

engagement

empathy

integrity

passion

confidence

creativity

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BROOKS  
SCHOOL

STUDENT HANDBOOK  
2021 – 2022



# BROOKS SCHOOL

## 2021 – 2022 STUDENT HANDBOOK



### TABLE OF CONTENTS

ACADEMICS .....	6
AFTERNOON PROGRAMS .....	17
STUDENT LIFE .....	21
CITIZENSHIP .....	30
DISCIPLINE GUIDELINES .....	52
STUDENT RESOURCES .....	58
APPENDIX A .....	75
APPENDIX B .....	84

*The Brooks School Student Handbook is published and 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, 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.*

## **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 where 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 might serve to direct community members in their experience with the mission. The core values of the school are empathy, engagement, integrity, passion, confidence and creativity. Of these, empathy and engagement are considered pre-eminent.

## **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 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 honesty is the basis of sound scholarship and integral to effective learning. Students must understand that truthfulness and honesty should govern their work at all times. Cheating and plagiarism are considered major violations of school rules. Students are expected to present work that is their own, and to cite references and sources when appropriate.

### Character and Honor

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. The range of the school's responses to cheating and plagiarism is outlined below. Students must realize it is 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 have the appropriate teachers clarify issues before work is submitted for evaluation.

### Cheating and Plagiarism

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

*Level 1.* Buying or copying a significant portion of a paper from the Internet or any other source and presenting it as one's own; stealing or otherwise obtaining a copy of a test or examination before its administration; unauthorized use of a language translator; premeditated cheating, such as the use of a crib sheet on a test; spontaneous cheating on a test or a quiz; and/or unauthorized use of work previously submitted in another course.

*Level 2.* Reading a book in a language other than the one in which it is assigned; copying another's homework; unacknowledged collaboration or assistance; discussing an exercise, test or quiz with those who have already taken it; and/or using another's data on math or science assignments or someone else's research for an essay or worksheet.

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

### Consequences of Academic Dishonesty

Incidents of academic dishonesty will be reported to the associate head for academic affairs. Major violations (Level 1) or multiple incidents of a less serious nature (Level 2) will be referred to the Discipline Committee. A first offense of a Level 2 violation is likely to be handled by the associate head for academic affairs, in consultation with the teacher. In general, the issue will be addressed with the student, and the parents will be informed

as to the nature of the offense and the subsequent consequences. 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 promotes an academic policy of restorative justice. If a student plagiarizes or cheats, as a part of the disciplinary action required of that individual, that student 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. Therefore, a teacher will not calculate a grade of zero for a total loss of credit into a semester average.

If a student is suspended, that student may be asked to serve the suspension in-house. The student will then report to the associate head for academic affairs at the conclusion of classes for a minimum of two afternoons. This practice will continue until expectations related to the disciplinary decision 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 OnBrooks and be consistent in where on the site they post them.
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, three times per week, for third- and fourth-form courses. This adjusts up to 45 minutes per class meeting, three times per week, for fifth- and sixth-form courses. There should be no homework or extremely limited homework in minors such as Self in Community.

Student Expectations (cont.)	Faculty Expectations (cont.)
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. No more than three nights of homework should be assigned for each major class per week.
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.
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 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*

Beginning with the class of 2024, five semesters (10 credits) in the arts over a minimum of two different arts disciplines. In rare cases, specialization in a single



discipline may be granted with the approval of the arts department, which requires six semesters (12 credits). Entering fifth-formers must earn four credits in the arts.

#### *World Languages*

One language through the third level.

#### *English*

Both semesters, every year.

#### *History*

Modern World History and U.S. History.

#### *Mathematics*

Completion of Second-Year Algebra.

#### *Science*

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

#### *Self in Community*

A minor class series running through all four years at Brooks. All students will automatically be enrolled in the class specific to their grade.

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 associate head for academic affairs regarding an exemption in either history or science to accommodate the commitment to languages.

### **Course Load**

The expected course load for all students is either five or six major courses, depending on whether a student is taking a class in the arts, and one minor course. Thus, the typical Brooks student carries 11 or 13 credits per semester: five two-credit majors or six two-credit majors, one of which is a class in the arts, and a required minor, such as Self in Community. Third-form students may enroll in fewer than six major courses only with permission of the associate head for academic affairs. 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.

It is the school's strong feeling that a student taking the prescribed course load is taking a full and rigorous program. In rare cases, a student may petition to take six major courses, without one being in the arts and, therefore, doubling up in courses in one discipline. That requires permission from the student's advisor and college guidance counselor, the department head in the discipline where the student is taking two courses, the associate head for academic affairs and the Curriculum Committee.

### **Diploma Requirements**

The Brooks academic year consists of two semesters divided by a three-week Winter Term in January. Ninety credits are required for a diploma. 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 associate head for academic affairs.

Due to the unique nature of 2020 through spring 2021, adjustments have been made to the 90-credit threshold expectation for graduation. Students in the class of 2022 will have an 87.5-credit requirement, the class of 2023 will have an 87-credit requirement, and the class of 2024 will have an 89-credit requirement.

### **Credit Policies**

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 associate head for academic affairs, 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**

Students are allowed to change courses with approval of their advisors, teachers, department chairs and the associate head for academic affairs during the first two weeks of each semester. 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 mid-term 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 mid-term grades during the first semester. If a student moves down a level in the same course (e.g. AP Modern World History to Modern World History, or Honors physics to physics) a 10-point upward adjust-

ment will be made to the student's grade point 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 first and second semester, there will be no change affected to the first semester transcript.

### **Independent Study**

Students who wish to engage in an independent study must contact the associate head for academic affairs to discuss the independent 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 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 associate head for academic affairs, the department head 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 associate head for academic affairs and the department head, 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 offers a required three-week Winter Term in January. All students are expected to successfully complete a Winter Term course 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.

### **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 interested in applying to these programs should be in touch with the associate head for academic affairs as early as possible.

### **Assessments/Tests/Examinations**

The school schedules examinations such that students should not have three major assessments due the same day. A major assessment is a full-class-period evaluation of at least one 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.

### **Final Assessment Schedules**

Semester I final assessments are scheduled to take place December 13–16. Semester II final assessments are scheduled to take place May 31–June 3. The final schedule will be shared with students and parents via email.

### **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

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 semester's close. A zero will be recorded for the assignment if no work is submitted.

### **Effort Marks**

Effort marks are awarded at the end of each quarter:

I = outstanding

III = poor

These are internal grades only and do not appear on student transcripts. The criteria used

in assessing effort include the following:

- Punctuality in class attendance and timely submission of assignments.
- 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 associate head for academic affairs within 48 hours of the publication of fall mid-term grades. Sixth-formers may apply for a second semester course to be taken pass/fail within 48 hours of the publication of spring mid-term 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:

- Highest Honors = 92
- High Honors = 88
- Honors = 85

#### *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 Standards

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 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 associate head for academic affairs 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 the first semester must make up that failure in the second semester to be eligible for graduation. Sixth-formers failing any course in the second semester 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 exams. However, sixth-formers with an average below 70 in a course will be expected to take a final exam in that course. Also, sixth-formers may have to take exams in required courses.

## Academic Warning/Academic Concern

A student will be placed on academic probation if the student meets one or more of the following conditions:

- Earns two or more third-class effort marks.
- Earns two or more grades below 70.
- Has a quarter or semester average below 70.
- Fails one or more of the departmental or promotion requirements at the end of any

quarter.

- Fails a course at the end of a semester.

At the end of each quarter, the faculty will review the status of all students not in good standing. The associate head for academic affairs will write a letter to those students reaffirming the academic expectations of the school. In the event that students on academic probation are unable to fulfill the minimum standards as stated, they will remain on probation and may be dismissed. Students on academic probation may be asked to attend one or more sessions with a school counselor, to attend proctored study hall, and to have their weekend and travel privileges limited by the school. Students on academic probation who are failing two courses with third-class effort marks at the end of a semester should expect to be dismissed from school.

### **Advanced Placement Courses**

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 AP exams in May. As with other standardized tests, parents 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 associate head for academic affairs and the testing coordinator prior to spring break, at their administrative discretion. Students not enrolled in AP courses offered at Brooks will not be allowed to sit for those exams administered by the school.

### **Summer Course Work**

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 associate head for academic affairs and the relevant instructor(s) and department head(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) 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.

With the addition of the Brooks Summer Session to the academic program, students may enroll in up to two academic minor courses during summer months. A student may elect to take a course for a numeric grade or on a pass/fail basis. The credit associated with each course may count toward graduation, but cannot satisfy a departmental graduation

requirement. All expectations of students associated with the academic life of the school remain true during Brooks Summer Session.

**ACADEMIC SCHEDULE FOR 2021 – 2022**

The 2021–2022 academic schedule can be found [here](#).



# AFTERNOON PROGRAMS

At Brooks, 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, as well as 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 the students are working 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 (co-ed)
- Spring: Baseball (boys), Crew, Golf (co-ed) Lacrosse, Softball (girls), Tennis

Drama/Tech crew

Dance (spring)

Community Service

Sailing (fall)

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

Yoga (fall and winter)

Fitness Club (sixth form only; winter and spring)

Ultimate Frisbee and Intramural Games (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 participate 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 comedy or drama during the fall and spring, and a winter musical. 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; working at project Home Again in Lawrence; 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 with Toys for Tots and Lazarus House.

# 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 of 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;

- pets of any kind, including fish or living creatures contained in an aquarium or similar container;
- 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**

#### *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 mid-term, 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 mid-term.

### *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 two nights per week. Structured study hall meets in the Science Forum on Monday, Tuesday, Wednesday and Thursday nights at 7:50 P.M.
- 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.
- After the fall sports season, 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.

### **Structured Study Hall**

On Monday, Tuesday, Wednesday and Thursday evenings, from 7:55 to 9:55 P.M., there is a structured study hall 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 and fourth-form boarding students attend two nights per week at the start of the year.

## **THE END OF THE DAY**

It is expected that each student will remain in the dormitory after 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.

## **INTER-DORMITORY VISITING: PREAMBLE**

**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. Our binary residential system is limited and imperfect, and the school expresses its desire for a more inclusive residential 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 romantic 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 or are affiliated with. 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. Inter-dorm visitation privilege is just that: a privilege, and not a right, 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**

**Day Student Affiliation.** At the opening of school, day 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.** Once the Student Affairs team allows, students who reside in or are affiliated with Hettinger West, Hettinger East, P.B.A., Merriman and Gardner (the “Blue Dorms”) may visit each other according to the policies below. Students who reside in or are affiliated with Peabody, Chace, Blake, Thorne and Whitney (the “Red Dorms”) may also visit each other according to the policies below.

**Phase I Visitation Times and Procedures.** Once 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 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. A task force will be created to consider this phase of the visitation policy, and the policy will be implemented once that work is complete.

**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.

**Conduct While Visiting and Hosting.** While visiting or hosting a visitor in a dorm room, the following guidelines must be followed: 1. The overhead light must be on in rooms where visitors are located, and the room must be well-lit; 2. 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; 3. 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; 4. 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; and 5. 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.

## **DRIVING AND OFF-CAMPUS POLICY**

### **General Permissions**

Students may seek permission to leave campus after 4:30 P.M. on weekdays or after 2 P.M. on Wednesdays and Saturdays. Students must return in time for evening study hours by 7:50 P.M. on school nights (even students with 10 P.M. check-in), and by check-in time on Saturday nights.

Students will be permitted to leave campus prior to 4:30 P.M. for medical or other scheduled appointments, with their own parent, or with a faculty member.

Prior to leaving campus, a student is required to receive permission and sign out on each occasion through REACH. In some situations, such as traveling outside a 20-minute radius from Brooks, or when a parent checked “no” to a permission on the summer registration form, parental permission is needed. Parental permission is not sought for students riding with a Brooks faculty member or Brooks designee.

### **Day Student Driving**

The primary reason for day student driving is to commute to and from school only.

Outside of carpools to and from school, only sixth-form day students will be allowed to drive other students while school is in session, and they are only authorized to drive other sixth-form students.

Non-sixth-form day students may not drive other students. There may, on some occasions, be exceptions to this rule; however, they will only be granted with specific permission obtained from the dean of students. Examples of exceptions include transportation to team dinners, weekday appointments or outside programs where students may carpool.

Sixth-form day students will be permitted to drive other sixth-form students after 4:30 P.M. on weekdays, or after 2 P.M. on Wednesdays and Saturdays, and on Sundays. Students must return to campus by 7:50 P.M. on school nights and by check-in on Saturdays. Permission for sixth-formers to drive other sixth-formers must be obtained through REACH.

Students who carpool with a day student driver are expected to register this information with the deans’ office. Day students who drive to school must register their vehicle(s) with the deans’ office prior to driving to school. Registered vehicles will receive a parking sticker to be displayed in the rear window of the vehicle.

Day students should park in the upper athletic lot only (near the baseball field) at all times

during the day and evening. Parking in other areas is prohibited. Students should not drive to buildings, to the boathouse or through campus while school is in session. The school does not assume responsibility for accidents, damage or theft involving student cars.

### **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. Boarding students will not be granted permission to maintain a car on campus.

## **WEEKENDS AWAY FROM BROOKS**

Students may take an overnight from school on Saturdays (short weekend) and on a limited basis leaving both Friday and Saturday nights (long weekend). Students are encouraged to be on campus and engage in the activities offered every weekend. This is an important part of the community at Brooks and one that is enjoyed by many. Leaving every weekend, or most weekends, will undermine a student's ability to build relationships and enjoy the full experience. We encourage students to consider their weekend leaves carefully.

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 on Sunday (usually by Sunday at 8 P.M.). Once a student returns to campus on Sunday, the weekend is considered over.

### **Short Weekends**

Short weekends begin after a student's last Saturday commitment (normally an afternoon activity commitment) and end by 7:50 P.M. on Sunday. Students are expected to return in time for Sunday study hours.

### **Long Weekends**

Third- and fourth-form students are permitted one long weekend per semester, and fifth- and sixth-form students are allowed two long weekends per semester. Long weekends begin after a student's last commitment on Friday (normally an afternoon activity). Students on a long weekend are not permitted to return to campus or to participate in school events, including games, until their weekend has ended on Sunday. Students requesting a long weekend will need to obtain permission from their teachers and coaches for the requirements they will miss, and will need to make arrangements for handing in major assignments.

Students requesting a short or long weekend will make their requests using the REACH management system. Requests for a weekend leave must be entered by Thursday evening. Weekend leaves are not considered complete until all necessary permissions and approval from the dean of students have been obtained. Boarders on weekends are expected to return in time for Sunday study hours (by 7:50 P.M.).

### **Community Weekends**

There are several community weekends 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. The Community Weekends are as follows: Opening weekend, September 10-12; Winter Term Weekend, January 7-9; and Graduation Weekend, May 30-31 (overnights are permitted Friday, May 29 and Saturday, May 30). Exceptions must be cleared through the Deans' Office well in advance.

## **OVERNIGHT VISITORS**

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

Student not from Brooks:

- Visitors 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. Parental permission of the guest and school approval must be obtained by Friday afternoon.

Boarding Students:

- Student must ask the dorm faculty on duty of the dorm they wish to stay in for permission no later than 7 P.M. on Saturday.
- Student must ask their own dorm faculty member on duty for permission to stay at the other dorm.
- The dorm faculty member of the dorm they wish to stay in will call their dorm faculty member to confirm the permission. The dorm faculty on duty has the right to limit the number of overnight guests on a given Saturday night.

Day Students:

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

## **Special Evening Events Permission**

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 from the dean of students on each occasion. Events such as concerts, athletic events, club sports, family gatherings, etc. will be permitted on a case-by-case basis with permission from parents or guardians of the student(s) involved and the dean of students. Permission should be obtained as early as possible and no later than 12 hours in advance of the event. Students will not be permitted to take public transportation or to travel with a student driver to these events; they must be transported to and from the event by an adult. The adult taking responsibility for the students attending this event must communicate with the dean prior to the day of the event.

## **GENERAL INFORMATION**

### **Meals**

Third- and fourth-form boarding students are required to attend breakfast on school days (five of the six days) and check in with a student prefect each morning. Fourth-formers may earn their way out of breakfast check-in after the first semester by demonstrating consistent attendance at breakfast (no more than one absence a 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 dean of students 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.

All members of the community are encouraged to eat in the dining hall, and porcelain, plastic, glass 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.

Students must dress appropriately for dining in the dining hall. Please review the school's dress code on page 33 of this Handbook.

### **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 be in attendance each day.

### **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 Meeting 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.

## RULES AND REGULATIONS

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 and expectations. 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

Students and their families are reminded of the importance of classes and other commitments during the school year. 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 demands 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 meeting four times weekly and six absences from a class meeting twice weekly. "Absent from" means "not 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 accommodation is made, no attendance credit will be awarded and the 18% rule will apply.

### **Unexcused Academic Absences**

In addition to the general policy on absences from required activities, the associate head for academic affairs 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, the dean of students 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
- Evening study hall
- 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 night detention (one hour for each cut). Saturday detention meets at 8 P.M. in the Science Forum unless otherwise noted by the deans.

Unexcused absence from other required school commitments, such as form meeting, work program, 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 dean of students.
- *12 total cuts*: the student will meet with the associate head for 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 an individual's travel plan, permission to leave early or return late from school breaks must be obtained from the dean of students. 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 dean of students. Absences from school should be communicated to the dean as early as possible. Repeated absences will merit further conversation and review. Students will be given an appropriate absence form to be signed by teachers whose obligations will be missed. This form is to be turned in to the dean of students a day prior to the student's departure.

### *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 must call Health Services (978-725-6206) or email [health@brooksschool.org](mailto:health@brooksschool.org) on a daily basis to notify them of the student's absence or tardiness. Any student leaving campus for medical related reasons must sign in and out through Health Services. Parental permission is necessary for a student to sign in and out of Health Services. We ask that a parent notify Health Services either by phone, in person or email that the student will be leaving school for a medical or health-related appointment or arriving late to school.

## 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.

## 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, to sleep, or when 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 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 early for the day.

**Enforcement:** Students not abiding by the dress code will be assigned Saturday 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.

## **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 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, 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.

### **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.

Following Massachusetts law, the school prohibits students from engaging in nonconsensual sexual activity, considering it to be egregious misconduct and a major disciplinary violation. 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 does not obligate a person to consent to any other behavior.
- Consenting on one occasion 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.

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, child protective service). Sexual activity, of any and all kinds, is prohibited between any student or applicant and any school employee.

### **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: (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. Intentional 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 (a) directed toward or concerning a target (individual or collective); and (b) functions to harm, demean, debase, dehumanize or other that person or group based on characteristics, assumptions or stereotypes connected to their race, such as skin color, physical characteristics, native language, 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, 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.

### **Grievance Protocol**

A student who is a target of or who has witnessed 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 a member of the DEI team — Mr. Jones, Ms. Johnston or Mr. Veit — or any other trusted adult within the community, or use [the google form](#) to report the information. Reporting such actions will help to improve the campus and community climate.

The school urges students 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.

Reports will be investigated by a member of the DEI team 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.

### **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 an agreed 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, Harassment, Discrimination, Hazing, Sexual Assault, Sexual Harassment and Retaliation**

The school does not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault, sexual harassment and 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, harassment, discrimination, hazing, sexual harassment, sexual assault 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, harassment, discrimination, hazing, sexual harassment, sexual assault 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) substantially disrupts the educational process or the school's orderly operations.

### *Definitions*

#### *Aggressor*

A student or employee who engages in bullying (including cyber-bullying), harassment, discrimination, hazing, sexual assault, sexual harassment or retaliation towards another person.

#### *Bullying*

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.

The school recognizes that certain students 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. 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.

#### *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, but is not limited to, 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.

#### *Employee*

An employee is any employee of the school, including but not limited to faculty, staff, educators, administrators, counselors, school nurses, dining services workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff and paraprofessionals.

#### *Harassment Or Discrimination*

Harassment or discrimination is behavior that 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.

Harassment and discrimination can take many forms. Examples include limiting opportunities to participate in certain clubs, teams or activities based on certain characteristics, as well as 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. Harassment also includes sexual harassment (as defined below).

#### *Hazing*

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.

#### *Hostile Environment*

A 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.

#### *Retaliation*

Retaliation is any form of intimidation, reprisal or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

#### *Sexual Assault*

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*

Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the school or being present at school-sponsored activities.

Examples of behavior that may constitute sexual harassment include (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 verbally 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.).

### *Target*

Any student against whom bullying, harassment, discrimination, hazing, sexual assault, sexual harassment or retaliation has been perpetrated.

### *Legal Definitions and School Policies*

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 above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

### *Reporting Complaints*

A student who is the target of bullying, harassment, discrimination, hazing, sexual assault or sexual harassment, or who has witnessed such an incident or any incident of retaliation, 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: either of the school counselors, the associate head for student affairs, the associate head for academic affairs, the associate head for faculty affairs, the dean of students, the human resource manager or the head of school, or to any other administrator or school employee with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask another adult or a classmate to help. Oral reports made to an employee will generally be memorialized in writing.

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, or to an external



local resource, such as Lawrence General Hospital's emergency room. 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 bullying, harassment, discrimination, hazing, sexual assault or sexual harassment, 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 dean of students. Furthermore, any parent/guardian who has witnessed bullying, discrimination, hazing, sexual assault or sexual harassment, or has relevant information concerning such an incident or any incident of retaliation, 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, harassment, discrimination, hazing, sexual assault, sexual harassment 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, harassment, discrimination, hazing, sexual assault, sexual harassment or retaliation may be subject to disciplinary action.

#### *Responding To Complaints*

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 the head of school or 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 the head of school's 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.

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.

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

- Whether and to what extent the allegation of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment 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 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, harassment, discrimination, hazing, sexual assault, sexual harassment 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 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, harassment, discrimination, hazing, sexual assault, sexual harassment 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, harassment, discrimination, hazing, sexual assault or sexual harassment, 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.

#### *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.

#### **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). This duty is triggered when there is reasonable cause to believe that a child is suffering from abuse or neglect. 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 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 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.

### **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, private voice calls (and voicemail), email and web surfing through accounts provided by the school. However, the use of school-provided network may be monitored by the school. 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. 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**

It is the responsibility of all parents 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, parents 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.

### **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 dean of students, the associate head for 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.

### **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.

### **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.

### *Prescription Drugs*

All student medications — including but not limited to all prescriptions (including marijuana), 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. (please note, however, that 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. 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.

### **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 dean on duty. If the suspicion is confirmed by the two adults, the dean will take the student to the Health and Wellness Center for a breathalyzer and urine 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, the dean of students 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 will be responsible for testing costs. Results of the test may be shared with the student, the student's parents, a school nurse, the school counselor, the dean of students, the dean on duty present during the testing, the associate head for student affairs 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 are not yet aware, the counselor will assist the student in telling the student's parents 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, school counselor and the parents. 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.

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 dean of students. 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, tazer 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 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 his 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 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, as long as they are enrolled at the school.

In reaching disciplinary decisions, the dean of students, the Discipline Committee, the associate head for student affairs 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. Students should make it their responsibility to study and understand these disciplinary guidelines and their underlying principles. If the head of school or his designee determines, in his sole discretion, that parental involvement is appropriate at any stage of the disciplinary process, then the head of school or his designee may contact parents to discuss the situation, in addition to those times when parental 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
2. Lying, stealing or any other form of dishonesty
3. Direct disobedience
4. The possession, consumption, use, purchase, or sale of alcohol, un-prescribed drugs or associated paraphernalia; the misuse of prescription drugs
5. The possession, consumption, use, purchase, or sale of illegal drugs or controlled substances (including marijuana)
6. The possession, consumption, use, purchase, or sale of tobacco products, vaping devices, and e-cigarettes
7. The possession of fireworks, firearms (including air guns and B.B. guns) or other dangerous weapons
8. Racist actions
9. Hazing, bullying or failure to behave in a courteous and considerate manner in any forum or in any medium
10. Violations of the dormitory sign-out, visiting and parietal regulations
11. Violations of the school's acceptable use policy
12. Open flames or smoking in or near school buildings
13. Vandalism
14. Sexual misconduct of any kind
15. Violations of driving rules, off-campus permissions and sign-out

16. Repeated offenses of a less serious nature
17. 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 dean of students. 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.

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

## **RESPONSE TO DRUG OR ALCOHOL USE OR POSSESSION**

A student's presence when a violation of the drug or alcohol rules occurs will likely result in disciplinary action, regardless of whether the student is the person who violated the rules. 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. 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 or failure to sign out — 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 Thursday evening may be assigned detention or denied weekend leave. Leaving campus before one's last commitment will result in cuts for all activities missed.

## **THE DISCIPLINE COMMITTEE**

Major violations of school rules will generally be handled by the dean of students, who may refer them to the Discipline Committee. The Discipline Committee is composed of three students and three faculty members plus the dean of students, who will chair the

committee but who will not vote. The dean may exclude himself 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 dean. The faculty members will be appointed by the head of school in consultation with the dean. Brooks may change the composition of the Discipline Committee at any time and for any reason. The head of school (or his 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 dean of students. 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 to the head of school or associate head for 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 or associate head for 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 his sole discretion. The head of school or associate head for 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 his sole discretion, with respect to any disciplinary circumstance. All disciplinary decisions made by the head of school or associate head for 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 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 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.

### Bounds (evening and campus restriction)

A student placed on bounds:

- Will be on restriction as noted above.
- Will be allowed to leave campus only for a school-required activity or with the student's own parents (without other students). This permission will be granted by the dean and will not interfere with evening restrictions.
- Will not be permitted to take a weekend.

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 that 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.

## 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 in the evenings.

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

## **REPORTING DISCIPLINE OR CHANGE OF STATUS TO COLLEGES**

The College Counseling Office requires students to disclose any school discipline, separations from school or suspensions to colleges or universities, if specifically asked from a college or university to do so. The Common Application also will no longer have a general question inquiring about a student's disciplinary history. 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.

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 suspension 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 within 10 days.

## **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. 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. While traveling to or from campus, while on weekends or vacations, stu-



dents 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. Such occurrences may be of disciplinary interest to the school.

## **PARENT 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 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 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, 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.

This policy applies to all employees and students. All students and employees must either (a) establish that they have received the designated vaccine(s); or (b) obtain an approved exemption as an accommodation. The process for seeking an accommodation is explained below.

Employees who do not fulfill one of these two requirements will be placed on unpaid leave and their status will be evaluated periodically. Students who do not fulfill one of these two requirements will not be allowed to come to campus.

#### *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, who has a qualifying medical condition that contraindicates the vaccination. Please notify Director of Human Resources Beth McNeff in writing at [bmcneff@brooksschool.org](mailto:bmcneff@brooksschool.org) to request an accommodation.

Students: Accommodations will be available to assist any student who is disabled, who has a qualifying medical condition that contraindicates the vaccination. Please notify Associate Head for Student Affairs Andrea Heinze at [aheinze@brooksschool.org](mailto:aheinze@brooksschool.org) 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, however, **exemptions or reasonable accommodations are not guaranteed**. Personal and philosophical reasons for not getting vaccinated are insufficient, and requests of this nature will be denied.

To request a medical or religious exemption, please complete [this form](#).

Students who are not fully vaccinated when they arrive to school will be required to wear a mask when indoors and follow other safety precautions in place for unvaccinated students. In addition, the school may limit or restrict an unvaccinated student from leaving

campus, other than for school required activities, until they are fully vaccinated.

### **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 director of health services is responsible for the management and direction of the Health and Wellness Center and Health Services staff.

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.
- 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.
- 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, parents will generally be notified. Parents 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.

### **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 parents' 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 off campus. Parents or guardians who live within a close proximity of the school are expected to accompany the student to off-cam-

pus appointments. In circumstances where this is not possible, the school will do its best to assist in arranging transportation, either with a medical driver or through a car service. A medical driver is an employee of Brooks School whose responsibility is to transport students to/from appointments. The driver does not accompany a student into the appointment or relay medical information. In the event that a medical driver is not available, the student may be transported to appointments via taxi cab service and the cost of this service will be billed to the student's Brooks School account or to the family directly.

It is the school's policy that students be accompanied by an adult to off-campus medical appointments and/or in all medical emergencies. In cases where this is not deemed necessary (as determined by the nurse and with parental permission), a student may travel to a non-emergency off-campus appointment via cab. In such instances, parents will be billed directly for the cost of transportation.

For any off-campus appointment, parents/guardians are responsible for the following:

- Ensuring the paperwork required by the off-campus medical facility is completed and signed prior to the visit. This may require contacting the office directly, or asking the school's Health Services to fax/scan the appropriate forms to be submitted to the medical facility;
- Assuming responsibility for any costs not covered by insurance for the medical appointment;
- Communicating directly with the off-campus health professional regarding the student's appointment and plan of care.

## **Medications at School**

### *Medication Storage, Packaging and Administration*

Certain types of medications require specialized packaging in the school setting. It is recommended that parents/guardians use our affiliated local pharmacy, Central Street pharmacy (as outlined in the "Pharmacy Information" portion of the Vital Health Record), for all medications, prescription and over-the-counter, including vitamins and supplements, to ensure medication packaging meets the safety requirements of the school. The pharmacy will charge a small fee for this special service; if this fee is charged, it will be charged to the student's account or to the family directly. If an account has not been established, prescription medications will be obtained at retail cost and billed to the parents/guardians through the Business Office or through the pharmacy directly.

The Health Services nurses, or school personnel who have been designated and trained in accordance with applicable law and the school's policy regarding delegation of medication administration, as directed by the prescribing physician, may administer all medication.

All medication must have an up-to-date order from a physician before it can be administered by Health Services nurses. Medication dose changes must be accompanied by a new order. Health Services will strive to notify parents/guardians of medication renewal needs in a timely manner. Health Services will not store medications beyond a 30-day supply; the maximum quantity sent to the school at a given time must therefore be a one-month supply. 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. Please note we do not take medication orders from family members who are health care providers.

### *Self-Administration*

In rare circumstances, the Health Services staff may allow for students to self-administer their medication(s) in accordance with applicable law. In these cases, a Health Services nurse(s), in collaboration with the parents/guardians, will establish an individualized medication administration plan for any student requesting self-administration privileges, as well as, for any student taking medication on a routine basis. The student will be involved in the decision-making process and the student's preferences respected to the extent appropriate, as determined by Health Services. In a collaborative effort, the Health Services 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). Based on this determination, the Health Services nurses will allow or disallow self-administration privileges in accordance with best practices and state and federal laws. The self-administration of medication(s) shall include self-administration while on school property and during school-sponsored trips. Under no circumstances may medications for treatment of ADD/ADHD, depression/psychiatric disorders (including, but not limited to, psychotropic medications and narcotics), and certain acne medications be maintained in a student's possession or dorm room.

### *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 Health Services 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, generally in the sole discretion of Health Services. Students may be required to check in with Health Services to meet with the 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.

### *Packaging Medications*

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. Health Services does 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. Misuse of the privilege to self-administer medication(s) may result in immediate revocation of the privilege(s). The school does not assume any responsibility for students who do not comply with the student's medication administration plan.

### *Special Considerations: Psychotropics/Stimulants*

Psychotropic/stimulant medications must be taken within the following time frame:

Extended release medications by 12 P.M., short acting medications by 7 P.M. (preferably 6 P.M.). These times may be flexible under special circumstances, such as major assessments, projects, and as determined by the nurse on duty, in the nurse's sole discretion.

*Special Considerations: Nutritional Supplements and Performance-Enhancing Products*

The Brooks School Health and Wellness Center respects the recommendations of the AAP, which state that "The American Academy of Pediatrics strongly condemns the use of performance enhancing substances and vigorously endorses efforts to eliminate their use amongst children and adolescents." Therefore, students at Brooks are not allowed to use nutritional supplements or performance enhancing products without a written order from their physician. Additionally, recent research has identified serious health risks to the adolescent population using energy drinks and protein powders. Health Services promotes a healthy and safe environment at Brooks, and discourages student use of these items on campus. CBD products, including oils, are not allowed on campus.

*Special Considerations: Epi-Pens and Inhalers*

Subject to the Self-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 Health Services at the start of the school year or when there are changes to the student's care. This also pertains to when students are traveling to off-campus events. Faculty do not carry such medications/supplies with them.

*Special Considerations: Allergy Treatment*

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

**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.

Physical exams must remain updated throughout the school year. It is the parent'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. These reports should then be mailed, faxed or brought to the Health and Wellness Center. 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 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, 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 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 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, 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 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 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 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 under the age of 18 may request and receive contraception, including emergency contraception, without parental permission or notice. Health Services staff will also conduct pregnancy tests and screening tests for sexually transmitted infections for

students at risk or who request such services. These services are available to all students; however, due to state law, parental notification is required for students under the age of 16. Parental involvement is always encouraged and suggested to those students involved in these sensitive situations, but these choices are ultimately the decision of the student. All students involved in such situations meet privately with the director of Health Services to discuss the sexual health of the student. These discussions and any related subsequent treatment are recorded in a confidential section of the student's school health record.

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 parental consent or involvement. Health Services staff continues to encourage the student to share their health information with their parents, 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, 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 of 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 of graduating sixth-formers are encouraged to print out pertinent health forms by logging into Magnus before their student graduates. After that time, parents 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 psychologist, Judith Werner, and by counselor Stephanie Holmes. Students may schedule an appointment with Mrs. Werner or Ms. Holmes by stopping by their offices, or through email, phone or Health Services. Both 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 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 who contact Mrs. Werner or Ms. Holmes 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 Mrs. Werner or Ms. Holmes 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 of their decision to seek counseling, parents are not automatically notified, even for students under the age of 18. Many students share their concerns with their parents 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 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 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.

### **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 school counselors, the director of Health Services, the associate head for academic affairs, the associate head for student affairs and the dean of students 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 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 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 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. Head Athletic Trainer John King (978-725-6209) and Assistant Athletic Trainer Lindsey McDowell (978-725-6227) are the school's 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 (Dr. Gregory Johnson) 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. Protocol includes an assessment at the time of injury, a period of complete rest, and, once the student is symptom-free without any medication for a minimum of five days, a plan will be put in place for the student's gradual return to activity. The stepwise approach will be employed and the student will continue to be monitored. The student must participate in at least one full-contact practice before returning to game play. The concussion protocol guidelines are available on the Parent page of OnBrooks and at the Health and Wellness Center.

### **Off-Exercise (“Off-Ex”) Status**

The director of Health Services, in collaboration with the school physician and the certified athletic trainer, 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 Services, 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 in a letter of commitment and/or 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 is offered to both fourth- and fifth-form students in October; 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](http://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 and Mrs. Moltz 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](http://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 on these eligibility procedures. Information about the tests and application deadlines are available at [www.collegeboard.com](http://www.collegeboard.com) and [www.act.org](http://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, three evenings per week.

### **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 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. 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 Americans with Disabilities Act as Amended (ADAAA) of 2008 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, generally 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 specializa-

tion). 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):

- Weschler Adult Intelligence Scale or Weschler 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)
- Weschler 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 Coordinator Kaylee Foderaro 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](http://bit.ly/brookstutor) to log the date and time of their visit(s) with a student prior to arriving on campus.
- Parents 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). The appropriate contacts are Christine Jackson (college counseling), Moira Goodman (Learning Center), Roberta Crump-Burbank (athletics) or Lance Latham (academics).

### **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](http://www.getrave.com).
- Enter Brooks email account as username. The site will then email login information.
- 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 School Store 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](http://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 section of the school website. Information regarding transportation is also communicated with parents 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, \$40) and to Connecticut/New York City (beginning and end of break, \$135 each way). 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.

### *Hostile Environment*

A hostile environment refers to a situation in which bullying 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.

### *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 partici-

pation 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 bullying or cyber-bullying prohibited by this Plan, should immediately notify a member of the Compliance Team: the school counselors, the associate head for student affairs, the associate head for academic affairs, the dean of students, the associate head for faculty affairs, the human resource manager, or the head of school. If a student is uncomfortable contacting 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, dean of students, or another member 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 determine 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 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, dean of students, or another member of the Compliance Team. Brooks employees should not make promises of confidentiality 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, dean of students, 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 targets 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.**

**Brooks School  
1160 Great Pond Road  
North Andover, MA 01845  
[www.brooksschool.org](http://www.brooksschool.org)  
(978) 725-6300**