# Table of Contents

## Student Section

- **Letter to Students from Principal Anthony Meyer**
- **We Are BHS**
  Our mantras and how they shape the relationships among students and staff
- **Opening Days Schedule**
  Special schedules for the 1st and 2nd days of school
- **Weekly Block Schedule**
  What time(s) your classes meet each day
- **Lunch Schedule & FAQs**
  When you eat lunch depends on what class you have during the lunch block
- **Grading Timeline**
  When are progress reports and report cards distributed?
- **Important School Rules**
- **Getting Involved in Clubs & Athletics**
  Join a club or participate in an extra-curricular activity
  Come to an event @ BHS!
- **Library & Summer Reading**
  This year’s theme centers around the power of young people to make change

- **Synopsis: What You Need to Know about BHS**

## Caretaker / Adult Section

- **Letter to Students from Principal Anthony Meyer**
- **Your student’s weekly schedule**
  Weekly block schedule as well as lunch schedule
- **Open Campus**
  Students may have discretionary time in their schedule
Attendance Procedures
What to do and who to call if your student will be absent
Attendance Policy FAQ’s

Monitoring Your Student’s Academic Progress
Progress Reports, Quarterly Grades, and the Grading Calendar
E-resources for monitoring academic progress

Advisory Program

Electronics Policy

BHS Events Calendar
All BHS’s events, including concerts and movie series

Athletics
Fall sports begin practice in late August – see here for more information

About the BHS Library

Health Services & Counseling Resources

Get Involved
The PTO, Innovation Fund, Diversity Committee, BEF

Paying for Lunch & Student Activities Fees
Everything is paid online @MySchoolBucks.com

Synopsis: What Students Need to Know about BHS

RESOURCES FOR STUDENTS & CARETAKERS

Administrative Staff Contact Information

Guidance & Support Staff Contact Information

Standardized Testing - General Information & Test Calendar

Public Schools of Brookline 2018-2019 School Calendar

Delayed Opening Schedule, in case of snow

Important Locations

Morning Drop Off Map

School Map
STUDENT SECTION
August 27, 2018

Dear Brookline High School Students,

I welcome all of you to our 2018-19 school year at Brookline High School. This year, BHS celebrates its 175th anniversary. Our school has a long, rich history of academic excellence and continue to earn this reputation through your hard work, intellectual curiosity, and desire always to improve. Nearly two centuries into this educational endeavor, it is you, our Brookline High School students, whose growth and learning remain at the center of our school.

More concretely, I write to offer a few reminders about what we value at BHS, how we begin school, and the ways we will support you in this academic year.

Brookline Beliefs

Throughout my fourteen years as a teacher and administrator at BHS, we have shared important, explicit values with our students. As much as it is easy to pass over these or experience them as more adult noise, I challenge you to consider them and determine how to realize them in your important work at Brookline High School this year:

- **This is hard. You can do it. We will help you.** At BHS, we want and need to challenge you and for you to believe in yourself. We also must assist you in achieving success.
- **Freedom AND responsibility.** You will experience much freedom at Brookline High and must take responsibility for your actions and their effects on others and our community.
- **You are not done yet.** While this idea of in-process-ness is important for all us humans, it is particularly true of adolescents. We need embrace a growth mindset at BHS.
- **We create the culture we want.** Culture is shaped over time by human actors: you, me, everyone. Let’s genuinely work together to make BHS the place we want and need it to be so that all students and staff feel safe and secure to learn, grow, and achieve.

Schedules

On Tuesday of last week, our Assistant Head of School, Mr. Mason, sent students and families their schedules for this year. This communication spurs a great deal of excitement for 2018-19 and some concern about having the appropriate academic program. I ask that you follow the process he outlined, completing a google form [here](#) should you have questions, concerns, or
needs you have with your schedule. Mr. Mason then will respond with whether attending our Arena Day on Thursday 8/30 makes sense given your needs. This is a clearer, more efficient process than emailing multiple staff members. Our counselors return soon and will take the lead on further schedule changes. Remember, school is more than a week and a half away.

As the deans for the Class of 2022, Lisa Redding and Brendan Kobus, wrote in their letter to ninth graders, we begin classes with a day devoted to those who are new to our school. We will have many staff members and students in front of school and throughout the building and campus to help you find where to go. We are a welcoming community and new students quickly become a part of BHS. We then welcome all students to school on Friday 9/7. I can hardly wait. Deans Redding and Kobus attached a copy of our schedule for these first two days of school. Opening days 9/6 -9/7 schedule.

Attendance Procedures

Before we begin school, it is important to understand our attendance procedures. As noted, we expect our students both to enjoy our freedoms and to assume responsibility for their academic performance, including good attendance. Please review our attendance procedures in the BHS handbook. In short, the BHS attendance policy sets a limit on both total absences and unexcused absences. You may not have more than 21 total absences (even if they are excused) in full-year courses or 11 total absences in semester-long courses. Attendance is vital to learning. We are also rolling out a common tardy expectation this year, trying to ensure that you have as much time in class as possible as such learning time is sacred. Our belief is simple: no student should be in danger of losing credit for reasons of poor attendance.

Community

Beyond holding student growth and learning at our center, perhaps the most critical work I do as your principal is around cultivating a sense of community that fosters diversity and inclusion, safety and security. Good learners take risks and make mistakes. Each of us - students, teachers, staff, administrators - needs to understand that we have an essential responsibility to one another. I will elaborate more on these responsibilities during our opening assemblies; for now, please know I expect a great deal from each of you and will do whatever I can to support a healthy community within which intellectual discourse is robust and respectful.

I can hardly wait to see your awesome selves on September 6th and 7th. We are working hard to ready our school for you, our most important occupants.

Go, Warriors,

Anthony Meyer
Head of School
“Mantras” are words or lessons to live by.
Our mantras are the foundation of our school culture.

WE ARE

BHS

- This is hard. You can do it. We will help you.
- Freedom and responsibility
- You are not done yet
- We create the culture we want
Day 1 (9th Grade only): Thursday Sept. 6, 2018:

Processional: 8:00 - 8:20 am Assemble on Greenough St.

Freshman Convocation: 8:45 - 9:30 am Quadrangle (if rain, Auditorium)

Freshman Advisory: 9:35 – 10:30  
  A1: 10:35 - 11:00  
  B1: 11:05 - 11:30  
  C1: 11:35 – 12:00

For D block—Check the two letters at the beginning of the course code  
If your D block class is EL, EN, SS, ST, TU, or WL then:  
  Lunch 1 12:05 - 12:40 in the Quad  
  D1: 12:45 - 1:20

If your D Block class is CE, FP, HF, MA, PA, SC, TE, or VA then:  
  D1: 12:05 – 12:40  
  Lunch 2 12:45 – 1:20 in the Quad  
  E1: 1:25 - 1:50  
  F1: 1:55 - 2:20  
  G1: 2:25 - 2:50

***All 10th, 11th, and 12th grade students who are new to BHS will report to the Martin Luther King Room at 10:45 am on Thursday, September 6, for an Orientation Session.
Day 2: (All Students): September 7, 2018:

<table>
<thead>
<tr>
<th>Time</th>
<th>9th Grade</th>
<th>10th &amp; 11th Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20 - 10:00</td>
<td>Advisory</td>
<td>8:20 - 10:00 Advisory</td>
</tr>
<tr>
<td>10:05 - 10:30</td>
<td>A4 block</td>
<td>8:35 - 9:05 Assembly for Grade 10 in the Auditorium</td>
</tr>
<tr>
<td>10:35 – 11:00</td>
<td>B4 block</td>
<td>8:35 - 9:05 Assembly for Grade 11 in the Schluntz Gym</td>
</tr>
<tr>
<td>11:05 - 11:40</td>
<td>Lunch</td>
<td>9:15 - 10:00 Assembly for Grade 12 in the Auditorium</td>
</tr>
</tbody>
</table>

(Note: C block will not meet for 9th grade)

<table>
<thead>
<tr>
<th>Time</th>
<th>9th Grade</th>
<th>10th &amp; 11th Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:45 - 12:45</td>
<td>D4 block</td>
<td>10:05 - 10:30 A4 block</td>
</tr>
<tr>
<td>12:50 - 1:15</td>
<td>E4 block</td>
<td>10:35 – 11:00 B4 block</td>
</tr>
<tr>
<td>1:20 - 1:45</td>
<td>F4 block</td>
<td>11:05 - 11:40 C4 block</td>
</tr>
<tr>
<td>1:50 - 2:15</td>
<td>G4 block</td>
<td></td>
</tr>
</tbody>
</table>

EL, EN, SS, ST, TU, or WL Classes:

<table>
<thead>
<tr>
<th>Time</th>
<th>10th &amp; 11th Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:40 - 12:10</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15—12:45</td>
<td>D4 block</td>
</tr>
</tbody>
</table>

CE, FP, HF, MA, PA, SC, TE, or VA classes

<table>
<thead>
<tr>
<th>Time</th>
<th>10th &amp; 11th Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:45 - 12:15</td>
<td>D4 block</td>
</tr>
<tr>
<td>12:15 - 12:45</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

12:50 - 1:15  E4 block
1:20 - 1:45  F4 block
1:50 - 2:15  G4 block
Weekly Schedule
BHS operates on a rotating weekly schedule. In general, classes—or “blocks”—meet four times per week, at different times depending on the day of the week. On the first day of school you will fill this schedule with your classes and rooms. Memorize your schedule!

Brookline High School Weekly Schedule 2018-2019 VI

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z1</td>
<td>Z2</td>
<td>Z3</td>
<td>Z4</td>
<td>Z5</td>
</tr>
<tr>
<td>7:30 – 8:15</td>
<td>7:30 – 8:15</td>
<td>7:30 – 8:15</td>
<td>7:35 – 8:15</td>
<td>7:30 – 8:15</td>
</tr>
<tr>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>B3</td>
<td>B4</td>
</tr>
<tr>
<td>B1</td>
<td>T-Block</td>
<td>B2</td>
<td>A4</td>
<td>D4</td>
</tr>
<tr>
<td>C1</td>
<td>C2</td>
<td>C3</td>
<td>B3</td>
<td>E4</td>
</tr>
<tr>
<td>D1</td>
<td>G2</td>
<td>F2</td>
<td>E3</td>
<td>C4</td>
</tr>
<tr>
<td>F1</td>
<td>D2</td>
<td>D3</td>
<td>G3</td>
<td>F4</td>
</tr>
<tr>
<td>1:00 – 2:00</td>
<td>12:55–1:45</td>
<td>1:00 – 2:00</td>
<td>12:55 – 1:55</td>
<td>12:30 – 1:20</td>
</tr>
<tr>
<td>G1</td>
<td>E1</td>
<td>E2</td>
<td>F3</td>
<td>C4</td>
</tr>
</tbody>
</table>

Faculty and Staff Meetings 3:00 – 4:00

<table>
<thead>
<tr>
<th>Lunch Block</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Lunch/Class 3</td>
<td>World Language, Math, Tutorial</td>
<td>ELL, English, Social Studies, Tutorial</td>
</tr>
<tr>
<td>2nd Lunch/Class 2</td>
<td>ELL, English, Social Studies</td>
<td>World Language, Math</td>
</tr>
</tbody>
</table>
LUNCH SCHEDULE

The fourth block of the day is the LUNCH block, and you will go to one of three lunches (1sr lunch, 2nd lunch, or 3rd lunch), depending on what class you have during that block. You may have a different lunch every day! To figure out what lunch you have:

1. Look at the **weekly schedule** and plug in your classes and blocks;
2. Look at the **lunch schedule** and match your class to the corresponding lunch.

### Brookline High School
**Lunch Schedule 2018-2019**

<table>
<thead>
<tr>
<th>Lunch Block</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Lunch/ Class 3</td>
<td>World Language, Math, Tutorial</td>
<td>ELL, English, Social Studies, Tutorial</td>
</tr>
<tr>
<td>2nd Lunch/ Class 2</td>
<td>ELL, English, Social Studies</td>
<td>World Language, Math</td>
</tr>
</tbody>
</table>
**Grading Timeline**

**Questions:** When will I receive my progress reports? When will I receive my report cards?

**Answer:** This chart tells you when the quarters end and when the progress reports cards are issued to students.

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**Brookline High School**

**Grading Timeline 2018-2019 V.1**

*Please note: all IPRs and Report Cards will be issued on the Family and Student portals only this year*

<table>
<thead>
<tr>
<th>IPR’s (Individual Progress Reports)</th>
<th>1st Mid Quarter</th>
<th>2nd Mid Quarter</th>
<th>3rd Mid Quarter</th>
<th>4th Mid Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry deadline</strong></td>
<td>Tues., Oct. 9, 2018</td>
<td>Tues., Dec. 18, 2018</td>
<td>Tues., March 12, 2019</td>
<td>Tues., May 21, 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report Cards</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry deadline</strong></td>
<td>Tues., Nov. 13, 2018</td>
<td>Tues., Feb. 5, 2019</td>
<td>Tues., April 23, 2019</td>
<td>Thurs., June 20, 2019</td>
</tr>
</tbody>
</table>

**Mid Year Exams:** 1/25/19, 1/28/19, 1/29/19  
**Senior Final Exams:** 5/28/19, 5/29/19, 5/30/19  
**Final Exams:** 6/17/19, 6/18/19 (with snow days possibly as late as June 24 & 25)

*Dates subject to change based on school cancellations*
IMPORTANT SCHOOL RULES

- Our Attendance Policy
  Total absences = #excused absences + #unexcused absences (AWOLS)
    o Credit is granted when you have less than 6 AWOLS and less than 22 total absences for full year courses; divide those numbers by 2 for semester-long courses
    o Credit is NOT granted when you have 6 or more AWOLS or more than 22 total absences

- Our Cell Phone Policy
  o No talking anywhere. No use in classrooms unless explicit permission from the teacher.

- Our Headphones/Earbuds Policy
  o Students may not wear headphones above their neck in the building; however headphones may be visible and worn on or below a student’s neck schoolwide. (Device should be off. Music/sounds should not be playing.) Headphones are allowed to be visible or used in classrooms only when a teacher or librarian has given express permission. This rule is in effect from 8:15 to the end of the school day.

- Cheating/Plagiarism
  o Cheating is unauthorized having, giving, sharing, taking, or presenting information and/or material that benefits a student.
GETTING INVOLVED @ BHS

✓ Join a club! It’s a great way to meet new people, explore your interests, and have fun.
  • BHS offers over 80 clubs and activities, focused around students’ interests
  • Clubs are student driven, so you can start your own
  • The CLUB FAIR in October will showcase all of the clubs (you can also see an exhaustive list online)
  • Clubs meet during X-blocks on Thursdays

✓ Join a sports team
  • We offer fall, winter, and spring sports teams
  • You’ll need a physical in order to play
  • Intramurals are an option as well! Check online for more information

✓ Do community service or get an internship
  • See your guidance counselor for information

✓ Travel abroad!
  • We offer trips to France, Spain, Mexico, London, Berlin, and more
  • Scholarships are available

✓ Take an extra elective, such as Global Leadership or Social Justice
June 1, 2018

Dear Students, Parents, and Guardians:

We are happy to announce the 2018 BHS summer reading program. This year, we have been inspired by students at BHS, in the U.S., and worldwide who have spoken up and taken action on issues that affect them. What does this have to do with reading? Books challenge youth to think about – and beyond – the moment they are living in, the power they possess and the ways in which they can create the world they want.

Therefore, the 2018 BHS Summer Reading program will focus on the power of young people to make change in their lives and our world. Students were directly involved in the process of generating a list of books featuring young people making change. For detailed information on the plots, themes, and content of many books on these lists, we recommend Common Sense Media Book Reviews. This summer, all BHS students will be asked to read one book (fiction or non-fiction) focusing on this topic.

In addition to one book on the theme, students will read any two books of their own choosing. The Brookline High School librarians compiled a list of recommended titles for summer reading. These and many other appealing books are available from the BHS Library, the Brookline Public Library, and Brookline BooksMith. Students entering grades 9-12 will be able to check out books from the BHS Library for the entire summer.

When students return to classes in September, they will be asked to make a list of the books they read over the summer. They will also reflect on their reading about young people making change. This packet includes questions for students to think about while they read, and space to copy quotes and jot notes. This will help them recall their reading when they return to school.

People who develop a habit of reading tend to do better in school. We hope that reading one book on a common theme and freely choosing other books will encourage students to read more-- and to enjoy it. Thank you in advance for your support of summer reading. Together we will cultivate a strong culture of literature and intellectual curiosity at Brookline High School.

Please feel free to contact Mary_Burchenal@psbma.org if you have questions.

Sincerely,

The BHS Summer Reading Team
The Hate U Give by Angie Thomas
Sixteen-year-old Starr Carter lives in two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood friend Khalil at the hands of a police officer.

Afterward, his death is a national headline. Some are calling him a thug, while others are taking to the streets in Khalil’s name. Everyone wants to know what really went down that night. The only person who can answer that is Starr, but what she does—or does not—say could upend her world.

March, Books 1-3 by John Lewis, Andrew Aydin, and Nate Powell
Congressman John Lewis is an American icon, one of the key figures of the civil rights movement. His commitment to justice and nonviolence has taken him from an Alabama sharecropper’s farm to the halls of Congress, from a segregated schoolroom to the 1963 March on Washington, and from receiving beatings from state troopers to receiving the Medal of Freedom from President Obama. March tells his story as a graphic novel. If comics aren’t your thing, try his memoir, Walking with the Wind.

I Am Malala by Malala Yousafzai and Christina Lamb
When the Taliban took control of her home in Pakistan, Malala Yousafzai refused to be silenced and fought for her right to an education. When she was fifteen, she was shot in the head at point-blank range while riding the bus home from school, and few expected her to survive. Instead, Malala’s miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she became a global symbol of peaceful protest and the youngest ever Nobel Peace Prize winner. I Am Malala tells her story.

Ready Player One by Ernest Cline
It is 2045, and the only time teenage Wade Watts really feels alive is when he’s jacked into the virtual utopia known as the OASIS. Wade has devoted his life to studying the puzzles hidden within this digital world, puzzles that are based on their creator’s obsession with the pop culture of decades past and that promise massive power and fortune to whoever can unlock them. Wade’s search soon has him facing down sinister corporations eager to take control of the digital world and the real one.

The Boy Who Harassed the Wind by Bryan Mealer and William Kamkwamba
William Kamkwamba was born in Malawi, a country withered by drought and hunger. But William had read about windmills, and he dreamed of building one that would bring to his small village a set of luxuries that only 2 percent of Malawians could enjoy: electricity and running water. His neighbors called him a madman, but William refused to let go of his dreams. With a small pile of once-forbidden science textbooks; some scrap metal, tractor parts, and bicycle halves; and an armoire of curiosity and determination, he embarked on a daring plan to forge an unlikely contraption and small miracle that would change the lives around him.

Boxers and Saints by Gene Luen Yang
In two volumes, Boxers & Saints tells two parallel stories. The first is of Little Bao, a Chinese peasant boy whose village is abused and plundered by Westerners claiming the role of missionaries. Little Bao, inspired by visions of the Chinese gods, joins a violent uprising against the Western interlopers. Against all odds, their grass-roots rebellion is successful. But in the second volume, Yang lays out the opposite side of the conflict. A girl whose village has no place for her is taken in by Christian missionaries and finds, for the first time, a home with them. As the Boxer Rebellion gains momentum, Vibiana must decide whether to abandon her Christian friends or to commit herself fully to Christianity.

Children of Blood and Bone by Tomi Adeyemi
In this new West African-inspired fantasy novel, Zélie Adebola remembers when the soil of Orisha hummed with magic. But everything changed the night magic disappeared. Under the orders of a ruthless king, maji were killed, leaving Zélie without a mother and her people without hope. Now Zélie has one chance to bring back magic and strike against the monarchy. With the help of a rogue princess, Zélie must outrun and outwit the crown prince, who is hell-bent on eradicating magic for good.

Moxie by Jennifer Mathieu
Vivian Carter is fed up. Fed up with an administration at her high school that thinks the football team can do no wrong. Fed up with sexist dress codes, hallway harassment, and gross comments from guys during class. But most of all, Viv Carter is fed up with always following the rules. Viv's mom was a tough-as-nails, punk rock Riot Grrrl in the '90s, and now Viv takes a page from her mother's past and creates a feminist zine that she distributes anonymously to her classmates. She's just blowing off steam, but other girls respond. As Viv forges friendships with other young women across the divides of cliques and popularity rankings, she realizes that what she has started is nothing short of a girl revolution.

Symptoms of Being Human by Jeff Garvin
Riley Cavanaugh is gender fluid; some days Riley identifies as a boy, and others as a girl. And between starting a new school and having a congressman father running for reelection in uber-conservative Orange County, the pressure is building up in Riley's life. Riley starts an anonymous blog to vent those pent-up feelings. But just as Riley's starting to settle in at school, the blog goes viral, and an unnamed commenter discovers Riley's real identity, threatening exposure and leaving Riley with a choice: walk away from what the blog has created—a lifeline, new friends, a cause to believe in—or stand up, come out, and risk everything.

One Goal: A Coach, a Team, and the Game That Brought a Divided Town Together by Amy Bass
When thousands of Somali refugees resettled in Lewiston, Maine, a struggling, overwhelmingly white town, longtime residents grew uneasy. Then the mayor wrote a letter asking Somalis to stop coming, which became a national story. While scandal threatened to consume the town, its high school's soccer coach integrated Somali kids onto his team, and their passion began to heal old wounds. In the tradition of Friday Night Lights, One Goal takes readers behind the tumult of this controversial team and onto the field where the teammates vied to become state champions and achieved a vital sense of understanding.

All American Boys by Jason Reynolds and Brendan Kiely
When sixteen-year-old Rashad is mistakenly accused of stealing, classmate Quinn witnesses his brutal beating at the hands of a police officer who happens to be the older brother of Quinn’s best friend. Told through Rashad and Quinn’s alternating viewpoints, All American Boys is the story of two teens—one black, one white—as they grapple with the repercussions of a single violent act that leaves their school, their community, and, ultimately, the country bitterly divided by racial tension.

#NeverAgain: A New Generation Draws the Line by David and Lauren Hogg
On February 14, 2018, seventeen-year-old David Hogg and his fourteen-year-old sister, Lauren, went to school at Marjory Stoneman Douglas High School, like any normal Wednesday. By the next morning, with seventeen classmates and faculty dead, they had joined the leadership of a movement to save their own lives, and the lives of all other young people in America. It's a leadership position they did not seek, and did not want—but events gave them no choice. Through their actions and words in this book and beyond, a new generation has made it clear that problems previously deemed unsolvable due to powerful lobbies and political cowardice will be theirs to solve.
### Memoir/Biography/Autobiography
- **Until We Are Free** by Shirin Abadi
- **Girl Boss** by Sophia Amoruso
- **Some Assembly Required** by Arin Andrews
- **A Long Way Gone** by Ishmael Beah
- **Warriors Don’t Cry** by Melba Pattillo Beals
- **Fist, Stick, Knife, Gun** by Geoffrey Canada
- **The Queen of Katwe** by Tim Crothers
- **The Distance Between Us** by Reyna Grande
- **Being Jazz: My Life as a (Transgender) Teen** by Jazz Jennings
- **Stokely: A Life by Peniel Joseph**
- **Claudette Colvin: Twice Toward Justice** by Phillip Hoose
- **The Innovators** by Walter Isaacson
- **Mountains Beyond Mountains** by Tracy Kidder
- **The Autobiography of Martin Luther King, Jr.** by Martin Luther King, Jr.
- **Shoe Dog** by Phil Knight
- **I Am Nujood, Age 10 and Divorced** by Delphine Minoui and Nujood Ali
- **The Underground Girls of Kabul** by Jenny Nordberg
- **In Order to Live: A North Korean Girl’s Journey to Freedom** by Yeonmi Park
- **Omaha Beach and Beyond: The Long March of Sergeant Bob Slaughter** by John Robert Slaughter

### Historical Fiction
- **Chains** by Laurie Halse Anderson
- **Pope Joan** by Donna Woolfolk Cross
- **The Summer We Got Saved** by Pat Cunningham Devoto
- **The Orphan’s Tale** by Pam Jenoff
- **The Invention of Wings** by Sue Monk Kidd
- **The Hired Girl** by Laura Amy Schlitz
- **Beneath a Scarlet Sky** by Mark T. Sullivan
- **The Book Thief** by Markus Zusak

### Science Fiction & Fantasy
- **The Power** by Naomi Alderman
- **Red Queen** by Victoria Aveyard
- **5 to 1** by Holly Bodger
- **Red Rising** by Pierce Brown
- ** Undertow** by Michael Buckley
- **Kindred** by Octavia Butler
- **Graceling** by Kristin Cashore
- **City of Bones** by Cassandra Clare
- **The Hunger Games** by Suzanne Collins
- **Beto by Rachel Cohn**
- **ENDER’S GAME by Orson Scott Card**
- **The Maze Runner by James Dashner**
- **Little Brother** by Cory Doctorow
- **Pirate Radio** by Cory Doctorow
- **Dune** by Frank Herbert
- **We are the Ants** by Shaun David Hutchinson
- **Illuminae and Amie Kaufman and Jay Kristoff**
- **Warcross** by Marie Lu
- **Throne of Glass** by Sarah J. Maas
- **The Unwanted** by Lisa McMann
- **Cinder** by Marissa Meyer
- **The Country of Ice Cream Star** by Sandra Newman
- **Rini by Nnedi Okorafor**
- **Dorothy Must Die** by Danielle Paige
- **Eragon** by Christopher Paolini
- **Divergent** by Veronica Roth
- **Harry Potter and the Order of the Phoenix** by J.K. Rowling
- **Midnight’s Children** by Salman Rushdie
- **Unwind** by Neal Shusterman
- **The Diamond Age** by Neal Stephenson
- **Quarantine** by Lex Thomas
- **Uglies** by Scott Westerfeld
- **Leviathan** by Scott Westerfeld

### Realistic Fiction
- **He Said, She Said** by Kwame Alexander
- **Speak** by Laurie Halse Anderson
- **Simon vs. the Homo Sapiens Agenda** by Becky Albertalli
- **Flight** by Sherman Alexie
- **Breakaway** by Michael Betcherman
- **Tyler Johnson Was Here** by Jay Coles
- **Bronx Masquerade** by Nikki Grimes
- **The Vigilante Poets of Selwyn Academy** by Kate Hartmer
- **Spirit of a Mountain Wolf** by Rosanne Hawke
- **The Task that Did the Damage** by Tania James
- **Openly Straight** by Bill Konigsberg
- **Girl in Translation** by Jean Kwok
- **Trell** by Dick Lehr
- **The Word for Yes** by Claire Needell
- **You Bring the Distant Near** by Mitali Perkins
- **The Way I Used to Be** by Amber Smith
- **Dear Martin** by Nic Stone
- **The Lesser Blessed** by Richard Van Camp
- **The Running Dream** by Wendelin Van Draanen
- **The Female Persuasion** by Meg Wolitzer
- **American Street** by Ibi Zoboi

### Non-Fiction
- **So Much I Want to Tell You: Letters to My Little Sister** by Anna Akana
- **The New Arabs** by Juan Cole
- **Young Enough to Change the World** by Michael Connolly and Brie Gooolbis
- **If We Could Change the World: Young People and America’s Long Struggle for Racial Equality** by Rebecca De Schweinitz
- **This Is An Uprising** by Mark Engler and Paul Engler
- **Freedom Writers** by Erin Gruwell
- **The Boys Who Challenged Hitler** by Phillip Hoose
- **War Is Not Over When It’s Over** by Ann Jones
- **Beyond Magenta: Transgender Teens Speak Out** by Susan Kuklin
- **Tell Me How It Ends: An Essay in Forty Questions** by Valeria Luiselli
- **Letters from Mississippi**, edited by Elizabeth Martinez
- **The Radium Girls: The Dark Story of America’s Shining Women** by Kate Moore
- **Be the One** by Byron Pitts
- **I Have the Right To** by Cheyssy Prout
- **The Good Citizen** by Michael Schudson

### Comics & Graphic Novels
- **Young Avengers** by Allan Heinberg
- **My Hero Academy** by Kohei Horikoshi
- **Students for a Democratic Society: A Graphic History** by Harvey Pekar
- **Paper Girls** by Brian K. Vaughan
- **Darkroom: A Memoir in Black and White** by Lila Quintero Weaver
- **Ms. Marvel** by G. Willow Wilson

### Poetry
- **Of Poetry and Protest: From Emmett Till to Trayvon Martin**, Compiled by Phil Cushway
- **Milk and Honey** by Rupi Kaur
- **Counting Descent** by Clint Smith
- **Voices of the Future**, Presented by Etan Thomas
Brookline High School:
What you need to know

➢ Learn the School Mantras:
  • THIS IS HARD, YOU CAN DO IT, WE WILL HELP YOU
  • FREEDOM AND RESPONSIBILITY
  • WE CREATE THE CULTURE WE WANT
  • YOU ARE NOT DONE YET

➢ Get To Know People and Ask for Help:
  • Your teachers
  • Your peers
  • Your counselors and social workers
  • Your deans and headmaster
  • Your homeroom advisors
  • Your homeroom mentors
  • The secretaries

➢ Academic Success at BHS
  • Keep up with your work
  • Participate in class & ask for help
  • Everyone can be in National Honor Society: maintain a B+ average
  • No shortcuts

➢ Breakfast and Lunch in the Cafeteria:
  • Sit wherever you want
  • Open a cafeteria account, as cash is not accepted
  • Leave your table clean, even if you didn’t make the mess
  • Food must stay in the cafeteria – no eating in the hallways

➢ Lockers:
  • All students are assigned a locker
  • If you want to change lockers, you must record the new number with the Dean’s secretary
  • Use a lock and record your combination. If you use a key, you may store a copy with the secretary in your Dean’s suite

➢ Library:
  • Open 8:00 – 4:00 Daily
  • Ask the librarians for help!
  • Study quietly here
  • Headphones are allowed

➢ Important Student Rights:
  • To be comfortable and safe at school everyday
  • To be treated with respect
  • To succeed as a student
  • To receive help
  • To talk to your counselor or your dean if you have concerns
  • To have no more than two major tests or projects due in one day
  • To have religious holidays free from homework
  • To meet confidentially with social workers

➢ Important Rules:
  • Speak and behave respectfully
  • Give your name when asked
  • Report to your Dean if asked to leave a class
  • Learn SMARTS technology policy
  • No headphones in common areas nor in the quad
  • Dress appropriately for school

➢ Time Management:
  • Sometimes being involved in activities helps you to be more organized
  • Ask for help if you need it
  • Stay organized and plan your time, including your “Me Time”

➢ Extra-Curricular Activities:
  • Get involved in something in school or outside of school
  • Many clubs meet during X block
  • Freshmen are more than welcome!
  • Join one of our 60 Clubs or form a new one that interests you
  • Consider student government, athletic teams, intramurals, music groups, drama, service, art, work, etc.
Attendance and AWOLS:
- Good attendance improves learning, so be present and be on time!
- Your parents/guardians excuse absences and tardies through your Dean’s secretary via email or by calling the office.
- Learn the NEW attendance policy (it may be confusing, so ask questions)
- Check your attendance on the student portal

Health And Fitness:
- Required in ninth grade plus three additional half years
- Contracting out possible in grades 10-12 through a sports team

Open Campus:
- Available second semester for ninth graders with parental permission
- Must also be in good academic standing and have good attendance

Midyears and Finals:
- Plan ahead! Don’t throw out your papers/tests/quizzes.
- Meet with your teachers. Go to review sessions

Classes, Levels, and Scheduling:
- Know your limits
- Don’t stress
- It’s easier to move down than up, but best to make changes early
- Challenge yourself
- Don’t get behind on your work
- Record homework in planner
- Check canvas regularly
- Sophomore year scheduling begins in January
- See your counselor if you have questions about your schedule

Gossip & Peer Pressure:
- Don’t listen to rumors
- Get help before reacting
- Get what you want out of BHS
- If you feel unsafe or bullied, seek out an adult in the building who will help you. Do NOT suffer in silence.

Rumors to set straight:
- There is no class cancellation policy if a teacher does not show up. Someone should find an administrator and report that there is no teacher present.

School Procedures:
- Complete drop/add forms ASAP if you change a class
- Sports contracts exempt you from H&F if you make a sports team...you must complete the season to earn credit
- Athletics office staff have information about sports clearance process

GET INVOLVED
✓ There are endless opportunities, take advantage of them.
✓ Activities are a great way to meet people.
✓ Don’t be afraid to introduce yourself to new people.
✓ Figure out what you like to do, not what you think friends or colleges want you to do.
✓ Let people adults and fellow students help you along the way.

WHO DO I CONTACT IF...
✓ ...I have a question about my academics? Classroom Teacher
✓ ...I need to miss school or have an attendance question? Dean’s Secretary
✓ ...I have a personal issue that I want to talk about? Guidance Counselor
✓ ...I have questions about my schedule, classes, or credits? Guidance Counselor
✓ ...I have a concern about my student’s overall school experience? Dean
✓ ...I want to know what’s happening at BHS? Events Calendar on BHS website

**ENJOY YOURSELF!!!
These are the only HIGH SCHOOL years you will ever have!!**
CARETAKER/
ADULT SECTION
Dear Brookline High School Students,

I welcome all of you to our 2018-19 school year at Brookline High School. This year, BHS celebrates its 175th anniversary. Our school has a long, rich history of academic excellence and continue to earn this reputation through your hard work, intellectual curiosity, and desire always to improve. Nearly two centuries into this educational endeavor, it is you, our Brookline High School students, whose growth and learning remain at the center of our school.

More concretely, I write to offer a few reminders about what we value at BHS, how we begin school, and the ways we will support you in this academic year.

Brookline Beliefs

Throughout my fourteen years as a teacher and administrator at BHS, we have shared important, explicit values with our students. As much as it is easy to pass over these or experience them as more adult noise, I challenge you to consider them and determine how to realize them in your important work at Brookline High School this year:

- **This is hard. You can do it. We will help you.** At BHS, we want and need to challenge you and for you to believe in yourself. We also must assist you in achieving success.
- **Freedom AND responsibility.** You will experience much freedom at Brookline High and must take responsibility for your actions and their effects on others and our community.
- **You are not done yet.** While this idea of in-process-ness is important for all us humans, it is particularly true of adolescents. We need embrace a growth mindset at BHS.
- **We create the culture we want.** Culture is shaped over time by human actors: you, me, everyone. Let’s genuinely work together to make BHS the place we want and need it to be so that all students and staff feel safe and secure to learn, grow, and achieve.

Schedules

On Tuesday of last week, our Assistant Head of School, Mr. Mason, sent students and families their schedules for this year. This communication spurs a great deal of excitement for 2018-19 and some concern about having the appropriate academic program. I ask that you follow the process he outlined, completing a google form [here](#) should you have questions, concerns, or needs you have with your schedule. Mr. Mason then will respond with whether attending our
Arena Day on Thursday 8/30 makes sense given your needs. This is a clearer, more efficient process than emailing multiple staff members. Our counselors return soon and will take the lead on further schedule changes. Remember, school is more than a week and a half away.

9/6 -9/7 schedule.

As the deans for the Class of 2022, Lisa Redding and Brendan Kobus, wrote in their letter to ninth graders, we begin classes with a day devoted to those who are new to our school. We will have many staff members and students in front of school and throughout the building and campus to help you find where to go. We are a welcoming community and new students quickly become a part of BHS. We then welcome all students to school on Friday 9/7. I can hardly wait. Deans Redding and Kobus attached a copy of our schedule for these first two days of school. Opening days 9/6-9/7 schedule.

Attendance Procedures

Before we begin school, it is important to understand our attendance procedures. As noted, we expect our students both to enjoy our freedoms and to assume responsibility for their academic performance, including good attendance. Please review our attendance procedures in the BHS handbook. In short, the BHS attendance policy sets a limit on both total absences and unexcused absences. You may not have more than 21 total absences (even if they are excused) in full-year courses or 11 total absences in semester-long courses. Attendance is vital to learning. We are also rolling out a common tardy expectation this year, trying to ensure that you have as much time in class as possible as such learning time is sacred. Our belief is simple: no student should be in danger of losing credit for reasons of poor attendance.

Community

Beyond holding student growth and learning at our center, perhaps the most critical work I do as your principal is around cultivating a sense of community that fosters diversity and inclusion, safety and security. Good learners take risks and make mistakes. Each of us - students, teachers, staff, administrators - needs to understand that we have an essential responsibility to one another. I will elaborate more on these responsibilities during our opening assemblies; for now, please know I expect a great deal from each of you and will do whatever I can to support a healthy community within which intellectual discourse is robust and respectful.

I can hardly wait to see your awesome selves on September 6th and 7th. We are working hard to ready our school for you, our most important occupants.

Go, Warriors,

Anthony Meyer
Head of School
Weekly Schedule

BHS operates on a rotating weekly schedule. In general, classes—or “blocks”—meet four times per week, at different times depending on the day of the week. Lunchtime is the fourth block of the day, and you will go to one of three lunches (1st lunch, 2nd lunch, or 3rd lunch), depending on what class you have during that block. You may have a different lunch every day! To figure out what lunch you have: 1) Look at the weekly schedule and plug in your classes and blocks; 2) Look at the lunch schedule and match your class to the corresponding lunch. Students need to memorize their schedule!!!
Open Campus at Brookline High School provides some discretionary time during the school day for students who demonstrate the ability to use this time productively. Our graduates tell us that the freedom at BHS prepared them well for their responsibilities after high school.

**FREEDOM AND RESPONSIBILITY!**

Open Campus rewards responsible students to work hard to earn this privilege. Open Campus is neither automatic nor a right to which students are entitled.

**TO QUALIFY STUDENTS MUST:**

- Have a G.P.A. of 2.0 (C) or better;
- Complete Naviance Learning Style Inventory and obtain your guidance counselor’s signature that you have done so.
- Have no outstanding Hold Slips, ie. You can’t owe a book or an item to the school.
- Submit the Open Campus Application which includes parental permission and indication of study halls to be dropped.
- Obtain approval from your Dean, based on a completed application, 2.0 GPA, and a record of good citizenship and good attendance;
- Maintain these standards of academic achievement, good citizenship, and good attendance.

Freshmen who have one or more study halls may request Open Campus instead of these study halls up to a maximum of 4 open blocks. If you have a full schedule with no study halls, Open Campus will not change your schedule.

**PROCEDURE:**

1. Obtain an Open Campus Application from your advisory teacher - available in February.
2. Have your parent/guardian sign the section indicating that they give permission for you to have Open Campus.
3. Write on the form which studies you are requesting to drop, ie. Monday G-block, Wednesday A-block, etc. Remember, you may not exceed the maximum total of 4 study halls.
4. Log on to Naviance Family Connection, click on the left side: My Learning Style, answer all questions. Have your counselor sign the form indicating you have completed this.
5. Sign the form yourself, indicating your commitment to be responsible with this new freedom.
6. Submit the O.C. application to Mrs. Fagan in Room 285. Deans, Redding, Alexander and Kobus will review your GPA, attendance, and discipline records to determine final approval. Good citizenship at BHS is required.
7. If your application is approved, you will receive a copy of your new schedule in homeroom. YOU MUST FOLLOW YOUR CURRENT SCHEDULE UNTIL YOU RECEIVE A NEW ONE.
Excellent student attendance promotes learning for all students in all classrooms. When a student is in school, he or she must attend all of his/her scheduled school classes and programs. The BHS attendance policy is designed to improve student learning and enhance the learning environment in all classrooms. BHS expects parents/guardians and students to discuss the importance of good attendance and to carefully consider the need for any school absences. It is also designed to communicate clear procedures for absences due to illness or other events. Students are responsible for work missed during absences. Teachers will support students during unexpected absences (i.e. due to illness), but are not required to provide work in advance, reteach the material, or provide make-up sessions to students who have planned absences.

1. **Total Absence Cap (Excused and/or Unexcused)**
   Brookline High School expects students to be in school on a regular basis. Earning credit for high school coursework involves graded work as well as participation and involvement in the community of learners. **Students are limited to a total of 21 absences** (15% of the 140+ days a class meets) for year-long courses, 11 total absences for semester-long, or 5 for two-day/week semester courses. Any absences over this cap result in no credit for the course. Failure to meet this attendance standard will be indicated on the transcript with the final grade of “N.”

   a. All absences, whether excused or unexcused, count toward the cap except absences that are the result of religious holidays, MCAS, A.P. exams, special education testing and meetings, China Exchange, or suspensions.

   b. Students with extended health emergencies/hospitalizations may consult with the dean who may seek headmaster consideration to excuse the absences from the total absence cap.

2. **Excusing Absences**

   a. **Parents/guardians must contact the Dean’s Secretary prior to 10:00 a.m on the day of the absence** in order to insure accurate record-keeping and efficient make-up arrangements from classroom teachers. A message may be left at any time in each dean/program coordinator’s office to facilitate absence reports. After 10:00 a.m. the absence is recorded as unexcused.

      - Parents/guardians who miss the 10:00 a.m. deadline on the day of the absence, may clear the unexcused absence up to 3 days later through a note, e-mail, or phone message.
      - After three school days, an absence will not be excused.
b. **Parents may not excuse a child for a single class if the child remains in the school building.** Partial-day absences out of the building (late arrival, early dismissal, mid-day absence) will be excused only if the absence is called in or a note is submitted to the Dean’s Secretary. Such absences must be excused before the end of the day of the absence.

c. If a student receives an unexcused absence in error, the student should work immediately with the teacher to correct the error.

3. **Tardiness**
   If a student arrives 20 minutes or more after the class begins, the student will be marked tardy/absent for that class. Students are expected to remain in the classroom in order to benefit from the instruction and to be eligible to make up missed work. Teachers may arrange make-up time with the student to change the record from Tardy/absent to tardy/present. Tardy/absences count toward total absent limit.

4. **Unexcused Absences (AWOLs)**
   Brookline High School expects students to attend all classes. Listed below are the consequences for unexcused absences for year-long courses; a proportional number of unexcused absences for semester-long or partial credit courses will apply.
   a. 1st and subsequent AWOLs: Teacher addresses student who will receive no more than half credit for work due the day of an unexcused absence, including tests and quizzes.
   b. 1st-5th AWOL: Communication home, progressive disciplined applied by teacher and dean.
   c. 6th AWOL: Grade of “N” for the course. Teacher consulted. Attendance improvement plan created, and if student meets requirements of attendance improvement plan, administrator may support student’s appeal to the headmaster to remove the “N” at the end of the course. No AWOLs will be cleared during the course of an attendance improvement plan (except those received in error).
   d. 10th AWOL: Final grade of “N” for the course. No possibility of appeal.
   e. For semester courses the final grade of “N” for the course comes after the 3rd AWOL, subject to an attendance improvement plan and appeal. After the 5th AWOL there is no possibility of appeal.

5. **Notification**
   a. The school will send an automated phone message to parents to inform them of their student’s unexcused absence the day it occurs. This phone call is a courtesy and will not be used as the basis for counting absences.
   b. Parents may always view all attendance data in the X2 Parent Portal.
c. “Q” is a warning given on the report card that alerts students and parents of a problem with attendance.

- **Quarter:** 6 or more total absences or 2 AWOLs per class per quarter result in a report card grade of “Q/(grade).”

- **Year:** 12 total absences or 4 AWOLs per class during the year results in a grade of “Q” that will appear on a quarter report card.

- Students who receive a “Q” for any quarter should meet with their dean/program coordinator in order to discuss strategies and supports which can help the student improve his/her attendance. The parent will be informed of the outcome of this meeting.

6. **Transcript**

Only an “N” will appear on a student’s official transcript. A quarter “Q” is a warning and will only appear on report cards.

7. **Make-Up**

Students who earn an “N” in a class may, in some cases, make up classes in Summer School provided the student has not been absent for more than 35 times (25% of the classes, proportional for partial credit courses) in the course. Absences in excess of 25% make a student ineligible to take a course for “make-up” credit in summer school. Students in this case would have to take classes for original credit in summer school or would have to take the course again the following year. (Note that there is no “Original Credit” English class offered in BHS Summer School.)

8. **Appeals**

If a student fulfills his/her attendance improvement plan, the student may request that a dean seek headmaster consideration to remove the “N.” Other appeals granted by the headmaster will be extremely rare and for extraordinary circumstances.
**Attendance Procedure FAQ**

*Why these attendance procedures?*
Faculty and advisors have been working for many years to create attendance procedures more in line with our academic values and our mission. In the broadest philosophical sense the procedures, which began in the 2013-14 school year, assert one of our central beliefs: a fundamental part of a Brookline High School education is being present with peers and teachers. Previous practices allowed students many more absences than were necessary or advisable, and as a result, these practices allowed some students to compromise their own learning. The procedures set reasonable absence limits (with built-in warnings) in order to preserve the coherence and integrity of a student’s education. Translated into numbers, the procedures state that a student must be in class at least 85% of the time.

*How will I know when my child is absent from a class?*
As before when the student is absent without having previously been excused from class the teacher will mark the student absent thereby triggering a phone call from the school notifying the parent of the AWOL. The same information is also available in the parent portal. In the portal you can also control how you would like to be notified when an absence is reported by a classroom teacher.

*What do I do if I can’t access the Parent Portal to view my child’s attendance?*
Parent portal access and connectivity issues should be addressed via e-mail: bhsinfo@psbma.org

*What is a Q/grade?*
Q is the signifier grade we are using as a warning that a student is nearing the danger zone for number of absences in that course.

*Will there still be contracts to make up time?*
We no longer write attendance contracts. Students and parents work with the student’s administrator once reaching the warning level grade of “Q” in order to take action that will prevent loss of credit in the class.

*Can absences and tardies impact a student’s grade?*
Teachers establish their own grading criteria in classes and publish these criteria in their course expectations in September. Excessive unexcused absences or tardies may negatively impact a grade.

*What is the meaning of an N on a transcript?*
The grade of N signifies that no credit is given because of excessive absence from class.
**How is an N calculated in the GPA?**
N and Q grades are not calculated in GPA.

**How much does a tardy/absent count toward the total absent limit?**
Students who are more than 20 minutes late for class are counted as having missed that class for the day just as any other absence would be counted.

**Can a parent excuse a single absence in the middle of the school day?**
If a student needs to be excused for a mid-day absence for a doctor’s appointment, etc., that will continue to be allowed. However, excusing a student who remains in the building is no longer permitted.

**Whom do I call if my child is having health problems that might result in frequent absences?**
Please discuss this matter with your child’s administrator and/or guidance counselor.

**What do I have to do to appeal an N Grade?**
Such a process would begin with the student’s administrator. Appeals will be rare and only granted in extraordinary circumstances.

**If a student is unexcused absent, can they still make up that day’s work?**
The determination is made by the classroom teacher.

**Does this mean that there is no making up Health and Fitness classes missed?**
Yes. The attendance procedure applies to all classes/subjects at Brookline High School.

**Why do field trips count?**
Field trips are a vital part of the educational experience of being a student at Brookline High School. This past year we visited the Freedom Trail, France, Mexico, the Medical Area, and dozens more. All of these are important parts of the educational experience. However, the philosophy behind the new attendance procedures is that the paramount educational activity is the experience students get in a classroom with their peers and teachers. So we expect students to begin to become aware of how many specific individual classes they are missing in a given year. For example, a student who gets the flu, has a death in the family, gets sick a few times, and is nearing 15 absences in his or her science class should think twice about going on a field trip. It is the student's choice. However some students, some of the time, may decide that they can't afford to miss another science class, math class, English class, cooking class, etc. because they have missed too many over the course of the year. Remember Brookline High School is about freedom and responsibility, and student choice. The school is not saying that you can't go on field trips -- the school is trying to set up a system where students take the responsibility for understanding that classroom time is paramount, and then come other extensions of class such as field trips.
INTERIM PROGRESS REPORTS (IPRs)
These reports are distributed to students and families four times a year, in the middle of each quarter. The IPR communicates the student’s academic progress (grades/comments section), as well as current attendance (right hand side columns). IPRs and report cards are the primary means of communication regarding progress that BHS families will receive throughout the year. If you have concerns regarding a specific class, please contact your child’s teacher. If you have concerns about attendance, please contact your child’s dean’s office. A sample of an IPR is below.

The Interim Progress Report is an important mid-term communication. It will indicate whether or not your child is falling or in danger of falling a course. It also may include comments indicating that your child is doing well.

Attendance Key: EX - Excused, UX - Unexcused Absence, TC - Tardy to Class

In addition to teacher comments, the Interim Progress Report (IPR) may show a current grade for the class. Please note only some teachers choose to share this additional piece of information.
Interim Progress Reports (IPRs) and Quarter Grades

The Brookline High faculty and staff value providing feedback to students, families, and relevant school personnel to promote every student’s academic success. In that spirit, teachers are expected to write comment(s), either standardized or free text, on IPRs regarding their students’ progress. These comments are individualized for each student, and may relate to some or all of the following: assessment performance, assignment completion, participation, and conduct. A grade may not be reported unless a students’ current grade in the quarter is in the D or E range.

Comments will appear on a quarterly report card when there has been a substantial change in grade since the IPR.
## E-Resources at Brookline High School

<table>
<thead>
<tr>
<th>What the kids use it for:</th>
<th>Naviance</th>
<th>X2 Portal</th>
<th>Canvas</th>
<th>BHS Guidance Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and college exploration activities, to send colleges their BHS application, to send and receive messages from their counselor, to sign up for college visits, to look at available scholarships, to obtain information about the college process.</td>
<td>To check student attendance, as well as obtain the Interim Progress Reports (IPR) and report cards.</td>
<td>Canvas is akin to an assignment book. Students use it to find out their assignments, submit homework and contact the teacher. Note, only some teachers use canvas for this purpose.</td>
<td>Provides information about the department itself and the services it provides. It also highlights resources on exploring college and career as well as how to access internships and summer programs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What parents will find it useful for:</th>
<th>Naviance</th>
<th>X2 Portal</th>
<th>Canvas</th>
<th>BHS Guidance Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can conduct college searches with your student and look at BHS college admission data.</td>
<td>See above</td>
<td>Nothing! This site is designed to help students manage their time and their academic priorities.</td>
<td>Contact information for your child’s guidance counselor, as well as standardized information about the college process.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do I need a password? If so, how do I get one?</th>
<th>Naviance</th>
<th>X2 Portal</th>
<th>Canvas</th>
<th>BHS Guidance Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your student must share his/her password with you.</td>
<td>Yes, you were given one at the beginning of the year! If you’ve lost it, email <a href="mailto:bhsinfo@brookline.k12.ma.us">bhsinfo@brookline.k12.ma.us</a></td>
<td>See above! If you have concerns about your student’s work completion or progress in class, email the teachers directly.</td>
<td>No – this site is open to the public.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested frequency of parental use:</th>
<th>Naviance</th>
<th>X2 Portal</th>
<th>Canvas</th>
<th>BHS Guidance Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>As needed during the college process</td>
<td>Once per week, as this is sufficient to gain a picture of your student’s attendance and its relationship to his/her grades.</td>
<td>Seldom</td>
<td>As needed</td>
<td></td>
</tr>
</tbody>
</table>
Advisory is a program that gives all BHS students a chance to meet in a non-academic setting with peers and a faculty advisor once a week. The program was created for students to:

- learn more about Brookline High School and a student’s role in the school community;
- appreciate and explore the diversity within a group of peers over the course of four years;
- participate in community service;
- have a regular, consistent place to connect with an adult and older peer mentors in the high school;
- have a time to reflect on academic and social goals with the faculty advisor as students journey through high school.

Time spent in Advisory is low-stress and does not involve assignments. Most Advisory blocks are spent conversing with your peers and faculty advisor on school-wide or grade-specific topics, going to class assemblies, or meeting one-on-one with your advisor. Assemblies have focused on topics such as cyber-citizenship, environmental citizenship, substance abuse prevention, community-building, school policies and culture. Work with the faculty advisors has focused on topics such as cultivating a growth mindset, linking effort with success, owning one’s own learning, responsible use of technology, and problem-solving. Advisory is also a place where “play” happens, an often under-valued aspect of learning during the high school day. Advisory is graded on a pass/fail basis, and it is the only class that a student will have with the same kids for their entire career at BHS.
RULE 1.4: The Policy on Personal Electronic Devices

Brookline High School recognizes the pervasiveness of technology in today’s world. We also highly value a school culture that prioritizes human interaction and the establishment of strong human relationships. To account for both of those realities, we believe in SMARTS:

Students:  Students may use technology at BHS
Manners:  Students will graduate from BHS with good manners around technology
Availability:  Students must be available to others
Respect:  Students must be respectful when using technology
Teachers:  Teachers decide if and how technology is used in their classrooms
Silence:  All use of technology must be silent

A personal electronic device is a wireless and/or portable piece of equipment that is capable of storing, processing, or transmitting information. These devices include, but are not limited to, cell phones, pagers, smartphones/TDAs, computers/tablets, MP3 players and other handheld entertainment systems, and AV recording devices or cameras.

The use of technology and personal electronic devices is a privilege and should not disrupt the flow of school nor affect the learning in the classrooms. Therefore, to adhere to the respectful use of technology, here are the limits:

CELL PHONES: NO talking on phones anywhere in the building, including in the quad. This rule is in effect from 8:15 to the end of the school day. Talking on cell phones is only permitted in the vestibule outside the atrium at the main entrance.

HEADPHONES: Students may not wear headphones above their neck in the building; however, headphones may be visible and worn on or below a student’s neck schoolwide. (Device should be off. Music/sounds should not be playing.) Headphones are allowed to be visible or used in classrooms only when a teacher or librarian has given express permission. This rule is in effect from 8:15 to the end of the school day.

CLASSROOM ELECTRONICS USE: Students will be informed, in writing, of each teacher’s policy on technology as part of the class syllabus or class expectations. In addition, the SMARTS poster shall be displayed in a visible place in every classroom.

Inappropriate or unlawful use of electronic equipment will result in school consequences and/or referral to the police. This includes use of electronic equipment in a way that violates a student, staff, or faculty member’s privacy, or that amounts to harassment or malicious defamation. Any misuse of electronic equipment, including using such technology to cheat, plagiarize, or secretly record the communications of another shall result in immediate confiscation of the equipment in addition to other consequences beyond those listed below.

Consequences

Progressive discipline will be applied to students who fail to follow the new policy. Additional consequences, including suspension, are possible if students do not respond to reasonable requests from staff members (ie, giving their names or their administrators’ names).
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Venue</th>
<th>Time</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>August</strong></td>
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<tr>
<td>8/17</td>
<td>Fall Sports Tryouts/Practices start</td>
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<td>9/7</td>
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<td>9/25 – 29</td>
<td>School Pictures - all day</td>
<td>Schluntz</td>
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<td>9/25</td>
<td>Jr. PTO Meeting</td>
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<tr>
<td>9/26</td>
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<td>X-block Club/Activities Fair</td>
<td>Cypress</td>
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<td>Senior College Essay Workshop</td>
<td>Café</td>
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<td>PTO:Truth About Vaping (all grades)</td>
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<td>Back to School Night</td>
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<td>PTO Staff Appreciation breakfast</td>
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<td>Financial Aid Night Jr. &amp; Sr. parents</td>
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<td>NHS Induction</td>
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<td>Freshman Parent Night w/BPEN</td>
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<td>7:30 AM</td>
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<td>Shakespeare Matinee</td>
<td>Aud</td>
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<tr>
<td>11/1</td>
<td>Shakespeare</td>
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<td>11/2, 3</td>
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<tr>
<td>11/7</td>
<td>School Pictures RETAKES - all day</td>
<td>Schluntz</td>
<td>7:30 PM</td>
<td>State Music Festival</td>
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<td>11/8, 9, 13</td>
<td>MCAS Retest - ELA</td>
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<td>Race Reels</td>
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<td>Camerata/Orchestra Concert</td>
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<td>11/9</td>
<td>No School - PD day for teachers</td>
<td>Aud</td>
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<td>Sr. PTO Managing Sr. year</td>
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<td>11/14, 15</td>
<td>MCAS Retest - Mathematics</td>
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<td>Innovation Fund Gala-Rama</td>
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<td><strong>December</strong></td>
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<td>11/15</td>
<td>1st Qtr. Report Cards Issued</td>
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<td>Int'l Thanksgiving Dinner</td>
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<td>11/21</td>
<td>Noon Dismissal - Pep Rally</td>
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<td>Needs Improv ment Perf</td>
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<td>1/9</td>
<td>Sophomore PTO Meeting</td>
<td>MLK</td>
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<td>1/10</td>
<td>Race Reels</td>
<td>MLK</td>
<td>5:30 PM</td>
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<td>1/14</td>
<td>Gap Year Fair</td>
<td>Café</td>
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<td>1/16</td>
<td>Sweeney Todd Matinee</td>
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<tr>
<td>1/21</td>
<td>No School - MLK Day</td>
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<td>7:30 PM</td>
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<tr>
<td>1/24</td>
<td>Fr. PTO Meeting</td>
<td>MLK</td>
<td>7:00 PM</td>
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<tr>
<td>1/25, 28, 29</td>
<td>Mid Year Exams</td>
<td>Aud</td>
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<td>1/30</td>
<td>2nd Qtr. Ends</td>
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<td><strong>February</strong></td>
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<tr>
<td>2/5</td>
<td>Jr. PTO Meeting</td>
<td>MLK</td>
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<tr>
<td>2/6</td>
<td>All Town Chorus Concert</td>
<td>Aud</td>
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<td>2/7</td>
<td>2nd Qtr. Report Cards Issued</td>
<td>MLK</td>
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<td>2/7</td>
<td>Race Reels</td>
<td>MLK</td>
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<td>2/9</td>
<td>ACT Testing</td>
<td>Rm. 147</td>
<td>7:30 AM</td>
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<td>2/11</td>
<td>Soph PTO Meeting</td>
<td>MLK</td>
<td>7:00 PM</td>
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<tr>
<td>2/12</td>
<td>Jr. parents and students</td>
<td>Aud</td>
<td>7:00 PM</td>
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<td><strong>March</strong></td>
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<td>3/2</td>
<td>State Music Festival</td>
<td>Aud</td>
<td>all day</td>
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<tr>
<td>3/4, 5, 6</td>
<td>MCAS Retake - ELA</td>
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<tr>
<td>3/6</td>
<td>Spring Play Matinee</td>
<td>Blk Box</td>
<td>3:00 PM</td>
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<td>3/7</td>
<td>Race Reels</td>
<td>MLK</td>
<td>5:00 PM</td>
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<tr>
<td>3/7, 8, 9</td>
<td>Spring Play</td>
<td>Blk Box</td>
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<td>SAT Test</td>
<td>Rm. 147</td>
<td>7:30 AM</td>
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<td>3rd Qtr. IPRs Issued</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
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<tr>
<td>3/15</td>
<td>7:30 PM</td>
<td>Acapella Fest</td>
<td>Studio 1</td>
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<td>3/16</td>
<td>6:00 PM</td>
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<td>Studio 1</td>
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<td>3/16</td>
<td>7:30 PM</td>
<td>Acapella Fest</td>
<td>Studio 1</td>
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<td>3/21</td>
<td>6:30 PM</td>
<td>College Fair</td>
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<td>3/22</td>
<td>6:00 PM</td>
<td>Junior Semi-formal</td>
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<td>3/26, 27</td>
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<td>MCAS Test - ELA</td>
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<td>3/27</td>
<td>7:30 PM</td>
<td>Masterworks Concert</td>
<td>Atrium</td>
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<td>April</td>
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<td>College support/students w/learning</td>
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<td>4/2</td>
<td>7:00 PM</td>
<td>Early Dismissal - 12:30pm</td>
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<td>4/3</td>
<td>6:30 PM</td>
<td>Music Collective</td>
<td>Aud</td>
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<td>4/10</td>
<td>3:00 AM</td>
<td>3rd Qtr. Ends</td>
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<td>4/10</td>
<td>7:00 PM</td>
<td>MEFA Night</td>
<td>MLK</td>
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<td>4/11</td>
<td>6:00 PM</td>
<td>Poetry Fest at Booksmith</td>
<td>Aud</td>
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<td>4/13</td>
<td>7:30 AM</td>
<td>ACT Testing</td>
<td>Rm. 147</td>
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<td>4/15-4/19</td>
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<td>April Vacation</td>
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<td>4/23</td>
<td>7:00 PM</td>
<td>Awards Ceremony</td>
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<td>4/25</td>
<td>10:00 AM</td>
<td>Job and Career Fair</td>
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<td>4/25</td>
<td>7:00 PM</td>
<td>BHS/Newton North Concert</td>
<td>Atrium</td>
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<td>May</td>
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<td>5/1</td>
<td>7:00 PM</td>
<td>Sr. PTO Meeting</td>
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<td>5/2</td>
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<td>Race Reels</td>
<td>MLK</td>
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<tr>
<td>5/3 - 5/4</td>
<td>7:30 PM</td>
<td>Progressions</td>
<td>Aud</td>
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<td>7:30 AM</td>
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<td>5/8</td>
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<td>5/15</td>
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<td>Soph. PTO Meeting</td>
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<td>5/16</td>
<td>7:00 PM</td>
<td>Fr. PTO Meeting</td>
<td>MLK</td>
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<tr>
<td>5/16, 20, 22</td>
<td>7:30 PM</td>
<td>Spring Music Festival</td>
<td>Aud</td>
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<tr>
<td>5/17, 18, 23</td>
<td>3:00 PM</td>
<td>Student Directed</td>
<td>Aud</td>
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Visit http://bhs.brookline.k12.ma.us/athletics.html for more information

- **Fall Sports** Football begins 8/17; Cheer begins 8/20; all other fall sports begin 8/23
- **Winter Sports** begin on Monday, November 26th
- **Spring Sports** begin on Monday, March 18th*  
  *exceptions = non-MIAA sports (Crew, Sailing may begin sooner  
  ie. Crew begins on Monday after February vacation)

At Brookline, the athletic experience is an essential part of many students' overall education. Athletics plays a significant role in developing positive self-esteem and a sense of well-being. To this end, the goal at every level of athletics is to strive for excellence. As with the academic program, the implications of a strong athletic program are far-reaching.

While learning fair play, teamwork and self-discipline, student-athletes must be challenged at whatever level of skill they bring to their sports. Every student-athlete shall be afforded the opportunity to participate at the most appropriate level to achieve optimal personal growth. Student-athletes must have the opportunity to develop their skills and reach their maximum potential in a well-coached environment. All teams will be qualified to participate in their respective leagues.

The athletic program must be flexible and reflect Brookline High School's values and culture in order to address the needs of its entire student population. Athletics teaches an appreciation of another's skills and contributions, commitment towards a common goal, and enjoyment in physical activity. Athletics promotes physical and mental health and contributes to the ability to interact socially. It nurtures friendship where one might not expect it and fosters a sense of pride in self and the community that lasts far beyond life at Brookline High.

Follow our latest updates on Twitter @BHS_Warriors
Dear Parents,

The BHS Library/Information Technology Program provides critical resources and expertise to teachers and students in a comfortable, welcoming atmosphere. Our mission is to empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users and creators of information.

Students are welcome to check out books for leisure reading and to support classroom assignments. Students also regularly drop in for help with research projects, suggestions for outside reading books, or to work on assignments. We look forward to helping all students excel during the coming school year.

Sincerely,
The BHS Librarians

Library Resources

Available for Loan:
- Books, ebooks, audiobooks & magazines
- Audio and ebook players
- Chromebooks, headphones, & video equipment

Digital Resources Available 24/7:
- Library Catalog
- Subscription Databases
- Flipster (online magazines)
- Assignment Research Guides
- Test Prep Resources
- Noodletools (student research platform)

bhslibrary.weebly.com

Library Hours
- Monday - 7:45 - 4:00
- Tuesday - 7:45 - 2:50
- Wednesday - 7:45 - 4:00
- Thursday - 7:45 - 4:00
- Friday - 7:45 - 2:15

Contact Us
617-713-5029
bhs-library@psbma.org
Dear Parent(s)/Guardian(s),

Your partnership with Health Services will help to ensure a safe and healthy learning environment for your student. Please contact your school nursing team regarding any health concerns or recent history of illness, injury, social-emotional issue, special need or scheduled medication or procedure. This will inform us of any restrictions or accommodations that your student may require. All information will be kept confidential and shared with individual staff members on a need to know basis.

All forms can be returned to the Health Clinic via fax, mail or delivered in person to Rm 147. Physician orders must be faxed from the PCP’s office. Should you wish to make an appointment with us prior to the start of the school year, please contact us by email or phone as noted below to arrange a meeting.

For information regarding Health Services: Brochure, Policies, Medication Forms, Health Care Plans or Wellness updates go to: https://www.brookline.k12.ma.us/healthservices.

Here’s to a healthy, productive school year!

High School Clinic Contact Information
Megan Day, BSN, RN megan_day@psbma.org
Kate Donnelly, MA, BSN, RN kate_donnelly@psbma.org
Jill Seaman-Chandler, MEd, BSN, RN jill_seaman-chandler@psbma.org
Ph: 617-713-5151
Fax: 617-713-5153

Coordinator of Student Health Services
Tricia Laham, MEd, RN, BSN, NCSN tricia_laham@psbma.org
Ph: 617-713-5127
The Mission of the School Health Program is to foster the growth, development and educational achievement of all students. Registered nurses promote health and wellness by:

- providing health assessment, first aid, emergency treatment, consultation and referral for physical, psychological and behavioral issues
- building partnerships to ensure referral to quality services that are effective, culturally appropriate and responsive to the diverse needs of our students and their families
- administering scheduled care for special medical needs
- providing surveillance and monitoring of communicable diseases
- administering state mandated screening programs to identify health risks

The Massachusetts Department of Public Health requires the following to support a Comprehensive and Coordinated School Health Program:

**Immunizations/Physicals**
- Parent(s)/guardian(s) of new students are required to provide documentation of their child’s completed immunizations before entry to school.
  
  *Please Note:* Parent(s)/guardians(s) of students with medical or religious exemptions must renew these annually at the start of each school year.
- Parent(s)/guardian(s) of new students are required to provide a copy of a physical exam completed by a U.S. physician. A physical dated within one year prior to entry is acceptable.
- Parent(s)/guardian(s) of all students entering Grade 10 are required to provide documentation of a recent physical (within 1 year). Please check with your PCP to make sure your child has received the required boosters. Note: All BHS athletes, who participate in interscholastic sports, are required to provide yearly physicals directly to the Department of Athletics per MIAA regulations.

**Health Screenings**
- The MDPH mandated programs will be administered as follows:
  - Each student in Grade 9 will have hearing, vision and postural screening. Postural screening will be completed in collaboration with the Physical Education staff. If your child is under care of a physician for hearing or postural issues, please send a note from the physician to exempt from screening.
  - Each student in Grade 10 will have height/weight and BMI measurement.

**Health Conditions**
- Parent(s)/guardian(s) of all students are required to complete and return the Health and Medical Emergency Card which will be sent home from student advisories at the start of the school year. Please be certain to complete both sides including the Health History on the back of the card. If appropriate, complete an Individualized Healthcare Plan (see provided link) for a complex medical need including but not limited to the following:
  - Asthma
  - Diabetes
  - Life threatening allergies
  - Seizures

**Medications**
- If a student will take medication during the school day either scheduled or as needed, MDPH requires BOTH the physician’s order and a completed and signed parent(s)/guardian(s) permission form yearly. These authorizations are also required if a student will self-administer medications during the school day. Since BHS is an open campus and classes are offered in several different buildings, students may be off campus for field trips or during free periods. It is therefore critical that any student with a diagnosis of asthma and/or life threatening allergy carries a rescue inhaler and/or epinephrine auto-injector at all times. Students may also keep a spare in the Health Clinic. Reminder: Medications should always be transported to and from school by parent(s)/guardian(s).
Get Involved

The following three volunteer organizations partner with Brookline High School, providing financial support, harnessing our community’s energy and creativity, and engaging Brookline in BHS’ success. These organizations are led by parents and community members, all of whom share a commitment to the strength and excellence of Brookline High. Supporting them means supporting Brookline High School.

BHS PTO

The Brookline High School Parent Teacher Organization (PTO) fosters the home-school relationship and supports BHS educators and administrators in daily school life. We help fund enrichment initiatives, teacher requests for classroom materials and scholarship and community-building events such as the Freshman BBQ, the Cherry Blossom Festival, the College Essay Workshop and Race Reel movie nights. The PTO also sponsors regular Parent/Guardian meetings for each class on topics such as curricular choices, academic support and emotional well-being. To support the PTO, sign up for our must-read Weekly Blast e-newsletter and find out more about getting involved, please visit: http://www.bhs-pto-org

Brookline Education Foundation

Founded in 1981, the Brookline Education Foundation (BEF) supports innovative teaching and teachers through professional learning and development at Brookline High School and the K-8 schools. The BEF is dedicated to excellence in teaching and administrative leadership. To support the BEF or learn more about our grants, programs, and events, please visit www.BrooklineEducation.org

BHS Innovation Fund

The BHS Innovation Fund supports innovative curriculum development that fosters academic success for all students. By funding faculty-led initiatives to create courses, lead programs, and conduct research, the Innovation Fund creates a culture of innovation to energize teachers, inspire students, and support the excellence of BHS. In the 2018-2019 academic year, we celebrate our twentieth anniversary. To learn more about our non-profit organization and our history of programming, to explore ways to get involved, and to see our events listing, please visit www.bhsinnovationfund.org
All students must pre pay for school meals at [www.MYSCHOOLBUCKS.com](http://www.MYSCHOOLBUCKS.com)

- Please select [Brookline Public Schools](https://www.brookline.k12.ma.us) as your district

For questions about registering, please call 1-855-832-5226.
Brookline High School: 
What you need to know

- **Learn the School Mantras:**
  - THIS IS HARD, YOU CAN DO IT, WE WILL HELP YOU
  - FREEDOM AND RESPONSIBILITY
  - WE CREATE THE CULTURE WE WANT
  - YOU ARE NOT DONE YET

- **Get To Know People and Ask for Help:**
  - Your teachers
  - Your peers
  - Your counselors and social workers
  - Your deans and headmaster
  - Your homeroom advisors
  - Your homeroom mentors
  - The secretaries

- **Academic Success at BHS**
  - Keep up with your work
  - Participate in class & ask for help
  - Everyone can be in National Honor Society: maintain a B+ average
  - No shortcuts

- **Breakfast and Lunch in the Cafeteria:**
  - Sit wherever you want
  - Open a cafeteria account, as cash is not accepted
  - Leave your table clean, even if you didn’t make the mess
  - Food must stay in the cafeteria – no eating in the hallways

- **Lockers:**
  - All students are assigned a locker
  - If you want to change lockers, you must record the new number with the Dean’s secretary
  - Use a lock and record your combination. If you use a key, you may store a copy with the secretary in your Dean’s suite

- **Library:**
  - Open 8:00 – 4:00 Daily
  - Ask the librarians for help!
  - Study quietly here
  - Headphones are allowed

- **Important Student Rights:**
  - To be comfortable and safe at school everyday
  - To be treated with respect
  - To succeed as a student
  - To receive help
  - To talk to your counselor or your dean if you have concerns
  - To have no more than two major tests or projects due in one day
  - To have religious holidays free from homework
  - To meet confidentially with social workers

- **Important Rules:**
  - Speak and behave respectfully
  - **Give your name when asked**
  - Report to your Dean if asked to leave a class
  - Learn SMARTS technology policy
  - No headphones in common areas nor in the quad
  - Dress appropriately for school

- **Time Management:**
  - Sometimes being involved in activities helps you to be more organized
  - Ask for help if you need it
  - Stay organized and plan your time, including your “Me Time”

- **Extra-Curricular Activities:**
  - Get involved in something in school or outside of school
  - Many clubs meet during X block
  - Freshmen are more than welcome!
  - Join one of our 60 Clubs or form a new one that interests you
  - Consider student government, athletic teams, intramurals, music groups, drama, service, art, work, etc.
➤ Attendance and AWOLS:
  • Good attendance improves learning, so be present and be on time!
  • Your parents/guardians excuse absences and tardies through your Dean’s secretary via email or by calling the office.
  • Learn the NEW attendance policy (it may be confusing, so ask questions)
  • Check your attendance on the student portal

➤ Health And Fitness:
  • Required in ninth grade plus three additional half years
  • Contracting out possible in grades 10-12 through a sports team

➤ Open Campus:
  • Available second semester for ninth graders with parental permission
  • Must also be in good academic standing and have good attendance

➤ Midyears and Finals:
  • Plan ahead! Don’t throw out your papers/tests/quizzes.
  • Meet with your teachers. Go to review sessions

➤ Classes, Levels, and Scheduling:
  • Know your limits
  • Don’t stress
  • It’s easier to move down than up, but best to make changes early
  • Challenge yourself
  • Don’t get behind on your work
  • Record homework in planner
  • Check canvas regularly
  • Sophomore year scheduling begins in January
  • See your counselor if you have questions about your schedule

➤ Gossip & Peer Pressure:
  • Don’t listen to rumors
  • Get help before reacting
  • Get what you want out of BHS
  • If you feel unsafe or bullied, seek out an adult in the building who will help you. Do NOT suffer in silence.

➤ Rumors to set straight:
  • There is no class cancellation policy if a teacher does not show up. Someone should find an administrator and report that there is no teacher present.

➤ School Procedures:
  • Complete drop/add forms ASAP if you change a class
  • Sports contracts exempt you from H&F if you make a sports team...you must complete the season to earn credit
  • Athletics office staff have information about sports clearance process

➤ GET INVOLVED
  ✔ There are endless opportunities, take advantage of them.
  ✔ Activities are a great way to meet people.
  ✔ Don’t be afraid to introduce yourself to new people.
  ✔ Figure out what you like to do, not what you think friends or colleges want you to do.
  ✔ Let people adults and fellow students help you along the way.

➤ WHO DO I CONTACT IF…
  ✔ ...I have a question about my academics? Classroom Teacher
  ✔ ...I need to miss school or have an attendance question? Dean’s Secretary
  ✔ ...I have a personal issue that I want to talk about? Guidance Counselor
  ✔ ...I have questions about my schedule, classes, or credits? Guidance Counselor
  ✔ ...I have a concern about my student’s overall school experience? Dean
  ✔ ...I want to know what’s happening at BHS? Events Calendar on BHS website

**ENJOY YOURSELF!!!
These are the only HIGH SCHOOL years you will ever have!!**
RESOURCE
SECTION
Brookline High School
115 Greenough Street
Brookline, MA 02445
Telephone Main Menu: 617-713-5000
www.bhs.brookline.k12.ma.us

MAIN OFFICE
Anthony Meyer, Headmaster
Kelli McDermott, Secretary ___________________________ 617-713-5003
Kathy Keaveney, Secretary ___________________________ 617-713-5002

ASSISTANT HEADMASTER
Hal Mason, Assistant Headmaster
Linda Wentzell, Registrar ____________________________ 617-713-5006
Amy Steele, Application Support ______________________ 617-713-5121

DEAN OF STUDENTS
Lisa Redding, (Grade 9/11)
Sharon Fagan, Secretary ______________________________ 617-713-5035
Lisa Gilbert-Smith (Grades 10/12)
Sabrina McIntosh, Secretary __________________________ 617-713-5190

SCHOOL WITHIN A SCHOOL
Dan Bresman, Coordinator
Christine Carruthers, Secretary ________________________ 617-713-5400

ALTERNATIVE CHOICES IN EDUCATION
Amy Bayer, Coordinator
Christine Carruthers, Secretary ________________________ 617-713-5252

WINTHROP HOUSE
Owen Minott, Coordinator ____________________________ 617-739-7647

SPECIAL EDUCATION
Wendy Ryder, Director
April Zyirek, Coordinator
Lorraine Hughes _____________________________ 617-713-5076

GUIDANCE
Darby Neff-Verre, Coordinator
Kate Cordner, College Counselor ________________________ 617-713-4722
Brenda Aguilar, Secretary ____________________________ 617-713-5016
Bethany Castellano, Secretary ________________________ 617-713-5015
<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darby Neff-Verre, Guidance Coordinator</td>
<td>Room 161</td>
<td>713-5017</td>
</tr>
<tr>
<td>Lenny Libenzon, College Counselor</td>
<td>Room 279</td>
<td>713-5019</td>
</tr>
<tr>
<td>Kate Cordner, Career Counselor</td>
<td>Room 279</td>
<td>713-5074</td>
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<tr>
<td><strong>Guidance Counselors – Grades 9 &amp; 11</strong></td>
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<tr>
<td>Nicole Bent</td>
<td>Room 285D</td>
<td>713-5039</td>
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<tr>
<td>Richard Gorman</td>
<td>Room 285G</td>
<td>713-5042</td>
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<tr>
<td>Clifton Jones</td>
<td>Room 285A</td>
<td>713-5036</td>
</tr>
<tr>
<td>Alexandra Young</td>
<td>Room 285E</td>
<td>713-5040</td>
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<tr>
<td><strong>Guidance Counselors - Grades 10 &amp; 12</strong></td>
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<tr>
<td>Ellen Herz</td>
<td>Room 317G</td>
<td>713-5196</td>
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<tr>
<td>Eric Schiff</td>
<td>Room 317K</td>
<td>713-5198</td>
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<tr>
<td>Sara Aggeler</td>
<td>Room 317B</td>
<td>713-5191</td>
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<tr>
<td>Kathleen Whelan</td>
<td>Room 317E</td>
<td>713-5194</td>
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<tr>
<td>Kara Lopez, ACE Counselor</td>
<td>Room 248</td>
<td>713-5248</td>
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<tr>
<td><strong>METCO</strong></td>
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<tr>
<td>Courtney Valentine, Advisor</td>
<td>Room 170A</td>
<td>713-5171</td>
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<td><strong>School Within a School (SWS)</strong></td>
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<tr>
<td>Dan Bresman, Coordinator</td>
<td>Room 400A</td>
<td>713-5401</td>
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<tr>
<td><strong>Winthrop House</strong></td>
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<tr>
<td>Owen Minott, Coordinator</td>
<td>Winthrop House</td>
<td>739-7647</td>
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<tr>
<td><strong>Social Workers</strong></td>
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<tr>
<td>Paul Epstein</td>
<td>Room 174</td>
<td>713-5082</td>
</tr>
<tr>
<td>Karen Kennedy</td>
<td>Room 317J</td>
<td>713-5312</td>
</tr>
<tr>
<td>Fran Kuehn</td>
<td>Room 340A</td>
<td>713-5099</td>
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<tr>
<td><strong>Psychologists</strong></td>
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<tr>
<td>Matt DuBois</td>
<td>713-5079</td>
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<tr>
<td>Linda Kelly (rm 126A)</td>
<td>713-5044</td>
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<tr>
<td><strong>MCAS Programming</strong></td>
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<tr>
<td>Lisa Gaffney</td>
<td>Room 162</td>
<td>713-5136</td>
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<tr>
<td><strong>Guidance Secretaries</strong></td>
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<tr>
<td>Brenda Aguilar</td>
<td>Room 161</td>
<td>713-5016</td>
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<tr>
<td>Bethany Castellano</td>
<td>Room 161</td>
<td>713-5015</td>
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<tr>
<td><strong>Prevention/Intervention Team</strong></td>
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<tr>
<td>Mary Minott, Substance Abuse Counselor</td>
<td>Room 149B</td>
<td>713-5155</td>
</tr>
<tr>
<td>Kendell Jones, Substance Abuse Counselor</td>
<td>Room 149A</td>
<td>713-5154</td>
</tr>
<tr>
<td>Doreen Gallagher, Violence Prevention Specialist</td>
<td>Room 149C</td>
<td>713-5156</td>
</tr>
<tr>
<td>June Harris, Parent Education</td>
<td>Room 149C</td>
<td>713-5156</td>
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</tbody>
</table>
TESTS FOR COLLEGE BOUND STUDENTS

As part of the college admission process, students need to take a number of tests in their junior and senior years. The Guidance Department recommends the following testing schedule:

**PSAT/NMSQT**
Junior year (Registration is completed through the Main Guidance Office, Room 162, in early October)

**SAT or ACT**
Junior and Senior years

**SAT Subject Tests**
Taken at the time the student completes the course or the course sequence. (i.e. the SAT Subject Test in Chemistry may be taken at the end of the sophomore year.

**TOEFL** (Test of English as a Foreign Language) Best taken in the senior year

**Advanced Placement (AP) tests** Usually taken in Junior and Senior years after the course

**PSAT/NMSQT**
The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test is a practice test for the SAT, evaluating both verbal and mathematical abilities. The National Merit Scholarship Program uses the PSAT to identify academically exceptional students to compete for Merit Scholarships.

**Scholastic Aptitude Test (SAT)**
The Scholastic Aptitude Test is taken twice by most students: Spring (March, May or June) of junior year and Fall (October, November, or December) of senior year. Scores range from 200 to 2400.

**American College Testing Program (ACT)**
The ACT is an alternative to the SAT college admissions test. It is more subject based than the SAT.

**SAT Subject Tests**
Subject Tests are used for admission decisions by the more selective colleges. Many colleges request the writing test plus two from the following: Literature, U.S. History, World History, Mathematics Level I or 2, Latin, French, Russian, German, Spanish, Hebrew, Biology, Chemistry, and Physics.

All registration booklets are available in the College and Career Center, Room 163. A photo id is required at the time the student is taking each of these tests.

**Important Numbers for the SAT I and SAT II**
- 22-240  Test Center for Brookline High School
- 220445  School Code for Brookline High School
- 25021  Norfolk County Code

The telephone number for ETS (Educational Testing Service) in Princeton, New Jersey is:
1-609-771-7600 and is in service from 8:30 a.m. - 9:30 p.m., or students may sign on to [www.collegeboard.com](http://www.collegeboard.com)

**Services for Students with Disabilities (SSD)**
The College Board is committed to serving students with disabilities by providing services and reasonable accommodations appropriate to the student’s disability and the purpose of the exam. Services for Students with Disabilities (SSD) provides AP, PSAT/NMSQT and SAT testing accommodations for students who have documented disabilities. Students should see their guidance counselor, special education teachers, or Ms. Neffe-Verre for further information.
TEST CALENDAR FOR 2018-2019

PSAT/NMSQT (for students in grade 11)
Saturday, October 13, 2018, 8:00 am - 12:00 pm. Registration in Guidance Office.

SAT & SAT II

<table>
<thead>
<tr>
<th>Test Dates</th>
<th>Test</th>
<th>Registration Deadline</th>
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<tbody>
<tr>
<td>August 25</td>
<td>SAT and SAT Subject Tests</td>
<td>July 27</td>
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<tr>
<td>October 6</td>
<td>SAT and SAT Subject Tests</td>
<td>September 7</td>
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<td>November 3</td>
<td>SAT and SAT Subject Tests</td>
<td>October 5</td>
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<tr>
<td>December 1</td>
<td>SAT and SAT Subject Tests</td>
<td>November 2</td>
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<tr>
<td>March 9, 2019</td>
<td>SAT only</td>
<td>February 8</td>
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<tr>
<td>May 4</td>
<td>SAT and SAT Subject Tests</td>
<td>April 5</td>
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<tr>
<td>June 1</td>
<td>SAT and SAT Subject Tests</td>
<td>May 3</td>
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Note: Sunday administrations will be held the day after each Saturday date.
*The Language Tests with Listening are offered in November only.

American College Testing Program (ACT)

<table>
<thead>
<tr>
<th>Test Dates</th>
<th>Registration Deadline</th>
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<tr>
<td>September 8, 2018</td>
<td>August 10</td>
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<td>October 27</td>
<td>September 28</td>
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<td>February 9, 2019</td>
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<td>April 13</td>
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<td>June 8</td>
<td>May 3</td>
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<td>July 13</td>
<td>June 14</td>
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Test of English as a Foreign Language (TOEFL)
The TOEFL will be administered by computer at special test centers. Computer-based tests will be offered worldwide at Sylvan Technology Centers, computer test centers at specified universities, and ETS field offices.
Testing is available year-round and will make appointments either by calling a toll-free number, a local test center, or an international regional registration center.
Please refer to the Bulletin of Information for TOEFL and TSE for additional information regarding registration procedures. For additional information please call TOEFL, Monday-Friday, 8:00 a.m. - 9:45 p.m. at 609-771-7100

Advanced Placement (AP)
May 6-17, 2018
PUBLIC SCHOOLS OF BROOKLINE

2018-2019 School Calendar

**Teachers and Paraprofessionals Report**
**P** Professional Development Day: No School for Students; Teacher and Paras Report
**N** Dismissal at 11:00am for BEEP; Noon for K-8; 12:15pm for BHS
**School Closed**
**Early Dismissal: Teacher Collaborative Time (K-8 at 1:40pm; High School at 2:15pm)**

- **consult the BEEP calendar for specific dismissal times for early childhood parent teacher conferences** -

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<thead>
<tr>
<th>August 2018</th>
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<td>K-6 Early Dismissal at 12:40pm</td>
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<tr>
<th>February 2019</th>
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**Make-Up Days for Cancellations:** June 21, 24, 25, 26 & 27, 2019

Calendar Templates by Vertex42.com
http://www.vertex42.com/calendars/school-calendar.html
### Delayed Opening Schedule 2018-2019

#### 1 HOUR DELAY

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>11:00-11:45 C1</td>
<td>11:00-11:45 C2</td>
<td>11:00-11:45 C3</td>
<td>11:00-11:45 X</td>
<td>10:40-11:15 E4</td>
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<tr>
<td>1:20-2:05 F1</td>
<td>1:20-2:05 D2</td>
<td>1:20-2:05 D3</td>
<td>1:20-2:05 G3</td>
<td>1:00-1:35 F4</td>
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</table>

**CLASS 1** = 11:50-12:45
**LUNCH 2** = 12:45-1:15

#### 2 HOUR DELAY

<table>
<thead>
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<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>11:40-12:15 C1</td>
<td>11:50-1:20 G2</td>
<td>11:40-12:15 C3</td>
<td>11:50-1:20 E3</td>
<td>11:30-12:00 E4</td>
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<tr>
<td>12:20-1:30 D1</td>
<td>1:25-2:05 D2</td>
<td>12:20-1:30 F2</td>
<td>1:25-2:05 G3</td>
<td>12:05-1:05 C4</td>
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<td>1:35-2:15 F1</td>
<td>2:10-2:50 E1</td>
<td>1:35-2:15 D3</td>
<td>2:10-2:50 F3</td>
<td>1:10-1:40 F4</td>
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**CLASS 1** = 12:20-12:55
**LUNCH 2** = 1:00-1:30

**LUNCH 1** = 12:20-12:50
**CLASS 2** = 12:55-1:30

**CLASS 1** = 12:55-1:30
**LUNCH 2** = 12:50-1:20

**LUNCH 1** = 12:50-1:20
**CLASS 2** = 12:55-1:30

**CLASS 1** = 12:55-1:30
**LUNCH 2** = 12:40-1:05

**LUNCH 1** = 12:50-1:20
**CLASS 2** = 12:55-1:30

**CLASS 1** = 12:35-1:05
## Important Locations

### COMMON SPACES

<table>
<thead>
<tr>
<th>Location</th>
<th>Floor</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main office/Headmaster</td>
<td>1st</td>
<td>160</td>
</tr>
<tr>
<td>Registrar</td>
<td>1st</td>
<td>162</td>
</tr>
<tr>
<td>Assistant Headmaster</td>
<td>1st</td>
<td>162</td>
</tr>
<tr>
<td>Guidance</td>
<td>1st</td>
<td>161</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Room</td>
<td>1st</td>
<td>169</td>
</tr>
<tr>
<td>Nurse’s office - 1st floor, 147</td>
<td>1st</td>
<td>147</td>
</tr>
<tr>
<td>Cafeteria - 1st floor</td>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>Auditorium - 2nd floor</td>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Library - 2nd floor</td>
<td>2nd</td>
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### DEPARTMENTS and PROGRAMS

<table>
<thead>
<tr>
<th>Department</th>
<th>Floor</th>
<th>Room</th>
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<tbody>
<tr>
<td>African American Latino Scholars Program</td>
<td>1st</td>
<td>168B</td>
</tr>
<tr>
<td>Athletics – Schluntz Gym</td>
<td></td>
<td>2nd floor</td>
</tr>
<tr>
<td>BRYT</td>
<td>1st</td>
<td>107</td>
</tr>
<tr>
<td>Career &amp; Tech Ed. Office</td>
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<tr>
<td>English</td>
<td>3rd</td>
<td>394</td>
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<tr>
<td>EDCO</td>
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<td>124</td>
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<tr>
<td>ELL</td>
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<td>EXCEL</td>
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<tr>
<td>Health &amp; Fitness</td>
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<tr>
<td>Math</td>
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<td>METCO</td>
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<tr>
<td>ACE</td>
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<tr>
<td>Science</td>
<td>3rd</td>
<td>365</td>
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<tr>
<td>School within a School</td>
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<tr>
<td>Social Studies</td>
<td>3rd</td>
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<tr>
<td>Special Education</td>
<td>1st</td>
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<tr>
<td>Steps to Success</td>
<td>1st</td>
<td>163</td>
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<tr>
<td>Performing Arts</td>
<td>2nd</td>
<td>216</td>
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<tr>
<td>Prevention/Intervention</td>
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<tr>
<td>Visual Arts</td>
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<tr>
<td>Winthrop House</td>
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<tr>
<td>World Language</td>
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</tbody>
</table>
As part of the new drop-off plan for mornings at BHS we have divided the intersection of Greenough Street, Tappan Road and Sumner Road into distinct zones.

**Red Yellow Blue and Green**

Please see the following maps for more details.

At all times we ask that drivers and students pay close attention to BPD and school personnel stationed in the area.

We know this is a little more complicated and it could have some negative effects at first as we work this out. We will be working closely with BPD and the Traffic Dept. to monitor and adjust these procedures as needed. In the long run we need to make these changes for the safety of everyone coming to BHS in the morning.
The **blue zone** is the safe drop off area. Cars must pull fully into the blue zones and discharge passengers on the curb side.

On Greenough the zone runs from the front of Schluntz Gym to stairs between the main building and the Tappan wing.

On Tappan heading east it begins at the stairs leading to the Tappan Gym and extends down to the UAB.

On Tappan heading west it begins just past the driveway to the parking circle and extends up to the auditorium.
The **red zone** is the intersection at the corner of Greenough, Tappan, and Sumner. At no time should passengers be discharged in this area. Cars should always pull through this area to get to the blue drop off zones. Stopping to discharge passengers within this area subjects you to ticketing.
The yellow zones are the buffer zones around the red zone intersection. Passengers cannot be discharged within this area.
The **green zone** is for foot traffic. It is comprised of the crosswalks at the corner of Greenough, Tappan, and Sumner.

We know there is great temptation especially on Tappan Road or Greenough St. to cross at an angle making a straighter line between the UAB or Tappan and the main buildings. Nevertheless we want students to get in the habit of coming all the way down to the corner and crossing within the designated crosswalk areas.

Further-- students must be more aware of these busy intersections whenever crossing these streets. Headphones and cell phone usage are now the leading cause of pedestrian accidents resulting in serious injury-- far more than driver error. Just as you would not want to see someone texting while they drive-- you should not be crossing busy streets with your head in your phone.
WELLAND ROAD

TAPPA STREET

SWS OOS

LOWELL ROAD

GREENOUGH STREET

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BROOKLINE HIGH SCHOOL

FLOOR 4

E - elevator
u - toilet
m - male bathroom
f - female bathroom