In addition, it must be individually-administered under standardized conditions. The test results should include subtest scores (standard or scaled scores) for all tests.
- Describe the functional limitations. Explain how the disability impacts the student's daily functioning and academic skills in a timed setting.
- Rationale for reasonable accommodations specific to the diagnosed disability. Interpretation of clinical impairment with supporting explanation for each accommodation pertaining to an academic setting and timed test taking.
- Establish professional credentials of the evaluator. The evaluator should have training and experience in the areas of learning disabilities and/or ADHD with an adolescent/adult population. (For example, licensure, certification, area of specialization). No examiner should have a conflict of interest with the student.

Please note that the following list is not exhaustive.

Commonly used tests that measure a student's cognitive abilities (the edition current at the time of testing should be used):

- Wechsler Adult Intelligence Scale or Wechsler Intelligence Scale for Children
- Woodcock Johnson Tests of Cognitive Abilities
- Kaufman Adolescent and Adult Intelligence Test or Kaufman Assessment Battery for Children

Commonly used tests that measure a student's academic achievement (the edition current at the time of testing should be used):

- Woodcock-Johnson Tests of Achievement (General and Extended batteries that

include fluency measures)

- Wechsler Individual Achievement Test (with fluency measures)
- Kaufman Test of Educational Achievement
- Nelson-Denny Reading Test

Peer Tutoring

Brooks's extensive peer tutoring program further promotes the Learning Center's inclusive mission. A convenient way for students to get subject-specific help, peer tutoring helps both students in the partnership develop a greater awareness of the learning process. Peer tutoring is available throughout the academic day and evening hours.

OTHER STUDENT RESOURCES

External Student Resource Policy

The school recognizes that additional student support, such as academic tutoring beyond what the school provides, may be necessary from time to time. If a family of a current Brooks student would like to arrange for an external resource to work with the student on the Brooks campus during the academic year, the steps below should be followed to ensure that we uphold the safety of our students and the Brooks community:

- The school requires any adult, prior to working on campus, to submit to a background check. Tutors, coaches or trainers must complete the External Resources packet, sent to them by the Business Office, which includes the policy acknowledgment, Brooks's Code of Conduct, Criminal Offender Record Information (CORI) and Sex Offender Registry Information (SORI). They must include a copy of their driver's license with the completed documentation. please note: background checks take up to 72 hours to be processed, so please take that into consideration when establishing your schedule.
- Upon satisfactory completion of the background check, a badge credential will be created for each tutor, coach and trainer. Human Resources will provide each badge to a Brooks employee who will give it to the external worker — the first time that they come to campus — in either the library or the Athletic Center.
- Should any person who is not properly vetted come to campus, they will be required to sit in an open, monitored area within the library or Athletic Center during that visit, and will not be permitted back on campus until the required screening paperwork is complete. Failure to complete the paperwork will result in immediate cancellation of the next appointment.
- Tutors, coaches or trainers must visit the website bit.ly/brookstutor to log the date and time of their visit(s) with a student prior to arriving on campus.
- Parents/guardians must contact the appropriate Brooks employee to inform them of the person with whom their child will be working and the dates/times of meeting(s).

Communication: RAVE Notification System, Student Cell Phone Numbers

As part of the school's crisis communication plan, all students with a cell phone are required to maintain a current cell phone number as part of their contact information. Updates may be given directly to the Deans' Office. Additionally, students with text-enabled phones are required to register their phones with the school's emergency text service, which permits mass communication as may be required in emergency situations, or to inform students of significant events on campus (a power outage, for example). To register:

- Go online to www.getrave.com.
- Enter Brooks email account as username. The site will then email login informa-

tion.

- Follow the instructions in that email to login to the site and add cell phone number.

Snow Days

Since the majority of students are boarding students, the school does not normally suspend classes or activities during snowstorms or other extreme weather conditions. Day student families are asked to make their own decision about the safety of travel and to notify the school in cases of absence due to weather conditions. Should there be a school closure, students will be notified via the RAVE text notification system and information will be posted on the school's website.

Laundry, Linen and Dry Cleaning

A linen, laundry and dry cleaning service is available through E&R Laundry of Manchester, N.H. Students electing this service receive laundry bags, sheets, pillow cases and towels, and unlimited weekly laundry service for these items and all personal clothing. Dry cleaning may also be handled on a charge-per-item basis. Full details of this service are available through OnBrooks and are available to students at the beginning of the school year. Facilities for students to do their own personal laundry are also available. Laundry cards for students are available for purchase at the mailroom and are available at the kiosk outside the School Store.

Identification Cards

Identification cards are required and provided to each student by the school. These cards serve as a key card to a student's exterior dormitory door. Checks will only be cashed with a proper Brooks ID card. There is a \$15 replacement charge. Identification cards must not be shared with or given to anyone else. If a student loses their identification card, they must contact Student Services at the mailroom to receive a new one.

Debit Account

All students may have a debit account through MyKidsSpending.com to use for purchases at the school store or for cash withdrawals in the mailroom. Brooks student ID cards are required for these transactions.

ATM

There is an ATM machine located outside the School Store in the Student Center that is available for all to use for a fee of \$1 per transaction.

Transportation at Major Breaks

Contact information for many travel-related services may be found in the parents/guardians section of the school website. Information regarding transportation is also communicated with parents/guardians and students before breaks via email.

At the start of major breaks (Thanksgiving, Winter Break and Spring Break), the school makes available chaperoned transportation to Logan and Manchester airports (the beginning of break only) and to Connecticut/New York City (beginning and end of break). A fee is charged for each trip. Buses typically depart at noon on the day of break, and students are responsible for leaving adequate connection time at airports or train stations. Students may sign up for these buses in the Deans' Office by completing the transportation form well in advance of break. Costs are charged to a student's account.

Day Student Lockers

Each day student is assigned a locker in the day locker room. Students are strongly encouraged to provide their own combination locks. Locks may be purchased in the School Store.

Students Age 18 and Older

Some students enrolled at the school will reach the age of 18 before graduation. In the United States, age 18 is the age of majority, which means that legally, an 18-year-old student is able to enter into contractual obligations on their own behalf (and is required to abide by those obligations). Therefore, the school requires all students, upon their 18th birthday, to review the Enrollment Agreement that their parents or legal guardians signed on the students' behalf and execute an Addendum to that Agreement, which provides as follows:

- Permission for the school to discuss and release information and records to the student's parent(s) and legal guardian(s) about any issues relating to the student's enrollment at the school, including but not limited to academic records, academic performance, disciplinary issues and financial matters; and
- Authorization for the school to interact with the student's parent(s) and legal guardian(s) as if the student were under the age of 18.

The student's parent(s) or guardian(s) will also continue to be responsible under the terms of the student's Enrollment Agreement.

Voter Registration

Information about voter registration is available at the Deans' Office.

APPENDIX A

BULLYING PREVENTION AND INTERVENTION PLAN

Philosophy and Leadership

Brooks is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to, others. Students, faculty, staff members, and others connected with Brooks should expect to be treated with respect and consideration. As a community enriched by its diversity, we recognize and celebrate the differences in characteristics such as culture, race, age, ethnic origin, religion, gender, sexual orientation, gender identity and expression, and socio-economic status, among others. All members of the school community play important roles in maintaining these standards and intervening, as appropriate, when they witness behavior that conflicts with community standards.

Brooks' Bullying Prevention and Intervention Plan (the "Plan") is published in accordance with M.G.L. c. 71, § 37O, otherwise known as the Massachusetts Law about Bullying in schools. This Plan is consistent with broader protections against discrimination, harassment, and other inappropriate conduct as detailed in the Brooks Student Handbook and the Employee Handbook. This Plan is designed to coordinate with the school's policy Against Bullying, Harassment, Discrimination, Hazing, Sexual Assault, Sexual Harassment, And Retaliation ("ThePolicy").

It is important that this Plan be well understood by all members of the Brooks community. Ensuring adherence to the Plan is the responsibility of the head of school (or the head of school's designee, as may from time to time be designated).

Policy Against Bullying, Cyber-Bullying, and Retaliation

The school does not tolerate verbal or physical behavior that constitutes bullying, cyber-bullying, or retaliation. The school is also committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the school community.

Bullying and retaliation are prohibited on the school's campus and the property immediately adjacent to school grounds, on school vehicles and at school-sponsored events, activities, athletic contests, and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten, or bully another student.

In addition, bullying and retaliation are prohibited at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by the school, if such conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at the school, or (c) materially and substantially disrupts the educational process or the school's orderly operations.

Definitions

Aggressor

A student or faculty/staff member who engages in bullying, cyber-bullying or retaliation towards another person.

Bullying

Bullying is defined as the use by one or more students or members of the faculty/staff of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the student or damage to the student's property;
- places the student in reasonable fear of harm to the student or of damage to the student's property;
- creates a hostile environment at school for the student;
- infringes on the rights of the student at school; or
- materially and substantially disrupts the educational process or the orderly operations of the school.

By way of example only, bullying may involve, though it is not limited to:

- threatening;
- intimidating;
- stalking;
- cyber-stalking;
- physical violence;
- sexual, religious, racial, or any other type of harassment;
- public humiliation;
- destruction of personal property;
- social exclusion, including incitement and/ or coercion; and
- rumor or spreading of falsehoods.

Cyber-bullying

Cyber-bullying is bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying includes, but is not limited to: (a) the creation of a web page or blog in which the creator assumes the identity of another person, and (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above. Cyber-bullying includes the distribution by electronic means of a communication to more than one person, or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying.

Faculty/Staff

Faculty/staff members include, but are not limited to, educators, administrators, counselors, health services staff, dining service workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student or a faculty/staff member who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying.

Target

Any student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

School Grounds

Any property on which a school building or facility is located or property that is owned, leased, or used by the school for a school-sponsored activity, function, program, instruction or training.

School Policies

The Plan is drafted in compliance with the school's obligations with respect to bullying prevention under Massachusetts law. Further, in accordance with the school's policies, values, and standards of conduct, the school has supplemented certain definitions and concepts provided by law in an effort to enhance the school's anti-bullying curriculum. For example, although the law defines bullying as the "repeated use" of certain expressions, acts, and/or gestures, this Plan memorializes the school's discretion to impose disciplinary measures and other corrective action in a case of a single expression, act or gesture, if the school determines that it is of sufficient severity to warrant disciplinary measures or other remedial action or that the repetition of that expression, act, or gesture might reasonably result in bullying. The school's efforts to enhance its protection of students and employees in the Brooks community in no way expands an individual's rights under the law. The school may modify the protocols set forth in this Plan and use its discretion in the interpretive enforcement of all ideals and standards of conduct.

Prevention of Bullying and Cyber-Bullying at Brooks

The school emphasizes moral awareness and strives to provide daily lessons in tolerance, integrity, and social responsibility throughout the curriculum and all aspects of school life. The school seeks to create a climate where high standards are balanced with reasonable expectations, tolerance and understanding. The Student Handbook contains clear expectations for student conduct. All families receive copies of the Handbook, and it is also accessible online via Brooks' website.

The school recognizes that certain persons may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiating characteristics, including: race; color; religion; ancestry; national origin; sex; socioeconomic status; homelessness; academic status; gender identity or expression; physical appearance; pregnant or parenting status; sexual orientation; mental, physical, developmental or sensory disability; or by association with a person who has or is perceived to have one or more of these characteristics. The school's comprehensive approach is intended to support all students and employees as well as provide age-appropriate training and education for the ways in which bullying, cyber-bullying, and retaliation can be prevented and the ways in which participation in these prohibited behaviors are antithetical to the mission and core values of the school. Additionally, the approach is intended to educate the Brooks community regarding the steps one must take to respond to incidents of these prohibited behaviors.

The school provides annual training for students and offerings in which students develop

a greater understanding for their own decision making and understanding of difference and others within a community. The school provides annual education and training to all students of the skills, knowledge and strategies needed to prevent and respond to bullying or harassment. For instance, all new students participate in orientation activities which introduce students to community expectations surrounding behavior, diversity, inclusion and respect. Advisor and dorm meetings address issues of bullying, cyber-bullying, and retaliation and ways in which a student can prevent, identify, stop and respond to these issues. Student groups, such as the Gender Sexuality Alliance and the Black Student Union, are open to all students who identify with a particular affinity group or as an ally and are interested in supporting one another and helping to promote understanding and acceptance for all students.

Community gatherings such as Chapel and School Meeting, as well as outside speakers, address at various times throughout the year issues related to difference, diversity, bullying, cyber-bullying and retaliation. Each year, students and adults participate in Unity Day, a day which strives to educate and support students on issues of diversity to help foster a safe and supportive environment for all students. The four-year Self in Community curriculum is focused on helping to develop social and emotional learning skills and provides students with opportunities to discuss, practice and consider ways in which we treat one another and identify issues of bullying and retaliation prevention. Students can seek support regarding these issues or concerns from an advisor, dorm parent, school nurse, school counselor or any member of the Compliance Team, who are available to speak with students about these issues.

Training and Professional Development

The school conducts annual training to help employees understand how the school can prevent, identify, stop and respond to bullying, cyber-bullying and retaliation at Brooks.

The school conducts an annual training for faculty/staff (and more often, as determined by the head of school), which includes: (a) developmentally appropriate strategies to prevent bullying incidents; (b) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (c) information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to the bullying; (d) research findings on bullying, including information about students who have been shown to be particularly at risk for bullying in the school environment; (e) information on the incidence and nature of cyber-bullying; and (f) internet safety issues as they relate to cyber-bullying.

Access to Resources and Services

Members of the school's administrative team will identify training, counseling, safety planning and other services appropriate for members of the community or the community as a whole. The school provides student support on campus through its advisor and residential programs, through health services staff, the school counselors and the student affairs office. In the event that targets, alleged aggressors, and/or their family members require services that the school is unable to provide, the director of psychological counseling may provide referrals to external counselors.

Policy and Procedures for Reporting Bullying, Cyber-Bullying and Retaliation

A student who is the target of bullying or cyber-bullying, or who has witnessed such an incident or any incident of retaliation, or otherwise has relevant information about bully-

ing or cyber-bullying prohibited by this Plan, should immediately notify a member of the Compliance Team: the school counselors, the director of student affairs, the associate head for academic affairs, the member of the student affairs team, the associate head for faculty affairs, the human resource manager, or the head of school. If a student is uncomfortable contact- ing one of these individuals, the student may ask another adult or a classmate to help. Verbal reports made to a member of the faculty/staff will generally be memorialized in writing. Also, any student who is subject to retaliation, or who knows of another student who has been subject to retaliation, is urged to report it as soon as possible.

Parents or guardians who believe that their child is the target of bullying or cyber-bullying, or whose child has witnessed, or otherwise has relevant information about bullying or cyber-bullying, are urged to notify the head of school, member of the student affairs team, or another mem- ber of the Compliance Team immediately. Furthermore, any parent or guardian who has directly witnessed bullying or cyber-bullying, or who has relevant information concerning such an incident or any incident of retaliation, is strongly encouraged to contact one of these administrators.

Although Massachusetts law permits a student or the parent or guardian of a student to make a report of bullying, cyber-bullying, or retaliation anonymously to the dean of students or to the head of school, the school urges students and their parents or guardians not to make anonymous reports under this plan. While there are circumstances in which an anonymous report is better than none at all, it is nonetheless far more difficult to deter- mine the facts of what occurred if a report is made anonymously. No disciplinary action will be imposed solely on the basis of an anonymous report. Students and parents/guardians are encouraged to bear in mind that the school takes its policy against retaliation seriously. While the school cannot promise strict confidentiality to a student, parent, or guardian who makes a report under this plan, because information must be shared in order to conduct an effective investigation, the school releases information concerning reports of bullying, cyber-bullying and retaliation only when it determines that there is a legitimate need to know.

Any employee of Brooks who witnesses or otherwise becomes aware of bullying or cyber-bullying, or who becomes aware of retaliation against a student who reported information, is expected to report it immediately to the head of school, member of the student affairs team, or another member of the Compliance Team. Brooks employees should not make promises of confi- dentiality to a student or parent/guardian who informs them of an allegation of bullying, cyber-bullying or retaliation. Faculty, staff and administrators may not make reports under this policy anonymously.

If a member of the faculty/staff witnesses an act of bullying, cyber-bullying or retaliation in progress, the faculty/staff member is expected to take reasonable steps to stop the act by communicating directly with the person whose behavior is considered unacceptable, offensive or inappropriate.

Responding to a Report of Bullying, Cyber-Bullying or Retaliation

Preliminary Considerations

The requirement to report to the head of school, member of the student affairs team, or other member of the Compliance Team does not limit the authority of a faculty/staff member to respond to behavioral or disciplinary incidents consistent with school policies

and procedures for maintaining safety, behavior managements, and/or discipline. Before fully investigating a report, where appropriate, the head of school or the head of school's designee will take steps to restore a sense of safety to the students involved (including both the alleged target and aggressors) and to prevent disruption of their learning environment while the investigation is undertaken.

The head of school or the head of school's designee will implement appropriate strategies for protecting from bullying and/or retaliation students who have reported, witnessed, or provided information about the incident. The school may use strategies, such as increased supervision, stay-away mandates and personal safety plans, as may be appropriate to prevent bullying, witness interference and/or retaliation during the course of and after the investigation.

Both during and after an investigation, the school is committed to protecting the physical and emotional well-being of all of its students and faculty/staff and will take appropriate measures to do so. Thus, the school will be sensitive to the needs of both the alleged targets as well as the alleged aggressors. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, in the dining hall, or on the bus; identifying a faculty/staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and/or access to the target. The school will take additional steps to promote safety during the course of and after the investigation, as may be appropriate, including implementing protocols for protecting individuals who report or witness bullying, or who are interviewed regarding bullying.

At any point after receiving a report of bullying, cyber-bullying and/or retaliation, the head of school or the head of school's designee may notify local law enforcement or other government agencies, in the event that the head of school or the head of school's designee has a reasonable basis to believe that criminal charges may be pursued against the alleged perpetrator. If the school receives a report of bullying, cyber-bullying, or retaliation involving students from another school, the head of school may notify the appropriate administrator of the other school so that both may take appropriate action. If the school receives a report of bullying or retaliation on school grounds involving a former student under 21 years of age who is no longer enrolled in school, the school may notify law enforcement if criminal charges may be pursued against the aggressor.

Notification of Parents and Guardians

The head of school or the head of school's designee will notify the parents or guardians of the student who is an alleged target of bullying, cyber-bullying or retaliation, and the parents/guardians of the alleged aggressor of the report.

Investigation

The following is an overview of the protocols that will generally be followed once a report of behavior prohibited under this plan has been brought to the attention of the school. The head of school or the head of school's designee will conduct a prompt, impartial and thorough investigation of the report as the particular circumstances warrant. Generally, an investigation may involve (but is not necessarily limited to) interviews with the person or persons who made the complaint, alleged target, witnesses to the incident, the person or persons against whom the complaint was made, and any other parties who witnessed or may otherwise have information relevant to the alleged incident. The investigator(s) may

consult with teachers, health services staff, the parents/guardians of the student or students who were allegedly targeted, and/or the parents/guardians of the student or students alleged to have been the aggressors, or any other person whom the investigator(s) deem to have knowledge about the complaint.

All employees and students are required to cooperate with and participate fully in the investigation of a report of prohibited behavior. While the school cannot promise strict confidentiality, all persons will be instructed to treat the investigation as confidential and not to discuss the allegations with other persons at the school. Although information must be shared to conduct an effective investigation, the school will only release information on a legitimate need-to-know basis. Brooks neither tolerates nor engages in retaliation against an individual for filing a complaint of bullying. No adverse action will be taken against a student or faculty/staff member for making a good faith report of alleged bullying. An individual who is found to have engaged in retaliation against a student or faculty/staff member for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action, up to and including dismissal from the school or termination of employment. The head of school or the head of school's designee will maintain a written record of the investigation.

All persons involved in an investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the school expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of bullying or retaliation may be subject to disciplinary action.

Resolution

The head of school or the head of school's designee will make a determination based on the facts. If, after investigation, the report is substantiated, the head of school will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or benefitting from school activities. If, after an investigation, the report is substantiated, appropriate remedial or disciplinary action will be taken. The head of school will also determine whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets. Upon the head of school determining that prohibited conduct occurred, the school may implement a wide range of skills-building approaches, educational activities, behavioral supports and/or disciplinary responses to teach appropriate behavior. Information about consequences or other corrective action will be shared with the Brooks community as deemed appropriate by the head of school. The amount of information provided may be limited by laws protecting student records and/or the integrity of investigatory processes. When it is determined by the head of school or the head of school's designee that the student body or faculty would benefit from reporting of the events and associated consequences of an incident of bullying, cyber-bullying, or retaliation, an announcement may be made in person, by electronic communication or otherwise.

In cases when it is determined that bullying or retaliation has occurred, Brooks will assess the target's need for protection and will make appropriate efforts to restore the target's sense of safety. In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under M.G.L. c. 119, § 51A, law enforcement or other appropriate government agencies may be notified.

The goal of an investigation, and any disciplinary or other remedial process that is imposed following that investigation, is to correct the situation to the extent reasonably possible, and to take such steps as can be taken to prevent repetition of the incident and to prevent the student targeted and others who participated in the investigation from being subject to retaliation.

If disciplinary or other corrective action is determined to be appropriate, the parties will be informed of the steps that will be taken to correct the situation. The amount of information provided in these meetings may be limited by confidentiality laws protecting student and employee records or other confidentiality or privacy considerations. Parents or guardians of the target(s) will generally be notified of any action to be taken to prevent any further acts of bullying or retaliation.

Within a reasonable period of time following implementation of responses to the prohibited conduct, the head of school or the head of school's designee will contact the student or other person found to have been targeted in violation of this policy and the student's parents/guardians (as applicable) to determine whether or not there has been a recurrence of the prohibited conduct and will take action as appropriate.

Disciplinary Action

The head of school and/or the head of school's designee will determine any appropriate disciplinary action for a student who is found to have committed an incident of bullying, cyber-bullying or retaliation. The range of disciplinary actions that may be taken against an aggressor for bullying, cyber-bullying or retaliation will balance the need for accountability with the need to teach appropriate behavior, and may include:

- Loss of privileges;
- Deans' warning;
- Counseling;
- Suspension from the school; and
- Dismissal from the school.

The Discipline Committee may be convened to investigate and make recommendations to the head of school or the head of school's designee.

If, as the result of an investigation, the head of school determines that faculty/staff should be subject to disciplinary action, such disciplinary action will be handled in accordance with the policies set forth in the Employee Handbook.

Conclusion

This Plan, which is consistent with the school's mission and policies that appear in the Student Handbook, outlines the school's bullying, cyber-bullying, and retaliation policy and is consistent with the school's ongoing commitment to fostering a safe, supportive and respectful learning environment for all members of the Brooks community.

The goals of this Plan are:

- To prevent bullying, cyber-bullying, and retaliation among Brooks students;
- To encourage students and parents/guardians to come forward promptly if they become aware of conduct that is prohibited by this or any other school policy;

- To promote confidence in the school's procedures; and
- To aid the appropriate implementation of discipline and other corrective measures when warranted.

Questions regarding this document or other aspects of Brooks prevention and response to matters of bullying, cyber-bullying, or retaliation should be directed to the head of school.

APPENDIX B

HAZING POLICY

The Commonwealth of Massachusetts requires secondary schools to provide students and families enrolled at the school with a copy of the state law defining and prohibiting hazing. All members of the school community are reminded that these laws include a requirement to report promptly any alleged incidents of hazing. Students are briefed on this matter during assemblies and team meetings.

Massachusetts General Laws, Chapter 269, §§17-19 are provided below.

Section 17

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to herself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team, or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

**At Brooks School, we seek to provide
the most meaningful educational experience
our students will have in their lives.**

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