



INSPIRED TO LEARN • ENCOURAGED TO EXPLORE • EMPOWERED TO LEAD

# FAMILY/STUDENT HANDBOOK 2021—2022

69 MIDDLESEX ROAD,  
CHESTNUT HILL, MA 02467  
617-566-7462 | [BRIMMER.ORG](http://BRIMMER.ORG)

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This Handbook is intended for the exclusive use of the Brimmer and May community. Use of the attached information for any purpose except legitimate Brimmer and May School activities is prohibited.

# WELCOME LETTER FROM JUDITH GUILD

Dear Brimmer and May Families:

Welcome to the 2021-2022 school year!

This Handbook serves as one of many points of communication the School provides for its families. Maintaining a healthy learning environment requires its members to understand the expectations and rules that govern its community. Please take the time to read this Handbook together, making sure you and your children understand the rules and guidelines required to keep our School a positive learning environment. Particularly this year, families will also need to review the COVID Health and Hygiene policies.

The values that guide the educational experience at Brimmer and May today make it the strong community it is and has been throughout its 142-year history. What makes a school special is both who its people are and what they believe. We believe our value-centered culture helps students become respectful, responsible, honest, kind, and equitable citizens. Students at Brimmer and May are expected to act with integrity and make ethical decisions as they grow and develop. Our Core Values -- Respect, Responsibility, Kindness, Honesty, and Equity—govern the daily interactions we have with one another in our community. Likewise, our Middle and Upper School students are expected to follow the Code of Conduct, which upholds the values of respect, responsibility, kindness, honesty, and equity. We ask that families join the faculty, staff, and administration in helping our students make good decisions with courage and integrity.

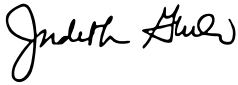
Encouraging and modeling a culture of acceptance and respect helps us build our community. Our curriculum has a global focus, so our students learn about other cultures, languages, and people every day. By encouraging curiosity and developing greater respect for people of all races, ethnicities, family structures, economic background, and beliefs, our students become empowered and responsible global citizens. We ask that you join us in helping our students understand the complexities of building an inclusive community.

Communicating appropriately and effectively with your student's teachers about academic matters and helping students be school-ready each day is a primary focus of this Handbook. As a PK through grade 12 school, we have the advantage of knowing what our students need to master in order to advance to the next phase of development, and we work hard so students can achieve their personal best. We ask that students come prepared for school ready to learn and demonstrate their knowledge.

At Brimmer and May we believe children learn best when school and home partner with each other. Families are encouraged to speak with their child's teacher whenever there is a concern or when important home events may affect their child's performance. Please read the methods for effective communication laid out in this Handbook carefully. Our goal is to be in partnership with families and to work in the child's best interest.

As we face the challenges the global pandemic generates, it is the strength and cooperation of the Brimmer community that will guide us to a successful outcome. It is my great honor to lead this unique, diverse, and student-centered school community, which knows no bounds. I hope you will join me in holding high standards for our students and supporting the dynamic spirit of this remarkable school.

Sincerely,

A handwritten signature in black ink, reading "Judith Guild". The signature is written in a cursive, flowing style with a large initial "J" and a stylized "G".

Judith Guild  
Head of School

# HISTORY, MISSION, AND PHILOSOPHY

Brimmer and May enjoys a 142-year history. The Brimmer School was founded in 1887 and the May School in 1880. In 1939, these two well-known Boston schools merged. In 1954, Brimmer and May moved to its current location, three miles west of Boston in Chestnut Hill. Brimmer and May became fully coeducational in 1992.

From the beginning, we have been committed to creating high-achieving, lifelong learners with strong moral character. Today, Brimmer and May continues this tradition as we educate students from PK through Grade 12.

## Our Mission

Brimmer and May is a PK-12 coeducational day school that upholds high academic standards while implementing innovative ideas in a supportive and student-centered community. We develop lifelong learners who are informed, engaged, and ethical citizens and leaders in our diverse world.

## Guiding Principles that Define a Brimmer and May Education

**Inspired to Learn:** We inspire students to be active learners, confident problem-solvers, and critical thinkers who work both independently and collaboratively.

**Encouraged to Explore:** We encourage students to engage their curiosity, expand their creativity, explore their interests, develop their voices, and strive for their personal best.

**Empowered to Lead:** We empower students to embrace opportunities, develop their intellect with character, and lead in the global community.

## Our Philosophy

Brimmer and May's curriculum combines academic excellence with innovative practices in the context of a global perspective. Emphasizing ethical citizenship and active learning, we cultivate responsible, articulate, and motivated students in a caring, inclusive, and diverse community. At Brimmer and May we believe that when learning is approached with joy and confidence, students achieve the personal growth needed to propel them toward success at each stage of their development. The result: We graduate students who go on to be successful leaders in their chosen field of study and in the workplace.

## A Culture of Equity, Inclusion, and Belonging

Equity is a Core Value of the Brimmer community. We strive to maintain curricular and extra-curricular programming that reflects the breadth and depth of diversity in our students and families. By recognizing, elevating, and celebrating every voice and identity, we develop in our students a sense of pride in who they are and in what they can accomplish.

Our cross-divisional Diversity, Equity, and Inclusion (DEI) Task Force is made up of administrators, faculty, and staff who are committed to the ongoing work of providing an equitable environment and experience at Brimmer. This requires constant examination of our curriculum, programs, and classroom practices to ensure that each community member feels heard, welcomed, and appreciated. We encourage our families to emphasize these values at home as well, as it helps us cultivate an inclusive environment at Brimmer where each student feels a sense of belonging.

## OPERATING PRINCIPLES

Brimmer and May is committed to educating thoughtful, informed, and ethical citizens. Informed by its early and substantial involvement in the Coalition of Essential Schools, Brimmer and May strives to uphold the 10 common principles of that organization (in abbreviated form):

1. Learn to use one's mind well.
2. Choose depth over coverage: less is more.
3. Apply the School's goals to all students.
4. Personalize the School experience to reflect the educational community.
5. Promote student-as-worker, teacher-as-coach.
6. Demonstrate mastery.
7. Model decency and trust.
8. Display commitment as generalists first and specialists second.
9. Dedicate resources to planning, teaching, and learning.
10. Promote a commitment to democracy, equity, and diversity.

## CORE VALUES

Brimmer has five Core Values that serve as our moral guidelines: Respect, Responsibility, Kindness, Honesty, and Equity. These five values are introduced in Lower School and threaded through each student's day to promote interactions that are conducive to learning. All students, faculty, and staff are expected to live by these Core Values, which are central to our School's mission.

## Middle & Upper School Statement of Commitment

Middle and Upper School students are expected to honor this statement:

I commit to upholding Brimmer's Core Values: Respect, Responsibility, Kindness, Honesty, and Equity. I hope to contribute in a positive manner to the life of the School and will abide by the spirit of the rules that guide our community. In support of the policies and rules of the Brimmer and May School, I have fully read the Student Handbook and agree to follow the guidelines specified in it. As a member of the community, I am aware of the expectations the School has for me, and I understand that to gain an education and to remain in good standing at Brimmer I must fulfill my obligations to the community.

# ACCREDITATION, MEMBERSHIP, AND PARTNERSHIP

Brimmer and May is accredited by The New England Association of Schools and Colleges (NEASC) and is a member of the National Association of Independent Schools (NAIS), which in 2011 designated Brimmer and May as a “School of the Future.”

We are also proud of our memberships and affiliations with the following organizations.

## Academic

Association for Supervision and Curriculum Development (ASCD), Association of Independent Schools in New England (AISNE), Association for Middle Level Education (AMLE), Coalition of Essential Schools (CES), the College Board, Mastery Transcript Consortium, Independent School Management (ISM), National Council for the Social Studies (NCSS), National Science Teachers Association (NSTA), National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE), One Schoolhouse, Center for Spiritual and Ethical Education (CSEE)

## Administrative

Council for Advancement and Support of Education (CASE), National Business Officers Association (NBOA)

## Athletic

Independent Girls Conference (IGC), Massachusetts Bay Independent League (MBIL), New England Preparatory School Athletic Council (NEPSAC), National Association of Intercollegiate Athletics (NAIA), National Collegiate Athletic Association (NCAA)

## College Counseling

Association of College Counselors in Independent Schools (ACCIS), Boston Independent School College Counselors Association (BISCCA), National Association for College Admission Counseling (NACAC)

## Global Partnerships

Anatolia College (a K-12 school in Greece); Association of International Educators (NAFSA); Bethel Blind School (Beijing, China); Dandelion School (Beijing, China); Ecole Elementair (Paris, France); Northlands School (Buenos Aires, Argentina); and Primary Source

## Parent Organizations

Parents’ Independent School Network (PIN)

## Testing Agencies

College Board (PSAT and AP), Council for Aid to Education (CWRA), Educational Records Bureau (ERB), Educational Testing Service (ETS)

# **NON-DISCRIMINATION POLICY**

Brimmer and May School is a nonsectarian institution and does not discriminate on the basis of any characteristic protected by law.

## **STATEMENT ON TITLES IX AND IV OF THE CIVIL RIGHTS ACT, SECTION 504 OF THE REHABILITATION ACT OF 1974, THE AMERICANS WITH DISABILITIES ACT, AND THE AGE DISCRIMINATION ACT OF 1975**

Members of the Brimmer and May community, guests, and visitors have the right to be free from all forms of harassment, discrimination and misconduct, on the basis of sex/gender, race, color, national origin, disability, religion, sexual orientation, gender identity, or age. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Brimmer and May believes in zero tolerance for sex/gender, race, national origin, disability, religion, sexual orientation, gender identity or age-based misconduct. Zero tolerance means that when an allegation of misconduct is brought to an appropriate administrator's attention, protective and other remedial measures will be used to reasonably ensure that such conduct ends, is not repeated, and the effects on the victim(s) and community are remedied, including serious sanctions when a responding party is found to have violated this policy. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define community expectations and establish a mechanism for determining when those expectations have been violated.

### **TITLE IX COORDINATOR**

Brimmer and May's Title IX Coordinator oversees compliance with all aspects of the harassment, discrimination and misconduct policy. The Coordinator reports directly to the Head of School and is housed May Hall.

Questions about this policy should be directed to the Title IX Coordinator.

Anyone wishing to make a report relating to discrimination or harassment may do so by reporting the concern to the Brimmer and May Title IX Coordinator:

Name: Cassie Abodeely

Title: Title IX Coordinator / Director of Summer & Auxiliary Programs Office of Summer & Auxiliary Programs

Physical Office Location: May Hall, 1st Floor, Brimmer and May School Address: 69 Middlesex Road, Chestnut Hill, MA 02467

Tel: (617) 278-2350

Email: [cabodeely@brimmer.org](mailto:cabodeely@brimmer.org)



Individuals experiencing harassment or discrimination also have the right to file a formal grievance with governmental authorities:

Office for Civil Rights (OCR), Boston Office  
US Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
Telephone: (617) 289-0111  
Facsimile: (617) 289-0150  
Email: OCR.Boston@ed.gov

In the event that an incident involves alleged misconduct by the Title IX Coordinator, reports should be made directly to the Head of School, Judy Guild at [jguild@brimmer.org](mailto:jguild@brimmer.org); 617-278- 2336.

The entire policy, Grievance Procedures, and Complaint Form are accessible on our website.

## COMINGS AND GOINGS

### School Hours

Brimmer and May officially opens at 7:30 a.m. Monday through Friday. The hours listed below reflect the times students are expected to be in the classroom ready to learn.

## DROP-OFF TIMES & LOCATIONS

### Lower School (PK-5) Drop-Off and Pick Up

#### Drop Off

Grades 3-5: 7:50 - 8:00 a.m.

Grades 4 & 5 in the Cummings Driveway

Grade 3 at the Devon Road Back Gate

Pre-Kindergarten - Grade 2: 7:55-8:05 a.m.

Pre-Kindergarten and Grade 2 in the Cummings Driveway

Kindergarten and Grade 1 at the Devon Road Back Gate

#### Pick-Up

PK-Grade 2: 2:45 p.m. Monday – Thursday & 2:15 p.m. on Friday (Noon on Wednesday for PK)

PK in the Cummings Driveway

Kindergarten – Grade 2 at the Devon Road Back Gate

Grades 3-5: 3:00 p.m. Monday – Thursday & 2:30 p.m. on Friday:

Grades 3 - 5 at the Devon Road Back Gate

## Middle School (Gr. 6–8) Drop-Off and Pick-Up

Drop Off: 7:30 - 7:50 a.m.

Middle School School Day Hours

Monday – 7:50 a.m. - 3:15 p.m.

Tuesday through Friday – 7:50 a.m. - 2:30 p.m.

After School Study Hall Program (A.P.) offered daily from the end of the school day until 5:30 p.m. beginning September 8.

### **Pick Up:**

Mondays at 3:15 p.m.

Tuesday - Friday at 2:30 p.m.

Parents should line up on Middlesex Road for pick up.

## Upper School (Gr. 9–12) Drop-Off and Pick-Up

Drop Off: 7:30 - 7:50 a.m.

Pick Up: Students may be picked up at the conclusion of the day in the Gym Parking Lot or on Middlesex Road.

## After School Hours

Lower School Extended Day

Dismissal - 5:30 p.m.

Middle School After-School Program (A.P.)

2:30/3:15 - 5:30 p.m.

Upper School students should be picked up by 5:45 p.m., unless they are remaining on campus later for a school activity such as rehearsal or athletics.

## Calendar

Please see the online calendar on the Brimmer website for a full, up-to-date schedule of events.

## Business Hours

During the school year, the Brimmer administrative offices are open from 8:00 a.m. until 5:00 p.m. Monday through Thursday and 8:00 a.m. until 4:00 p.m. on Fridays. There is typically one person in each department during these hours. It is best to schedule an appointment to ensure that you can meet with the appropriate person.

## Summer Business Hours

During the summer months, the Brimmer administrative offices are open from 9:00 a.m. until 3:00 p.m. Monday through Thursday and 9:00 a.m. to 1:00 p.m. on Friday. There is typically one person in each department during these hours. It is best to schedule an appointment to ensure that you can meet with the appropriate person.

# ARRIVAL TO SCHOOL

## Lower School Arrival to School

Educating children is a cooperative effort between family and School. Brimmer encourages families to help children arrive on time, rested, well-fed, and ready for a full day of activity. Students may not arrive on campus before the designated drop-off time listed in the Lower School Drop-Off section of this Handbook.

## Lower School Late Arrival

Students who arrive after 8:05 a.m. are considered tardy. If children arrive after the designated drop-off time, parents/guardians must accompany them to the Main Entrance of the building in which their classroom is housed. If a child is persistently tardy, the Head of Lower School will request a parent conference.

Students' records include the number of times a child is tardy and absent.

## Middle & Upper School Arrival to School

Students are expected to arrive at School prior to 7:50 a.m. All Middle and Upper School students must be dropped off in the designated space in the School's parking lot. School staff will direct parents and keep the car line moving.

## Middle & Upper School Late Arrival

If a late arrival is due to a morning appointment, the parent/guardian should send an email to [attendancensus@brimmer.org](mailto:attendancensus@brimmer.org), or call the School to give an approximate time of arrival. If traffic or MBTA delays cause the late arrival, the student will be excused on a case-by-case basis.

Students who arrive late to school must enter through the main doors of the Hastings Center and sign in at the front desk.

Students who arrive late to school twice in a week and miss class may receive a division specific consequence (i.e. Detention or ISCR). Students with an excused tardy will be considered excused.

Students that arrive late to school twice in a week and miss class may receive an ISCR. Students with an excused tardy will be considered excused.

## Middle & Upper School Tardiness to Class

Students who arrive late to class are disruptive to the learning environment. Tardiness to class is defined as a student arriving after the passing time allotted in the schedule. Absence from class is defined as missing more than half a class. Teachers may assign a student with an ISCR if they accumulate more than three class tardy in a marking period. There may be an academic consequence as well.

# ABSENCES

Providing as few learning interruptions as possible makes for a stronger school experience for students. However, if a student is ill, they should stay home until symptom free.

## Lower School Absences

Lower School families must call the Main Office or email [attendancels@brimmer.org](mailto:attendancels@brimmer.org) if their child is absent for the day or plans to be tardy to School. If a child is sick, the classroom teacher will work with them and their family to create a plan for making up work. Some assignments will be found on the homeroom's Canvas page and can be completed during the absence, while others will require teacher support and can be made up when the student returns to school.

Parents must notify in writing and receive approval from the appropriate Division Head regarding any absence for reasons other than illness. Parents are strongly encouraged to use the scheduled vacation time for travel or other events that prevent a child from participating in the full School program.

All work must be made up within a week of the student's return. Students with a prolonged illness will be given additional time to make up assignments. Any student that misses more than three days in a row due to illness must check-in with the School Nurse for return, as a doctor's note may be required. This helps the School make proper accommodations for students returning from prolonged illness.

## Middle & Upper School Absences

Students are expected to meet all academic, athletic, and extracurricular requirements, including but not limited to classes, study halls, homerooms, morning meetings, assemblies, athletic practices and games, rehearsals, etc. Excessive absence or tardiness prevents a student from benefiting from the opportunities afforded them at Brimmer and keeps students from contributing effectively to the School's community of learners. See "Attendance Requirements" to understand the impact excessive absences have on grades and course credits. Absence from athletic practices may result in less playing time in the next game.

Parents must notify in writing and receive approval from the appropriate Division Head regarding any absence for reasons other than illness. Parents are strongly encouraged to use the scheduled vacation time for travel or other events that prevent a child from participating in the full School program.

Students are responsible for the work they miss while absent. Upon their return they are expected to meet with teachers to arrange a plan to complete their work and to receive assistance they may need. Prior to meeting with a teacher, students should review any class materials posted on Canvas.

All work must be made up within a week of the student's return. Students with a prolonged illness will be given additional time to make up.

Any student that misses more than three days in a row due to illness must check-in with the School Nurse for return, as a doctor's note may be required. This helps the School make proper accommodations for students returning from prolonged illness.

Middle and Upper School students are required to meet with teachers to arrange to make up the missed work at a ratio of 2 days for every 1 day absent or one week, whichever is less. Tests and quizzes must be taken as soon as possible upon return to School.

## **Attendance Requirements - Middle & Upper School**

Teachers will record attendance for each of their courses, and every Middle and Upper School student will be expected to attend their classes to receive full participation credit for each course.

Low class attendance can have an adverse effect on a student's ability to be successful in a class. Students who miss a substantial amount of school may not be able to receive a letter grade for a course or may lose credit for a course based on the following guidelines:

Greater than 25% of Class Time Missed: Pass/Fail course grade

\*Approximately 19 Classes Full Year/8 Classes Semester Course

Greater than 40% of Class Time Missed: Pass/Fail course grade without credit

\*Approximately 30 Classes Full Year/14 Classes Semester Course

When a student has a concerning attendance record, the student and parent will be notified in a Progress Report or by a School official. In the event of inordinate absence from a class or classes, both student and parent must meet with the appropriate Dean of Students or Division Head to discuss the reasons for the absences. Excused medical absences will be taken under advisement with the School Nurse. Unexcused absences may lead to a loss of course credit

## **Excused Absence**

Parents/Guardians must call, email, and/or provide a note to the School for an absence to be excused.

Brimmer considers the following types of absences to be excused:

**Illnesses:** When a student is ill and cannot attend School, a parent/guardian should do the following:

In the Lower School, a call should be made to the School Receptionist or email [attendancels@brimmer.org](mailto:attendancels@brimmer.org).

In the Middle and Upper School, a call should be made to the Registrar or email sent to [attendancemsus@brimmer.org](mailto:attendancemsus@brimmer.org).

All notifications should be communicated before the start of the school day (8:05 a.m. for Lower School and 7:50 a.m. for Middle and Upper School).

**Medical appointments:** Students must bring a note to School on the day of the medical appointment or a parent/guardian should send an email. Students will not be allowed to leave the School without a message from a parent or guardian.

**Family emergencies:** In the event of a family emergency, the School asks that families contact the appropriate Division Head as soon as possible.

**Recognized religious holidays:** In anticipation of an excused absence for a religious event, families should notify the appropriate Division Head and Registrar.

**College visits:** Families planning on using School days for college/school visits must seek advance approval from the Head of Upper School and inform the student's college counselor.

Any absence not described as excused is considered unexcused.

## Unexcused Absence

If a Middle or Upper School student chooses not to attend class or other School activities for unacceptable reasons and without parental consent, the student will receive a Saturday detention. Brimmer does not recognize missing School to work on homework or projects as a legitimate excuse for absence. If students have more than one unexcused absence in a school year, they will face consequences or disciplinary action determined by the Division Head and Dean of Students.

Students who plan to participate in athletic events, theatre performances, or exhibitions must attend all regular classes and other scheduled events on the day of the event.

## Missed Assessments Due to Absence or Tardiness - Upper School

If an assessment is not taken at the scheduled time and a student is on campus on the day that it is given, the student may be penalized a full grade if the assessment is not taken later in the day. It is the student's responsibility to arrange a time to take this assessment.

If a student is absent on the day of an assessment, the test or quiz must be made up the following day during class time, in a study hall or free period, or in accordance with policy for making up work due to illness. If class does not meet the following day, the student must make up the assessment during a study hall/free period or after school. If the student does not find the teacher to set up a time to take the assessment, the student will be penalized a full grade on the assessment.

# DISMISSAL

## Dismissal Times

Those picking up students should arrive no more than five minutes before the dismissal times listed below. All students in Extended Day are expected to be picked up by 5:30 p.m.

### PK-Grade 2

**Monday – Thursday 2:45 p.m. and Friday 2:15 p.m.**

**12:00 on Wednesday for PK**

**PK:** PICK-UP in front of Cummings

**K-Grade 2:** PICK-UP Back Gate, Devon Road

### Grades 3-5

**Monday – Thursday 3:00 p.m. and Friday 2:30 p.m.**

PICK-UP Back Gate, Devon Road .

### Grades 6-8

Monday: 3:15 p.m.

Tuesday - Friday: 2:30 p.m.

### Grades 9–12

Monday - Friday 3:15 p.m.

Students in Grades 6-12 are dismissed from class at the times indicated above, though may be picked up later due to afternoon activities on campus.

## Bus Arrival and Dismissal Times

Brimmer currently runs a morning and afternoon bus to and from Boston's Back Bay; a morning bus only from the western suburbs of Wellesley, Weston, and Newton; and a morning bus only from West Roxbury, Roslindale, and Jamaica Plain.

In the afternoon, a teacher will ensure every student on the bus list is accounted for before allowing the bus to leave. Parents need to send an email to Tom Bray ([tbray@brimmer.org](mailto:tbray@brimmer.org)), your child's classroom teacher, and Courtney McGillicuddy ([cmcgillicuddy@brimmer.org](mailto:cmcgillicuddy@brimmer.org)) regarding any dismissal changes.

## Professional Development & Parent Conferences

Wednesday, October 27, 2021	No School—PK-5
Thursday, November 10, 2021	1:40 p.m. Early Dismissal Grades 6-12
Friday, November 12, 2021	No School Grades 6-12
Friday, January 14, 2021	No School—PK-12
Wednesday, March 2, 2021	No School—PK-5
Thursday, April 7, 2021	2:30 p.m. Early Dismissal Grades 6-12
Friday, April 8, 2021	No School—6-12
Wednesday, May 4, 2021	Early Dismissal 11:30 a.m.—PK-K Early Dismissal 11:45 a.m.—Grades 1-5

## LOWER SCHOOL DISMISSAL PROCEDURES

### Dismissal Procedures - Lower School

Parents of students in Grades PK-5 are asked to arrive no more than five minutes before their child's pick-up time. Parents are asked to form a car line at the designated pick-location (making sure not to block driveways) and to display a tag with the student's name(s) on their dashboard. The tags are color-coded: yellow—PK-2 and blue—3-5.

The School must be notified in writing if someone other than a parent is picking up a child on a regular basis. If a child is going home with a friend or being picked up by a person unknown to the School, the parent must send in a note or email [attendancels@brimmer.org](mailto:attendancels@brimmer.org) that morning, and the designated person picking up the child must provide identification.

Students in PK are dismissed from the Cummings Driveway and students in K – Grade 5 are dismissed from the playground gate on Devon Road. The School asks all families to remain in their vehicles in order to ensure a safe and speedy dismissal. **If you need to park, please park on Dunster Road and not on Devon Road.** Parents whose children are dismissed from the playground gate on Devon Road are asked to wait patiently behind the white line for their child to be dismissed.

Students who are not picked up within 15 minutes of their dismissal time will be brought to the Extended Day Program. Please notify the School Receptionist if you are running late. Parents who arrive more than 15 minutes late will be charged for Extended Day. The School reserves the right to deny access to Extended Day and assess a fine to any family that is chronically late.

### Dismissal Safety

The safety of children is our number one priority. The School kindly ask that drivers take note of the following protocols prior to the start of school. Drivers should:

- Remain in their vehicles in the pick-up line and wait their turn
- Turn off car until the line begins to move
- Remain aware of driveways and refrain from blocking or turning around in them



- Only pass another car at the request of a staff member
- Drive slowly and remain in the car
- Refrain from using cell phones during loading and unloading
- **Have students enter and exit from the passenger side of the car only**

## Dismissal Procedures - Middle School

Students complete their academic day at 3:15 p.m. on Mondays and 2:30 p.m. Tuesday - Friday.

Students who are not picked up within 5 minutes of the end of the school day or their after school activity must report to A.P. (the after school study hall) and check in with the A.P. supervisor. All students who are in A.P. must check out with the A.P. supervisor when they are leaving to go home.

Parents/Guardians of students in Grades 6-8 are asked to arrive no more than five minutes before their child's pick-up time. Parents who are picking up their student at the regular dismissal time must line up on Middlesex Road and will be directed by a faculty/staff member. There is no parking on Middlesex Road during dismissal times. Staff will enforce this request in order to ensure the safety of all students and to minimize traffic on Middlesex Road in front of the Chase/Hastings Building.

## Dismissal Procedures - Upper School

Parents/guardians of students in Grades 9-12 are asked to arrive no more than five minutes before their child's pick-up time. Parents/guardians are encouraged to park on Dunster Road or in one of the School parking lots (after 3:15 p.m.) when picking up their student. There is no parking on Middlesex Road prior to and during School dismissals. Staff will enforce this request in order to ensure the safety of all students and to minimize traffic on Middlesex Road in front of the Chase/Hastings Building.

## EARLY DISMISSAL

The School has several days in the calendar year when students are dismissed early from School. These days are on the main calendar. The School strongly encourages families not to take their children out early for vacations or social events. When a student needs to leave early, the parent must follow the guidelines as described in each division as written below.

### Lower School Early Dismissal

If a student needs to be dismissed from School before the scheduled time, parents/guardians must write a note to the child's homeroom teacher and the Lower School receptionist. Students will be dismissed from the entrance of the Main Office at 69 Middlesex Road. If you send an email directly to the student's teacher, please copy Ms. McGillicuddy ([cmcgillicuddy@brimmer.org](mailto:cmcgillicuddy@brimmer.org)) and ([attendancels@brimmer.org](mailto:attendancels@brimmer.org)).

## **Middle School Early Dismissal**

To receive permission to be dismissed early or to leave School with someone other than the usual driver or if a student is to be dismissed early from School or athletics, they must email the Division Head who will confirm the email has been received. Before leaving early, the student must sign out at the front desk.

## **Upper School Early Dismissal**

To receive permission to be dismissed early, a student must bring a note written and signed by the parent to the Registrar or Head of Upper School, or the parent can send an email to [attendancensus@brimmer.org](mailto:attendancensus@brimmer.org). Before leaving early, a student must sign out at the front desk.

## **Early Dismissal Due to Snow or Emergency**

In the event of an early dismissal from School due to snow or another emergency, parents will be notified through the School's emergency alert system of the dismissal time, and the information will be posted on the School's website.

## **School Cancellation or Delayed Opening**

When School is canceled or delayed for weather conditions or any other reason, an email and voicemail announcement will be broadcast via our emergency alert bulk messaging system. Families can also check WRKO and Channel 7 TV, WBZ-AM (1030) and Channel 4 TV, and WBUR-FM (90.9) for this information. Radio announcements usually begin at 6:30 a.m. The decision to cancel or delay School also will be posted on the School's website. The School will call snow days based on local conditions. However, the School respects parents' individual decisions based on safety considerations. Brimmer and May, as an independent school, does not have a snow day make-up policy. However, in extreme circumstances the School may consider how missed work and/or time can be made up. Students should expect to turn in any missed work or missed assessments due to School closure during their next class.

# STREET SAFETY, TRANSPORTATION, AND PARKING

Since Brimmer and May is located in a residential community, students and parents should be considerate of our neighbors at all times. Students travel to and from School by car, foot, bus, and the MBTA.

In the Lower School, it is essential that the School have information about how and with whom a student is transported to and from School. Transportation forms are kept on file in the Main Office at 69 Middlesex Road. If there is a change in transportation plans, the School must be notified in writing by the parent or guardian of the student. Students will not be released to anyone unless the School receives prior notification from parents or guardians.

Students in Grades 6-11 are not to ride in student-driven vehicles. Only 11th grade (second semester) and 12th grade students with parental permission may ride in other student-driven cars with other 11th and 12th grade students only. It is our expectation that students are in compliance with the Massachusetts State Law regarding a Junior Operator's License, which may also include permission to drive one's siblings.

## Street Safety

Crossing Middlesex Road is permitted only at the crosswalk using the traffic light; all members of the community, including parents, are expected to follow this policy. Students in Grades PK– 4 must be accompanied by a teacher or another adult when crossing the street. Signs are posted to designate where it is appropriate to park. Laws prohibiting parking and drop-off are strictly enforced by both the Brookline and the Newton Police Departments.

## Driving Safety Reminders

Drivers are asked to help keep the roads around the School clear and traffic flowing smoothly when visiting campus. They must adhere to all speed limits and all parking signs and refrain from making U-turns at the entrance to Devon Road, Norfolk Road, Dunster Road, parking lots, or neighbors' driveways and blocking the crosswalks or parking lot entrances.

The circular driveway in front of Cummings Hall (73 Middlesex Road) is one way and for cars only. Pedestrians walking between Cummings Hall (73 Middlesex Road) and McCoy Hall (69 Middlesex Road) are asked to please use the walkway between the two buildings and refrain from walking along the driveway for safety.

## No Idling

Idling for longer than five minutes is illegal in Massachusetts. Please turn off your car engine when you are waiting to pick up your child.

## Parking Stickers

Brimmer and May numbered stickers are required for all vehicles transporting children to and from School. New families will receive stickers in the mail. To obtain additional stickers, please call

the Administrative Assistant to the Head of School at 617-278-2327. Please affix the sticker to the rear window on the right side.

## **Student Parking**

Student parking is limited due to available space. Students who drive to School must apply for a parking space through the online form sent to parents and students. Spaces will be assigned by the Head of Upper School, Head of School, and CFO based on criteria explained on the form. Students without parking spaces may not park in a School lot until after 3:15 p.m. All cars parked in the lot must be registered with the business office and display a current parking sticker. Cars in the lot without Brimmer and May stickers or without an assigned parking space run the risk of being towed.

Due to a limited number of spaces, some students may be asked to share a space with another student to use on alternating days and not all students may be assigned a space. More information can be found on the student parking request form.

## **Parent Parking**

After 3:15 p.m. all parents are asked to use the School's parking lot and are asked not to park on Middlesex, Norfolk, or Devon Roads. Specific guidelines for parking at drop-off and pick-up are detailed by division in the Comings and Goings section.

## **MBTA Passes**

All students are eligible for MBTA passes. Monthly passes can be obtained by calling Patty Bray at 617-278-2325. The MBTA Green Line D Chestnut Hill stop is located next to the Brimmer and May parking lot. Per MBTA rules, the replacement cost for lost passes is \$10.

## **Buses**

Brimmer and May currently runs a morning and afternoon bus to and from Boston's Back Bay with stops along Beacon Street; a morning bus only from the western suburbs of Wellesley, Weston, and Newton; and a morning bus only from West Roxbury, Roslindale, and Jamaica Plain. Families interested in the bus services can contact the Director of Transportation Services at 617-839-6195 to receive detailed information about the pick-up and drop-off times, routes, and fees. Brimmer buses are also used for field trips and athletics.

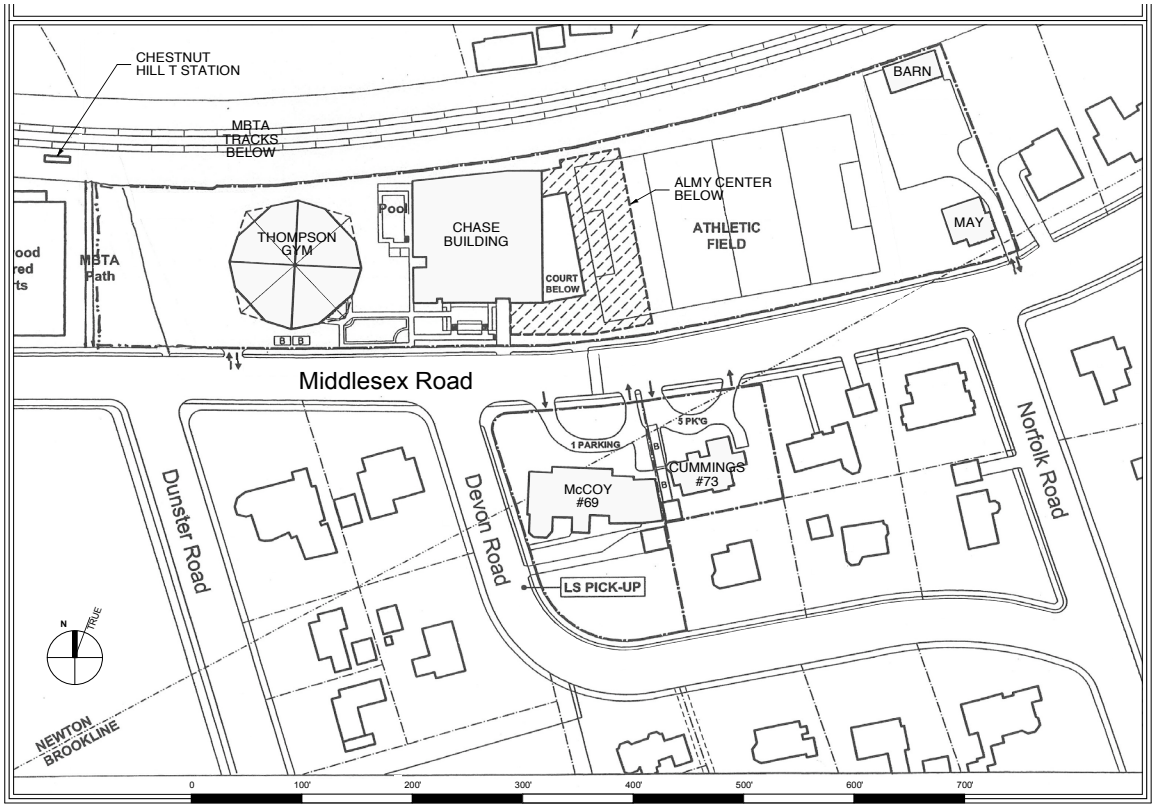
## **Carpools**

Brimmer encourages families to carpool whenever possible. A list of students by town can be found in the Directory.

## **Transportation to Sports Practices and Games**

Students in the Middle School and Upper School are responsible for arranging their own transportation home after practices and games. Transportation to away games and back is provided by the School. Students are not permitted to drive to a game or practice without the permission of their parents or guardian, the Athletic Directors, and the Head of Upper School.

Parking Map



# ACADEMIC SCHEDULES

The scheduling process is complex and highly individualized. Lower School students follow a homeroom schedule, and Middle and Upper School students follow an individual schedule. A complete list of academic offerings and requirements can be found in the Academics section of our website and in the Curriculum Guide for each division.

## Academic Schedule - Lower School

Daily and weekly schedules are posted in all classrooms. Parents are given a copy of their child's homeroom schedule at Back-to-School-Night. This information is also posted on the teacher's Canvas course.

Parents are encouraged to take into account their child's schedule when planning appointments.

A Lower School student's week includes Language Arts, Mathematics, Science, Social Studies, World Languages, Technology, Physical Education, and Creative Arts classes. The time blocks are more fluid than in the Middle and Upper School to allow teachers to expand lessons, increase collaboration, and have more flexibility. Students also have snack, recess, and lunch daily. Weekly Share assemblies will be held on Fridays.

## Snack - Lower School

Snacks are provided daily to all students in Grades PK–5. The snack should follow the guidelines provided by the Nutrition Committee. If a student has an allergy, the parent should contact the School Nurse.

## Recess - Lower School

Outdoor recess is an important part of the day. During extremes in weather, it is sometimes necessary to have recess indoors. In the fall and spring, precipitation, temperature, and humidity are deciding factors. In winter, precipitation, temperature, windchill, and ground cover are considered. These conditions are reassessed throughout the day with the hope that the children will be able to go outside. The students enjoy using the Mugar Family Playground & Outdoor Learning Space and the field space. Two or more teachers are always supervising the students. Because play is the foundation for learning, we encourage students to use their imaginations and creativity on or around the structures and spaces provided.

## Lunch Program - Lower School

All students are expected to participate in the School lunch program. Parents of students with serious medical concerns seeking exception to the lunch program should contact the School Nurse and the Head of Lower School.

The School works hard to provide a balanced, nutritious, and varied lunch menu. Monthly menus are planned and posted on the Resource Board in the Parent Portal and on the Brimmer app. Menus meet or exceed the current Dietary Guidelines for Americans.

With our Dining Commons once again open, extra precautions will be taken to ensure the School community feels comfortable and safe during lunch. The Dining Commons will not be at maximum capacity during lunch. Our Lower School will be split into three different lunch shifts, with PK eating lunch in their classroom. For Middle School, 6th grade will be eat separately from the 7th and 8th grades during one shift. Upper School lunch will remain the same with one lunch shift for Grades 9-12. Faculty on lunch duty will ensure that there is a minimum of 3 feet in between each student while eating. Students will be encouraged to eat outside as much as possible, depending on weather.

Disposable gloves are available for those who are not comfortable touching commonly touched areas. Students will be encouraged to come through the lunch line only once, and the kitchen staff will ensure that each student has enough food so that the urge for seconds isn't necessary. Surfaces have always and will continue to be wiped down and sanitized between each lunch shift.

Vegetarian, vegan, and gluten free option lunch options are available, along with alternatives for more specific allergies.

In addition to the daily menu offering, Lower School students are offered a variety of fresh-cut red peppers, cucumbers, tomatoes, and mini carrots with dressing packets; and cheese, SunButter, plain jelly, and SunButter and jelly sandwiches on whole wheat bread. Yogurt and/or cottage cheese cups and fresh fruit are also offered daily. Once the weather gets a little cooler (around mid-October), a daily soup option is added.

Students have a choice of 1% milk or water at lunch. Dessert is child-sized and offered once per week.

## **Lunch Times - Lower School**

Students in PK – Grade 1 have lunch at 10:50 a.m., and students in Grades 2-3 will have lunch at 11:15 a.m., and grades 4 and 5 will have lunch at 11:40 a.m. Each grade will have approximately 25 minutes to eat.

## **Physical Education - Lower School**

Lower School students attend Physical Education classes three times per week with their grade-level peers. The primary goal of the Physical Education program is to assist each child in developing the skills and knowledge of human movement that will result in a lifetime of physical activity. Activities encourage an appreciation of lifetime sports and an awareness of fitness and health issues. The program emphasizes participation, cooperation, and good sportsmanship.

To help ensure children's safety and to protect the surface of the gym floor, all students in PK through Grade 5 are required to have a pair of sneakers for P.E. classes. These sneakers must have laces or Velcro and should be appropriate for physical activity. Slip-on shoes are not appropriate. An extra pair of sneakers should be brought to School the first week of School and will be stored in the gym. All sneakers must have the student's name written on them.

### **Buddy Groups - Lower School**

Teachers in the Lower School have Buddy Groups of between 8 or 10 students; older students are matched with a younger Buddy. Buddy Groups typically meet at the weekly Share assembly. Buddy Groups promote friendships between students of various ages and foster the older students' sense of responsibility.

### **Share Assembly - Lower School**

The Share assembly occurs most Fridays throughout the school year. At Share, Lower School Buddy Groups come together for performances by students and special guests. There may also be special events such as a Buddy Walk or Buddy Reading. Perhaps the most anticipated part of Share is when Gators-of-the-Week are presented to students and/or adults in the community who do something that goes "above and beyond" the Core Values. Share builds the feeling of community, and students learn to respect and appreciate a performance and find out what it means to be part of an audience. Parents will be notified if there is a special Share assembly when their child will be performing. These events will be held via Zoom.

### **Field Trips - Lower School**

Field trips are an integral part of the academic program. Students are required to have on file a written permission slip that provides parental permission for all trips throughout the school year. Parents often chaperone field trips.

While the School is operating under COVID-19 policies, field trips will be limited.

## **ACADEMIC SCHEDULES - MIDDLE & UPPER SCHOOL**

The School uses a rotating block schedule with classes meeting three or four days each week. An individualized daily class schedule is posted through the Parent and Student portals during the summer, prior to the beginning of School. Schedules may be updated during the school year. Student schedules are also available online on the Resource Board, under Grades and Updating Personal Information. Shown at right is a generic block schedule for the Middle and Upper School.



## Central Schedule - Middle & Upper School

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 – 8:00	<i>MS/US AM Mtg</i>	<i>ADVISOR Mtgs</i>	<i>MS HR/US Mtg</i>	<i>ADVISOR Mtgs</i>	<i>MS Mtg/US HR</i>
8:00 – 9:10 [70]	G	A	J	F	C
9:15-9:55 [40]	E	B	C	G	F
9:55– 10:10 [15]	<i>Break &amp; Recess</i>	<i>Break &amp; Recess</i>	<i>Break &amp; Recess</i>	<i>Break &amp; Recess</i>	<i>Break &amp; Recess</i>
10:10- 11:20 [70]	D	H	E	H	B
11:25- 12:15 [50]	C	F	B	E	G
12:20 – 1:00 [40] US Classes	F	D	A	C	H
12:15 – 12:50 [35] MS Lunch					
1:00 – 1:40 [40] US Lunch	F	D	A	C	H
12:50 – 1:35 [45] MS Classes					
1:40 – 2:30 [50]	A	J	Assembly/ Activities	J	D
2:35 – 3:15 [40]	B	E	G	D	A
3:20	<i>MS Activities US Sports</i>	<i>US Sports</i>	<i>US Sports</i>	<i>US Sports</i>	<i>US Sports</i>

## **Periods**

The school day is divided into seven blocks for Middle School; an eighth block is added for Upper School as its school day is longer. Class periods are 40, 50, or 70 minutes long. Attendance is taken every class period throughout the day.

## **Morning Meetings - Middle & Upper School**

One way the School helps build community is by starting each morning with a community gathering.

On Mondays from 7:50 - 8:00 a.m., students in Grades 6–12 meet in the Theatre to share announcements and information, preview School events, and report game results.

On Fridays from 7:50 - 8:00 a.m. students in Grades 6–8 meet in the Theatre to share information relevant to the Middle School. The Middle School Senate President facilitates this meeting.

## **Homerooms - Middle & Upper School**

Middle School Homerooms meet on Wednesday mornings from 7:50 - 8:00 a.m. Upper School Homerooms meet on Friday mornings from 7:50 - 8:00 a.m.

## **Advisor Meetings - Middle & Upper School**

Middle and Upper School advisor groups meet on Tuesday and Thursday mornings from 7:50 a.m. – 8:00 a.m.

## **Snack & Break - Middle & Upper School**

A snack is provided for Middle and Upper School students during Break from 9:55-10:10 a.m.

## **Assembly & Activities Period**

Each Wednesday, between 1:40 p.m.-2:30 p.m., there is a flexible period that may be used for Middle/Upper School, Middle School, or Upper School programming, Activities/Clubs meetings, Advisory Meetings, Extra-Help Sessions, or class make-up time. Assemblies are aligned with the School's mission and may focus on a broad range of topics.

## **Clubs and Activities - Upper School**

In the Upper School, students may join various student and faculty led clubs. Clubs either meet during the 40-minute lunch period or during the Assembly/Activities period, lunches, after-school, or on weekends.

## **Lunch Program - Middle & Upper School**

All students are expected to participate in the School lunch program. Parents of students with serious medical concerns seeking exception to the lunch program should contact the School Nurse and the appropriate Division Head.

The School works hard to provide a balanced, nutritious, and varied lunch menu. Monthly menus are planned and posted in the Resources section of the Parent Portal and on the Brimmer app. Menus meet or exceed the current Dietary Guidelines for Americans.

In the Upper School, students who have lunch time off-campus privileges may not bring food from outside into the Corkin Family Dining Commons. Upper School students may not use food delivery services to order food on campus during the school day. All 9th and 10th graders should eat lunch in the Corkin Family Dining Commons.

With our Dining Commons once again open, extra precautions will be taken to ensure the School community feels comfortable and safe during lunch. The Dining Commons will not be at maximum capacity during lunch. Our Lower School will be split into three different lunch shifts, with PK eating lunch in their classroom. For Middle School, 6th grade will be eat separately from the 7th and 8th grades during one shift. Upper School lunch will remain the same with one lunch shift for Grades 9-12. Faculty on lunch duty will ensure that there is a minimum of 3 feet in between each student while eating. Students will be encouraged to eat outside as much as possible, depending on weather.

Disposable gloves are available for those who are not comfortable touching commonly touched areas. Students will be encouraged to come through the lunch line only once, and the kitchen staff will ensure that each student has enough food so that the urge for seconds isn't necessary. Surfaces have always and will continue to be wiped down and sanitized between each lunch shift.

Vegetarian, vegan, and gluten free option lunch options are available, along with alternatives for more specific allergies.

## **Study Halls (Grades 6-9) and Free Periods (Grades 10-12)**

The School believes that a productive school experience provides students with opportunities to develop self-discipline, independence, and personal responsibility. The Middle School program is consciously designed so that, in progressing from one grade to the next, a student will be given greater opportunities to make decisions about what to study and how to spend non-class time.

Students in Grades 6–8 are required to be in study hall. Attendance is taken at the beginning of the period, and students may sign out for a teacher or advisor conference or for work in the Learning Commons, Middle School Learning Center, or Pappas Lab. Students are expected to be studious, not social, in study halls; if they do not have specific assignments to complete, they are encouraged to read a book or newspaper or study or review their coursework.

The Upper School program is consciously designed so that, in progressing from one grade to the next, a student will be given greater opportunities to make decisions about what to study and how to spend free time. Students move gradually from a very structured Middle School program, where there are proctored study halls and very few curricular choices, to 12th grade, where students have off-campus privileges and opportunities to design their own programs through

multiple elective choices, Independent Study, and 12th grade Projects.

Students in Grade 9 are required to be in study halls. Attendance is taken at the beginning of the period, and students may sign out for a teacher conference, advisor meeting, tutoring, or for work in the Learning Commons, Innovation Space, Pappas Lab, Writing Center or Math Lab.

Students in Grade 10 will not have an assigned Study Hall and are allowed to work in various spaces around the School, such as the Library Learning Commons, Innovation Space, or Corkin Family Dining Commons. They may also meet with their advisor or find time to conference with their teacher. Students who receive an unsatisfactory Progress Report may be required to attend specific support sessions during Free Periods.

Students in Grades 11 and 12 are not assigned to a study hall. Similar to Grade 10, they may find a comfortable workspace around School or use the time to meet with teachers. Additionally, these students may sign-out if a parent/guardian has submitted an Off-Campus Privileges Form. Off-Campus Privileges may be suspended for disciplinary reasons, unsatisfactory Progress Reports, or inconsistency in completing work.

Free periods are a privilege, and students who do not use that time appropriately or struggle academically may be placed in a study hall.

## **Middle School Boundaries**

Middle School students must remain on the School grounds during the school day. They may not leave the campus at any time without permission. At the conclusion of the school day, students are considered dismissed from School unless they sign in at the after-school study hall at 2:30 p.m. or are at their after school commitment (athletics, arts, private lessons, etc.). Students are discouraged from spending time at the Chestnut Hill T stop. Middle School students who leave and return to campus after School (i.e., going to CVS) without School and parental permission will earn a Saturday detention. When special permission is given on certain occasions to leave campus, at no time are Middle School students allowed to cross Route 9 or take the MBTA.

## **Free Block and Privileges - Grades 10 -12**

At the outset of the school year, members of the 10th, 11th and 12th grades are not assigned to study halls. As students move from 10th to 12th grade, there are a growing number of privileges that are granted to them. These privileges include not being assigned to study hall, permission to sign out to leave campus at various points during the day, and permission to drive off-campus. 11th grade off-campus privileges begin after the midway point of S1, and the privileges include:

- Going off campus during the periods after lunch
- Leaving school early if they have no further commitments
- Driving off campus as a driver or passenger (Semester 2)
- 11th grade students may not go off-campus during lunch



12th grade off-campus privileges begin the second week of the year and include:

- Going off campus during any free period
- Going off campus during lunch
- Leaving school early if they have no further commitments
- Driving off campus as a driver or passenger

11th and 12th grade students must arrive on time for school regardless of their schedule. They are expected to be at Morning Meetings, advisor meetings, and homeroom.

At each grading point in the school year—Progress Reports, Interim, and Semester—students are assessed on their academic progress. If a 10th grade student receives a grade of C- or below, they may be required to attend an academic support session in the Learning Commons during their free periods. If an 11th or 12th student receives a grade of C- or below or an Incomplete, they will lose Off-Campus Privileges and may also be assigned to a support period during a free block.

All Brimmer students are expected to be at School at 7:50 a.m. each day.

At the discretion of the School, students may lose these privileges at any time for any length of time due to disciplinary concerns or attendance concerns (chronic lateness, absence from School, or from a class/classes).

### **Off-Campus Privileges – Grades 11-12 ONLY**

Any time students leave or enter the School campus, they must sign out/in with the Registrar. A sign-out book is located at the reception desk for this purpose. Students must indicate their destination in the sign-out book and must accurately record both their time of departure and time of return. Failure to do so will result in loss of privileges and/or assignment to ISCR or Saturday detention. Repeated offenses will result in a Judicial Board hearing. Students may not sign out/in other students; students must sign themselves out or in.

### **Field Trips - Middle & Upper School**

Students are required to have on file a written permission slip that provides parental permission for all trips throughout the school year. Students in the Middle and Upper School are responsible for missed work due to a field trip.

# AFTER SCHOOL PROGRAMS

## Extended Day (PK - Grade 5)

Brimmer's Extended Day Program provides children with a warm, cheerful, and relaxed atmosphere after school. The program provides a supportive play environment, creative activities, and a quiet time to study. Each day children are given time to play, a snack after school, and if applicable, quiet time to do homework. For the 2021-2022 school year, the program offers opportunities for indoor and outdoor play, homework, socialization, and collaboration.

Extended Day is offered for a fee. It begins at the end of the academic day and operates daily until 5:30 p.m. Parents may choose the hours and days that they want their children to be enrolled in the Program.

The Director of Extended Day oversees the daily schedules, programming, registration, and billing, and staff training. Staff is hired each year, mostly from area college and graduate programs. All staff members are expected to follow Brimmer guidelines and rules.

For the most up to date information about the program, please see our web page or contact the Extended Day Director.

## After School Music Program

Brimmer's After School Music Program offers private instrumental and voice lessons to all Brimmer students, PK - Grade 12. Instruction is provided after school by professional music teachers who are experienced educators and active performers. Lessons will be offered in person for most instruments this year. Voice, brass, and wind instrument lessons will remain online for now, but the COVID Response Team will continue to assess and reevaluate this decision throughout the school year.

Those students who plan to continue with the same instrument and teacher as last year will receive top priority in scheduling, after which priority will be given by registration date. Please see our web page for more information and to register for lessons through the online registration system.

This program is open to all enrolled students and culminates in April with a recital. Financial aid is available.

## After School Study Hall (A.P.) - Middle School

The Middle School After School Study Hall Program (A.P.) is a proctored study period. The program runs Mondays from 3:15 - 5:30 p.m. and Tuesday-Friday from 2:30 - 5:30 p.m. and is overseen by the Head of Middle School and Director of Extended Day. Attendance at this study hall is mandatory for all students in Grades 6 - 8 who are waiting to be picked up at the end of the school day. Students are not free to roam school buildings or campus. Students must sign in and out when they arrive and when they leave.

While there is no charge for this A.P. offering, late pick-ups will be charged at \$60/hour in 15-minute increments through Smart Tuition.

Please contact the Director of Extended Day with questions.

## **Clubs - Middle School**

On Monday afternoons from 3:15 to 4:15 in the fall and spring, Middle School students have an opportunity to participate in clubs which in the past have included offerings such as Creative Technology, Math and Science Clubs, Drumming, Photography, Robotics, Book Club, etc., as well as creative arts offerings in support of the theatre production. Faculty leaders advise activities groups, but students are encouraged to develop clubs from among their interests, assume leadership roles in them, pursue personal interests, or explore new areas. Participation in activities and clubs is optional.

## **After School Creative Arts Program - Middle School**

During the fall and spring (concurrently with the athletic seasons), Middle School students can participate in creative arts offerings on Monday afternoons. No athletic practices are held so that students can, if they choose, participate in a variety of offerings that typically include acting (in the School play, which is a drama or comedy in the fall and a musical in the spring) and technical theatre. If a student does not choose to participate in this program, they will be released from School at 3:15 p.m., the conclusion of the academic day.

Our Performing Arts team plans to put together a fall play that will be performed over Zoom this year. A decision about the spring musical will be made in the spring.

## **Athletic Options - Middle & Upper School**

All students in grades 7-12 are required to participate in the Athletics program. However, if a student is actively pursuing a sport outside of School that is not offered at School, the student may petition for that activity to count toward the requirement. Additional information on outside sports credit can be found in Athletic Matters.

Students must give appropriate consideration to their decisions before signing up for a sport. Once students have signed up to participate in a team sport, they have committed to playing that sport. In addition to skill and ability, placement on teams is based on the number of athletes who have elected to play a particular sport. Athletes are not allowed to switch sports after sign-ups. Students sign up for sports prior to each season and submit their sports form to the Athletic Director.

The sports requirement for students in grades 7-12 is a minimum of one season of a team sport. If students play only one team sport, they must participate in athletics activities the other two seasons. If students play two seasons of a team sport, they may take one season off.

Additional information about the Athletics program can be found in Athletic Matters.

# ACADEMIC MATTERS

As a PK through Grade 12 school, Brimmer and May offers the unique perspective of understanding what students need to master to be successful in the next stage of their academic development. Through extensive professional development opportunities and department and interdisciplinary team meetings, faculty explore current thinking and trends. Teachers across disciplines assess, develop, and implement new curriculum based on research and practice. Throughout the school day, students have opportunities for one-on-one, small group, and whole class learning.

## Curriculum

The Brimmer and May Curriculum offers students a program that prepares them for the demands of today and future academic environments. With an average class size of 12, teachers personalize instruction and offer student-centered learning. They equip students with the content, skills, and understanding they will need to be competent and contributing members of a global society.

Teachers present the yearly curriculum by grade in the Lower School and by course in the Middle and Upper School at the annual Back-to-School Night. Parents are also updated on the curriculum through a monthly grade-level newsletter in the Lower School and the annual Curriculum Night in the Middle and Upper School. A complete overview of the curriculum by division can be found under Academics on the website and in the Curriculum Guide.

## BOOKS/SUPPLIES

### Books and Supplies - Lower School

Lower School teachers provide students with books, supplies, and other materials needed for instruction. Parents will be asked to accompany their child to the library, purchase materials, or assist children with acquiring books for special projects.

### Books and Supplies - Middle & Upper School

During the summer, Middle and Upper School students are provided with a list of required reading and supplies needed for the school year through the online bookstore, eCampus (brimmer.ecampus.com). Books may also be obtained through other sources as long as the ISBN on the text matches the books and courses. In addition, some courses provide books and materials for students through a fee. These fees are paid through eCampus. Any book information located on eCampus may be used to purchase the same book through another vendor. The School offers the online bookstore as a service to its families, but books may be purchased from another source.

Not all courses have required texts. If a scheduled course does not appear on the online bookstore website, the instructor will provide materials and/or the course does not have a required text. This occurs most frequently with technology and creative arts courses.



## **Course Selection - Middle & Upper School**

Each spring, students in Grades 6–11 work with their advisors to select courses for the next school year. In the Middle School, choices are limited to language study and music electives.

In the Upper School, the choices are wide and varied. Students are encouraged to speak with their advisor, as well as teachers, department chairs, and program directors about their course of study.

## **Instrument Choice - Lower School**

In the Lower School, students have a required music curriculum that includes exploration of classroom instruments. Beginning in Grade 3, students may select a woodwind, brass, or percussion instrument if they wish to participate in the band.

## **Adding & Dropping Classes - Upper School**

Students may add or drop classes without penalty for two weeks at the beginning of each semester for semester courses and at the beginning of the year for full-year courses. Students who are enrolled in AP® courses may drop a course after four weeks without penalty. Students must submit an Add/Drop Form with the appropriate signatures.

## **Withdrawal from Courses - Grades 11-12**

If a student decides to withdraw from a course after that course has begun, no grade or other record will be made on the student's transcript for that course if the withdrawal is made before the first Progress Report period. If the withdrawal is made after that point in the semester, the withdrawal will be recorded on the transcript and noted as a "W." All course withdrawals must be approved by the parent, advisor, Head of Upper School, and college counselor.

# **HOMEWORK**

Homework is an integral part of the learning process at Brimmer. It is intended to reinforce skills and concepts learned in class, to encourage positive and independent study habits, and to instill habits of reading, computing, problem solving, and critical thinking. Unless a teacher indicates otherwise, homework is expected to be completed individually. All students should be mindful of the School's Acceptable Use Policy when using a computer. This policy can be found in Disciplinary Procedures and Rules.

## **Homework - Lower School**

Homework is an integral part of the learning process at Brimmer. It is intended to reinforce skills and concepts learned in class, to encourage positive and independent study habits, and to instill habits of active reading, problem solving, and critical thinking. When homework is assigned purposefully and with intent, it helps students to become more confident in their skills and to enjoy and engage in the learning process.

Homework formally begins in Grade 2. Students in PK, K, and Grade 1 are encouraged to read or be read to each night, play math games, and share their daily learning with parents. Students in Grades 2 – 5 will be assigned daily homework in the form of: practicing spelling words, reading for 20 – 30 minutes, and practicing grade appropriate math facts or math work. Teachers may also assign a short weekly reflection or writing assignment. From time to time, teachers may assign additional work, such as enrichment or extension activities that are related to projects, exhibitions, or artwork. Students who do not complete classwork during school hours may be asked to complete assignments at home. Parental assistance and reminders are important for younger students; however, as students progress through the grades, they are expected to become more independent and self-sufficient in their homework routines.

Parents in all Lower School grades are encouraged to integrate reading and math activities into your nightly routine. This includes reading to your child, having them read to you, or sitting together as you both read independently and playing math games, practicing math facts, or tackling logic problems together.

Helping your child establish strong work habits is important. Young learners need a quiet work area and a special time for completing schoolwork. Limiting screen time and fostering reading as a pastime in your home supports your student's academic development and encourages effective study skills.

All homework assignments are posted on the class Canvas page and in the student's planner.

(All students should be mindful of the School's Acceptable Use Policy when using a computer. This policy can be found in Disciplinary Procedures and Rules.)

## Homework - Middle School

Homework is an integral part of the learning process at Brimmer. It is intended to reinforce skills and concepts learned in class, to encourage positive and independent study habits, and to instill habits of reading, computing, problem solving, and critical thinking. Unless a teacher indicates otherwise, homework is expected to be completed individually. All students should be mindful of the School's Acceptable Use Policy when using a computer. This policy can be found in Disciplinary Procedures and Rules.

Homework is regularly assigned in every academic class and is a part of the learning process at Brimmer and May. On average, students in Grades 6 and 7 are expected to need about 15-20 minutes per subject; students in Grade 8 will need about 20-25 minutes per subject nightly to prepare for each course.

Teachers post nightly homework on Canvas. Students are also given weekly planners to organize their week's assignments for all classes. In 6th grade, students are required to obtain a parent's initial in their planners on a nightly basis. Late work may not receive full or any credit depending on the policy outlined by each teacher at the start of the year. In the interest of their academic success, students will be expected to make up incomplete homework.

## Homework - Upper School

Homework is regularly assigned in every academic class and some arts and technology classes and is an important part of the learning process at Brimmer. Upper School students are expected to spend about 40 minutes nightly on each course; some may find that they need more or less time.

Each teacher posts assignments on Canvas. Students may want to use a weekly planner to organize their week's assignments for all classes. Teachers will post assignments on Canvas as soon as possible on any day on which a class meeting occurs and no later than 4:00 p.m.

Teachers must post weekend assignments no later than Friday at 4:00 p.m. Students will not be held responsible for the completion of assignments posted after these times.

Students are expected to pass all assignments in on time and meet project deadlines. Late work may not receive full or any credit depending on the policy outlined by each teacher at the start of the year.

## Summer Work

In Grades K–12, students are required to complete summer work. This may include required reading and math. Additional summer work may be requested based on individual circumstances. Summer break is a long time, and valuable skills learned the previous year can be weakened without regular practice. The work asked of Lower and Middle School students often reinforces learned skills. In the Upper School, summer work often augments a course and completion of the summer work is a requirement for fall entry into the selected course.

## iPads & Devices

The School provides an iPad for all students in Grades PK-4, which is primarily for school day use. All students in Grades 5-8 should come to School every day with their own iPad fully charged. Students should have an individual iTunes account, which will be used for downloading apps. Upper School students have the option to bring either an iPad or laptop that meets the School's device requirements. Specific questions about device requirements should be directed to the IT Department. In Grades 6-8, the School provides a list of apps needed for the school year in the summer, as well as a list of apps and settings not approved for devices.

Teaching with tablets augments the curriculum, provides flexibility in the learning environment, and enhances learning outcomes. A tablet environment provides apps that are designed to make producing content easy and are rich with creative options. In the Upper School, due to the type of work students create, students may choose the device that works best for their personal workflow within the Apple platform. Please read the School's Acceptable Use Policy for details on Internet use.

# EXHIBITIONS

Exhibitions of knowledge are a hallmark of a Brimmer education. They are an important assessment tool that allows teachers to determine how their students integrate the skills they have been taught and demonstrate the content they have learned. Exhibitions are weighed as heavily as a test or exam in the Middle and Upper School. Demonstration of mastery regarding specific content and skills during an exhibition often requires more preparation than a test or exam.

Lower School exhibitions promote active learning by encouraging students to think and work both independently and collaboratively and to approach learning with enthusiasm and confidence.

## Lower School Exhibitions

Each grade in the Lower School has at least one opportunity per year to exhibit their work. In PK, K, and Grade 1, students work as a group to share their accomplishments in the creative arts. Students in Grades 2 through 5 research a topic, write written reports, create a visual representation of their assignment, and present their work as they speak in public. Families are notified of a Lower School exhibition if it is open to an audience beyond classmates and teachers.

## Middle School Exhibitions

Middle School students participate in exhibitions specific to each grade and collectively as an entire Middle School community. Exhibitions of students' work by grade are scheduled at various times throughout the school year. Families are invited to attend the exhibitions, and the teacher directing the program notifies the families within a few weeks of the scheduled date. Exhibition grades can be included in determining a student's quarter grades.

## Upper School Exhibitions

Upper School students share their work frequently and participate in formal exhibitions. For example, in 9th grade English class, students have a mid-year exhibition, and in 12th grade, students defend a thesis to a panel of faculty, administrators, and students as a culminating event of their Upper School experience. Many courses require exhibitions in the form of debate, seminar leadership, and individual presentations.

Exhibition grades are included in determining the semester grades. The weight of the exhibition grade varies with the grade level: Grade 9 exhibitions count up to 1/6, Grade 10 exhibitions count up to 1/5, and Grade 11 and Grade 12 exhibitions count up to 1/4 of the grade.

# EXAMS & ASSESSMENTS

## Lower School Assessments

Lower School students often have chapter tests beginning in 3rd grade. These tests are not

graded but are rather a part of the learning experience. During the 5th grade year, tests begin to hold a more significant weight in determining a student's performance.

## **Middle School Exams**

There is a formal exam period at the end of the fourth quarter (covering material from the second half of the year) for students in Grade 8 only. A complete schedule is sent to students and parents prior to the exam period and review materials are provided to students. Grade 8 exams/exhibitions count up to 10% of the year grade.

Students in Grade 8 are expected to attend all final exams as directed by their course syllabi. An exam schedule is published several weeks prior to exams, and it is the students' responsibility to be aware of where and when exams will be given. Students are expected to arrive at exam rooms 10 minutes prior to the start of an exam and have all the resources necessary to take the exam, as dictated by the course teacher, including but not limited to pens, pencils, calculators, dictionaries, formula books, etc. The goal of such exams is to prepare students for the rigor of exams when they are presented in the Upper School.

To preserve the integrity of exams, if a student is ill on an exam day and is unable to take the exam, the student must provide a parent's note to the Middle School Division Head upon their return. Students who do not provide a parent's note after missing an exam may be subject to grade penalties at the discretion of the course teacher. Students who miss exams are required to make them up at the earliest possible opportunity as directed by the appropriate Division Head.

## **Upper School Exams & Final Projects**

Mid-year exams, final exams, and projects are given in Grades 9-12 at the end of each semester. The School provides both a general and individual exam schedule and guidelines for conduct during exams to students prior to the exam period. A general schedule and the same guidelines are sent by email to parents/guardians; they are also posted on the website.

At the end of the first semester, there will be days set aside for project completion and exams. During the week prior to December Break, the School will assign days for longer class meetings to occur for project completion and exhibitions. There will also be multiple days set aside for tests and exams. All exams and projects will be completed prior to December Break. Students will be given a schedule in advance in order to see when they will be required to be at School during this assessment period.

After December Break, teachers may assign small amounts of work to students to complete. This time period will not be used for any major assessments, but a class may have small assessment such as quizzes or graded homework.

Students are expected to attend all Final Exams and submit any projects as directed by their course syllabi. The mid-year test and project schedule will be shared several weeks in advance of the assessments. Students are expected to follow the instructions of the teacher and School for all assessments and uphold high standards of integrity.

To preserve the integrity of exams, if a student is ill on an exam day and is unable to take the exam, the student must provide a parent's note to the Head of Upper School upon return. Students who do not provide a parent/guardian's note after missing an exam may be subject to grade penalties at the discretion of the course teacher.

Exam grades are included in determining the semester grades. The weight of the exam/exhibition varies by grade level: Grade 9 and 10 exams count up to 10% and Grades 11 and 12 exams count up to 15% of the semester grade.

## CONFERENCES

The School schedules several parent-teacher conferences throughout the school year. Families should set aside these days on their calendars to meet with teachers. If additional meetings are needed other than the days scheduled, the family should contact the teacher directly.

### Lower School Conferences

Formal conferences are scheduled in September, October, and March. The first conference of the year is a time for parents to share information about their child, and it is also a time to set academic, social, emotional, and physical growth goals for each child for the coming year.

Teachers are also available for conferences by appointment during the year. There is no school on conference days. Parent and teacher conferences can be scheduled online for conference day.

### Middle School Conferences

In the Middle School, parents/guardians have teacher conferences at the end of the first and third quarters and with advisors at the end of the second quarter. These conferences give parents/guardians, teachers, and advisors an opportunity to meet and discuss student progress. At the end of the second and fourth quarters, parents receive written comments from teachers. Final grades and reports are released through the parent portal to parents and guardians at the end of the school year in mid-June.

Conferences take place during designated student days off or after school. Conferences are scheduled by course with parents electing which teachers they wish to meet with. Each conference is scheduled for 10 minutes per teacher. Parents receive an email with instructions for conference registration.

Teachers are also available for conferences by appointment any time during the year. Advisor conferences are scheduled directly with the student's advisor for 20 minutes. Advisors are available throughout the year to discuss the student's academic, social, emotional, and physical development.

### Upper School Conferences

In the Upper School, parents/guardians have teacher in November and April and with advisors

at the end of Semester 1. These conferences give parents/guardians, teachers, and advisors an opportunity to meet and discuss student progress. At the end of semesters I and II, parents receive written comments from teachers as well. Final grades and reports are posted through the Parent Portal at the end of the school year in mid-June.

Conferences take place during designated student days off or after school. Conferences are scheduled, by course, with parents electing the teachers with whom they wish to meet. Each conference is scheduled for 10 minutes per teacher. Parents receive an email with instructions for conference registration.

Teachers are also available for conferences by appointment any time during the year. Advisor conferences are scheduled directly with the student's advisor for 20 minutes. Advisors are available throughout the year to discuss the student's academic, social, emotional, and physical development.

### **Advisors - Middle School**

Each student in Grades 6–8 is assigned an advisor for the academic year. The primary roles of the advisors are to serve as the student's advocate and to be the center of communication between parents and teachers. In Grade 6, students are assigned one of their homeroom teachers as an advisor. In Grades 7 and 8, students choose an advisor (though they may not always receive their first choice). Students meet with their advisors regularly to discuss academic progress and individual concerns.

The faculty meets during each semester to discuss the academic progress of individual students. At those meetings, teachers apprise advisors of any situations (positive and/or negative) concerning the student's academic life at Brimmer, and advisors share information with teachers as well. The advisor then relays any pertinent information to the student and/or parent as needed.

Aside from the advisee group meetings on Tuesday and Thursday mornings from 7:50 - 8:00 a.m., advisors and advisees generally meet once per week to discuss any issues pertinent to the student's life at School or in general.

In Grade 6, students are assigned one of their homeroom teachers as an advisor. In Grades 7 and 8, students choose an advisor (though they may not always receive their first choice). Students provide the Head of Middle School with a list of advisor choices in the spring of each school year.

### **Advisors - Upper School**

Each student in Grades 9–12 has a faculty advisor. Students and advisors meet frequently to discuss academic progress and individual concerns. Advisors oversee the educational performance of their advisees. The primary roles of the advisor are to serve as the student's academic advocate and be the center of communication between parent and teachers.

Advisors and advisees generally meet biweekly or more to discuss any issues pertinent to the student's life at Brimmer and May or life in general. These meetings can be short five-minute

chats or longer conversations about specific problems or concerns. They are scheduled at the beginning of the year between advisor and advisee to ensure consistent meeting time. Most students use their advisors to help resolve scheduling problems, social conflicts, or any other concerns. Advisors are also responsible for meeting with advisees in early spring in order to discuss course selection for the following year.

Ultimately, the advisor/advisee system is in place to allow students the opportunity to have a trusted adult who is available for them personally at Brimmer and May. Students provide the Dean of Students with a list of advisor choices in the spring for the following year. Students are given the option to stay with their current advisor or choose a new advisor at that time.

## **GRADE REPORTS**

Grade Reports are an official record of student performance and are kept in the student's School file and posted in the grades section of the Resource Board on the website. Copies of the grade report may be requested from the Registrar.

### **Lower School Grade Reports**

Evaluation and assessment is an ongoing process in the Lower School involving children, teachers, and families. Grades are not given in the Lower School. The School believes that letter grades present unnecessary anxiety for Lower School children and are not required for future placement. Progress Reports are sent to families in October and February, and Report Cards are sent in December and June.

Report cards are an important means for communicating the progress of students, and the teachers write them to be read by parents. For younger students, especially, it is better to summarize what has been written rather than share the reports themselves. Teachers use various methods to assess students. Report cards include a narrative and grid for each subject area as well as social and emotional growth.

### **Middle School Grade Reports**

The Middle School is on a quarter system with official grades issued four times yearly; however, grades are reported home eight times a year for all Middle School students. Grades are posted on the website approximately one week following the end of each quarter. Students review their quarter grades with their advisor. Parents are notified via email when they are posted on the website.

Reports include grades and attendance. At the end of Quarters 1 and 3, parents and guardians have an opportunity to meet with their child's teacher. In Quarters 2 and 4, a narrative is provided for each course, but no teacher meetings are scheduled. The advisor will contact parents at the end of Quarter 2 to set up a time to review report cards at mid-year.



## Upper School Grade Reports

The Upper School is on a semester system with official grades issued twice yearly; however, grades are reported home eight times a year for all Upper School students. Grades are posted on the website approximately one week following the end of each grading period. Students review their grades with their advisor. Parents are notified by email when they are posted on the website.

## Progress Reports

In the Middle and Upper Schools, Progress Reports are issued in the middle of each quarter. Teachers will input grades for all students to give an index of the student's functioning in a given class. If a student is receiving a C- or lower, a narrative comment will also be included. The intent of these reports is to make students and parents aware of a student's progress. Advisors discuss these reports with their advisees, and the School posts them in the Grade Portal.

## Middle & Upper School Grades

The following grading system is used in Grades 6 through 12. Some courses may be offered on a Pass/Fail or non-credited basis.

A+	97-100	A	93-96	A-	90-92
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	63-66	D-	60-62
F	59 or below				

## Honor Roll

An Honor Roll for Grades 6–8 is posted at the end of each quarter and for Grades 9–12 at the end of each semester. When grades are official, Honor Roll is computed.

In Grades 6–8, to earn Honors, a student must have a B average (the equivalent of a 3.0 Grade Point Average for a term), with no grade below a B-. To earn High Honors, a student must have an A- average, with no mark lower than a B.

In Grades 9–12, to earn Honors, a student must have a B average, the equivalent of a 3.0 Grade Point Average for a term), with no mark lower than a B-, and to earn High Honors, a student must have an A- average (the equivalent of 3.67 Grade Point Average for a term), with no mark lower than a B.

Please see the calendar for the Progress Report quarter-end, and semester-end dates

## Honors Program

The Honors Program at Brimmer and May is designed to offer students in Grades 9–12 an intellectual extension to the required class work with additional focus on creative problem solving, independent thinking, extended research skills, and application of learned content and skills. By

definition, the teachers offering this program will not offer one-on-one instructional support and will expect students not to engage a tutor to complete the work assigned. The Honors Program is offered to students in Grade 8 in the fourth quarter. For students enrolled in an upper-level math course, the Honors Program is always offered.

Each teacher participating in the Honors Program will require quarterly projects and additional material for students to learn. In the Upper School, some of this material might be designed to complete work needed for the SAT Subject Tests. The student must achieve a B or above in the required coursework and a B or above in the Honors work for the year; four quarter grades that meet this grading standard are required in order to receive Honors distinction for the course. Honors status will be indicated on a student's transcript and grade report comment at the conclusion of the school year.

Withdrawing from the Honors Program will incur no penalty at any time; no partial distinction will be conferred.

Twelfth grade students enrolled in an Honors Program will have the program noted on their official transcript for college applications. If the student withdraws from the program, the designation will be removed from the transcript.

## **Signature Diploma Programs**

In addition to a regular high school diploma, Brimmer and May Upper School students can apply to earn an additional special diploma in Global Studies, Creative Arts, or STEAM.

### **Creative Arts Diploma Program**

The Creative Arts Diploma Program (CAP) provides students who demonstrate a determined interest in the arts with the opportunity to focus on a chosen art form, the tools to create a portfolio documenting their work, connections to the Boston arts community, and a venue for participants to share their talents with the larger community. Please see the Curriculum Guide for information on the application process and program requirements.

### **Global Studies Diploma Program**

The Global Studies Diploma Program is specifically designed to prepare students to be informed, involved, and ethical citizens in a global society. The program entails concentrated and advanced coursework in world languages, geography, economics, international relations, culture, media, and science. Please see the Curriculum Guide for information on the application process and program requirements.

### **STEAM Diploma Program**

The Science Technology Engineering Art Mathematics (STEAM) Program provides students with the opportunity to participate in interdisciplinary coursework, drawing together its five core subject areas. The primary objective of the program is to inspire students and prepare them for the rigor of following an engineering program at college. Students will be challenged to draw on

their knowledge of all the core disciplines to synthesize innovative solutions to problems. Please see the Curriculum Guide for information on the application process and program requirements.

## **Independent Study**

Independent Study is available to qualified Upper School students in specific subject areas. A student who is interested in pursuing such a project should present a proposal of the overall plan to the Head of Upper School for consideration and approval.

## **Online Courses**

Brimmer is a member of the One Schoolhouse Consortium, which gives members of the community access to online courses. If Brimmer is unable to run a class due to enrollment, the School may offer for the student to take an online course through One Schoolhouse. The cost of these courses will be covered by Brimmer when they replace a requirement. Students who drop a One Schoolhouse course that is paid for by Brimmer after the Add/Drop period, will be charged a fee of \$200 (semester course) or \$400 (year course).

Students who wish to take a course that is not offered through Brimmer may choose to enroll in a course through One Schoolhouse with the Head of Upper School's permission. Families are responsible for the cost of these courses.

## **12th Grade Project**

Twelfth grade students may participate in an independent project, either on or off campus, during the last four weeks of their final semester. Each student works closely with a faculty advisor to design a project. Project proposals must be presented to the 12th Grade Project Coordinator for approval. If changes or amendments are required, the final written proposal must be approved by the Coordinator before a student officially begins. Details on the 12th Grade Project Timeline and Proposals can be read in the 12th Grade Project Handbook posted in the Parent Portal.

Twelfth graders who have not submitted a proposal, have not successfully completed their graduation requirements, or have not met the School's promotion standards will continue academic work during the 12th Grade Project.

Students on Project are required to connect weekly with their advisor to report on the progress of the project. Students present the project to parents, students, and faculty in late May at the 12th Grade Project Presentations. A favorable report from the on-site supervisor is also required.

## **Grade Completion - Lower School**

Students in Grades PK-5 advance to the next grade level if they have demonstrated competency in the academic and personal growth areas listed on the report card. Often students are still developing their skills at the end of a school year, and unless otherwise noted, the child progresses to the next grade. Most often by January of the current school year, teachers are aware of potential difficulties in a child's ability to advance to the next grade. At this time, the teacher and Head of Lower School would meet with the family. A student could be recommended

or required to receive summer tutoring in a subject, be asked not to return, or in PK or Kindergarten, to repeat the grade.

**Grade Completion - Middle School**

Students in Grades 6–8 must meet the School’s promotion standards. A student must have at least three grades of C- or above and not more than one F to be promoted or reenrolled. Students who do not meet the School’s promotability standards could be recommended or required to have summer tutoring in a subject, attend summer school, or be asked not to return.

**Graduation Requirements - Upper School**

Students are expected to take at least 5 full credits a year in Grades 9–12. Twenty-two credits are required for graduation, although most students will earn more. Listed below is the minimum required course of study for students in Grades 9–12:

English	4 credits
Mathematics	3 credits
World Language	3 credits
History	3 credits
Science	3 credits
Creative Arts	2 credits
Technology	1 credit
Physical Education	1 team sport and 2 physical activities or 2 team sports and 1 physical activity each year
Community Service*	40 hours outside of School during Grades 9–12
*Student community service hours have been adapted due to limitations of COVID-19. Class of 2022: 30 hours, Class of 2023: 30 hours, Class of 2024: 35 hours	

An additional 3 credits are earned by enrolling in classes (offered in various departments) that are above and beyond the required course of study. Other requirements include those for sports/activities and satisfactory completion of the 12th grade Thesis defense.

Students are also required to complete 9th Grade Wellness, 10th Grade Wellness, and College Counseling classes.

**Promotion Policy - Middle & Upper School**

In Grades 6–12, a student must have at least three grades of C- or above and not more than one F in the academic disciplines to be promoted or reenrolled. As four years of English is a graduation requirement, an F in English will require summer study. Students who do not meet the School’s promotion standards could be recommended or required to have summer tutoring in a subject, to attend summer school, or be asked not to return.

**Standardized Testing**

All students in Grades 4–8 are required to take the ERB (Educational Records Bureau) Tests in the

spring. Students in Grades 9 and 12 take the College and Work Readiness Assessment (CWRA+) in the fall and late winter, respectively. Students in Grades 10 and 11 take the PSAT in October. See College Counseling for ACT, SAT, SAT Subject Tests, and AP testing information.

## Extended Time Policy

Students who qualify for extended time on tests, quizzes, and class work are provided one-and-one-half of the given time to complete the assessment. For example, if students are given 60 minutes to complete a test, the student who has extended time will be given 90 minutes. Proper educational testing must be on file with the School's Director of Academic Services for a student to qualify for extended time. In some cases, where the educational testing specifies a need for more than 50% extended time, students may qualify for up to 100% extended time. All students who qualify for extended time, must follow the School's guidelines for planning and completing an assessment with extended time. If a parent feels their child needs extra time but the student has not been tested, the parent should contact the Director of Academic Services for assistance or call the public school that serves their town. Extended time on standardized tests may require specific testing, and the parents are responsible for obtaining the proper extended time permission for their child.

## Academic Support

The Directors of Academic Services provides classroom teachers with appropriate resources and strategies to help meet the learning needs of students. Middle School students are encouraged to visit the Middle School Learning Center for additional academic support from faculty. Additional help in coursework is available from their teachers. Students are encouraged and expected to ask for assistance when they are having difficulty. If remedial work is required to assist a student in acquiring essential skills, outside tutoring may be recommended.

## Tutoring

In-person tutoring will return for the 2021-22 school year.

Supplementary one-on-one academic help is available, for an additional fee, through the School's Tutoring Program for students in Grades K–12. If teachers have concerns about a student's progress, they will fill out a Student Support Team form so that the SST can discuss the best support options. Tutoring requests can be made by parents and guardians via the Ultracamp platform. The appropriate Director of Academic Services will match each registered student with an appropriately trained tutor. Billing will take place through the Ultracamp platform as well, and families will pay for a semester's worth of sessions (or a pro-rated equivalent) upon registration.

Tutoring sessions are scheduled before or after school for Lower School students and both during free periods and after school for Middle School and Upper School students. Tutoring is available in all subject areas.

Tutors may be requested by teachers, the Student Support Team, or parents. Often a student benefits from targeted academic instruction, skills development and practice. In addition, tutors support students through preview and review of material. A large portion of the time

spent with a student includes instruction and guidance in the areas of time management, study skills, organization and planning as well as the development of increased independence and responsibility.

More information about our tutoring fees, scheduling, communication, and attendance policies can be found on the Resource Board in the Parent Portal.

## **Middle & Upper School Learning Center**

The Middle & Upper School Learning Center, which is located in the Library Learning Commons, is available to students in Grades 6-12 who are seeking extra help in any academic area. The Center is staffed by Brimmer faculty and will be open during many study halls and after school. In addition to academic support, the Center can help students with organization and other study skills.

## **Writing Center**

The Writing Center, located in the Library Learning Commons, provides academic support for students in Grade 8-12 who need assistance with their writing. Students may sign up or drop in to receive critical feedback on their work. Brimmer faculty work with students in the Center during scheduled periods throughout the day.

## **Math Lab**

The Math Lab, located in the Library Learning Commons, is available to students in Grades 9-12 who are seeking extra help with math. Members of the Middle and Upper School Math Department staff the Math Lab during several periods each week.

## **English as a Second Language Support (ELS)**

Students whose first language is not English will be required to take ELS classes until such time that they are deemed proficient enough in English to meet the challenges of the School's curriculum. Exemptions for ELS will be granted on a case-by-case basis and are based on the recommendation of the faculty.

## **Additional Information**

For a full description of all courses and programs, please see the School's Curriculum Guide. This can be found in the various Academic offices, the Reenstierna Library Learning Commons, or on the website under Academics.

# EXPECTATIONS FOR STUDENTS

All students are valued members of the Brimmer and May community who contribute to the vitality of the School in many ways. Students should come to School ready to learn and to participate in the daily routine. All students are expected to follow the Core Values, which are central to the School's mission.

## Code of Conduct and Expectations for All Students

Below are the Code of Conduct and Expectations that guide each student's experience at Brimmer and May

### Code of Conduct

- Be an honest, contributing member of the School community;
- Be a responsible and kind role model who represents the values of fairness and consideration;
- Be respectful of people, property, and the environment;
- Be a motivated, creative learner who is willing to take risks;
- Honor and further the goals of a diverse community;
- Observe and question what is happening in the world;
- Work to one's fullest potential;
- Accept responsibility for one's actions; and
- Take pride in one's accomplishments.

### Expectations

- Listen attentively;
- Follow directions;
- Ask pertinent questions;
- Work and play independently, cooperatively, and collaboratively;
- Seek help when needed;
- Read for understanding and pleasure;
- Speak and write effectively;
- Solve problems by collecting information, testing theses, employing different strategies, learning from mistakes, respecting different approaches, documenting findings, and formulating conclusions;
- Learn the content of courses and make connections across and between disciplines both within and outside of School; and
- Move with growing strength, coordination, and endurance.

## Core Values - Lower School

Core Values are the guiding principles of the Lower School and are based on five Core Values: Respect, Responsibility, Kindness, Honesty, and Equity. These five values are threaded through the day of a Lower School student to promote interactions that are conducive to learning.

## Core Values - Middle & Upper School

All Middle and Upper School students are asked to uphold the Core Values of Respect, Responsibility, Kindness, Honesty, and Equity.

## DRESS CODE & DRESS DAYS

All students are expected to follow the dress code outlined by division below. A complete list of required Dress Days can be found on the calendar.

### Lower School Dress Code & Dress Days

The School requires that students dress neatly and appropriately. Students should come to School ready to learn and their clothing should demonstrate respect for themselves and others. Therefore, no torn clothing, strapless shirts, or T-shirts with inappropriate messages or pictures are allowed. Hats and hoods are not allowed inside of buildings with the exception of religious or cultural head coverings. Also, children may not bring makeup to School. For safety purposes, all children are required to wear shoes that are securely fastened (no backless shoes/flip-flops are allowed). Shoes should be flat soled. Platform shoes and heels over 1/2" will not be permitted.

Lower School children should wear clothing that allows them to take part safely in all School activities. Children play outdoors on all days that weather permits. Children should leave for School each morning with the appropriate clothing for indoor and outdoor activities. When it is raining or snowing, please be sure your student has a change of clothing at school.

Dress Days are special occasions and are to reflect attire appropriate for dress during the academic day and not evening activities. Students should use the following guidelines when dressing for a dress day:

- Dress pants that include a snap, button, or zipper
- Skirts and dresses
- "Nicer" shirt-blouses and/or collared shirts
- Sneakers may not be worn
- Dress shorts may be worn
- Blue jeans may not be worn



## Middle & Upper School Dress Code & Dress Days

Brimmer and May's dress code is designed for comfort, self-expression, and readiness to learn and participate at school. While we do ask students to adhere to stricter dress guidelines on special occasions, or "Dress Days," our intent is to allow students to make their own clothing choices, keeping in mind our Core Values and our diverse community.

On Dress Days, students must follow specific guidelines. This includes dress pants or shorts, skirts, dresses, sweaters, and blouses or collared shirts. On these days, non-dress pants (i.e. blue jeans, joggers, ripped clothing) and sneakers may not be worn.

For special occasions that require a specific dress type (i.e. Outdoor Education Days, Spirit Days), advance notice will be given to students with specific dress guidelines that are required for the event or location.

As we strive to live out our Core Values, choices on how to dress should reflect this by showing respect for the occasion and community. To this end, student dress should not be excessively revealing (i.e. no undergarments showing) and should not include references to alcohol, drugs, violence, offensive references, or hate speech. Hats and hoods are not allowed inside of buildings with the exception of religious or cultural head coverings.

Dress code violations, whether for a regular school day or a Dress Day, are assigned at the discretion of School personnel and will be addressed by the Division Head or Dean of Students. Repeat offenders will be given an ISCR (Upper School) or detention (Middle School) for each dress code violation.

## Money

Students should not carry a significant amount of money to School. They should have only enough for transportation, snack, etc. The School does not assume responsibility for loss of money or valuables.

# DISCIPLINARY PROCEDURES AND RULES

Brimmer considers discipline an important part of the educational process. Within this context, the Core Values of Respect, Responsibility, Kindness, Honesty, and Equity are upheld and expected as a community norm. In order to provide each student with the opportunity to enhance fully their potential, the faculty and administration of Brimmer and May believe that students need to develop habits of good decision making and to exercise self-discipline. High standards of behavior are necessary for providing an atmosphere conducive to learning, therefore each student is expected to act in a manner that upholds the spirit of the Core Values. Brimmer is committed to providing all students with a positive environment free from any behavior that distracts from this commitment. It is the discretion of the staff to determine when a student is in violation of a Core Value.

## Discipline - Lower School

The homeroom teacher addresses discipline in the Lower School based on classroom expectations that reflect the Core Values. Students in Grades 1–5 will be asked to write a reflection about an incident when the student was involved and tie the reflection into the Core Values. If students have been fighting or have had inappropriate interactions with other students, they will see the Head of Lower School or the Assistant Head of Lower School, and the parents will be called. The School has an anti-bullying policy and plan outlined below. The Head of Lower School and classroom teacher handles disciplinary infractions. When there are repeated offenses or a single major infraction of School rules, the Head of School and the Head of Lower School work with the family involved.

The School reserves the right to ask a student to stay home from School until the Division Head and Head of School feel the student is ready to return and behave within the determined guidelines.

## Discipline - Middle & Upper School

Students are expected to take an active role in the implementation of Brimmer's philosophy and Core Values. To ensure personal and intellectual development, each student must regard the rights of others and respond thoughtfully and responsibly in the classroom, on the playing field, and in social settings.

The School seeks to promote honesty, ethical behavior, equity, and equality within the community. All students are encouraged to take individual responsibility for their actions and to be productive and contributing members of the School.

## Code of Conduct - Middle & Upper School

The particular rules of conduct and regulations established by the School are set forth in this Handbook. The School expects all students to abide by the spirit of the rules that guide our community, and to engage sincerely in all individual and communal activities and programming, including academic classes, athletic events, and extracurricular programs. Disregard or

demonstrated lack of respect for the School's philosophy, Core Values, rules, and regulations on the part of students and/or parents is detrimental to the community and may lead to dismissal from the School or denial of a reenrollment contract for the next year. The Head of School has the authority to suspend or expel a student for inappropriate behavior.

The following behavior is considered unacceptable in the School community and may lead to detention, ISCR, suspension, or even expulsion:

- Academic dishonesty, including cheating or plagiarism;
- Defacing, tampering with, and/or disabling School computers and other technological equipment (students and parents may be asked to pay or damages and/or necessary repairs);
- Disrespectful use of language and/or treatment of others;
- Disrupting the learning environment;
- Fighting, harassment/bullying;
- Hate or Discriminatory Speech;
- Leaving School without permission;
- Lying;
- Misuse of, defacing, or destroying property of the School or of others;
- Unauthorized entry into or use of School facilities;
- Possession of all weapons, including penknives, pocket knives, and toy weapons;
- Possession of fireworks;
- Reckless endangerment of self or others;
- Rudeness and swearing;
- Sexual misconduct;
- Smoking or Vaping or possession of those materials on campus;
- Social Media postings that violate the Core Values and impact the School community;
- Stealing;
- Tobacco and cannabis products are not allowed on campus;
- Threats made orally, in writing, on email, or over the Internet that jeopardize the safety of the School or other students;
- Unexcused absence from class or School;
- Use of, possession of, or intent to sell illegal drugs or alcohol;
- Use of, possession of, or intent to sell prescription medications that are not one's own; and
- Violation of Acceptable Use of Technology Policy

Gum chewing is not permitted in the Middle School. In the Upper School, gum chewing is a privilege that is allowed based on each teacher's classroom rules. Other behaviors not listed that violate the School's Core Values may also be deemed unacceptable and subject to disciplinary action.

During School-sponsored activities, Extended Day, and/or trips or other School-sponsored retreats or trips, students are expected to comply with the standards and rules of the School. Infringements of School policies and the Code of Conduct of the School will be investigated and responded to by the Dean of Students and the appropriate Division Head. Responses, made in consultation with the Head of School, may include community service, ISCR, Saturday detention, separation, suspension, or expulsion depending upon the nature of the infraction.

For serious infractions in the Upper School, a student may be required to appear before the Judicial Board.

## **Alcohol & Other Drugs Policy**

The use of alcohol and other recreational drugs is a violation of the Code of Conduct and interferes with the learning environment and will not be tolerated.

If a teacher feels that a student is under the influence of a substance (i.e. alcohol, marijuana), the teacher will escort the student to the Division Head's office. The Division Head will then escort the student to the School Nurse, who will perform an evaluation to assess possible use.

If the Division Head is unavailable, the teacher will discreetly escort the student to the Nurse's office. If the School Nurse feels that it is possible that the student has used drugs or alcohol recently enough to affect performance and functioning, she will call the parents and ask them to pick up the student. The School will require that the student see a physician for a full substance evaluation at the parents' expense.

Substance screening results must be shared with the School before the student is allowed to return. If the outcome of the assessment is that the student is deemed to have a problematic relationship with drugs or alcohol, the student will be required to undertake substance abuse counseling.

If the student is brought to the School Nurse a second time with the suspicion of being under the influence, the School Nurse will again call home and ask the parents to come and pick up the student. The School will require another drug screening be done. For the second offense and any subsequent offenses, the student will also be brought in front of the Judicial Board for disciplinary action. Possible consequences for repeated offenses of the substance use policy may be a lengthy suspension with further substance abuse counseling or expulsion from School. The School may require regular screening for the student to remain on campus.

Drugs found in the possession of a student will be confiscated and may be reported to the police. In addition, a Judicial Board hearing will be held in order to determine if a student can remain at Brimmer.

## **Distributing Illegal or Illicit Substances**

Distributing illegal or illicit substances is illegal and will not be tolerated on or around the Brimmer campus. Students determined to be selling or arranging deals for the purchase or sale of illegal or illicit substances will be expelled, and the police could be notified.

## **Search Policy**

Lockers are School property. The staff and administration of the School reserve the right to open a student locker, book bag, or car for inspection should there be any question about its contents.

# **CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR: MIDDLE SCHOOL**

## **Detention - Middle School**

Detention is assigned to students for unacceptable behavior. Teachers will directly inform the student, the student's advisor, and the Middle School Dean of Students when assigning the detention. Students will receive both personal and electronic notification of when and where they will serve a detention in a given week. The student's advisor will contact a parent or guardian with this information. A missed detention will result in a Saturday morning detention. After a third detention in a quarter, the student will be required to serve the next detention on an assigned Saturday morning. Parents will be informed when a student receives a Saturday detention. Detention is meant as a time to reflect on one's behavior and set goals for improvement.

## **Separation from School - Middle School**

Separation from School is defined as the period of time a student is prohibited from being on campus and from participating in any School activities for a specified number of days or weeks. The student is responsible for missed academic work. Following separation, the student may be placed on probation for a period of time. The student and parent/guardian must meet with the Head of Middle School, the Middle School Dean of Students, and/or the Head of School before returning to the School community in good standing. A separation from School is not entered into a student's official discipline record, and students and families are not obligated to report the separation during the application process to other institutions.

## **Community Service Hours**

As part of a disciplinary response, a student may be required to correct the harm they have done or to work to improve the School community in some designated and documented manner. These hours do not count towards a student's Community Service Hours Requirement.

# CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR: UPPER SCHOOL

Students will receive both electronic and in-person notification of the offense. Students who are assigned an ISCR will be required to repair the harm they did, by violating the community standards, by doing service within the School. This may include additional Lunch Duty responsibilities, cleaning, or organizing spaces. Students may also be assigned a Saturday Detention. Saturday Detentions are held for students who have frequently violated the School's Code of Conduct or have committed a more serious infraction. Parents will be informed via email when a student has received a Saturday Detention. Furthermore, ISCR or detentions may lead to an appearance before the Judicial Board.

## Loss of Privileges

A student who violates the Code of Conduct is subject to loss of privileges (such as free periods, off-campus, Pappas Lab access, gym access, Community Service Hours, etc.).

## Disciplinary Probation

Disciplinary Probation is defined as a specific period of probation in which student privileges may be revoked or during which time the student's continued enrollment at the School is under review.

## Separation from School - Upper School

Separation from School is defined as the period of time a student is prohibited from being on campus and from participating in any School activities for a specified number of days or weeks. The student is responsible for missed academic work. Following separation, the student may be placed on probation for a period of time. The student and parent/guardian must meet with the Head of Upper School, Upper School Dean of Students, and/or the Head of School before returning to the School community in good standing. A separation from School is not entered into a student's official discipline record, and students and families are not obligated to report the separation during the application process to other institutions.

## Suspension

Students engaged in serious or repeated offenses may be suspended from School. A student is prohibited from being on campus and from participating in any School activities for a specified number of days or weeks. The student is responsible for missed academic work. Following suspension, the student may be placed on probation for a period of time. The student and parent/guardian must meet with the Head of Upper School, the Upper School Dean of Students, and/or the Head of School before the student may return to the School community in good standing. A suspension is entered into a student's official discipline record. See the School's policy regarding reporting disciplinary actions to colleges in the "Disclosure of Student Discipline History" section of this Handbook.

Students are responsible for all work during a separation or suspension from School and should submit this work during the time away from School or immediately upon reentry to the School.

## **Expulsion**

Expulsion occurs when a student is permanently removed from the School and may not return to the campus.

## **JUDICIAL BOARD - UPPER SCHOOL**

Brimmer believes Upper School students are responsible and mature enough to be part of the School's disciplinary system. Student voice at the Judicial Board meetings adds an important perspective to the deliberations. A Judicial Board is convened when a student's behavior involves serious violation of the Rules of Conduct.

### **Judicial Board Mission**

The Brimmer and May School Judicial Board, comprised of students and faculty members, is committed to strengthening our community by developing and maintaining a tone of decency and sense of responsibility in our daily interactions. We seek to promote honesty, ethical behavior, equity, and equality within our community. We encourage all community members to take individual responsibility for their actions and to be productive and contributing members of our School.

The Judicial Board strives to represent community members' interests by exercising the responsibility to be impartial, to uphold the rules of the School, to maintain confidentiality, and to respect an individual's right to a fair disciplinary process. Our objective is to support students when they make mistakes and to work with them to make meaningful learning experiences of such situations.

The authority of the Judicial Board is to make recommendations for disciplinary action to the Head of School who reserves the right to accept, reject, or modify those recommendations.

### **Judicial Board Membership Procedure**

Candidates submit an application or letter of intent to the Dean of Students. A general election is offered where the faculty elects student members and the student body elects faculty members.

The Upper School Judicial Board membership is based on the following guidelines:

Judicial Board members are students and faculty in good standing in the community. The eight-member Board consists of three voting student members from Grades 9–12, three voting faculty members, the Head of School, and the Division Head (who do not vote). At the discretion of the Head, the Director of Diversity may be invited to attend a Judicial Board hearing as a non-voting member.

## Fact-Finding Procedure

A Judicial Board is not an investigatory committee. The Dean of Students, Division Head, or Head of School performs all investigations and inquiries, making a thorough review of the facts. A statement of each student's case is prepared to include the following:

- Description of the case, including time, place, individuals involved, and any other relevant details;
- Specific charge or charges; and
- Documentation of previous disciplinary record(s), if any, of the student involved.

A copy of the case statement is given to the members of the Judicial Board, to the student, and to the student's advisor prior to the hearing of the case. Prior to the hearing, parents/guardians of the student involved are apprised of the situation.

## Judicial Board Meetings & Procedures

Any violation of the Rules of Conduct should be brought to the attention of the Dean of Students and Head of Upper School. The Dean of Students will confer with the Division Head and the Head of School at whose collective discretion the Judicial Board may be convened. If the nature of the infraction is serious, the Dean of Students initiates the case preparation process, meets with the student, and contacts the advisor to inform them that preliminary action is being taken. The case statement is presented to the student for discussion, and the student involved appears before the Judicial Board to answer questions. A student's advisor always appears before the Board as a character reference. The student is then asked to leave the room, and the Board discusses the case and clarifies any questions.

The Judicial Board determines a consequence after reviewing the charge(s), the circumstances of the case and of the student's previous record, character testimonies, and precedent. Decisions are achieved by a majority vote and are given to the Head of School who has veto power. The Head of Upper School decides a tie vote. The proceedings are recorded and entered into the permanent record of the Judicial Board. The Administration reserves the right to act independently of the Judicial Board in cases that threaten the safety of members of the community.

In the spirit of its own mission statement, the Judicial Board intends to make recommendations to the Head of School for consequences that are appropriate to the wrongful action. Possible sanctions that may be imposed include (but are not limited to):

- ISCR;
- Detention;
- Loss of privileges;
- Community service hours;
- Disciplinary probation;



- Separation from School;
- Suspension; or
- Expulsion.

In addition, students may be required to complete an educational program, write a reflective paper, offer a formal apology, or do research as a response to an infraction.

## **Judicial Board Communication**

All discussions of the Board are strictly confidential. Members of the Judicial Board are expected to maintain complete confidentiality regarding past and pending student cases. If in any way or for any reason a Board member violates confidentiality of the Judicial Board process, she or he will be asked to leave the Judicial Board and will not be allowed to serve again. Considered a serious infraction in and of itself, violation of confidentiality might require that additional alternative sanctions be enforced as the Judicial Board deems appropriate. If necessary and appropriate, any public statements regarding charges, proceedings, and/or consequences are made by the Head of School.

## **Academic Policies**

The School expects students to be honest at all times. Cheating is an act of dishonesty in order to gain an advantage. Any form of cheating is considered a major infraction of the School's Core Values and Code of Conduct.

## **Cheating/Plagiarism**

Students are expected to act with integrity and honesty when completing all graded work and assessments. Cheating is defined as any act of dishonesty in order to gain an advantage.

Plagiarism is a specific form of cheating. A student who takes the ideas or works of others and passes them off as his or her own is considered to be plagiarizing. A plagiarized paper will earn a reduced grade at the discretion of the teacher and the Dean of Students, and the student will be expected to redo the assignment correctly. The goal is for the student to learn from their mistake. If a student continues to plagiarize, the student may fail the course, and in the Upper School, will go to the Judicial Board. Repeated offenses may result in expulsion or the inability to reenroll in the School.

## **Anti-Hazing Policy**

The Commonwealth of Massachusetts requires all Middle and Upper School students to read "An Act Prohibiting the Practice of Hazing" and to sign a statement that they have read and understood that act, which deals with extreme cases of hazing. Beyond this narrow definition, the Brimmer and May community abhors and prohibits bullying; hazing; racist, ethnic, or sexist abuse; or any other cruelty and regards any such act as a severe disciplinary offense.

## Bully Prevention and Intervention Policy

Brimmer and May is committed to providing a safe and caring place for all students. All members of the community strive to treat each other with respect, and faculty work to prevent bullying and help children feel safe at School. The School has a "Bully Prevention and Intervention Plan," available in the Head of School's Office, which is implemented when the School receives a report of a bullying or harassment incident.

Bullying is unfair and one sided. It happens when someone repeatedly hurts, frightens, threatens, or excludes someone on purpose. Bullying behaviors include the following when done in person, by proxy, or through electronic means (cyber-bullying):

- Hurting someone physically by hitting, kicking, tripping, or pushing;
- Stealing or damaging another person's possessions;
- Ganging up on someone;
- Teasing someone in a hurtful way or creating a hostile environment at the School;
- Using put-downs such as making fun of or insulting someone for their gender identity or due to their race, religion, disability or sexual orientation;
- Touching or showing private body parts;
- Spreading rumors or untruths about someone;
- Excluding someone on purpose or trying to get others not to play or associate with someone else; or
- Materially and substantially disrupting the education process or orderly operation of the School.

Students at Brimmer and May are expected to do the following to prevent bullying:

- Treat each other with respect;
- Refuse to bully others;
- Refuse to let others be bullied;
- Refuse to watch, laugh, or join in when someone is being bullied; or
- Try to include everyone in play and socializing, especially those who are shy or tentative; and
- Report bullying to an adult.

If a student feels bullied, she or he should contact a trusted adult immediately. If the student is not able to act on his or her own behalf, the School asks that a parent or guardian call the appropriate Division Head on their child's behalf. The adults to whom the report is made will make every effort to protect the person being bullied or who has witnessed a bully-like threat to prevent any further bullying behavior or retaliation. A report of bullying or retaliation may be

made anonymously but no discipline will be imposed based on an anonymous report. Anyone who knowingly makes a false report of bullying or retaliation will be subject to discipline.

Once the School learns of an incident that may involve bullying behavior, the School will follow the “Bully Prevention and Intervention Plan.” Steps the School will take include contacting the parents of both the alleged bully and the target and taking appropriate disciplinary action. The discipline may range from a student serving a detention at School to expulsion from School. Please read the specific information regarding discipline in the Lower and Middle and Upper School detailed in this Handbook.

In all divisions of the School, students will meet with the appropriate Division Heads. Since incidents of this nature are handled on a case-by-case basis and pursuant to the “Bully Prevention and Intervention Plan,” the members of the Student Support Team (SST) convene to review the situation and decide on any follow-up action to the disciplinary response that may be needed. At the SST meeting, specific intervention with individuals or classes may be considered, and the School Psychologist/Counselor will respond accordingly. This may include peer work to restore a sense of safety at the School, individual counseling, or group counseling. In addition, the School’s Mental Health Team may provide counseling or a referral to appropriate services for the bully and victim.

At the beginning of each year, parents and students are issued the Student Handbook and are asked to read the School rules with their children. In the Middle and Upper Schools, all students receive the Handbook at an opening assembly and are required to acknowledge and uphold the School’s Code of Conduct. In addition, students sign the state’s anti-hazing policy as stated in this Handbook.

## **Bully Prevention and Intervention Plan Introduction**

At Brimmer, we expect that all members of our School community—including students, parents, faculty, and staff—will treat each other with civility and respect. The Mission of the School states: “We promote ethical behavior by emphasizing individual responsibility, citizenship, and honesty.” The School regards this part of the Mission seriously. It is the policy of the School to provide and maintain a learning environment that is free of bullying and any other verbal or physical misconduct that disrupts the learning environment or makes it unsafe.

The Brimmer and May School’s “Bully Prevention and Intervention Plan,” set forth below, is published in response to the recently enacted Massachusetts law against bullying and is an integral part of our efforts to prevent behavior that can impede the learning process. Our plan explains the School’s comprehensive approach to address bullying, cyber-bullying, and retaliation.

This plan is consistent with Brimmer and May’s policies regarding discrimination, harassment, bullying, and retaliation that appear in our Student Handbook, our Faculty/Staff Policies Handbook, and our Core Values (Lower School) and Code of Conduct (Middle and Upper Schools) statements.

It is important that this plan be well understood by all members of the Brimmer and May community. The Head of School is responsible for the implementation and administration of the plan. Questions and concerns related to this plan may be referred to the Head of School, to one of the School's Academic Division Heads, or to the Middle and Upper School Dean of Students. This plan is a result of the work completed by a committee of people who met to review the School's policies, programs, and plans for bully prevention and intervention. This committee included teachers, parents, administrators, deans, and counselors.

The School will not tolerate any form of bullying or cyber-bullying, nor will we tolerate retaliation against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

## **Policy Against Bullying, Cyber-Bullying, and Retaliation**

Bullying and cyber-bullying are prohibited on School grounds and at School-sponsored events, activities, functions, and programs. Bullying and cyber-bullying also are prohibited on School buses and other vehicles owned, leased, or used by the School, and through use of technology or an electronic device owned, leased, or used by the School.

In addition, bullying and cyber-bullying 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 the bullying creates a hostile environment at School for a targeted student; infringes on the rights of a targeted student at School; or materially and substantially disrupts the educational process or the orderly operation of the School.

## **DEFINITIONS OF BULLYING**

The following definitions are drawn from the Massachusetts law against bullying.

### **Bullying**

Bullying is defined as the repeated use by one or more students 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 targeted student or damage to the targeted student's property;
- Places the targeted student in reasonable fear of harm to himself or herself or of damage to his or her property;
- Creates a hostile environment at School for the targeted student;
- Infringes on the rights of the targeted student at School; or
- Materially and substantially disrupts the educational process or the orderly operation of the School.

## Cyber-Bullying

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, fax machines, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings, whether on a web page, in a blog, through social media, or otherwise.

## Hostile Environment

A hostile environment is a situation in which bullying causes the School environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive 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 bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

## Legal Definitions and School Policy

It is important to bear in mind that stricter standards of behavior may apply under Brimmer and May's School policies to allow us to prevent inappropriate verbal and physical conduct before a student has been subject to bullying as it is defined under the law. For example, although the law defines bullying as "repeated use" of certain expressions, acts, and/or gestures, the School reserves the right to apply disciplinary measures and other corrective action after a single expression, act, or gesture, if the School determines that the conduct was sufficiently severe to warrant disciplinary measures or other remedial action or that the repetition of that expression, act, or gesture might reasonably result in bullying as defined under the law.

## Prevention of Bullying and Cyber-Bullying

From the earliest grades at Brimmer, students learn that as members of our community they have a right to be treated with civility and respect. Our curriculum emphasizes respect for differences, and teachers are clear in their expectations for student behavior. When necessary, parents are notified and asked to reinforce standards consistent with Brimmer's standards. All Lower, Middle, and Upper School families and students receive a copy of this Handbook, which is reviewed with students, shared with parents, and posted on the School's website for easy access. This Handbook includes explicit policies around the acceptable use of technology at Brimmer and May. In addition, students are well informed through all PK–12 computer classes about the acceptable use of technology.

In addition, Lower School homeroom teachers, Middle School Life Skills classes, and Adolescent Issues courses focus on peer relationships and empower students to take action if they feel targeted or if they witness other students engaging in bullying or other unacceptable behavior.

## **Reports of Bullying, Cyber-Bullying, or Retaliation**

Any student who is the target of bullying or cyber-bullying or has witnessed an incident of bullying or cyber-bullying or otherwise has relevant information about bullying or cyber-bullying prohibited by the School's policy is strongly encouraged to report promptly the matter orally or in writing to the Head of School, a Division Head, the Dean of Students, or to any other faculty or staff member with whom the student is comfortable speaking, such as the student's advisor. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

A parent of a student who is the target of bullying or cyber-bullying or of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is strongly urged to notify promptly the Head of School or the Division Head. Furthermore, any parent who has witnessed bullying or cyber-bullying or has relevant information concerning such an incident is strongly urged to contact the Head of School or a Division Head. A parent should also report any incident of retaliation in violation of this policy to the Head of School or a Division Head.

Any member of the faculty or staff of the School who witnesses or otherwise becomes aware of bullying or cyber-bullying in violation of this policy or who becomes aware of retaliation against a student who reported information concerning a violation of this policy is required to report it immediately to the Head of School or one of the Division Heads. There are to be no exceptions. A member of the faculty or staff may promise confidentiality to a student or parent who informs them of an allegation of bullying, cyber-bullying, or retaliation.

Faculty and staff may not make reports under this policy anonymously. The School also urges students and their parents not to make reports anonymously. Although there are circumstances in which an anonymous report may be better than none at all, it is far more difficult to determine the facts if complaints are made anonymously. If the School receives an anonymous report of bullying or retaliation, we will investigate, but no discipline will be imposed based on an anonymous report. Anyone who knowingly makes a false report of bullying or retaliation will be subject to discipline.

The School takes its policy against retaliation seriously. Also, while the School cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the School releases information concerning complaints of bullying, cyber-bullying, and retaliation only on a legitimate need-to-know basis.

## **Preliminary Considerations**

When a complaint of bullying, cyber-bullying, or retaliation is brought to the attention of the Head of School or a Division Head, an assessment is made as to whether the School should take any initial steps to protect the well-being of students and to prevent disruption of their learning environment while the investigation is being conducted. As appropriate, strategies such as increased supervision may be implemented to prevent further bullying, cyber-bullying, or retaliation during an investigation.

## **Obligation to Notify Parents**

It is the School's policy to notify the parents of any student who is an alleged target of bullying, cyber-bullying, or retaliation and the parents of any student who may have been accused of engaging in such behavior promptly after a complaint has been made.

## **Investigation**

The following is an outline of the procedure that the School pursues after a complaint has been brought to the attention of the Head of School or one of the Division Heads: The Head of School or the Division Head conducts an impartial investigation of the complaint. That investigation may include (but will not necessarily be limited to) interviews with the person who made the complaint; the student who was the target of the alleged bullying, cyber-bullying, or retaliation; the person or persons against whom the complaint was made; and any students, faculty, staff, or other persons who witnessed or who may otherwise have relevant information about the alleged incident.

## **Resolution, Notification, and Follow-Up**

Following interviews and any other investigation the School deems appropriate, the Head of School or the Division Head will determine whether and to what extent the allegation of bullying, cyber-bullying, or retaliation has been substantiated. If it is determined that this policy has been violated, the Head of School or the Division Head will determine what disciplinary action and/or other remedial action is appropriate and how it will be implemented. In the Upper School, the School's Judicial Board will convene. In the Lower and Middle Schools, guided discussions with the School Psychologist will help determine the disciplinary action.

The goal of an investigation and any disciplinary or other remedial process that is imposed following that investigation is to correct the situation and to take appropriate steps to prevent a repetition of the incident and to prevent the student or students targeted and others who participated in the investigation from being subject to retaliation.

In appropriate circumstances, such as when a crime may have been committed or a child may have been subject to abuse or neglect of the type that is reportable under Section 51A of the Massachusetts laws, the School may notify the appropriate law enforcement or government agency.

Upon completion of the investigation, the Head of School or the Division Head who conducted the investigation will meet individually with the student or students who were the target of the alleged incident and the student or students against whom the complaint was made and their parents to report the results of the investigation and, where disciplinary or other corrective action is determined to be appropriate, to inform the parties 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 records and by School policies concerning student confidentiality.

Follow-up contacts will be made with any student found to have been targeted in violation of this policy and the student's parents to determine if there have been any further incidents. This plan is intended: (1) to prevent bullying and cyber-bullying among our students; (2) to encourage students and their parents to have confidence in the School's procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this or any other School policy; and (3) to implement appropriate discipline and other corrective measures when they are found to be warranted. The School does not report disciplinary actions to postsecondary institutions, including colleges, unless a student continues a pattern of misbehavior into the student's 12th grade year. The School will communicate that information to colleges.

## **Disclosure of Student Discipline History**

The School does not report disciplinary actions to postsecondary institutions, including colleges, unless a student continues a pattern of misbehavior into the student's 12th grade year. The School will communicate that information to colleges.

## **Harassment Policy**

The Brimmer and May School is committed to maintaining an environment in which staff and students are not subjected to different treatment because of legally protected characteristics. Therefore the School will not accept or tolerate any discrimination or different treatment of or among staff or students based upon the following characteristics: age, disability, sex (including sexual orientation or pregnancy), race, nationality, religion, or color.

Harassment includes verbal or physical conduct including email messages that may or do offend, denigrate, or belittle any individual because of or due to any of the characteristics described above. Such conduct includes jokes, comments, innuendos, or any other behavior that creates an environment that is offensive. Any of the above-described behaviors is unacceptable.

If students believe that they have been harassed or that another individual has been subjected to harassment, they should report the incident immediately, verbally or in writing, to the Dean of Students, a Division Head, or the Head of School. Appropriate disciplinary action will be taken. The School may request an individual conference with a student, including parents, when appropriate. If the severity of the harassment charges requires expulsion, the School reserves the right to act accordingly.

## **Electronic Device Policy**

Laptops and iPads may be used throughout the School; students need to register their computer with the Technology Department personnel, as they will be on the School network with their own devices. Middle School students are only permitted to use their phones at break. Upper School students may use cell phones during breaks and Lunch, or before or after the school day. Personal electronic devices are not allowed to be used during classes unless approved by the teacher. They may be used before or after school hours. If students wish to use their cell phone at any other time, they must get permission from a faculty member. Failure to comply will result in confiscation of the electronic device.



Students may use any form of headphones with personal electronic devices during study halls or free periods, or with the permission of the teacher in the classroom. Students are not allowed to use ear buds or headphones in the hallways or when walking around campus as they create a barrier to community building. A student's lack of strict adherence to this policy will result in the loss of this privilege.

## **Technology: Acceptable Use Policy**

Brimmer and May's Rules of Conduct as outlined in this Handbook apply to all School activities, including the use of computer equipment, the School's computer network, email, and the Internet. Students are expected to conduct themselves on the Internet in the same way they are expected to behave in the rest of the School community and to respect technological equipment in the same way that they respect all School property.

The guidelines below apply to the School's computer network and all technological equipment on the Brimmer and May campus whether owned by the School or the student.

The Technology Department takes measures to control access to Internet content determined inappropriate for minors and inconsistent with the School's educational objectives and to protect each student's personal identification information. These measures include using software that filters Internet content, providing adult supervision to Internet access, and enforcing strict guidelines and rules for Internet use. While the Brimmer and May School takes reasonable measures to ensure that each child is safe while accessing the Internet on campus, children continue to face risk of exposure to objectionable material that passes through the Internet.

All network activities are monitored by the School's Technology Director. The Technology Department and Head of School may access documents remotely on any computer in the School as well as monitor users' computer screens.

## **Acceptable Use of Technological Equipment and Computer Network**

All use of technological equipment at Brimmer must be in support of education and research and be consistent with the purposes of the School. Misuse or lack of care in the use of desktop labs, laptops, or iPads may result in closure and/or denial of access to these resources.

Use of the School's computers and/or Internet access shall not be used to intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users. Students are required to keep School-assigned passwords confidential. Student use of the School's computers and/or Internet access may not disrupt the use of computers/network by others. Hardware or software may not be destroyed, modified, or abused in any way. Malicious use of computers/network to develop programs that harass other users or damage hardware or software is prohibited.

Documents on computers will be named with appropriate, non-offensive filenames and stored only where specified by the teacher or Technology Director; files that are not stored in the correct folder will be deleted. Any personal, non-School-related files will be deleted from the file server

and other computers. Names and content of files, folders, or hard drives not belonging to the user may not be modified in any way.

No software of any type (including applications, games, fonts, screen savers, utilities, etc.) may be installed on Brimmer and May School computers without the permission of the Technology Director.

Students shall not attempt to circumvent content or access blocks through any means, including but not limited to, use of web or anonymizing proxies, remote access servers, or any type of redirect service.

### **Acceptable Use of Electronic Mail and the Internet**

Students are expected to conduct themselves on the Internet and email as they are expected to behave throughout the School community. Use of the Internet at Brimmer must be in support of education and research and consistent with the School's purposes.

Brimmer and May grants limited email privileges to students in Grades 6–12 who need to complete School-related projects or to communicate with teachers. Students must use those privileges appropriately and in compliance with all School policies.

Email is not private. The Technology Department and the Head of School have access to all email communications. Any messages that violate this policy or any other School policy or requirement will be reported to School authorities. Any messages relating to or supporting illegal activities may also be reported to local or federal authorities. Software may not be downloaded from the Internet unless permission is received from the Technology Department. Gratuitous downloading of audio or video files (i.e., Adobe® Flash®, QuickTime®, RealAudio®, MP3s, etc.) is not permitted under any circumstances. Students may access personal email accounts on School equipment only with the permission and supervision of a member of the Technology Department. Email communications may not use any signature line not approved in advance by the Head of School.

Streaming content, whether audio-, video- or game-related is not allowed unless expressly permitted by a teacher during class or by a member of the Technology Department. This includes, but is not limited to, YouTube, Google Video, and Flash games. Use of the Internet to access or communicate pornographic material or other inappropriate content is prohibited. Students may not access or download any materials dangerous to the integrity of the equipment.

Students may not participate in chat rooms, instant messaging, or other online discussions, unless required by a teacher for a School-related project.

No member of the Brimmer community may identify any other member of the community or identify Brimmer and May in any way in any personal blog or social network.

### **Acceptable Use of Computer Rooms**

All food and drink are strictly prohibited when using any computer in any location. During

non-class times, computers are available on a first-come, first-served basis. Students must receive permission from a teacher to use a computer during free time or study hall. An adult must be present in the labs when students are using the computers. This applies only to desktop labs and laptops in the library. Other laptops are not available for individual use. Talking will be kept to a minimum and students are expected to behave as if they were in class. Users should leave computers and the room as neat as (or better than) they found them. Violation of the terms of the Acceptable Use Policy may result in limited or unlimited loss of computer privileges, suspension, expulsion, or other action determined by the School's Judicial Board and/or administration.

## Toys

Students should not bring any toys (including playing/trading cards) to the School.

# HEALTH AND SAFETY

Brimmer is committed to providing a strong health and wellness program starting PK through to the 12th grade year. The health and wellness curriculum is overseen by members of the P.E. department, the health professionals at the School, and the Division Heads. When necessary, outside consultants and health professionals offer special programming.

## Health Professionals

A Registered School Nurse, a Lower and Middle School Psychologist, and an Upper School Counselor work collaboratively to support the health and wellness of the Brimmer community.

## School Nurse

Parents may make an appointment with the nurse to discuss their child's medical needs. The nurse carries a cell phone for emergencies and is able to be reached throughout the school day. The nurse's office is located in the Hastings Center, and the nurse is available during all lunch periods. The nurse also works closely with the Director of Food Services to ensure the dietary needs of all students are taken into consideration.

## Mental Health Staff

Brimmer also employs one School Psychologist who consults throughout the School but focuses mainly in the Lower and Middle School and one licensed clinical social worker who is an Upper School faculty member. Both counselors are on campus part time and are available for consultation with students, parents, faculty, and staff.

Brimmer faculty and administration work as a team to support students' experiences at School. The School Nurse is also part of the mental health staff.

## Student Support Team (SST)

If a teacher, advisor, coach, or other faculty member is concerned about a student, they can refer the student to the Student Support Team for academic, behavioral, and/or emotional problems (e.g., family stress, depression, isolation, acting out behavior, substance abuse, poor academic performance, and poor attendance).

The SST is run by the Division Heads, and includes the School Nurse, School Psychologist or Social Worker, the Director of Academic Services, and other members of the divisional leadership team. The divisional teams meet weekly to review a referral or discuss students as needed. Following the meeting, a plan will be initiated, and follow-up will be done with teachers and advisors as necessary. If a concern persists, the family is notified.

## After School Health Care/Support

The School employs a part-time athletic trainer who sees students with sports injuries during the after school hours. If students not in sports need medical assistance, the person supervising the student calls the administrator on duty.

## Health Policies

In the event of illness at School, a student should report to the School Nurse. The Nurse will contact the parents if, in the Nurse's opinion, the student should be dismissed. Students should not contact their parents before checking with the Nurse. While there is a place for children to rest, it is expected that parents will pick up their child as soon as possible after being called. Please note that Brimmer and May does not conduct or require all the health screenings (hearing, vision, and scoliosis) that the Commonwealth of Massachusetts requires for all public school students. The School recommends that parents consult with their health care provider to ensure that these exams are carried out for their children. Parents are entitled to these state-mandated tests from their public school.

More information can be found on the School's website in the Health section.

## Emergency Medical Procedures

In the event of any medical emergency, the School first tries to reach the parent(s), at the numbers indicated on the health and information form. If a parent is unavailable, the School then calls the doctor listed on the health and information form. From that point, we follow the doctor's advice. We will continually try to reach the parent(s) or one of the other people indicated on the emergency form. If the doctor recommends hospitalization but does not recommend a specific hospital, we call an ambulance that usually transports the child to Newton-Wellesley Hospital or Boston Children's Hospital.

Parents and guardians should keep the School up to date on any changes to cell, home, or work phone numbers. In the event of a serious life-threatening situation, the local rescue unit is immediately called, and the child is taken to a designated hospital. It is crucial that information in the health and information form be kept current and complete throughout the year. The school nurse is on duty Monday through Friday.

## Illness

When a child is ill and cannot attend School, a call should be made to the School Receptionist at 617-566-7462 for Grades PK–5 or email [attendanceLS@brimmer.org](mailto:attendanceLS@brimmer.org) or the Registrar at 617-278-2349 for Grades 6–12 or email [attendanceMSUS@brimmer.org](mailto:attendanceMSUS@brimmer.org) before 8:10 a.m. to report the absence. Parents should notify the school nurse as soon as possible if a child has contracted a communicable disease.

## Concussion Academic Guidelines

### PHASE 1: NO SCHOOL

- Symptom Severity: In this phase, the student may have a high level of symptoms that prevent them from being able to benefit from being in school.
- Treatment: The student should rest the brain and body as much as possible.
- Interventions: No school; no academic work; no activities that exacerbate symptoms, such as TV, video games, computer use, texting or loud music; and no physical activity.

## **PHASE 2: PARTIAL DAY ATTENDANCE WITH ACCOMMODATIONS**

- Symptom Severity: In this phase, the student's symptoms have decreased to manageable levels.
- Treatment: Balance rest with gradual re-introduction to school. Interventions: Part-day school attendance, with focus on core subjects; eliminate items not essential to learning priority material; emphasis is on in-school learning, so homework is reduced or eliminated; and no physical activity.
- Other interventions include: Attendance may be inconsistent based on level of symptoms and time of day. Assignments will be prioritized and/or excused based on most essential goals and objectives of the course. Limited class participation is expected (more listening than speaking. Tests, quizzes, and screen-based assignments should be avoided and excused when possible. May need audio books or oral exams. Accommodations made to help student with light and noise sensitivity.

## **PHASE 3: FULL DAY ATTENDANCE WITH ACCOMMODATIONS**

- Symptom Severity: In this phase, the student's symptoms have decreased in both number and severity.
- Treatment: As the student improves, gradually increase demands on the brain by increasing the amount of work, length of time spent on the work, and the type or difficulty of work.
- Interventions: Continue to prioritize assignments, tests, and projects; limit student to one test per day; gradually increase amount of homework; and no physical activity. Other interventions include: Past assignments and units excused as possible, a schedule will be set for the completion of any work that cannot be excused Occasional absences. Student may still require accommodations such as audio books, extended time on tests or assignments, and limited screen-based assignments. Under the direction of the student's PCP, the student may begin the return to play protocol with the School's Athletic Trainer.

## **PHASE 4: FULL DAY ATTENDANCE WITHOUT ACCOMMODATIONS**

- Symptom Severity: In this phase, the student may not have any symptoms or may have mild, intermittent symptoms.
- Treatment: Accommodations are removed when student can function fully without them in conjunction with the school nurse.
- Interventions: Construct a plan to finish completing required missed academic work; no physical activity until released by PCP and Athletic Trainer.
- Other interventions include: For new work, academic expectations are back to usual. Student will be working to complete accommodated work load (according to agreed upon modifications) for all classes. Student continues with return to play protocol under the supervision of the PCP and school Athletic Trainer.

## **PHASE 5: FULL SCHOOL AND EXTRACURRICULAR INVOLVEMENT**

- Symptom Severity: No symptoms are present.
- Treatment: No accommodations are needed.
- Interventions: Before returning to full physical activities, the student must complete the gradual return-to-play progression per PCP and AT.

Grading for students with diagnosed concussions will be suspended until students are determined to be in Phase 3. If the recovery time is extensive (more than 4 weeks), a student may be graded on a pass/fail basis for the marking period (interim, quarter, semester, or year) in some or all courses.

If a student is diagnosed with a concussion prior to an exam period and has been directed by a doctor not to take exams, then the student's grade will be determined based on previous work in the marking period. The School has no expectation that the student will take the exams thereafter. Should a student need to make up coursework in order to advance successfully to the next level in a discipline (math, science, or languages), the student may work over the summer to prepare for the final exam in that course. When the student feels prepared for the exam, the student will arrange to take it prior to the start of the next school year. In order to advance, the student must earn a 75% on the exam. The School will support the student to the extent it can, not including providing specific instruction to the student.

Each concussion case is handled individually, and the plan will be communicated to the teachers, the student, and the family after the School has received the necessary medical information and the Student Support Team meets. Please use the outlined phases as guidelines for what to expect from the student, as well as from the teachers.

\*Please see Athletic Matters for concussion guidelines relating to sports participation.

## **Information, Authorization, and Medical Forms**

It is imperative that parents provide the Information/Authorization and Medical forms prior to the opening of School so that the School can provide the appropriate response in case of illness or accident. A student will not be allowed to attend School or to participate in athletics if those forms are not on file prior to the opening of School. Physical forms completed by parent-physicians will not be accepted.

Brimmer collects student health information through Magnus Health Student Medical Record (SMR), a secure and easy-to-use website for submitting health information. During the summer, parents receive an email detailing how to use this website and outlining the required information.

## **Immunization Requirements**

As required by state regulations (102 CMR7.07 and 105CMR 220.00), the Massachusetts Department of Public Health has established the minimum requirements for attendance at day care, pre-school, kindergarten, school, and college. The Brimmer and May School must adhere

to these requirements. Medical and religious exemptions are the only two conditions under which a student can be excluded from these requirements. A medical exemption is allowed only if a health care provider submits documentation that an immunization is contraindicated for a specific reason. A religious exemption is allowed only if a parent submits a written statement that immunizations are contrary to the student's sincere religious beliefs. For the safety of all our students and faculty, personal and philosophical objections to certain immunizations do not qualify for exemption. Any student not in compliance with these guidelines will be excluded from School until the requirements are met.

In the event of an immunization preventable disease outbreak (e.g., pertussis or varicella), any student with a religious or medical exemption will be contacted by the Nurse and expected to follow the quarantine and exclusion guidelines established by the Department of Public Health.

Disease	When Student May Return to School
Conjunctivitis	Full 24 hours after antibiotics are started
Chicken Pox	7-10 days after eruption of blisters and after all vesicles have a dry scab
Diarrhea	Full 24 hours after symptoms are gone
Fever > 100	Full 24 hours after fever is gone
Head Lice	Students diagnosed with live head lice do not need to be sent home early from School; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun.
Impetigo	Full 24 hours after antibiotics are started
Ringworm	After treatment has begun and affected area is covered
Strep Throat	Full 24 hours after antibiotics are started
Vomiting	Full 24 hours after symptoms are gone

### Medical Waiver for Exemption to Lunch/Snack Program

At Brimmer and May, every child is expected to participate in the lunch and snack program. A medical waiver from a physician and consultation with the Nurse is required before an exemption will be approved. Once approved, the family must follow all Life-Threatening Food Allergy guidelines when sending in food.

### Mental Health & Medical Leaves

If a student is absent for more than five consecutive School days or when the School asks that a student leave to be evaluated for mental health concerns, parents or guardians should contact the Division Head and the School Nurse for appropriate reentry procedures. This involves a letter of clearance from the physician as well as various other steps depending on the situation. Each student is responded to case by case.

### Prescription Medication

Prescription medication will be held in custody by the School for the student upon receipt of a letter from the student's parent giving permission to administer at the School along with any



other information that may be necessary. Prescription medication must be in its original container labeled with the student's name, medication name, dosage, and frequency. All letters and medications must be delivered to the School Nurse. The Nurse administers all medication at the School.

## Food Allergies

Peanuts, tree nuts, shellfish and any products containing these foods and/or their derivatives are three of the eight most common causes of food allergies. A reaction to these foods as well as others to which a child is allergic can be potentially life-threatening. Any foods coming into the School to be shared with others must contain an ingredient label that can be reviewed by the School Nurse. To protect against the possibility of an allergic reaction, the Brimmer and May School requests that families do not send in products to be shared with others.

Parents of students with serious medical concerns seeking exception to the lunch program should contact the School Nurse and the appropriate Division Head. If a student has a food allergy, the parent should contact the School Nurse.

## Life-Threatening Food Allergy Guidelines

In order to minimize the risk of exposure to food allergens that pose a threat to Brimmer students and to educate the Brimmer community about life-threatening food allergies, Brimmer and May:

- Maintains and reviews a building-based general Medical Emergency Plan and Life-Threatening Food Allergy Emergency Plan;
- Provides annual life-threatening food allergy and EpiPen training for all staff;
- Provides annual age-appropriate educational programs for students at all levels about life-threatening food allergies;
- Provides ongoing education with staff and students regarding proper hand-washing techniques.

The School maintains a peanut/allergen safe environment by adhering to the following:

- Any food brought into the School for any reason (older students buying lunch outside and bringing it back, special exhibitions, meetings, etc.) must have an ingredient label (no homemade goods) and not contain peanuts, tree nuts (cashews, almonds, walnuts, etc.), or shellfish;
- The School limits the use of food for curriculum instruction. If food is to be used, parents and the Nurse must be notified in advance;
- The School prohibits the sharing of food; and
- The School eliminated the use of food for rewards.

Foods used for School events must comply with the above guidelines. Any food on School bus routes and on field trips must comply with the above guidelines. The School does not host bake sales; rather, we use alternative fundraisers in Middle and Upper School (Break the Dress Code Day, car washes, etc.).

Peanut butter is replaced at all lunches with a sunflower butter. There are no nut/peanut products served at snack.

## **Family Responsibilities**

Please notify the School Nurse and Division Head of your child's food allergies before the start of the school year or as they are diagnosed and provide a list of foods or items that could cause a life-threatening reaction for your child.

Parents should deliver and provide necessary documentation and medications in proper containers to the School Nurse on or by the first day of School and replace medications after use or upon expiration. Parents should meet with the Nurse to develop a plan that accommodates the child's needs throughout the School including in the classroom, the Dining Room, after-school programs, on the School bus, and during School-sponsored activities. The parent is also asked to help educate the child in the self-management of their allergies as age appropriate, including:

- Safe and unsafe foods;
- Strategies for avoiding the allergen;
- Symptoms of an allergic reaction;
- How and when to tell an adult a reaction is starting; and
- How to read food labels.
- Parents are encouraged to purchase a Medic-Alert bracelet or necklace for their child and encourage their child to wear it at all times.

Parents are asked to provide the School with safe snacks and supplemental foods to be used as necessary (e.g., soy milk, milk-free cupcakes for special events, etc.).

Parents are advised to discuss field trip destinations with the Nurse or teachers for potential issues (exhibits or activities) that might pose a risk. When necessary, a parent may accompany the child. It is also important that all parents make sure emergency contact information is kept up to date.

## **Student & Adult Safety**

Brimmer and May follows many guidelines to provide a safe environment at School. Some of the guidelines are mandated by state or local agencies.

## **Asbestos - Compliance with Asbestos Act**

In compliance with the Asbestos Hazard Emergency Response Act of 1986, Brimmer and May contracted with Hall-Kimbrell Environmental Management to inspect our School for asbestos and to write the government report. We submitted this report to the state prior to the October 1986 deadline, and we have subsequently implemented the recommendations of the state regulatory agency.

The School buildings have no untreated friable asbestos-containing material. The buildings are

all inspected semiannually by U.S. Coatings Collaborative, Inc. A copy of the report submitted in 1986, along with the subsequent updates, is available in the Head of School's Office.

## **Child Abuse**

The School is required by law (Massachusetts General Laws, Chapter 119, Section 51A) to report child abuse when it has reasonable cause to believe or suspect that a child (under 18 years old) is suffering serious physical or emotional abuse or neglect, including malnutrition. The report is made to the Department of Social Services and can be done by any teacher, nurse, administrator, or School Counselor/psychologist at Brimmer and May School.

## **Criminal Background Check (CORI)**

The School complies with the state law that requires all public and private schools in Massachusetts to conduct "criminal background checks on current and prospective employees, volunteers, school transportation providers, and others who may have direct and unmonitored contact with children." The School conducts background checks for faculty, staff, coaches, Extended Day Staff, summer camp counselors, and parent volunteers who wish to work in the library or classrooms or join us on field trips.

Every volunteer at the School must have a current CORI on file with the CFO who holds the CORI forms in a confidential file. Once a CORI is completed and on file, it is current for three years from the date it was requested.

## **Crisis Plan**

The School has a comprehensive Crisis Plan that is available in every classroom and office at the School. The Crisis Plan directs faculty and students to safety in the case of an emergency. The School uses a crisis management consultant to review procedures with the administration as needed. In addition, town officials offer assistance and guidance as needed.

## **Fire, Evacuation, and Lockdown Drills**

Fire, evacuation, and lockdown drills are held periodically throughout the year in accordance with the towns of Newton and Brookline. When practical and planned, lockdown drills are announced beforehand to avoid unnecessary anxiety and fear. Fire drills are most often random and run by the two towns where the School resides.

## **Pets**

Because the School has many students with allergies, all family pets must remain outside School buildings. The Division Head and School Nurse must approve class activities that involve animals of any kind. Pets are not allowed on the School's playing fields or playgrounds at any time.

## **Skateboards & Rollerblades**

Skateboarding and rollerblading are not permitted on campus.

## Smoking & Vaping

Smoking or vaping is not allowed on campus or in the immediate neighborhood, including Devon, Dunster, Middlesex, and Norfolk Roads. The use of tobacco products and e-cigarettes are prohibited.

## COVID-19 HEALTH AND HYGIENE POLICY

As Brimmer prepares for the 2021-2022 post-pandemic School year, health policies and hygiene procedures listed below are required to ensure the highest standards of health and safety for our community members. Please remember that the COVID-19 situation is not static, and the School may have to diverge from, add to, or modify the procedures listed below to address current conditions. We ask the Brimmer community to be flexible and understanding.

COVID-19 has affected our tight knit community in many ways, and it will continue to impact our day to day lives in the 2021-2022 school year. This is a shared journey, and the School asks that families work with us to make our community as safe as possible. Brimmer and May is committed to doing the right thing—the right thing for our students, faculty, staff, and families, friends, and neighbors. Part of that commitment includes making science-based decisions about how best to protect each other.

### GENERAL INFORMATION

COVID-19 is an illness that experts are still learning about, especially as the virus mutates. The science continues to evolve and we as a community will modify our practices and procedures to adapt to then current understanding of its mode of transmission, clinical presentation, assessment, and treatment. Accordingly, we do not have the ability to list all the scenarios that may present themselves at Brimmer.

This policy and procedure manual will outline the fundamentals and basics that the Brimmer community needs to be aware of. It is beyond the scope of this manual to outline the details of the procedures and specifics that may pertain to a particular type of case or individual.

We will address issues related to COVID-19 on a case-by-case basis on our Brimmer campus.

### CLINICAL TEAM

The clinical team at Brimmer who will be responsible for addressing COVID-19 related issues consists of:

- Beth Escobar, Director of Health Services
- Dr. Dania Ali-Ahmad, Pediatric Health, Chestnut Hill, Consulting Doctor

The clinical team will work in concert with the local health departments (Brookline and Newton) and the MA Department of Public Health for guidance as clinically appropriate and indicated.

Brimmer will follow the CDC guidelines in regard to all necessary infection control practices, clinical care and management of COVID-19 as it relates to the campus.

## **GENERAL ILLNESS**

All faculty, staff, and students must meet the following requirements to attend school:

- Must be fever-free (temperature below 99.5F for a minimum of 24 hours, without use of fever-reducing medication, such as Tylenol, Advil, etc.).
- Faculty, staff, student, and any household member or close contact person has not been diagnosed with active COVID-19 disease.
- Faculty, staff, student and any household member, does not have any symptoms of COVID-19

## **SYMPTOM SCREENING**

All Brimmer staff, faculty, and students will be expected to self-assess their health prior to leaving home each morning. The symptoms for COVID 19 continue to evolve and are not limited to a fever alone. If the health of an individual is in question, please contact the school nurse before sending the student to school.

## **FEVER**

Faculty, staff, or students who develop a temperature of 99.5 F or higher or other symptoms potentially indicative of COVID-19 will be sent home from school and may only return after being cleared by a doctor.

\*Faculty, staff, and students are requested not to take any fever reducing medications in the morning, before checking their temperatures.

## **RETURN TO SCHOOL AFTER FEVER/ILLNESS**

In the event of suspected COVID-19 infection, the recommendations of the local health authorities must be followed, including the number of days of isolation.

- Faculty, staff, or students must be cleared by their doctor prior to returning to school and written documentation must be given to the nurse. Nurse Beth Escobar will make the final determination about the individual's return to school.
- When the child returns to school, they must be fit enough to participate in all activities. If there is a restriction from some activity (recess or PE) there must be a doctor's note explaining why and for how long.
- When returning to school after illness/COVID-19, the faculty, staff, or student will be checked at the nurse's office immediately upon arrival to school, before going to the classroom.

- Students, faculty or staff who arrive with a fever of 99.5F or higher OR have taken fever-reducing medication or who have symptoms potentially indicative of COVID-19 will not go to class, and parents will be notified to pick up their child immediately. In the case of faculty or staff, they will be sent home.

## ENHANCED HYGIENE PLAN

In addition to the new health policies, Brimmer has also developed an enhanced hygiene plan. New measures are listed below.

### Personal Hygiene

- Hand sanitizer will be available in all classrooms, hallways and open spaces. It is recommended to sanitize frequently throughout the day and after touching any common surface areas (including doorknobs, desks, books, computers, phones, and other surfaces).
- All students, faculty/staff will be required to wear a mask which covers the mouth and nose while indoors.
- The School will have a ready supply of disposable masks in case masks become contaminated, broken, or lost.
- Masks are not to be removed while in the classrooms or the building unless advised to do so.

### Tech Hygiene/Computer Etiquette

- It is advised to frequently clean phones, laptops and tablets with alcohol wipes throughout the day and especially at the beginning and end the day.

### Contact Tracing

- If someone is deemed to have COVID-19 with a positive test or is in contact with someone who has had COVID-19 and was on Brimmer's campus, the local health department will be notified and contact tracing will commence.
- Contact tracing will involve communicating with those who have been in contact with the individual who has COVID-19 and may result in communicating with Brimmer faculty, staff, students and their families.
- Vaccinated students and staff who have been exposed will follow the federal, state, and local guidelines.

## Food Services

- Meals for students in grades K-12 and snacks for Middle & Upper School students will be offered in the Dining Commons. Pre-K children will eat in their classrooms.
- Wash or sanitize hands before and after eating.

## General Hygiene Info

- It will be discouraged to allow individuals to enter the school who are not members of the Brimmer faculty, staff, student, PA population unless permission has been granted to do so.
- As the Nurse's Office has the potential to become a higher risk area, students are discouraged from visiting for minor ailments. Teachers will be supplied with Band Aids, gauze and gloves in the classrooms.
- Please follow the updated health and safety guidelines outlined in the General Illness section above.

Everyone is encouraged to frequently and thoroughly wash their hands with soap and water (or hand sanitizer):

- Upon entering the building
- At least every 2 hours
- After using the bathroom
- Before and after eating
- After coughing, sneezing, or blowing nose
- After contact with garbage of any kind
- After returning from outside

## COVID-19 TESTING

Starting September 18th, all students in Pre-K through 6th grade will be tested weekly for COVID-19, since they are not eligible to receive vaccine. The School will provide mandatory individual PCR testing administered on-campus for all students in these grades on an on-going basis. If the School has a reliable baseline with no virus spread within our community, the type of test and/or frequency of testing may be adjusted as seen fit.

## COVID-19 VACCINATIONS

Throughout the COVID-19 pandemic, Brimmer has relied on expertise from public health and infectious disease experts as we have implemented health and safety protocols. The School strongly recommends that our age-eligible students be vaccinated against COVID-19.

Though the COVID-19 vaccine is not currently required of Brimmer students, if and when Massachusetts mandates the COVID-19 vaccine among other required immunizations for school-age children, we will be following state law and requiring vaccination of our students, subject to the medical and religious exemptions recognized by our state and federal governments

Brimmer recommends vaccinations for students based upon scientific findings, including the following:

- A fully vaccinated student population is the best way to protect the health of students, employees, and the broader community against COVID-19.
- Guidance from the CDC emphasizes that vaccinations against COVID-19 are safe and effective and offer protection against variants. Vaccines are now widely available.
- This public health approach is consistent with longstanding efforts across the United States to protect students of all ages from a wide range of serious and contagious diseases.

We are tracking student vaccinations as part of our required back-to-school forms, and we will ask families to update the student's vaccine status if it changes later in the year. This information will be maintained confidentially and will only be used to help us to determine what safeguards we will need to have in place as we welcome families back this fall and otherwise update policies throughout the school year.

Unvaccinated students who are eligible to be vaccinated may not be allowed to participate in high-risk activities such as, choral groups, athletic competitions when the opponent's team has a vaccination requirement, and other possible activities where close contact is deemed too hard to avoid. Additional guidance may be issued by these agencies before the start of the school year and will be ongoing, so our policies and protocols may continue to evolve. We will keep our community informed and ask for your continued partnership as we work to emerge from the pandemic.

All faculty and staff are required to comply with our required COVID-19 vaccination policy. All students, faculty, and staff are strongly recommended to get an influenza vaccination as well.



# ATHLETIC MATTERS

Brimmer athletes practice hard, play competitively, and show spirit. The excitement and camaraderie our teams generate on campus can be felt every season. Through athletics, students learn the important lessons of teamwork, sportsmanship, perseverance, and discipline.

They come to understand the meaning of both leadership and cooperation. Because of the belief that athletics is integral to a Brimmer and May education, it is a central piece of the curriculum and of School life. A comprehensive Physical Education program in the Lower School prepares students for participation in competitive team sports in the Middle and Upper School.

Information about the Lower School Physical Education Program can be found in Daily Schedules.

## The Athletic Department

Brimmer employs an Athletic Director, an Assistant Athletic Director, and a Physical Education teacher, all of whom teach Lower School Physical Education. In addition, the Lower School P.E. teacher oversees the Lower School health and wellness curriculum with members of the Student Support Team.

Each team has a page on the website under Athletics with details on the season, including the schedule of games, pick-up times, locations, and directions. Sports teams are coached by both Brimmer and May faculty and outside athletes and coaches. Brimmer also employs professional trainers to assist athletes at all levels.

## Athletics Mission Statement

The goal of the Athletic Department is to provide students with the opportunity to participate in interscholastic competition. It is an integral part of the total learning environment. This experience builds the foundation for the student's development and understanding of the following:

Good sportsmanship	Enthusiasm
Support	Attitude
Sports	Fundamentals
Fitness	Rules
Performance	Teamwork
Leadership	Strategy
Skills of various sports	

The Athletic Department feels it is important to provide healthy competition and cooperation within and between schools while maintaining the spirit of true amateur competition.

## **ATHLETIC REQUIREMENTS**

### **Athletics Requirement - Middle School**

Requirement: The sports requirement for Grade 7-8 is a minimum of one season of a team sport. If a student plays only one season of a team sport, the student must choose an activity for the other two seasons. If a student play two seasons of a team sport, the student is able to take one season off.

6th grade students participate in P.E. classes as part of their weekly schedule but are encouraged to participate in the School's Athletics program.

### **Athletics Requirement - Upper School**

In the Upper School, a strong program and competitive teams give all students the opportunity to excel in their chosen sports while also allowing them to try ones they may not have played previously.

The sports requirement for Grade 9-12 is a minimum of one season of a team sport. If a student plays only one season of a team sport, the student must choose an activity for the other two seasons. If a student play two seasons of a team sport, the student is able to take one season off. Many students opt to participate in an Athletics option for all three seasons and are encouraged to do so.

Students participating on the Robotics Team or who are "performance major" CAP students, participating in the fall and winter performances, may request a team sport waiver from the Athletic Director and Head of Upper School.

Students participating in interscholastic sports need to make a commitment to attend all practices and games and will need to maintain good academic standing. Participation is subject to the approval of the Athletic Director, the Division Head, and the student's parents/guardians. Student-athletes are strongly encouraged to develop and maintain conditioning for their respective sports.

For fall Varsity sports, the Upper School students are given an off-season conditioning program to help them prepare for the upcoming season.

### **Signing Up for Sports and Activities**

Students sign up for sports prior to each season. Students must give appropriate consideration to their decisions before signing up for a sport. Once a student has signed up to participate in a team sport, they are committed to playing that sport. In addition to skill and ability, placement

on teams is based on the number of athletes who have elected to play a particular sport. Athletes are not allowed to switch sports after sign-ups.

Try-outs for tennis are usually held in September. A student must be able to attend all practices and games in order to try out. Having the try-outs at this time allows students to make appropriate spring sports choices.

## **Athletic Sports Teams & Activities**

Brimmer offers Middle School, Junior Varsity, and Varsity teams in many sports. This allows every student to participate and ensures that students get playing time. Coaches work closely with students to see that they learn the skills they need to progress to the next level.

A fitness activity is offered each season to Upper School students only.

## **Athletic Policies**

All student-athletes will need to adhere to the Student-Athlete Code of Conduct that is presented at the beginning of each athletic season. A few highlights from the Code of Conduct are listed below.

### **Athletic Attendance Policy**

Athletes are expected to attend all practices and games. Seventy-five percent attendance is the minimum requirement to receive credit toward graduation in all team sports and activities. Detention or ISCR may be given to an athlete who has an unexcused absence. A student absent from School on a game day should call the Athletic Office and leave a message for the coach about the absence.

All notes from parents must state the reason for missing a practice or game and must be signed and dated. Coaches must be notified in advance if a student must miss a game.

Students must attend School for the entire class day in order to participate in a game. A student who misses practice the day prior to a game, except for illness or injury, may not be able to compete in that game.

On occasion, Varsity teams have weekend games or practices. As a Varsity athlete, attendance is required and expected for any weekend athletic event. When deemed appropriate by the Head of Middle School and Athletic Director, a Middle School student may be allowed to play on a Varsity team.

### **Excused Absence from Sports**

A student who sustains a minor injury or does not feel well enough to participate in sports on a given day will be evaluated by the athletic trainer (or the School Nurse in absence of the trainer). To miss practice or game, the student must be excused by the School Nurse or Athletic Trainer.

If a student is required to see a physician for an injury, students are required to submit a note from the physician stating when they can return to the sport. Athletes who are held from participation by their physician cannot return to activity without written permission from that physician.

Students who are excused are expected to attend practices and games unless otherwise instructed by their coach, athletic trainer, nurse, or the Athletic Director. Sports excuses given to the trainer or nurse are only valid for the day of the evaluation. Any student who must miss several days must bring a note from the student's physician. Students may miss a practice day due to religious school with a parent note.

## **Athletics Concussion Guidelines and Protocol Policy**

A concussion is defined by the Massachusetts Department of Public Health as "a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury." It is a common, yet serious, injury occurring in youth sports that requires the proper recognition, education, and management compliance of individuals participating and those involved with extracurricular athletic programs.

## **Individuals Considered Active in Extracurricular Sports**

Student-athletes are participants in a sport who attend practices and competitions affiliated with Brimmer and May School.

Coaches are individuals who govern an athletic team. All coaches receive CPR/First Aid training and injury prevention training. Coaches are responsible for the overall management of their teams as well as providing basic first aid care when an athletic trainer or other School-related medical professional is not present.

Athletic trainers provide medical coverage at athletic practices and events. It is their responsibility to provide medical care to student-athletes and others present at an athletic event ensuring complete safety for all in attendance. Athletic trainers are the primary caretakers if an emergency event happens.

The School Nurse is the gatekeeper of medical information and documentation coming into the School from parents and doctors. This information includes a student-athlete's medical history and any injury or illness documentation. The School Nurse collects any medical clearance documentation following an injury or illness and provides the documentation to the Athletic Director and athletic trainer.

The Athletic Director connects all parties in relation to student-athlete participation in sport. The Athletic Director is to refer any injuries or illnesses to the athletic trainer and School Nurse for evaluation. The Athletic Director is to communicate any concerns a student-athlete, parent, or coach may have related to a student-athlete's participation to the athletic trainer.

Parents or guardians are to assume an active role in their student-athlete's care and comply with the medical suggestions of the athletic trainer and/or physician. Parents/Guardians are to provide

the appropriate medical documentation to the School Nurse and athletic trainer when an injury or illness occurs with their child.

**Fall:**

Cross-Country  
Field Hockey (girls)  
Soccer  
Recreational Tennis\*

**Winter:**

Basketball  
Curling (Grades 8 -12)  
Recreational Skiing\*

**Spring:**

Baseball (boys)  
Lacrosse  
Softball (girls)  
Tennis

\* Offered based on interest.

## Concussion Education & Pre-Participation Testing

All coaches, athletic trainers, and the Athletic Director are required to be trained annually through the HEADS UP Concussion in Youth Sports Program available through the Centers for Disease Control (CDC) website. A printed certificate declaring that the individual completed the course should be given to the Athletic Director and kept on file. This education is compliant with the Massachusetts Department of Public Health's Concussion Law (105 CMR, Section 201.007).

All Middle and Upper School student-athletes are to be tested according to ImPACT guidelines. These testing sessions provide baseline information related to the student-athlete's cognitive function and are used as a comparison to follow-up testing in the instance a concussion is suspected or occurs. Testing is to be completed by the end of the first week of practice during the season in which the athlete is participating.

Any student-athlete who does not complete testing or fails to sign a waiver refusing testing will not be allowed to participate in any aspect of athletics until testing or the waiver is received.

## Concussion Recognition

A concussion can occur from a direct blow to the head or face, or a hit to another area of the body causing a jarring of the brain. A collision with another athlete is a common way for a concussion to be sustained.

The athlete may exhibit the following symptoms:

- Appearance of being stunned or confused;
- Clumsiness or loss of balance;
- Personality or behavior changes;
- Glassy look in eyes; or
- Trouble with memory recall.

The athlete may start experiencing the following after impact:

- Headache or pressure inside head—Nausea and/or need to vomit;
- Blurred or double vision;
- Dizziness or light-headedness;
- Sensitivity to light;
- Ringing in ears;
- Confusion or not remembering what happened;
- Sluggishness, grogginess; wants to go to sleep;
- Increase in thirst; will want to drink lots of water; or
- Generally not feeling right.

The athletic trainer and/or coach will tend to the athlete. If the athlete exhibits or states any of the signs and symptoms listed above, the athlete will be removed from play and may not return that day. If the athletic trainer is not present, the coach assumes this responsibility and reports any suspected concussions to the athletic trainer and Athletic Director.

The athletic trainer, coach, or Athletic Director will notify the School Nurse and the student-athlete's guardians that day and ask to have the athlete evaluated by a primary care physician (PCP) or to go to the emergency department within 24 hours of the injury. The School requires documentation stating that the athlete was seen by a physician, which includes follow-up information regarding the athlete's care. The athlete cannot participate in the sport until a physician allows the student to return to normal activities.

## **Management Post-Concussion**

The athlete is to follow up the next day with the athletic trainer and provide the appropriate documentation to the Athletic Director and School Nurse. This documentation should include the ruling out or diagnosis of a concussion, any restrictions the student-athlete has in regard to School/athletic participation, and a follow-up plan of care. No documents without an official letterhead and physician's signature will be accepted.

A post-injury ImPACT test is to be administered no more than 48 hours after the concussion has occurred. This information can be provided to the athlete's medical office per request of the student-athlete's guardian or doctor. The student-athlete is to follow the suggestions of his or her medical provider until the student is reevaluated by their physician. ImPACT testing will be conducted according to the athletic trainer's recommendation. Medical clearance must be documented and given to the School Nurse and Athletic Director.

## **Returning the Athlete to Play Following a Concussion**

Per the suggestions of the CDC, once medical clearance is obtained from a health care provider, the athlete may begin a gradual return to the sport. The athlete will be monitored by the athletic trainer and coach during this period.

- Step 1:           Light Aerobic Exercise (Days 1–2)  
5-10 minutes on an exercise bike, walking or light jogging.
- Step 2:           Moderate Exercise (Days 2–4)  
Reduced practice time. Includes moderate aerobic activity and weight lifting.
- Step 3:           Non-Contact Participation (Days 3–5)  
Length of practice time. May participate in moderate to intense aerobic activity and weight lifting. Non-contact sports drills are also allowed.
- Step 4:           Practice (Days 4–6)  
Able to participate in full contact practice.
- Step 5:           Return to Competition (Days 6–7)  
Able to participate in competition without restrictions.

If the athlete demonstrates any concussion symptoms during the return to play progression, the athlete will be removed from athletic participation and will be requested to see their health care provider. The athlete can begin the return-to-play protocol once they are medically cleared and symptom free for a week.

## **Conclusion**

The management of sports-related concussions is effective with the cooperation of the student-athletes, coaches, and guardians. Brimmer and May student-athletes are expected to follow all safety guidelines.

## **Sportsmanship Policy**

Brimmer and May holds sportsmanship in the highest regard. The School expects athletes to play hard and respect teammates, coaches, opposing players and coaches, and officials at all times. To ensure this level of sportsmanship, Brimmer and May has established the following policy:

If a Brimmer athlete is ejected from a game, the student-athlete is subsequently unable to play in the next game (per NEPSAC rules). In addition, the student-athlete must meet with both the coach and the Athletic Director before being allowed to return to play. Depending on the severity of the offense or if a player has repeated offenses of unsportsmanlike behavior, the student-athlete will be subject to the following consequences: suspension from multiple games, loss of team credit, forfeiture of any consideration for end-of-season recognition and awards, and/or disciplinary action.

## **Affiliations**

Brimmer and May is affiliated with the New England Preparatory School Athletic Council (NEPSAC), Independent Girls Conference (IGC), and the Massachusetts Bay Independent League (MBIL).

## **Facilities**

In addition to the playing field on campus, Brimmer teams use the School's Orr Playing Field and Field House (992 Dedham Street) and the UMass Mount Ida Campus Facilities (772 Dedham Street). The full-size gymnasium and fully equipped fitness center serve teams and Physical Education classes on campus. Teams also make use of facilities off campus for practice and interscholastic competition.

The Orr Fitness Center, located in the Emily C. Thompson Gymnasium, is available for use by students in Grades 6–12 when it is supervised by an adult who works in the Athletic Department. Parents and guardians need to complete a form that authorizes use of the Fitness Center for their child. The Fitness Center contains equipment and exercise machines for stretching, weight-lifting, and aerobic workouts.

## **Guidelines for Varsity Letter Recognition**

Certificates are awarded to all athletes. The certificates are presented at the Sports Award Assembly in June.

The varsity letter "B" is given to a varsity athlete for the student's first year playing on a varsity team. A pin is also awarded to all athletes playing a particular team sport.

For example, an athlete who plays on varsity soccer and varsity basketball for the first time will be presented with a varsity letter, pin, and certificate for each sport. After each subsequent year in the sport, the student will receive a pin and a certificate.

Attendance: regular attendance at practices and games is expected as a minimum. Any unexcused absence from a game or practice may result in forfeiture of the letter.

Attitude: students should maintain a positive focus, put team needs before their own, work hard to improve, be supportive of teammates, and show respect for coaches, opponents, and officials. Students should represent Brimmer and May with pride and dignity.



Athletes must be prompt to practices and game.

There must be a consistent effort by the athlete to improve skills both as an individual and team player. There should be significant play in varsity competitions.

Any in-season suspension imposed by the Head of School may result in letter forfeiture.

## **Independent Sports/Activities**

In order for an outside activity to be used as a sports/activities credit, it must be a competitive sport or activity (not offered at the School) that is performance- or game-based. To receive a credit, this sport or activity must meet a minimum hour requirement equivalent to the number of hours of participation required of Brimmer and May athletes. All independent sports/activities requests must be submitted to the Athletic Director for review and approval. At the end of each season the student must have their coach or supervisor complete an observation form, and the student must return it to the Athletic Director in order to receive credit for that sport or activity.

## **Athletic Lockers & Locker Rooms**

Each student is assigned a locker and a combination lock at the beginning of the school year. The locker should always be locked, and the student is expected to learn the combination at the beginning of School. There will be a \$15 charge for lost combination locks.

The locker rooms must be left clean after practice and games. All clothes/uniforms should be stored in the lockers. Detentions or ISCR may be given to students who leave clothes or uniforms in the common area of the locker room rather than placing them in a locker.

## **NCAA Information**

### **Timeline - Middle School**

Students should:

- Strive for a strong academic record. This will allow many more college options to pursue athletics in college.
- Play any and all sports of interest, to keep options open as to which sport to pursue in college.
- Attend one or more sport-specific camps to improve skills. (Talk to coaches and the Athletic Director about the most appropriate camps)

## Timeline - Upper School

In 9th grade students should:

- Strive for a strong academic record. This will allow many more college options to pursue athletics in college.
- Play any and all sports of interest, to keep options open as to which sport to pursue in college.
- Inform coaches and the Athletic Director of an interest in collegiate sports.
- Attend one or more sport-specific camps to improve skills. (Talk to coaches and the Athletic Director about the most appropriate camps)
- Weight train, condition, and continue to play in the off-season.
- Begin to record athletic information on an athletic résumé.

In 10th grade students should:

- Continue to strive for a strong academic record.
- Continue to participate in any and all the sports of interest.
- Weight train, condition, and continue to play in the off-season.
- Play in outside leagues and tournaments. Participate in college showcases and other college recruitment venues to gain exposure.
- Research colleges and athletic programs. Investigate and decide at what level (Division I, II, or III) of play is desired. Utilize coaches and outside individual when making this assessment.
- Go see teams at various levels compete. Be honest with individual skills, and most importantly, watch the schools of interest competing in the sport. Watch how the coaches/coach and how the players react to their styles.
- Attend several sport-specific camps at colleges of interest (or where a college coach may be coaching).
- Record all athletic information on an athletic résumé, which includes information such as athletic camps attended, club teams, awards, height and weight, statistics, positions played, standardized test scores, GPA, AP classes taken, etc.

In 11th grade students should:

- Send a preliminary introduction letter to college coaches in the summer before your junior year. The letter should include an introduction, providing detailed information about size, academic qualifications, interests, personal statistics, awards, and honors. Mention the desire for college competition, reasons for believing you can participate successfully, and your general reasons for wanting to go to that college.

- Send an athletic résumé to college coaches in the summer.
- Continue to strive for a strong academic record.
- Set up a meeting with parents, coaches, Athletic Directors, and college guidance counselors to discuss the college list. Compile a tentative list of prospective schools.
- Continue to participate in any and all sports of interest.
- Weight train, condition, and continue to play in the off-season.
- Continue writing coaches with updated information throughout the year.
- Play in outside leagues and tournaments. Email college coaches to inform them of tournament, showcase, and/or camp participation.
- Discuss with coaches the possibility of compiling a videotape, a clip from a game, or a highlights video.
- Call the college coach to make an appointment to meet if visiting and interviewing at the college. (Important: coaches cannot return your call before July 1.) July 1 following the junior year is the first date that a college coach can initiate contact with a prospective player. Contact may include a telephone call or an official or unofficial visit to the campus.
- Record all athletic information on an athletic résumé.
- Make unofficial visits to campuses to help narrow the choices. Let coaches know well in advance about a visit.
- Make or have a video made that includes both full-game footage and highlights. Send videos only upon request by the prospective college coach.
- Register with the NCAA Clearinghouse.

In 12th grade students should:

- Send an updated athletic résumé in the summer before 12th grade.
- Set up official and unofficial overnight visits with college coaches.
- Stay in contact with college coaches—inform them of participation in a tournament or play-off game; send emails or newspaper clippings that document contributions. Send them the 12th grade schedule of competition.
- Continue to weight train, condition, and play in the off-season.
- Early in the fall, narrow choices of schools.

## NEPSAC Code of Ethics and Conduct

As a basic principle, we believe that the lessons learned from fairly played athletics, whether interscholastic or not and including games and practices, are of benefit to our students and our schools. The purpose of this Code of Ethics and Conduct is to define what “fairly played” means

and to provide guidelines for NEPSAC athletes, coaches, officials, and spectators alike to follow. (Copied from the New England Preparatory School Athletic Council Directory)

## Proper Conduct & Good Sportsmanship

At the heart of this matter lie several terms that are often hard to define—yet no more important task confronts teachers and coaches than to set standards that are fair and honorable. This Code refers to both student-athletes and any spectators. Throughout this Code, when such terms as “proper conduct” and “good sportsmanship” are mentioned, they refer to standards such as these:

1. Treat other persons as you know they should be treated and as you wish them to fairly treat you.
2. Regard the rules of your game as agreements, the spirit or letter of which you should not evade or break.
3. Treat officials and opponents with respect.
4. Accept absolutely and without quarrel the final decision of any official.
5. Honor visiting teams and spectators as your own guests and treat them as such. Likewise, behave yourself as an honored guest when you visit another school.
6. Be gracious in victory and defeat; learn especially to take defeat well.
7. Be as cooperative as you are competitive.
8. Remember that your actions on and off the field reflect on you and your school.
9. Spectators should refrain from any interactions with game officials or opposing players. Positive cheering for student-athletes is encouraged

## Purpose of Athletics in Our Schools

Athletics exist primarily as an essential part of the student’s full education. As an educational process, they serve these purposes:

- To teach and instruct students in the rules, fundamentals, and skills of individual and team sports; to provide physical training and physical outlet for adolescent energy
- To provide healthy competition and cooperation within and between schools, thus inculcating in each student the best principles of good sportsmanship.
- To develop strategic thinking, an understanding of tactics, and problem solving abilities in a fluid, physical environment
- To maintain the spirit of true amateur competition.

## Lower & Middle School Spirit of Competition

Along with the rules for play, coaches should play with a good spirit of competition. The NEPSAC Code of Ethics provides the framework on which all game behavior should be based. Beyond that, coaches should intentionally make the game a positive experience for everyone involved—players on both teams, coaches, officials, and spectators. This means taking a leadership role with your team and setting standards of behavior. Running up the score, keeping a press on in a basketball game when the outcome is clearly evident, putting your starters in as a group when the score is already lopsided, and continuing a run-and-gun style of play rather than emphasizing passing and a set offense all represent examples of coaching strategies that do not meet the intended spirit of competition.

## Guidelines for Players

1. Players shall, at all times, represent themselves and their School with honor, proper conduct, and good sportsmanship. They shall understand that competitive rivalries are encouraged, but that disrespect for opponents is unsportsmanlike and lessens the value of the rivalries. They shall confine the competitiveness of the game to the field and, in particular, behave properly on the sidelines and in the locker rooms both before and after games.
2. They shall comply fully with the rulings of the officials. In no way, either by voice, action, or gesture, shall they demonstrate their dissatisfaction with the decisions made.
3. Players will not deface property or remove equipment of any kind from their own or another school.

## Expulsion Rule

Players who are ejected from interscholastic games for “unsportsmanlike conduct” or other flagrant behavior will forfeit their eligibility to play in the next regularly scheduled interscholastic game or tournament game played in that sport.

## Guidelines for Spectators

1. Spectators—whether students, faculty, parents, alumni, or friends—bear important responsibilities to the School for the atmosphere and conduct of games, whether home or away.
2. Spectators should watch games from those areas defined by each school as spectator areas. They must not run up and down the sidelines or call to players or coaches. Spectators should not communicate with officials at all. In addition, they should not go onto the field of play or deface property. Any action that detracts from the ability of coaches, players, and officials to do their best is not acceptable.
3. Faculty members should remember that their responsibilities for student discipline and behavior extend to disciplining and controlling student spectators who misbehave.
4. The use of alcohol and illegal drugs should not be associated with any athletic event.
5. Violation of these guidelines could result in the removal of a spectator from an athletic contest for the current or future contests.

## **No-Cut Policy**

The School has a no-cut policy with the exception of tennis due to court restrictions. While not all students will make a Varsity team, they will still be able to participate on an interscholastic sports team. Participation in sports may be limited based on the number of participants, court and field time, or high enrollment.

## **Parent Athletic Boosters**

Athletic Boosters are parents who volunteer to support the team and the Athletic Department and to help foster spirit among the team members and their parents and guardians. Boosters send email updates, organize a snack schedule, and arrange a team gathering. Parents should let the Parents Association know if they are interested in being part of this organization.

# **PRACTICES AND ACTIVITY SCHEDULE**

## **Athletic Activity Schedule**

Most activities meet at the same time as practice for sports teams (see the following). This can vary depending on the activity and the time it takes to travel. For example, recreational skiing often takes place two times per week, and the group returns to the School at 7:00 p.m.

## **Pre-Season Practice**

Prior to Labor Day, the School offers one week of pre-season practice. This is required of all Varsity players. Anyone playing or trying out for a fall team sport is encouraged to attend.

## **Athletic Team Practice & Game Times**

Middle School athletic teams practice after school from approximately 2:35 to 4:20 p.m. Tuesday–Friday\* throughout the season. Games are scheduled Tuesday–Friday, have various start and end times, and are played at a variety of locations. \*During the winter season, practice days may vary and may include Mondays with another day of the week designated as an off day.

Upper School athletic teams practice after school from approximately 3:20 to 5:35 p.m. Monday–Friday throughout the season and participate in games, which are scheduled Monday–Friday, have various start and end times, and are played at a variety of locations. On occasion, Varsity teams have weekend games or practices. As a Varsity athlete, attendance is required and expected for any weekend athletic event.

## **Game & Practice Cancellations**

Please check the Athletics page of the website for any athletic cancellations due to inclement weather. The Athletic Director usually makes this decision by 1:00 p.m. and announces it to the students at their lunch time.

## **Athletic Team Web Pages**

Each team has a page on the website under Athletics with details on the season, including the

schedule of games, pick-up times, locations, and directions.

## **Athletic Uniforms**

The School requires students to practice and play in uniforms that properly represent the School. The spirit of team unity and team awareness is important to the sport season's success.

### **Athletic Game Uniform**

Uniforms are provided for teams by the Athletic Department. The uniform is the responsibility of the student during the season. At the end of the season, students must return uniforms that they signed out. Students will be charged \$55 per lost uniform item. If a student forgets their uniform on a game day, they must see the Athletic Director before 2:00 p.m. that day in order to replace it for the game. This will only be allowed once during a sports season without consequences.

All jewelry must be removed for Physical Education classes and all sports practices and events. The School recommends that students use a mouth guard when playing the following sports: soccer, field hockey, lacrosse, and basketball.

The Athletics Department maintains multi-year plan to purchase new uniforms for each team.

### **Athletic Practice Uniform**

Brimmer requires student-athletes to purchase and wear practice uniforms for team sports and activities. These uniforms consist of a student's own shorts and a supplied Brimmer practice shirt or other Brimmer gear.

Students must be appropriately dressed for practice in appropriate sport specific clothing. Outerwear must not be ripped or torn, and images on all shirts, sweatpants, or sweatshirts must be appropriate. The Athletic Department expects athletes to wear sweatshirts and sweatpants when traveling to and from games and practices during cold weather conditions.

## **Transportation for Practices and Games**

Transportation to away games and back to the School is provided by the School. Students are responsible for arranging for their own transportation home after practices and games. Students are not permitted to drive to a game or practice without the permission of their parents/guardian, the Athletic Director, and the Head of Upper School.

# GENERAL SCHOOL INFORMATION

This section of the Handbook addresses general topics regarding the non-academic life of a student at Brimmer and May not covered in another section. Topics related to a specific division or grade are labeled.

## Annual Fund

Since tuition alone does not cover the cost of running a school, all parents are expected to donate to the Annual Fund to close the gap and support the School. The Annual Giving Committee solicits gifts from parents, alumni, and staff. The School strives for 100% parent participation.

## Auction

The School Auction takes place in April and is the largest, single annual fundraiser at the School other than the Annual Fund. All Brimmer parents and guardians are invited to attend.

## Backpacks/Book Bags

The School does not encourage the use of book bags and backpacks during the school day. Therefore, students are not allowed to bring these bags to classes with them for their own health and safety and for the sake of providing uncluttered space in the classrooms. Students should bring to class only the books and supplies they will need for that class and/or a subsequent one. Book bags should not be left in the hallways where they may present a safety issue concern.

Students in the Lower School are provided with cubbies. Students in the Middle and Upper School are issued a combination locker and either a second locker or a specific hook in the Chase or Almy Buildings. Students are expected to make use of these to store their belongings and not leave items on hallway floors or in common spaces throughout the School. 12th grade students are only issued a locker if they request one.

## Back-to-School Night

Brimmer and May hosts a Back-to-School Night for each division in early fall. Parents gather in the Theatre where key administrators, teachers, and parents are introduced and important information is shared. Parents then return to classrooms. In the Lower School, grade-level presentations take place and questions are answered. In the Middle and Upper School, parents follow a prescribed schedule of 10-minute course-specific presentations.

## Birthday Celebrations

Brimmer celebrates student birthdays once a month at lunch with a special dessert and birthday wishes to honor the students who had birthdays in that month. Each grade level in the Lower School will celebrate a child's birthday with a special activity.

Parents may not bring in food for individual birthdays as indicated in the Life-Threatening Food Allergy Guidelines in Health and Safety.



## **Board of Trustees**

The Board of Trustees is the guardian of the School's Mission. It is the Board's responsibility to ensure that the Mission is relevant and vital to the community it serves and to monitor the success of the School in fulfilling its mission. Brimmer and May's Board follows the NAIS' Principles of Good Practice. A complete list of the Board of Trustees is found on the website.

## **Board of Visitors Day**

In the fall, the Board of Visitors (consisting of a group of past trustees, alumni, parents, former parents, local community leaders, educators, and friends) attends a special event. Members are nominated for their dedication to education and specifically for their commitment to Brimmer and May and its mission.

## **Brimmer Spirit Store**

The online Brimmer Spirit Store features gear for students, parents, alumni, and campers, and orders are shipped directly to recipients. A link to the Brimmer Spirit Store can be found on the School's website, the Brimmer Bulletin, and the Brimmer app.

## **Community Service**

Students in Grades PK–12 are involved in community service. In the Lower School, children and their teachers commit to service projects at different times throughout the year. Students in the Middle School perform various community service projects throughout the year. Upper School students are required to complete 40 hours of individual community service before graduation. Upper School students may also join the Community Service Club. 9th and 10th grade students participate in Community Service Days, organized by the School, during the school week.

## **Diversity, Equity, and Inclusion (DEI) Task Force & Community Cultural Events**

Brimmer and May is committed to encouraging and supporting a diverse, multicultural school community and to providing a curriculum that reflects the range of cultures, religions, races, and people who populate the world. To this end, the School has a DEI Task Force that addresses and furthers the goals of equity and anti-bias at school. The Brimmer and May DEI Task Force is dedicated to fostering an inclusive School community that values and actively reflects and celebrates all identities. The Task Force provides leadership and guidance to ensure that School policies, programs, and curricula reflect its mission and foster an environment in which all can thrive.

The Director of Equity and Inclusion works with students, families, faculty, and staff to organize community cultural events throughout the year. These events may include meals, performances, and presentations and are meant to celebrate and elevate the voices and experiences of those who are underrepresented.

## **Enrollment Contracts & Reservation Deposits**

To reserve a space at Brimmer and May, an enrollment contract and reservation deposit are required. Enrollment contracts are sent to current families in late January and are due back in

late February. All student accounts must be paid in full before enrollment contracts for the next academic year can be issued.

All enrollment contracts must be signed by parents or guardians and returned to the Office of the Head of School along with the required reservation deposit. The reservation deposit is credited to the January tuition installment.

Tuition payments are outlined in the enrollment contract. For information regarding the tuition payment plan, please contact the Chief Financial Officer 617-278-2370.

## **Financial Aid**

Brimmer is committed to providing financial assistance to as many qualified students as possible. Any student who is enrolled or applying for admission is eligible to apply for financial aid. Please note that the financial aid process is separate from the admissions process, and the financial aid application must be re-submitted every year. Admissions decisions are independent of decisions about financial aid grants.

While the School strives to be as equitable and generous as possible to all applicants, we cannot assure that every applicant's needs will be met. Please contact the Director of Financial Aid at 617-278-2323 with any questions.

## **Holiday Concert**

All families are invited to a Holiday Concert in December featuring students in Grades 4–12.

## **International Students & Families**

The international student program at Brimmer and May has grown with our international student population. From admissions through to college counseling, international students, their families and their guardians are supported by the Co-Directors of International Students. The Co-Directors oversee the population of students and families through the visa acquisition and renewal process, provides accurate record keeping and consistent communication with families and guardians, and supports students who have English proficiency needs by providing English Language Support (ELS). Parents and guardians should consult the website for the International Student web page for up to date information

## **Library Learning Commons**

To allow the libraries to function effectively, the following guidelines are provided:

## **Withdrawing Books & Magazines**

Except for current magazines, encyclopedias, and reference books, most materials may be signed out for approximately two-week periods (Details are posted in each library). Students are personally responsible for the books they sign out.

## **Overdue Books**

Notices for overdue books are distributed on the 1st and 15th of each month. Students who receive three notes for an overdue book may be assigned a detention or ISCR. At the close of the semester, parents will be charged for the full cost of unreturned books.

## **Lost Books**

Students should report any lost materials promptly and will be billed accordingly.

## **Reserve Books**

Books placed on the reserve shelf and marked with special cards are for use in the library only.

## **Lockers/Cubbies**

Students are assigned a cubby in the Lower School and Grade 6 and a locker in Grades 7-12 at the beginning of the school year. They should use these to store their books and supplies. Locker combinations should be kept private and lockers should be kept locked. Athletic equipment should be stored in a separate locker available in the gym. Lockers are considered School property and may be inspected at any time by School personnel. Lockers without combination locks are provided to some Middle School students as secondary spaces for storage of coats, backpacks, books, or supplies. Students are expected to maintain organized and clean lockers. No stickers, pictures, or signs are to be posted on the outside of lockers.

## **Lost & Found**

Students should be especially careful of their belongings. All items of clothing should have name tags in them or be marked with a permanent pen, and books should have the owner's name prominently displayed. The School cannot be responsible for unsecured items due to theft or loss. Lost and found bins are located in McCoy Hall, the Thompson Gymnasium, and the Chase Building.

## **Mailboxes for Staff**

Staff mailboxes are located in both McCoy Hall and the Faculty/Staff Work Room in the Chase Building.

## **Messages for Students**

Messages for students should be left with the School Receptionist (PK– 5) or the Registrar/ Division Head in the Hastings Center (6–12) only and will be delivered to the students as soon as possible. Families should try to make arrangements before School hours to eliminate confusion due to missed messages. Parents are discouraged from texting or messaging their students directly during the school day.

## **Admission Open Houses**

Brimmer and May hosts All-School Open Houses for prospective students in the fall. Please see Admissions section of the School website for dates. The School also hosts Walk-in Wednesdays

(tours led by parents) throughout the year. Parents are encouraged to take part in these events and to let others who may be interested in the School know about the admission events.

## **Plays/Musicals**

All families are invited to attend any School performance, including the Grade 3 French Play, Grades 4 and 5 Musical, Middle School fall play and spring musical, Upper School fall play and spring musical, band concerts, student recitals, holiday concerts, and other creative arts events throughout the year. Some of these events can be found on the School calendar; others are scheduled closer to the event and will be posted on the website or announced through teachers, the Parents Association, or email.

## **Professional Development Days**

The School has two full and one-half days set aside for professional development. These days allow for effective collaboration between the faculty and staff on topics that require longer discussions and focus than an afternoon can provide. In addition, the School holds five full staff days before School opens in the fall.

## **Reenrollment**

An invitation to reenroll at the Brimmer and May School is extended to students in the winter. Each year the School is obliged to consider whether or not it can provide an appropriate education to meet a particular student's needs. The Brimmer and May School recognizes that it is not within the scope of its program to meet the needs of every child. In some cases, the invitation to reenroll may be deferred pending the completion of the school year. A deferral letter may address academic and/or behavioral concerns. If there are concerns about a child's academic performance or behavior, the School will ask the parent or guardian to meet with the child's teacher, Division Head, and, at times, the Head of School.

A parent whose account is in arrears may also receive a deferral letter on behalf of his or her child. The School reserves the right to withdraw a student whose parents have not met their financial obligations.

Brimmer and May believes that a positive and constructive working relationship between the School and a student's parents/guardians, is essential to the accomplishment of the School's educational mission. Accordingly, the School reserves the right not to renew a student's enrollment contract if the School reasonably concludes that the actions of a parent or guardian make such a positive and constructive relationship impossible or otherwise seriously interfere with the School's ability to accomplish its educational purposes.

## **Skating Event**

The Alumni Association sponsors this winter event. All students and staff are invited to skate the evening away at Larz Anderson Skating Rink.

## Staff Gift-Giving Policy

Students and parents may wish to give gifts to teachers and/or staff members at different times of the year. Brimmer encourages homemade gifts such as drawings, poems, handmade cards, or special photographs. Some parents/students may prefer buying gifts, in which case simple gifts rather than elaborate and expensive ones are appropriate. Gifts for the classroom are always welcome. The School asks that parents not solicit cash contributions for such gifts. Brimmer's gift-giving policy is intentional in its effort to encourage homemade and simple gifts. This is consistent with the School's focus on equity and inclusion in all that we do. Each student should feel that any gift given is special and as treasured as any other gift. For more on Brimmer's values, please read the section of this Handbook on the School's Culture of Equity and Inclusion.

## Student Records

Parents and eligible students have the right to inspect and review the student's permanent records and to request that the School correct records that they believe to be inaccurate or misleading. In order to release any information from a student's permanent record to other parties (e.g., other schools or colleges), the School must have written permission.

## Transfer Applications

Supporting families who are considering transferring to other schools requires considerable School resources. The following process allows for an ongoing partnership between the School and home.

Parents in Grades PK–11 should contact the appropriate Division Head to arrange a meeting to discuss educational options if they are considering changing schools before graduation. Students in the Middle and Upper Schools are asked to speak directly with their advisors before beginning the transfer process.

Once the process begins, students in the Middle and Upper Schools meet with the appropriate Division Head and teachers from whom they are requesting recommendations. Parents or guardians must also submit a transcript request form through the online Forms section in the Parent Portal. The Division Head's and the teacher's recommendations are confidential and are not shared with parents or with students. A full list of schools the student is applying to and teachers completing recommendation forms must be submitted to the Registrar before any information will be sent out.

All materials must be given to the appropriate Brimmer and May faculty and staff by December 1. This includes the student's recommendation forms. If a student is considering attending a public school, the parent will need to fill out a release form in the Registrar's Office. The School then sends copies of the student's progress reports/transcripts to the receiving school.

If a student decides to enroll in another school, the family must contact the Business Office and make a courtesy call to the appropriate Division Head and the Head of School. This process ensures the timely completion of all necessary paperwork. After the above dates, Brimmer cannot guarantee that the necessary information will be processed by other schools' deadlines.

## Visiting Classes

To visit children's classes, parents are asked to call the appropriate Division Head. Parents are welcome to visit their child's classes. Student guests must obtain permission from the Division Head before visiting classes.

## LOWER SCHOOL GENERAL INFORMATION

### Birthday Parties - Lower School

Birthday parties are a special time for children. Observing the following guidelines will help ensure that celebrations do not generate unhappy feelings for friends and classmates.

If a child is inviting a selected group of friends from the School, please send invitations directly to the friends' homes; invitations should not be distributed at the School. Under no circumstances should children leave School early for a birthday party. If a child is inviting the whole class, please check the class list carefully to be sure everyone is included.

### Closing Exercises - Lower School

On the last day of Lower School each year, Lower School students come together to celebrate and perform for the community. This program highlights the accomplishments of Lower School students. Citizenship Awards and Certificates of Completion for Grade 5 students are presented.

### Drop-in Morning

Several times throughout the year, each grade in the Lower School offers special drop-in mornings. Students share their work with the family members and interact informally with the teachers. This is an optional event, and it is announced several weeks ahead of time so parents can make any necessary arrangements.

### Grandparents & Special Friends Day - Lower School

Grandparents and special friends of Lower School students are invited to visit the School on the Tuesday before Thanksgiving. Students perform for the guests and collaborate with them on classroom activities.

### Lower School Move-Up Day

The School offers a move-up day to all students in PK–5 in late May.

## MIDDLE SCHOOL GENERAL INFORMATION

### Community Service Days - Middle School

In an effort to nurture a sense of social responsibility and promote a commitment to others through service, Brimmer's Middle School plans Community Service Days during the academic year. The goal is to have Brimmer and May students experience the joy and satisfaction of moving

beyond their own personal, immediate needs to meeting the needs of others in their community and the world. Providing our students with structured opportunities to be global citizens is essential, and creating and maintaining a community service program in our School, one with depth and meaning, is of utmost importance. More information can be found in the Curriculum Guide.

## **Dances - Middle School**

The Middle School sponsors two dances each year, in the fall and spring. Brimmer students in Grades 7-8 may attend the dance in the fall along with students in Grades 7–8 from neighboring schools, who have been invited. Brimmer faculty act as chaperones, and for additional security purposes and assistance with traffic, the School hires an off-duty police officer as well. In the spring, the School hosts a Middle School Semi-Formal for all students in Grades 6-8. Both the fall dance and spring semi-formal are held in the gym on Friday nights from 7:00 to 9:00. There is a door charge to cover the cost of a DJ. Students are not allowed to leave and return to the dance once they have entered the building. The School reserves the right to call the parents of a student who is acting inappropriately in order to have that student picked up prior to the end of the dance.

## **Exploration Week—Grades 6 and 8**

Each year, during the week before March break, the Middle School conducts Exploration Week for students in Grades 6 and 8 (Grade 7 is in Washington, D.C. during this time). Class time during this week may be dedicated to projects, workshops, interdisciplinary work, field trips, outdoor education, reading, and writing. Full school days may be scheduled for math, science, fine and performing arts, humanities, or language study. The goal of Exploration Week is to expose students to a variety of learning opportunities and experiences to enhance their understanding and enjoyment of their studies across disciplines.

## **Grade 8 Commencement**

This event is held for all 8th grade students and their families to celebrate the culmination of their Middle School experience. The students receive their Certificates of Completion.

## **Grade 8 Inspirations**

Inspiration is a presentation by every 8th grade student on a topic or person that inspires and creates passion in their life. Inspiration is a special experience for 8th graders as they move toward a more developed sense of identity. It allows for creativity, reflection on what is important to the individual, and a structured public speaking exercise. Family members and the person who is the subject of the Inspiration often attend, and the supportive atmosphere created by the audience is uplifting. This is another example of how we build a sense of community in the Middle School.

The topic of an Inspiration can be a person (i.e., a family member, a famous person), an activity (i.e., cooking, painting, playing basketball), or even a character trait (i.e., determination). Students work with their advisor to help plan their presentations. The presentation lasts about eight minutes and often includes a visual presentation and time for questions from the audience.

## **Open Gym Nights - Middle School**

An open gym night is made available to students in grade 6 in place of attending the fall Middle School dance. Open gym nights are a great opportunity for the students to bond, play games in the gym, and interact with the faculty.

## **Outdoor Education Program - Middle School**

The Middle School Outdoor Education Program has several goals: to provide students with personal and group challenges outside the classroom; to integrate fitness and problem solving with outdoor educational experience; to provide students an alternate arena for appropriate and safe risk-taking; and to develop student leadership skills. The Outdoor Education Program commences with the trip to camp at the beginning of the year and continues throughout the year. Activities include but are not limited to camping, canoeing, cycling (on and off road), hiking, orienteering, rafting, rock climbing, snowshoeing, and cross-country skiing.

## **Student Senate - Middle School**

The Middle School Senate is composed of a group of student leaders and faculty advisors who are concerned not only with maintaining standards and the spirit of the community but are also responsible for representing the various concerns, suggestions, and ideas of the students. Senate meets every other week to discuss, plan, and organize School events and fundraisers and to discuss pertinent School issues.

The student members include a President, Vice-President, Secretary/Treasurer, and two class representatives, one boy and one girl, from each grade in the Middle School. At the end of each school year, students in Grades 6–8 elect the President and Vice-President; they elect the Secretary/Treasurer and the Class Reps at the beginning of the following year. Students may also serve on committees chaired by the 8th grade members of the Senate. The committees are Student Life, Community Service, and Spirit.

## **Social Activities - Middle School**

Social activities are an integral part of the school year. Whether an activity is at Brimmer or is held elsewhere, the student is expected to comply with the standards of Brimmer and May at all times. The School provides chaperones for School-sponsored events. The Middle School Parents Committee, a sub-committee of the Parents Association, also organizes and supports social activities for Middle School students. Some activities offered include but are not limited to open gym nights, cultural events nights, astronomy nights, etc. The School also expects that students will be sensitive in issuing party invitations and not exclude their classmates.

## **Washington, D.C. Trip - Grade 7**

When the virus permits safe travel, students in Grade 7 take a four-day trip to Washington, D.C. Students explore the historical, cultural, and social aspects of the nation's capital in order to highlight many of the themes of the 7th grade humanities program. All students in the class attend this wonderful learning and social experience.



Teacher chaperones accompany the students. The group flies from Boston, and the tour company provides a bus for transportation on the ground as well as evening security guards at the hotel where the students and faculty stay. On recent trips, students have visited the White House, the Senate; the House of Representatives, the Library of Congress; the Lincoln, Jefferson, FDR, World War II, Vietnam War, and Korean War Memorials, the National Archives, the Smithsonian Institute museums, Ford's Theater, the National Cathedral, the Kennedy Center, and Arlington National Cemetery. There is an additional cost for this trip and financial aid is available.

## **MIDDLE & UPPER SCHOOL GENERAL INFORMATION**

### **Academy Awards**

The Academy Awards event is held in May and honors students who have achieved a high level of success in the School's creative arts outlets. Only students involved are required to attend, but all students are invited.

### **Awards**

Awards are presented to students at the Honors Convocation and at Commencement. Awards are voted on by faculty, with the exception of the Blazer Award. Please see the Middle or Upper School Division Head for a full list of Awards.

### **Bissell Grogan Humanities Symposium**

The Bissell Grogan Humanities Symposium was established in 2006 in honor of Kenyon Bissell Grogan, former Chair of the Board of Trustees and Brimmer and May graduate of the Class of 1976. The goal of the Symposium is to both educate and engage students in relevant topics of today. It is an annual event, held in mid-January and attended by students in Grades 8–12, which commences with a keynote speech, followed by several workshops and/or seminars that explore a diverse range of subjects on the Symposium's topic. Past Symposium topics have included ethics, global peace, and innovations in math and science. Presented in a special school day schedule, the Symposium offers both students and teachers an opportunity to participate together in workshops and seminars and to discuss present-day issues with academics, business and health professionals, and other experts in their fields of study or practice. Parents are invited to attend.

### **Camp Trip - Middle School**

Due to the School's COVID-19 policies, there will not be a fall camp trip this year. The School is planning for other outdoor-ed activities if safety standards permit.

Each year, following the opening day of School, Grades 6–8 spend two days and one night at Camp Chimney Corners in the Berkshires. Students are housed in cabins and spend the days getting to know their peers and their teachers as they participate in a variety of activities, including outdoor initiatives, ropes course elements, sporting events, field games, collaborative challenges, and class meetings. This is a time for individuals and classes to set goals for the upcoming year and gain a level of comfort and familiarity with risk-taking and collaborative learning. Middle School faculty members chaperone the trip and the camp provides staffing.

The Middle School trip has several specific goals:

- To begin to build healthy, comfortable, safe, and trusting relationships among students and between students and faculty;
- To provide students with an opportunity to take risks and challenge themselves in a supportive environment;
- To provide individual students and class groups with an opportunity to reflect upon their previous experiences and their hopes and expectations in order to set goals for the coming school year;
- To enjoy an active, fun, “unanxious” start to the new school year for all Middle School students; and
- To celebrate the 8th grade’s arrival at the culmination of Middle School and promote a sense of leadership, responsibility, and reflection in individuals and in the class group.

### **Camp Trip - Upper School to Camp Wingate-Kirkland**

Due to the School’s COVID-19 policies, there will not be a fall camp trip this year. The School is planning for other outdoor-ed activities if safety standards permit.

Upper School students spend several days at the beginning of each academic year at Camp Wingate-Kirkland in Yarmouthport, Massachusetts. This overnight trip allows Upper School students and faculty to get to know each other, to learn how to work together effectively, and to have some fun before the academic year commences. The School trips provide an excellent introduction to the school year. The camp experience is a tradition at Brimmer and May and is designed to heighten individual self-reliance and facilitate community building.

### **End-of-Year Athletic Awards**

The End-of Year Athletic Awards Assembly is held in May. Achievement awards are presented to student-athletes, and faculty and parents are presented with Booster Awards recognizing their support throughout the year. In addition, alumni who were successful student-athletes while at the School are inducted into the Brimmer and May Athletics Hall of Fame. All students in Grades 6–12 are required to attend if they participated in two or more interscholastic sports or were a team captain. Parents and guardians are invited.

### **Grandparents & Special Friends Day - Middle & Upper School**

Grandparents and special friends of Middle and Upper School students are invited to visit the School on the Monday before Thanksgiving. Students perform for the guests at the annual Thanksgiving Assembly and collaborate with them on classroom activities. This event may be held in a different format depending on COVID policies.

### **Homecoming**

Alumni, staff, students, and parents are invited to a homecoming athletic event, with spirited activities and refreshments.

## Honors Convocation

On the last day of Middle and Upper School, students attend a celebration of academic and personal excellence. Honors recognition, academic and citizenship awards, and scholarships are announced at this special event. Students are required to attend this event, and family members are encouraged to join them. This is a dress event.

## Opening Convocation Assembly

This assembly officially marks the beginning of the school year for Middle and Upper School students and faculty. Grade 12 and Grade 8 students are recognized as leaders of the Middle and Upper School. Administrators share remarks on the theme for the year and declare the School open for the year. This is a Dress Day.

# UPPER SCHOOL GENERAL INFORMATION

## College Counseling & Career Readiness

College planning begins for all students entering 9th grade and for new students entering the Upper School when they engage in the course selection process prior to and during the annual Curriculum Night held in early May. At this time, students meet with teachers and advisors to determine course enrollments for the upcoming year and plan future coursework, as well. A calendar of events detailing the planning process for each year in the Upper School is available in the Brimmer and May College Counseling Handbook, which can be found on the website under Academics; Upper School; College Counseling.

The Leeder College Counseling and Career Center is located in the Chase Building. College Counselors support students to research college and scholarship opportunities, register for test programs, and complete applications; many print resources are available as well, including testing guides and college catalogs.

Detailed information about college counseling can be found on the School's website, in the Brimmer College Counseling Handbook, and in the Curriculum Guide.

## Gator-Aides Mentorship Program

The Gator-Aides Mentorship Program aims to provide peer mentorship for incoming 9th and 10th grade students as they transition to both the Upper School and Brimmer in general. 11th and 12th grade students are trained to mentor and lead biweekly discussion groups with mentees. The mentoring curriculum will be communicated by the Program Director at the beginning of the school year. Topics will include Core Values, Healthy Lifestyles and Wellness, Self-Advocacy, Utilizing School Resources, Getting Involved, etc.

## Graduation

Students in Grade 11 and members of Greenline are required to attend the Grade 12 Graduation and are expected to wear dress clothes. Commencement is followed by a reception for all in attendance. The personalized Commencement program runs between two hours and two and a

half hours. Due to limited seating, families of the graduates receive a specific number of tickets. Attendance is optional for students in Grades 9 and 10.

## **Holiday Reception**

A Holiday Reception is held in December for Grade 12 students, alumni, and Trustees. Students are introduced to the Alumni Association and Greenline performs.

## **Leadership Workshops**

The Director of Career Readiness operates monthly leadership workshops and trainings for aspiring and current student leaders. The topics covered in these trainings will help students develop the foundational skills to be positive leaders and understand their own strengths as leaders.

## **Outdoor Education Program - Upper School**

Upper School Outdoor Education is a semester-long activity, offered during both the fall and spring seasons. Trips may focus on hiking, backpacking, rock climbing, fishing, skiing, snowshoeing, sea kayaking, or canoeing. Students learn practical skills in campcraft and outdoor living, outdoor cooking and menu preparation, emergency wilderness first aid, minimum impact camping, and environmental preservation. There is also an emphasis on developing leadership skills, communication, trust, and cooperation. Enrollment is limited to 15 students.

## **Prom**

In May, students in Grades 11-12 participate in a prom. Students in Grades 10 may attend if invited by a 11th or 12th grade student. A pre-prom gathering for photo taking is held at the Head's House. Families are encouraged to be fully aware of any pre- or post-prom parties and to take proper measures to ensure this is a safe night for all attending. The prom itself is a faculty and administration chaperoned event. 9th grade students are not permitted to attend prom unless advance approval is given by the Dean of Students.

## **Ring Ceremony**

On the final Friday before the December vacation, Grade 12 students present Grade 11 students with their class rings. The 12th Grade creates a personalized program to celebrate the Grade 11 students, presenting each student with a Brimmer gift, which includes a ring if the student has ordered one. Students in Grades 9–12 attend, and parents are invited to attend this time-honored tradition.

## **Semi-Formal**

Each year, in winter, the Upper School students transform the Corkin Family Dining Commons into a theme-based party environment and enjoy a semi-formal event. The Upper School subcommittee of the Parents Association helps decorate and provides food for this well-attended and fun night of dancing and socializing. Brimmer faculty chaperone this event.

## **Student Senate - Upper School**

The Upper School Senate is a group of student leaders and a faculty advisor who are concerned not only with maintaining standards and the spirit of the community, but are responsible for representing the various concerns, suggestions, and ideas of the students and faculty. Senate meets weekly to discuss, plan, and organize School events and fundraisers and to discuss pertinent issues. The student members include a President, Vice-President, Secretary, Treasurer, and three representatives from each grade in the Upper School.

## **12th Grade Dinner**

A dinner is held for all Grade 12 students and their families the night before graduation. Hosted by the Development Office, the Grade 12 is formally inducted into the Alumni Association.

## **Social Activities - Upper School**

Social activities are an integral part of the school year. Whether an activity is at Brimmer or is held elsewhere, students are expected to comply with the standards of the School at all times. We encourage parents to chaperone all house parties and to support the law regarding use of alcohol and drugs. The planning and responsibility of a party must be shared by both parents and students. Parents are advised to call the house where a party is being held to make sure the host parents will be at home all evening. Host parents should know how each guest is getting home after the party. Should a guest leave a party, the student should not be allowed to return. This avoids the problem of alcohol or other drugs being consumed outside the home.

## **Winterim**

Due to COVID-19 policies, international travel will not take place in 2021-2022. The School is evaluating local and domestic travel opportunities.

Unique to our School, Upper School students traverse the boundaries of Brimmer to explore our local, national, or international communities through the biennial Winterim Program. Offerings are as far away as China and as close as downtown Boston. Trips allow students to experience other cultures while enriching academic learning and providing service opportunities.

Students may choose to participate in School trips to places such as Dominican Republic, the United Kingdom, Switzerland, China, India, Croatia, and France/Italy. Students may also participate in domestic trips including ones in the Greater Boston area. All trips are conducted for educational purposes and many relate directly to or expand upon classroom studies or program goals. Students needing financial assistance with a Winterim trip should see the Director of Financial Aid.

# PARENT INVOLVEMENT

Parents play an important role at Brimmer and May. They are a vital part of the community. The School works in partnership with parents and values their involvement.

Brimmer encourages and expects all parents to be involved in the life of the School community and to attend and support their children's performances, athletic games, and exhibitions. All parents are asked to attend the appropriate Back-to-School Nights and all report card conferences.

Throughout the year, parents are invited to: experience their child's learning; join in family and community events; expand their own learning; share talents, interests, and expertise; support the community; stay informed and connected; and offer feedback.

Families also are asked to volunteer at least three hours of their time working on School-related projects each year.

In addition to the Parents Association volunteer opportunities detailed in the next section, parents also may volunteer to chaperone field trips, help at PK-2 lunch, help with the School Auction or other Development events, work on School mailings or the archives, assist the Admissions Department, share their expertise with students through speaking in assemblies and classes, or through sponsoring Outlook and 12th Grade Project placements for Upper School students.

## Parents Association

All parents and guardians are members of the Parents Association (PA). The PA's mission is to keep parents informed, engaged, connected, and involved.

The Parents Association assists the School with parent communication, provides parents with opportunities to build relationships, organizes events, hosts activities and forums, and supports the School through educational, social, and fundraising initiatives.

The PA is led by Co-Presidents, a Treasurer, and a Secretary, each serving a two-year term. The Head of School chooses the PA leadership and works closely with these officers to meet the PA's mission. Additional parent volunteers take on the roles of Event Chairs, Committee Chairs, Class Representatives, and Parent Liaisons.

Please see the Resource section of the Brimmer Parent Portal for a list of PA Officials, Parent Liaisons, and Class Reps.

All parent involvement is welcome regardless of how much time one can give. The School asks that parents donate a minimum of three hours per school year if able. Parents are sent a signup list each summer detailing the volunteer opportunities. They are offered additional ways to volunteer throughout the year.

## **Parents Association Communication**

The Parents Association includes information in the School's weekly online Bulletin that includes details of upcoming events, useful information about what is happening in the Brimmer community, and ways parents can get involved.

## **Parents Association Meetings**

Four times per year, the PA hosts parent forums designed to help parents better understand the School's resources and to explore the parent-School connection. These meetings are scheduled on the first Thursday of most months and times vary to ensure that more parents have a chance to attend. Meetings will be held both in person and virtually. A complete list of PA meeting dates can be found online in the School calendar, but times and locations will be announced in the Bulletin several weeks in advance.

Past parent forums have focused on homework, technology, science and engineering, athletics, social competency, creative arts, food, and global education. Each topic is presented through a parent lens with the goal of helping parents to better understand their role in the learning process.

## **Parents Association Committees**

Parents are invited to oversee an ongoing committee by taking on the role of Committee Chair or they may volunteer to join one of the following committees:

### **Athletic Boosters**

This committee helps the Athletic Directors build School spirit. Boosters support athletic teams and the Athletic Department. They send email updates, organize a snack schedule, and arrange a team gathering.

### **Birthday Book Program**

The Parents Association sponsors the Birthday Book Program, in which contributions can be made to the School library by purchasing a book in honor of a student's birthday. The student's name is then inscribed on a bookplate and placed in the book. Committee members write thank-you notes to parents.

### **Creative Arts Boosters**

This committee supports the Creative Arts Department as it prepares for recitals, musicals, plays, the All-School Celebration of the Arts, and the Academy Awards. Parents assist with rehearsal dinners, cast parties, and receptions.

### **Lower School Community Service Volunteers**

This committee assists Lower School teachers with grade-level community service projects. Parents also participate in the planning of the Lower School Community Service Day in December.

## **Lower School Library Volunteers**

Parents volunteer in the Lower School library two hours every other week. During this time, they create visual displays, pull books for classroom use, collect and re-shelve books, and assist students in signing out materials.

## **Lower School Lunch Duty**

Parents with a child in PK–Grade 2 volunteer to assist during lunch. Parents set tables, pour milk, and clean up. Parents with a child in PK–Grade 2 volunteer to assist during lunch. Parents set tables, pour milk, and clean up.

## **Parent Volunteer Committees - Middle & Upper School**

Parents team with other Middle and Upper School parents to support community-building activities (described in Student Life) such as Open Gym Nights, Exploration Week, and the Semi-Formal.

# **PARENTS ASSOCIATION EVENTS**

Throughout the year, the PA hosts events to bring the community together, welcome new families, and raise funds for the School. The PA also helps with School-led events and traditions. An Event Chair oversees logistics and volunteers, and works with PA officers and the School, when necessary, to plan the event. Dates for all events can be found on the calendar on the School's website. The list below is organized in the order in which they occur throughout the school year.

## **Welcome Coffees**

The PA helps host a morning reception on the first day of School for Lower School and Middle and Upper School. Parents greet new families, answer questions, and welcome everyone to the Community.

## **Meet Your Teacher - Lower School**

Prior to the start of Lower School, families are invited to visit their classroom and meet teachers.

## **All-School Photo Day**

Yearbook photos are taken in September or early October. Parents assist the Communications Office and help the photographer with logistics.

## **Harvestfest**

This School tradition brings the entire School together to celebrate the fall season. Teachers work with the PA to plan a fun and festive project, match older students with younger students, and organize the food and entertainment for this hour-long gathering on the field, weather permitting.



## **Fall Fundraiser**

The Parents Association raises funds for the School by partnering with an organization. Parents organize the fundraising efforts and sort and distribute orders.

## **Community Service Day**

On the last Friday before Winter Break, Lower School students participate in a Community Service Assembly.

## **Staff Appreciation Day**

The Parents Association hosts a luncheon in February to thank the staff for all they do. Parents set up and clean up the lunch, serve the staff, supervise student lunch, and monitor recess.

## **Winterfest**

This fun Brimmer and May Lower School tradition is held on a Saturday in March in the gymnasium. It is the PA's version of a winter carnival. Parents help with rides, games, crafts, raffles, and food.

## **Earth Day**

This all-School tradition brings the entire School together to celebrate the Earth. Teachers work with the PA to plan a fun and festive environmentally friendly project, match older students with younger students, and organize the food and entertainment for this hour-long gathering on the field, weather permitting. Parents help with set-up and clean-up, lead the activity, coordinate snack, and join in the fun.

## **Celebration of the Arts**

This all-School tradition features an exhibition of artwork by students in Grades PK–12. There is also a performance of the Middle School musical. Adults move through the Chase Building after attending the concert and exhibition to view artwork. Parents assist with snacks, dinner, and a craft activity.

## **Book Fair**

During the last full week of school, the PA hosts a Book Fair to raise funds for the School and to encourage a love of reading. Parents run this week-long event, which is held in the gym. Tasks include: building displays, getting recommendations from teachers, running the cash register, hosting story-time, and helping children find books.

## **New Family Pizza Party - Lower School**

On the Wednesday night of the Book Fair, new parents and Buddy families (assigned through Admissions) are invited to the gym for a pizza party. This meet-and-greet includes food, introductions, and entertainment. Parent volunteers help new families find Buddies, answer questions, and set up and clean up.

## **Academy Awards - Parent Volunteers**

This Brimmer tradition celebrates achievements in Creative Arts throughout the Middle and Upper School. Students in the CAP program host the award ceremony. Parents organize a reception before the Academy Awards Ceremony.

## **Parents Association Groups**

The Parents Association brings parents together for a Walking Club. Information about this group is distributed at the beginning of the year.

## **Parents' Independent School Network (PIN)**

Brimmer and May is a member of PIN, a network of Boston-area independent schools. Parents from each division attend PIN meetings as the School's representatives. Past meeting topics have included homework, the college process, and community service. All parents are welcome to attend. Parents interested in learning more about PIN should reach out to the Parents Association Co-Chairs or PIN representatives.

## **Parent Liaisons**

Each class in Grades PK–12 has one Parent Liaison. The Parent Liaison is asked to meet twice a year with the Head of School and the division heads to discuss grade level and School-related matters. Prior to each meeting, the Parent Liaison contacts the parents in his or her child's class and requests feedback regarding the School's programs to be shared at the forum. After the meeting the liaison is asked to share information from the meeting with parents. Discussions and/or information regarding specific teachers or children are not part of this process. Summary reports of each meeting will be posted on the School's website in the Parents' Association section.

## **Class Representatives**

Each grade has one Class Representative. If more than one parent in a class is interested in serving as a Class Representative, they are most welcome. Representatives serve in the Parents Association and help teachers with class events, arrangements for field trip chaperones, and parent coffees. They also attend all Parents' Association meetings. On occasion, Class Representatives are asked to call families to increase communication about particular School events.

# FACILITIES, SECURITY, AND RESOURCES

## FACILITIES

Located in Chestnut Hill, Massachusetts, Brimmer and May is housed in a lovely neighborhood. Our state-of-the-art facilities serve 400 students from PK through Grade 12. The map below shows the School's facilities.



1. Thompson Gymnasium
2. Chase Building & Hastings Center
3. Almy Academic Center
4. Athletic Field
5. McCoy Hall
6. Cummings Hall
7. Head's House
8. May Hall
9. Corkin Visual Arts Center

### 1. Emily C. Thompson Gymnasium

The full-size gymnasium and fully equipped fitness center serve teams and Physical Education classes on campus. The fitness center contains equipment and exercise machines for stretching, weight training, and cardio workouts.

The gymnasium is used for Lower School Physical Education classes, the Middle School P.E. program, indoor athletic practices and home basketball games. It also becomes a social facility during Middle School Dances, Lower School Winterfest, and other School-sponsored events.

## 2. Chase Building and Hastings Center

The Chase Building and Hastings Center are used by all members of the School community. The Corkin Theatre and the Corkin Family Commons are two of the busiest places on campus. In the Chase Building and Hastings Center, you will find:

Assistant Head of Academic Affairs' Office  
The Corkin Family Dining Commons  
Creative Arts Department (Middle and Upper School)  
Dark Room  
Director of Food Service's Office  
The Dawson-Dierks Workspace  
The Durocher Family Maker Space  
The Hastings Innovation Space  
Head of Upper School's Office  
Humanities Department  
The Leeder College Counseling and Career Center  
The Levine/Griffin Lobby  
Lower School Music Room  
Mathematics Department  
Middle and Upper School Band Room  
Middle School Classrooms  
Middle and Upper School Faculty Offices  
Nurse's Office  
Pappas Lab  
Registrar's Office  
Ruth Corkin Theatre  
Science Department (including 4 science labs)  
Solarium Gallery  
Faculty Work Room given by Carrie W. Farmer '71  
STEAM Labs  
Technology Department Offices  
Upper School Classrooms  
Upper School Counselor's Office  
Upper School Dean of Students' Office  
Waintrup Reception Area

## 3. Almy Academic Center

The Almy Academic Center offers a naturally lighted, energy efficient underground facility that houses Middle School classes and the Reenstierna Library (for students in Grades 6–12).

In the Almy Academic Center you will find:

Anne C. Reenstierna Library Learning Commons for Grades 6–12  
Head of Middle School's Office  
Middle School Learning Center

Middle and Upper School Faculty Offices  
School Counselors' Office  
Middle and Upper School Classrooms  
Learning Center  
Middle School Dean of Student's Office  
Middle & Upper School Director of Academic Services' Office  
Middle & Upper School Faculty Offices  
Middle School Counselor's Office  
Middle & Upper School Classrooms  
Middle & Upper School Music Practice Rooms  
Middle & Upper School Music Room  
Waintrup Courtyard  
The Wright Conference Room  
The Writing Center

#### **4. Athletic Fields**

Brimmer has two athletic fields—one on Middlesex Road and one at 992 Dedham Street, Newton. The School also uses the UMass Mount Ida Campus Facilities at 772 Dedham Street, Newton, as well as athletic facilities at Pine Manor, Hellenic College, and Longwood Cricket Club.

#### **5. McCoy Hall–69 Middlesex Road**

This lovely home was transformed into the Lower School Main Building. The playground is located behind the building. In McCoy Hall you will find:

Extended Day  
French Library  
Lower School Art Room  
Lower School Director of Academic Services  
Lower School Director of Teaching and Learning  
Lower School Library  
Lower School Administration  
Main Office  
PK-Grade 3 Classrooms  
Reading Room  
School Receptionist and Lower School Administrative Assistant

#### **6. Cummings Hall–73 Middlesex Road**

Cummings Hall is the primary administrative building on campus. In Cummings Hall you will find:

Business Office  
Communications Office  
Development Office  
Grade 4 & 5 Classrooms  
Head of School's Office

Maintenance Office  
Garden & Outdoor Classroom

## **7. Head of School's House—81 Middlesex Road**

The School purchased 81 Middlesex Road to house the Head of School. Many School special functions are held on the first floor, and it serves as a place to host special friends of Brimmer throughout the year.

## **8. May Hall**

May Hall houses Brimmer's Admissions Department, including the Financial Aid Office, and the Summer Camp office.

## **9. Corkin Visual Arts Center**

The Corkin Visual Arts Center's state-of-the-art-facilities includes a two floor visual arts and ceramics center for students in Grades 5–12. Students explore their creativity against the inspiring landscape of Chestnut Hill.

The Corkin Visual Arts Center contains:  
Advanced Placement and Independent Study Studio  
Ceramic Studio (pottery wheels and a kiln)  
Common Visual Arts Studio

## **10. Orr Athletic Field—992 Dedham Street**

Not shown on the map, the Orr field is located 2.5 miles from Brimmer at 992 Dedham Street. In addition to a full-size field and equipment and bathroom facilities, the field offers parking and a natural surface for play.

# **CAMPUS SECURITY**

## **Access to Buildings**

Brimmer has an access control system for all buildings on campus. Faculty, staff, and students in Grades 5-12 are given proximity cards used to enter buildings at designated doors. At least one door in each building has this access system, while all other doors remain locked at all times. McCoy Hall (#69) and the main entrance to the Hastings Center are access points for visitors. Both the McCoy and Hastings doors, as well as the main door for Cummings Hall (#73), have cameras and intercoms for parents or visitors to gain entry. Students will be charged for replacement cards if lost.

## **Visitor Policy**

Visitors (aside from parents and guardians) must sign in and obtain a visitor's pass from the greeter at 69 Middlesex Road or from the Registrar in the reception area of the Hastings Center.

## SCHOOL RESOURCES

Brimmer and May's staff is its greatest resource. The facilities and additional resources detailed below enable the teachers and students to study, create, play, and work together.

### Libraries

The School has two libraries. The Jones Library in McCoy Hall houses a collection of books for students in Grades PK–5 and has a separate room, the French Library, for language instruction and French book borrowing. The Anne C. Reenstierna Library Learning Commons, located in the Almy Wing of the Chase Building, serves students in both the Middle and Upper School. The library program seeks to engage students in experiences that foster a love of reading, offer exposure to the world of ideas, and develop the skills and critical thinking needed to be successful in finding, evaluating, and using information. These are the building blocks that create lifelong learners.

Groups of various age levels use the facilities for special projects. The librarians are glad to help students find and use materials and to make suggestions for browsing. Students have access to the library throughout the school day and after school until 4:30 p.m. Monday–Thursday and until 3:30 p.m. on Friday. The Reenstierna Library collection may be searched online at <http://library.brimmer.org>. The library provides an impressive collection of books for research and pleasure reading, as well as an extensive electronic library and resources.

### Electronic Resources

Brimmer students are taught how to access electronic resources. The School's website provides links to the following resources:

#### Gale Virtual Library

Brimmer has online access to 405 full-text, authoritative, reference eBooks. All of these titles are available for use from any computer with Internet access. No e-Reader is required. Titles have hyper-linked tables of contents and indexes and are fully searchable. Access from home requires a password. Please consult the Middle and Upper School librarian for access information.

#### Infotrac

Infotrac databases provide full-text and abstracted articles from thousands of journals, magazines, reference books, and newspapers (including The New York Times). These databases are provided through the Massachusetts Library System. Accessing from home requires a library card from any public library of Massachusetts.

#### NoodleTools

NoodleTools is an intuitive information literacy platform that provides citation, note taking, and research tools that are easy-to-use and educational.

## Questia School

The library provides each Upper School student with a subscription to the Questia School Online library of 20,000 electronic books and thousands of journal and newspaper articles. Please contact the librarian for access information.

## TECHNOLOGY RESOURCES

Brimmer is a 1-to-1 iPad school in Grades PK-8. Students in Grades 9-12 have a Bring Your Own Device Policy. Every student from PK to 12 and every faculty member have access to a dedicated device. The School has a campus-wide network in support of this initiative. Wireless technology allows every classroom throughout the School to be linked to both the School's network and the Internet. Students begin using technology in PK. Below is a comprehensive list of the technology available on campus.

### Anne C. Reenstierna Middle & Upper School Library Learning Commons

The Library Learning Commons includes a variety of support services to facilitate student access to a variety of expert services during the school day.

In addition to library and research support, Upper School students can access the Math Lab, the Writing Center, and academic support services in one location. The Middle School Learning Center is staffed by Brimmer faculty and is available for all students in Grades 6-8. Students will be able to access assistance for math, writing, and organization during study halls and after school. The Library Learning Commons provides multiple zones for both collaborative and quiet work.

### Chase Mobile Lab

Equipped with 20 MacBooks.

### Lower School Classrooms

A networked computer and printer access is present in each classroom. All Lower School classrooms have access to a dedicated interactive projection system.

### Pappas Lab—Middle and Upper School Students

17 iMac computers, scanners, multi-functional color laser printer, and an interactive projection system.

### Science Mobile Lab

Equipped with 20 MacBook Pros.

### Servers

All campus computers are connected to Brimmer and May's servers for authentication, file storage, mail access, calendaring, printing, and chat services. The School maintains an advanced client/server installation for podcasts, broadcasts, storage and distribution of content. The entire



server infrastructure is in the process of being virtualized to decrease power and cooling costs, streamline hardware replacement cycles, and facilitate disaster recovery.

## **Classroom Projectors and Apple TVs**

Every classroom in all three divisions has an integrated projector for Apple TV. These are used to facilitate dynamic learning experiences through a variety of disciplines, including math, science, art, and the humanities.

## **STEAM Equipment**

Each division has access to 3D printers and related modeling software.

Makerspace

Mobile Maker Space Cart

Laser Cutter

GlowForge Laser Printer/Cutter

Heat Press

Laser Cutter

Vinyl Cutter

3D Printers

CNC Drill

DJI Phantom Drones

Tabletop Router/Engraver

DJI Phantom Drones

Embroidery/Sewing Machines

## **Additional Technology Resources**

Scanners and Photocopiers

Digital video cameras

High-quality monochrome and color laser printers

Computer-controlled lighting and sound booth in the theatre

802.11ac (1.69GB) wireless access connecting all areas of the campus

100 Mb (megabit) primary data connection

100 Mb secondary data connection

1Gb (gigabit) network backbone

# COMMUNICATION MATTERS

Brimmer strives to provide avenues for open, honest, and respectful communication between the School and parents and guardians. The School welcomes feedback and staff are available to answer questions. This section outlines whom to call and when, when to email vs. when to call, how the School shares information, and ways to offer feedback.

## Appropriate Points of Contact

Brimmer and May encourages parents to use the following guidelines to determine the appropriate person to call with a question or concern. If a parent is unsure of whom to call, the parent should call the Main Office. The School provides a voice mail system to hold messages when School personnel are not immediately available by telephone. Messages will be returned as soon as possible. If a message does not get returned, please call the Main Office and leave a message alerting the person to the call.

Parents should avoid contacting students by phone or text during the school day except during Break (10:25 - 10:45 a.m.) and lunch (12:15-12:50 p.m. for MS and 1:00-1:45 p.m. for US). Students are instructed to return texts and calls during these designated times.

## Teacher

Lower School parents should contact the child's teacher first if they have questions about their child's progress, concerns about the classroom, or need to share relevant information.

Middle and Upper School parents should contact the child's teacher if the parent has questions about the curriculum or their child's progress.

To contact a teacher for any reason, parents are asked to call the School during School hours and leave a message on the teacher's voicemail. Teachers return calls as promptly as possible. To strengthen personal communication, parents and teachers are encouraged to reply via telephone rather than through email. Teachers are expected to respond to messages within 24 hours. . Parents and students are asked to respect teachers' privacy and refrain from calling teachers at home.

## Advisor

Middle and Upper School parents should contact the student's advisor with questions or concerns about a child's performance or progress in School and academic or social problems at School. The advisor should also be notified of any changes at home.

The advisor has many tools at his or her disposal to deal with student concerns (email communication with teachers, Student Support Team, accessibility to administrators and School counselors, etc.), and communication is more efficient when it is centralized around the advisor.

If a parent cannot directly reach the advisor, the parent should leave a message with the Middle

and Upper School Administrative Assistant or the Registrar and expect to be contacted in approximately 48 hours.

## **Department Chair**

Please call the Department Chair for any questions about the overall philosophy and curriculum in the department. Faculty titles can be found under the Staff Extensions.

## **Dean of Students**

In the Middle and Upper Schools, parents are encouraged to contact the Deans of Students for their division to discuss overall issues related to climate and culture or to ask questions about social activities and discipline.

## **Division Head**

Parents should contact the Division Head if they have any concern about the division, including expectations, discipline, program philosophy, or curriculum. In addition, the Division Heads are available to review the student's standardized test results.

Parents should also let the Division Head know if their question or concern was not met by the student's advisor or teacher. A parent may contact the Division Head if there is no reply from a teacher or advisor within 48 hours.

The Administrative Assistant to the Division Heads should also be contacted if there is an emergency message that needs to be delivered to a child. She will find the appropriate administrator.

## **Assistant Head of Academic Affairs**

This position oversees the academic teaching environment, including supervision and evaluation; the college counseling program, including all transcript documents; and curriculum documentation and assessments. This position is also responsible for researching best practices for innovative teaching and learning with the Head of School.

## **Head of School**

The Head of School is available to meet with any family that feels they have questions or concerns that cannot be addressed by the School's other points of contact. Please contact the Administrative Assistant to the Head of School at 617-278-2327 to request an appointment.

## **Coach**

Parents are welcome to talk to coaches about their child's progress in a particular sport. Parents should also inform the coach if the child will miss practice.

## **Athletic Directors**

The School has an Assistant Athletic Director, who focuses in part on Middle School athletic

needs, and an Athletic Director, who arranges the schedule for all athletic programs and has a focus on Upper School athletic needs. Parents may contact the division appropriate Athletic Director to discuss their child's athletic choices and team placement, to learn more about the School's overall philosophy about sports, and to share information about the child's athletic potential. The parent should also notify the Athletic Director if the student or parent has other concerns about a team or coach.

### **Administrative Assistant to Middle/Upper School Division Heads**

To request information about day-to-day matters regarding their child, parents should call the Administrative Assistant to the Middle and Upper School Division Heads.

Routine telephone messages for Middle and Upper School students should be directed to the Registrar who will post or deliver them. Messages should be called in as early in the day as possible. The Registrar should also be notified if a Middle or Upper School student will be late or absent.

### **Registrar**

The main function of the School's Registrar is to keep the records of presently enrolled students and to send all requested reports and transcripts to the desired schools. Parents must complete a "Request for Transcript and School Record Form" when requesting these materials. The School will send out forms within three business days from the date of the signed form.

### **Lower School Receptionist**

Routine telephone messages for Lower School students should be directed to the School Receptionist who will deliver them. Messages should be called in as early in the day as possible. The School Receptionist should also be notified if a Lower School student will be late or absent.

### **Verbal Communication**

Brimmer and May provides multiple times throughout the year for parents to engage with the School staff. These channels of communication include:

- Back-to-School Night;
- Advisor Conferences;
- Parent-Teacher Conferences;
- Grade-Level Breakfasts with Division Heads
- Parents' Association Meetings;
- Parent Gatherings with the Head of School; and
- College Counseling Forums, Events, and Meetings.

### **Email Communication**

The School encourages telephone communication when possible. Email communication may be used to set up a time to talk by phone or in person or to share any facts with the School such as planned appointments and pick-up details. The School sends out emails to families as needed to inform families of current happenings at the School. Families should call the School if an email

goes unanswered after 24 hours. The robust filter on the School server often sends unknown email addresses to the spam folder.

## **Written Communication**

Parents should send an email to the Registrar or the School Nurse if a child will be absent from School.

## **PUBLICATIONS**

The School keeps parents informed of School news and happenings by posting information on the website, on School bulletin boards, and by occasionally mailing information home. Following is a comprehensive list of School publications.

### **Annual Report**

This report is sent out once a year. It summarizes the annual giving at the School.

### **Brimmer App**

The Brimmer App, available at the App Store (for iPhone and Android), includes links to news, events, the weekly Bulletin, contacts and directory, online giving, athletics, social media, the library, and more.

### **Brimmer Bulletin**

The Communications Office publishes a weekly online newsletter that highlights the important PK-12 events, PA announcements, and other School information for the weeks ahead.

### **Brimmer Magazine**

This biannual publication highlights Brimmer community news, stories, and events.

### **Calendar**

The online calendar provides the most up-to-date information about School events.

### **Curriculum Guide**

Brimmer publishes a Curriculum Guide for each division. They are available online or upon request from a Division Head or member of the Admissions Department.

#### **Directory**

The All-School and Staff Directory contains contact information as of the date of this Handbook's publication. The most up-to-date information can be found online in the parent portal under Directory. Parents are encouraged to update their contact information online whenever it changes.

## **Grade-Level Newsletters**

Lower School teachers post a monthly update and photos highlighting the curriculum and events on their Canvas page.

## **Parent Portal/Website**

Parents can find up-to-date information on the School's website by selecting LOGIN in the top right corner of the homepage. The Resource Boards have general information relevant to your child and the School as well as links to class and grade-specific pages.

## **Offering Feedback**

Brimmer and May welcomes feedback. In addition to sharing information with School personnel as outlined in the Appropriate Points of Contact, the School established the Parent Liaison program in order to solicit feedback.

Each class in Grades PK–12 has one Parent Liaison. The Parent Liaison is asked to meet twice a year with the Head of School and Division Heads to discuss grade level and School-related matters. Prior to each meeting, the Parent Liaison contacts the parents in their child's class and requests feedback regarding the School's programs to be shared at the forum. After the meeting the liaison is asked to share information with parents. Discussions and/or information regarding specific teachers or children are not part of this process. Summary reports of each meeting are posted on the parent portal of the School's website.



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