

The Brearley School

Athletics Handbook

2023–2024



The Brearley Athletics Department designed this handbook to give athletes and their parents/guardians access to critical information regarding participation in athletics at our school. We hope that this document clarifies expectations for our athletes and that it will be a useful resource. This handbook is designed to support but not replace direct communication. In addition, the Director of Athletics is always available to provide any assistance you may require.

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BREARLEY STATEMENT OF BELIEFS

MISSION

The Brearley School challenges girls of adventurous intellect and diverse backgrounds to think critically and creatively, and to act with courage and integrity.

The School fosters a love of learning, excellence in the liberal arts, and engagement in a lively and inclusive community. Guided by dedicated faculty and staff, students learn to uplift one another as they grapple with complex ideas and develop a strong sense of self. We value empathy, originality, and depth of thought and character.

The Brearley community cultivates the joy of lasting friendships, the confidence to pursue one's ambitions, and a commitment to the greater good.

Adopted by the Board of Trustees, October 2022

DIVERSITY, EQUITY AND INCLUSION

The Brearley School believes that diversity of thought, practice and identity are essential elements in preparing students for principled engagement in the world. We believe in the importance of establishing and strengthening the structures and practices necessary to achieve equitable representation and participation in our school. We are committed to putting these beliefs into action and are therefore engaged in continuous study, self-reflection and dialogue in order to improve and adapt as we learn.

We embrace the opportunities and challenges of learning and working in a diverse environment characterized by respect and consideration for the needs of others. In partnership with faculty, staff, students, families and alumnae, we are endeavoring to instill and sustain shared values that promote a welcoming, inclusive and affirming community.

ANTIRACISM

The Brearley School condemns racism in the strongest possible terms and is committed to building an antiracist community. This work requires active introspection, self-awareness and the determination to make conscious and consistently equitable choices on a daily basis. We expect our faculty, staff, students, parents and trustees to pursue meaningful change through deliberate and measurable actions. These actions include participating in antiracist training and identifying and eliminating policies, practices and beliefs that uphold racial inequality in our community.



PHILOSOPHY

The Brearley Athletics Program offers students in grades V–XII the opportunity to participate in a competitive athletic environment. The program strives to provide a balance between competition at a high level while remaining supportive.

While we emphasize sport-specific skill development, an equally important component of our program is to instill invaluable life skills such as collaboration, competitiveness, communication, sportsmanship, and time management.

We foster an environment for our students to challenge themselves and support their teammates. We celebrate the importance of hard work, commitment, and determination while understanding and providing the necessary skill development for social and emotional learning.

Through risk-taking and experiences on a Brearley team, our athletes learn to be more resilient, self-aware, confident, strong-willed, respectful, socially aware, and compassionate leaders of our community.

ATHLETICS OBJECTIVES

Throughout our program across all grade levels, we strive to:

1. Improve our athletes' sport-specific skill development.
2. Improve athletes strength and conditioning and become comfortable with using weight room equipment.
3. Help our athletes develop life skills such as collaboration, communication, sportsmanship, and time management.
4. Create opportunities for our athletes to develop social and emotional awareness.
5. Foster the love of sport through competition, leadership, and teamwork.
6. Create awareness towards making healthy lifestyle choices, i.e. nutrition, sleep, and body awareness.
7. Cultivate a positive representation of oneself, team, school, and community.
8. Create a safe environment that encourages risk-taking, competitive spirit, and winning/losing with grace.
9. Organize events that foster team and school spirit across grade levels.
10. Influence leadership through self-discipline, commitment, and responsibility.
11. Provide tools to manage adversity with resilience and compassion.



V/VI

The passion for Brearley Athletics begins when students are in Class V and have their first opportunity to participate in one of our eight V/VI sports teams. The V/VI athletics program is designed to be introductory in nature. We emphasize sport-specific skill development and provide students with an opportunity to experience a variety of team and individual sports in an intramural and interscholastic setting.

We follow the guidelines set by NYSAIS, our governing body. NYSAIS states that V and VI athletic programs differ philosophically from VII and VIII Middle School Sports. Competition for students in class V/VI are meant to include intramural activities with limited contests against other schools.

V/VI sports practice and play games on Mondays and Fridays 3:15–5:15 pm.

*Some jamborees will be played on off days.

VII/VIII

The VII/VIII program offers a “no-cut” policy to ensure that every student has a place on a team of their choice regardless of skill or experience. The VII/VIII program builds on the V/VI program with an increased competitive schedule and time commitment (three days per week). In volleyball and basketball, athletes are divided into two teams (“elite” or “premier”) based on skill level. In addition to age-appropriate skill development, we emphasize camaraderie, teamwork, and spirit. Athletes are guaranteed participation and playing time in all competitions. Attendance is required, though exceptions may be made for religious conflicts. The goal of the VII/VIII program is to develop and prepare our athletes for varsity competition.

VII/VII sports practice and compete on Tuesdays, Wednesdays, and Thursdays 3:15–5:30 pm.

UPPER SCHOOL

In Upper School, the focus of the sports program shifts to competitive play. While cuts do take place, one team per season does not cut athletes and is open to all students who wish to participate on a team. Cross Country, JV Basketball, and Track and Field are the no-cut teams for 2023–2024. Coaches strive to instill the values of ethics, teamwork, and sportsmanship in their athletes as they simultaneously teach them how to balance their academic needs with their physical, social, and emotional growth.

We are a founding member of the AAIS, a league made up of nine independent schools throughout New York City. Some of our successful teams compete at the state level in NYSAIS.



Tryouts

Varsity is the highest level of high school sports. Every student must try out to secure a roster spot on a Varsity or JV team each season each year. **Athletes must participate in every day of tryouts, barring medical exceptions.** The academic school year is considered a new sport year, and all students must try out and be selected to the team, **regardless of grade level and/or prior experience.** Each player will be given a 3–4 day tryout, depending on facility availability and weather conditions. Coaches make all roster decisions. All roster decisions are final. Coaches will give students feedback in areas of improvement for future tryouts. On occasion and at the coach’s sole discretion, a coach may offer a student a practice player/manager role. Practice players/managers may practice with the team and help with statistics, filming, and equipment during competitions. Practice players will not be on the competition roster; however, they are permitted to participate in all team practices and events.

Upper School Sports practice or play on Mondays, Tuesdays, Wednesdays, and Fridays 3:30–5:30pm.

***Some teams will have games or tournaments on off days. Attendance at all tryouts, practices, and games is mandatory.**

ATHLETICS IMPORTANT DATES 2023–2024

UPPER SCHOOL

Fall Season

Monday, August 21	US Fall pre-season begins (Mandatory)
Tuesday, August 29	Fall Sports Kickoff @ BFH, 6pm (Parents & Athletes)
Wednesday, October 11-14	Homecoming
Monday, November 6	US Fall season ends

Winter Season

Wednesday, November 8	US Winter season begins
Tuesday, November 28	US Winter Sports Kickoff, 6pm (Parents & Athletes)
Friday, January 19	Winter Carnival
Friday, February 16	US Winter season ends
Thursday, February 22-24	<i>An Evening of Dance</i>
Friday, February 23-25	US Squash Nationals



Spring Season

Wednesday, February 28	US Spring season begins
Friday, April 12	US Spring Sports Kickoff, 6pm (Parents & Athletes)
Friday, May 3	US Spring Fling
Wednesday, May 22	US Spring season ends
Thursday, May 9	College Recognition Luncheon
Thursday, June 6	AA Ceremony
Monday, June 10	AA Assembly

Note: Upper School end dates may vary team to team depending on how far they advance in AAIS (league) or NYSAIS (state) playoffs.

MIDDLE SCHOOL

Fall Season

Tuesday, September 12	VII/VIII Fall season begins
Monday, September 18	V/VI Fall season begins
Thursday, October 26	VII/VIII Fall sports ends
Friday, October 27	V/VI Fall season ends

Winter Season

Tuesday, November 28	VII/VIII Winter season begins
Friday, December 4	V/VI Winter season begins
Thursday, February 1	VII/VIII Winter season ends
Monday, February 5	V/VI Winter season ends



Spring Season

Tuesday, March 5	VII/VIII Spring season begins
Friday, March 8	V/VI Spring season begins
Thursday, May 16	VII/VIII Spring season end
Friday, May 17	V/VI Spring season ends

PE EVENTS

Thursday, October 19	Mountain Day
Friday, May 3	LS Field Day
Tuesday, May 21	US/MS Field Day

ATHLETICS OFFERINGS

UPPER SCHOOL	VII/VIII	V/VI
Fall		
Varsity Cross Country	Cross Country	
Varsity Soccer	Soccer	Soccer
Junior Varsity Volleyball	Volleyball (elite)	Volleyball
Varsity Volleyball	Volleyball (premier)	
Varsity Tennis		
Varsity Field Hockey		
Winter		
Varsity Squash		
Varsity Dance	Dance	Dance
Varsity Indoor Track & Field		
Varsity Swimming	Swimming	Swimming
Varsity Basketball	Basketball (elite)	Basketball



Junior Varsity Basketball	Basketball (premier)	
Spring		
Varsity Lacrosse	Lacrosse	Lacrosse
Varsity Softball	Softball	Softball
Varsity Track and Field	Track and Field	Track and Field
Varsity Badminton		

ATHLETIC FACILITIES

Brearley Athletic Facilities and Locations

1) 610 Building

- Strength and Conditioning room located on the 9th floor
- Weight room designed for Brearley students V-XII



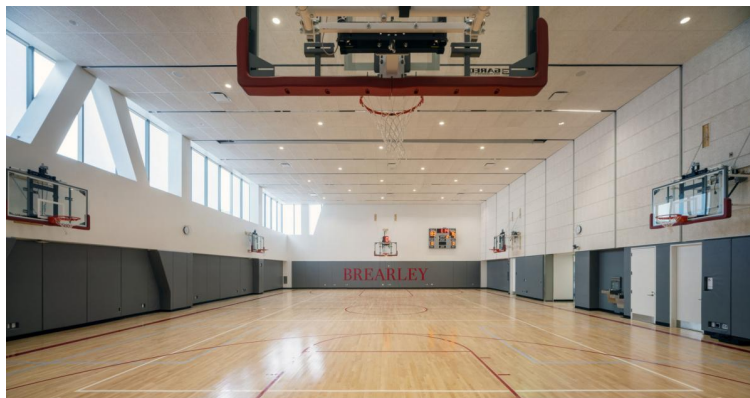
2) Brearley Field House

- The Brearley Field House is located at 353 East 87th St (between 1st and 2nd Ave).
- The Field House is equipped with a regulation-size basketball, volleyball and badminton courts and bleachers. Turf roof for field hockey, soccer and lacrosse practice



3) 590 Building

- The 590 building is located at 590 East 83rd Street (between York Ave and East End Ave).
- In the 590 building, Brearley has one regulation size gymnasium, and a dance studio.



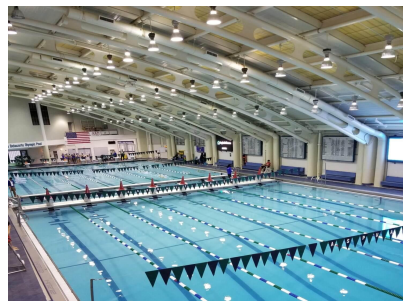
3) Asphalt Green

- Located on 555 East 90th St. New York, NY 10128

Athletic Field:



Olympic-size pool:





4) Randall's Island

- 20 Randall's Island Park, New York, NY 10035
- For games and practices at Randall's Island, field numbers will be provided.

Park Map:



Icahn Stadium-located on Randall's Island:



5) Central Park

- Many practices and races will be completed on the Bridle Path.





6) The West Side Tennis Club

- 1 Tennis Pl, Forest Hills, NY 11375



7) Harvard Club

- 35 W 44th St, New York, NY 10036 (Used for Squash)



TRANSPORTATION/DISMISSAL

Transportation to and from practices and games is provided and arranged by the athletics department. Parents/guardians must complete all transportation forms on the portal. Student-athletes may only leave with another family if the family in question is listed on the consent form. Coaches have access to these at all times. Coaches will take attendance before departing from any athletic event.



Students may:

1. Be dropped off at a convenient cross-town street.
2. Travel home with their parents/guardians.
3. Be dismissed from a school other than Brearley if specified in the parent/guardian consent form.

Students may not:

1. Be dropped off anywhere but Brearley unless specified in the parent/guardian consent form.
2. Travel in another parent/guardian's car unless with a family listed on the previously submitted permission form or the parent has written permission via email.
3. Travel to any facilities on their own.

Student Drop Off Location:

1. MS and US students may be dropped off at the following cross-streets:
 - 96th St. and 2nd Ave.
 - 86th St. and 2nd Ave.
 - 14th St. and 1st Ave. (only if returning from LES, LWS, or Brooklyn schools)
 - 72nd St. and 1st Ave. (only if returning from LES, LWS, or Brooklyn schools)
 - 86th St. and 1st Ave. (only if returning from LES, LWS, or Brooklyn schools)
 - 1 Train at 242nd St. (only varsity athletes returning from Van Cortlandt Park)
2. MS students can be only dismissed from a school in Manhattan if specified in the parent/guardian consent form (check dismissal sheet). MS students may leave with another family ONLY if specified on their consent form. US students can be dismissed from both Manhattan and Brooklyn schools.
3. V/VI students can ONLY be dismissed from 610/590. Parents must pick up students from 610/590. V/VI swimming will always be dismissed from Asphalt Green (to allow swimmers more time in the water).



ATHLETE ATTENDANCE/LATE POLICY

The Brearley Athletics Department is interested in the health, well-being, and safety of every student. Student-athletes are expected to attend all team practices and games; however, we encourage students to stay home from school, practices, and games if they are sick. Our absence policy described below is designed to ensure consistency and transparency.

EXCUSED ABSENCES

- After the 1st excused absence, the student's coach will make a decision about playing time. Responses to excused absences may vary by team and will be stated in writing at the beginning of the season.
- After the 2nd excused absence in the same week, the student:
 - Will not start in the next competition.
 - Will compete in fewer events in the case of an individual sport.
- After a student has missed three days, they will meet with the Director of Athletics.
- Examples of excused absences:
 - Religious obligations approved in advance.
 - College visits with notification in advance.
 - School approved trips (Frost Valley, DC Trip, etc.) with notification in advance.
 - Illness/family emergencies.

UNEXCUSED ABSENCES

- After a 1st unexcused absence, the student will not compete in the next competition.
- After a 2nd unexcused absence, the student will not compete in the next competition. The student will also meet with the Director of Athletics. A letter will be sent to the student and their parents/guardians.
- After a 3rd unexcused absence, the student will be removed from the team and will receive a failing grade for PE for the trimester (Upper School only). The student will also meet with the Head of the Upper School.
- Three tardies to practice will be equivalent to an unexcused absence.
- Examples of unexcused absences:
 - Extending vacation
 - Birthday parties
 - Outside music lessons, team practices, or tutoring
 - Leaving after attending school without being excused by the nurse



PARENT/GUARDIAN COMMUNICATION GUIDE

FROM THE DIRECTOR OF ATHLETICS

Email is the primary channel through which the Athletics Department communicates with parents and guardians. In addition, the Department strongly recommends that all parents of student-athletes sign up for specific team notifications on the parent portal (click on your photo >> Settings >> Notifications, and then opt into athletics alerts). By signing up for team notifications, parents will receive automatic updates about changes to each team's game and practice schedules. The athletics department will also use social media and the SportsYou app to communicate with parents/guardians.

EMAILS FROM THE ATHLETICS DEPARTMENT

The Athletics Department staff will email parents of student-athletes concerning the following topics:

- Dates of pre-season practices and or trips
- Monthly Newsletters
- Submission of required documents, including medical exams and other health-related forms
- Information that applies to all student-athletes, such as concussion protocols
- Department-wide events to which parents are invited
- Live stream links when available
- Announcements and information updates related to personnel (e.g., opening, search processes, etc.)
- Recommended guidelines for parents of team captains

EMAILS FROM THE COACHES

The Department expects coaches to communicate to their student-athletes as a group as well as their parents/guardians via email concerning the following topics:

- Expectations and requirements for participation by student-athletes
- Schedules of off-season and pre-season workouts
- Detailed information regarding dates of any pre-season, off-campus trips (when applicable)
- In-season practice schedule
- Competition (game) schedule for the season

Please note that changes to the schedule are unavoidable. They will be communicated via the Team



Notification option that parents must enable on the parent portal.

OTHER DIGITAL COMMUNICATIONS

Brearley School policy prohibits coaches from using text messages to communicate with individual student-athletes. However, group messaging through apps (e.g., SportsYou) to the entire team is permissible as long as it is directly related to team logistics, i.e., practice times, cancellations, schedules, etc.

Coaches and team captains are expected to use SportsYou and group email only to communicate sports-related issues. Coaches are expected to monitor any team group text messages and ensure that all content is consistent with Brearley's Code of Conduct.

A coach may respond via email to a direct inquiry from a student-athlete via email from a player regarding logistics of practice times and cancellations, schedules, etc., as long as another adult is included in the correspondence. Coaches and staff members are not permitted to connect personally (e.g., "friend" on Facebook or "follow" on Instagram, Twitter, etc.) with a student-athlete via social media channels.

MEETINGS

In addition to email communications throughout the year, the Department of Athletics hosts or co-hosts several meetings open to parents/guardians. Participation is highly encouraged. The Department of Athletics will always post these dates on the athletics webpage, school calendar, social media sites, and will send an email reminder of the meeting. These may include:

- Sports Kickoff Nights. The Director of Athletics will host an in-person or virtual meeting for all Upper School coaches, student-athletes, and parents. These events take place prior to the start of each sports season (fall, winter, and spring).
- NCAA Information Night. This event is co-hosted with Brearley's Office of College Counseling and is recommended for student-athletes and their parents in grades X and XI who are interested in participating in college athletics. It takes place annually.
- Spring Break Trip Meeting. This meeting is required for all student-athletes and their parents who are participating in an off-campus spring sports trip. It will take place in early March or late February.
- Sports Awards Banquet. This event takes place every year in the spring to honor student-athletes' achievements in their respective sports. All parents, coaches, and athletes should plan to attend.

The following section is designed for parents/guardians of athletes participating in the Brearley Athletics Program. As parents/guardians, you have a right to understand our expectations for your student-athlete. This begins with clear communications between coaches and student-athletes.



You should expect your student-athlete's coach to communicate the following:

1. Coaching philosophy
2. Expectations the coach has for your student-athlete as well as all the players on the team
3. Locations and times of all practices and contests
4. Team requirements (i.e, special equipment, off-season conditioning)
5. Procedures in the event of injuries

You should communicate the following to your student-athlete's coach:

1. Concerns (expressed directly to the coach)
2. Notification of any schedule conflicts well in advance (more than a week, depending on circumstances)
3. Specific concerns with regard to a coach's philosophy and/or expectations

As your student-athlete becomes involved in athletics at Brearley, they will experience some of the most rewarding moments of their lives. It is important to understand that there may be some equally disappointing times for your student-athlete. In any event, we encourage clear and open communications with your student-athlete's coaches.

Appropriate concerns to discuss with coaches:

1. Your student-athlete's overall experience
2. Ways you as a parent/guardian can help your student-athlete improve



3. Concerns about your student-athlete's behavior

Coaches make decisions based on what they believe to be the best for all students involved. As you have seen from the list above, specific concerns can and should be discussed with your student-athlete's coach. Other concerns listed below must be left to the discretion of the coach. There are situations that may require a conference between the coach and the parent/guardian. While these are encouraged, it is crucial that both parties involved have a clear understanding of the other's position. When these conferences are necessary, the following procedures should be followed to help promote resolutions to any issues or concerns.

Issues that are not appropriate to discuss with coaches:

1. Playing time and play calling
2. Team strategy
3. Other student-athletes

THE FOLLOWING PROCEDURES SHOULD BE USED IF THERE IS A CONCERN

1. The student-athlete should first discuss their concerns directly with the coach.
2. If parents/guardians still have concerns, they should contact the coach to make an appointment. They should not confront a coach before, during, or after a practice or game. These can be emotional times for both the parent/guardian and the coach. Meetings of this nature do not promote resolution.
3. If the conversation or meeting did not provide a satisfactory resolution, set up an appointment with the Director of Athletics to discuss the situation with the coach. At this meeting, the appropriate next step can be determined.

GENERAL INFORMATION

BREARLEY ATHLETIC SPIRIT COMMITTEE

The Brearley Athletic and Spirit Committee (BASC) exists to foster school spirit and spectator participation at Brearley sporting events. Responsibilities include coordinating "team parents" for each of Brearley's Upper School sports teams, assisting in the promotion and organization of Brearley's community-wide athletic events such as Homecoming and Winter Carnival, and liaising with the Athletics Department to encourage parents to cheer from the sidelines, share the excitement of Brearley's athletic achievements, and boost the students' team spirit.



PRE-GAME/WARMUP MUSIC POLICY (Edited music only)

Brearley Athletics has a policy addressing any music played by or around our students in an effort to improve the student-athlete experience and provide an enjoyable environment for athletes, coaches, and spectators in attendance.

Any song that includes language or subject matter inappropriate for public broadcasting in a family environment will be eliminated. Overt references to sex, violence, drug and alcohol usage, racism, heterosexism, and other topics are examples of inappropriate content. It is REQUIRED to use "clean" or "edited" music. A "clean" song can nonetheless be disqualified for having inappropriate content. All music must be listened to by a coach before it is played by the team. Please don't include anything in the playlist if it is questionable.

BODY/FACE PAINT

Athletes are now prohibited from using body paint of any kind during all athletic games or competitions at the Brearley School. This decision is aimed at maintaining a consistent and professional appearance among our teams, while promoting a sense of unity and sportsmanship. By adhering to this policy, we reinforce the values of discipline, respect, and adherence to rules that are integral to our athletic program's success.

SPIRIT WEEK APPAREL

- Coaches should encourage their teams to participate in spirit week.
 - Teams should wear costumes that meet the theme of the day.
 - Costumes should never rely on tropes and gimmicks that generalize entire cultures, should never be harmful or reinforce negative and misconceived notions about a region, religion, group of people, race or gender identity.
- Coaches should meet with team captains to ensure students are aware of appropriate spirit week apparel.

TEAM EQUIPMENT AND UNIFORMS

It is the responsibility of the student-athletes to **care for and return clothing, bags, and equipment that has been issued by the Athletics Department at the beginning of the season.** If any equipment is lost, damaged, or not returned, the student-athlete will be charged the replacement cost of that equipment. If you are in need of financial support to purchase necessary sporting equipment to participate please contact Christina Clemente cclemente@brearley.org for support.

WEBSITE ORDERS

Students and families are welcome to place orders on the Brearley Athletics Gear Website when it is



open. You may access the link through the Brearley Portal>Resources>Athletics. This is the only method of purchasing clothing and accessories that is approved by the Athletics Department.

CERTIFIED ATHLETIC TRAINER

The Brearley Athletics Department employs Certified Athletic Trainers (ATC) to provide sports medicine coverage for athletic teams. Athletic trainers are highly qualified, multi-skilled health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education, training, and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include but are not limited to: primary care, injury and illness prevention, wellness education, emergent care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Brearley Athletic Trainers are responsible for tending to all injuries to our student-athletes and following-up with parents/guardians immediately following any injury. *Although a doctor may clear a student to return to athletic participation, final approval for student-athletes to return to athletics will be provided by the Athletic Trainer.*

REQUIRED PAPERWORK FOR PARTICIPATION

The New York State Association of Independent Schools (NYSAIS) Athletic Association Upper School Handbook governs how a program should be conducted, from the practices allowed to the requirements for participation. To try out for a sport, students must have: A) updated annual physical B) a completed Seasonal Health Interval form C) a signed Sudden Cardiac Arrest form D) a signed concussion management form. COVID clearance requirements from a doctor will be set by the Brearley Health Office and COVID Task Force, and families will be given notice of current policies at the beginning of each season. Below is the Health Examination portion of the NYSAIS Handbook, which explains the annual physical requirements.

Health Examination

A student who may engage in inter-school competition shall receive an adequate health examination and health history update when required, and may not practice or participate without the approval of the school medical officer.

- *Physicals for participation in school sports may be scheduled at any time during the calendar year. The results of the physical shall be valid for a period of 12 months during the last day of the month in which the physical was conducted.*
- *Unless the medical examination is conducted within 30 days of the start of a season, a health history update is required.*
- *A physician prior to participation must prequalify any pupil whose safe participation is in question as a result of the health history interview, or injury, or prolonged absence.*



- *If the 12-month period for the physical expires during a sports season, participants may complete the season as long as a health history was conducted prior to the season. For example, a physical conducted on August 1 would be valid through August 31. If a student plays beyond August (ex. football), the student may complete that sports season as long as an interval health history was conducted before the start of the season. Immediately following the last sanctioned tournament competition for that season, a new physical is required if the student is going to play another sport.*
- *Sport season includes tryouts.*
- *It is recommended that each incidence of prolonged absence should be reviewed individually by the coach and athletic director, consulting with the school physician when necessary, and a reasonable amount of practice time and playing time be established based on the athlete's readiness for safe return to competition.*

REPORTING OF INJURIES/ILLNESS

Student-athletes who are injured must:

- Report any injuries to the athletic training staff or school nurse.
- If the student-athlete is referred to a physician, they must provide a written medical note.
- Once a physician's note restricting an athlete is on file, a clearance note must be provided to release the athlete.
- Student-athletes may only see the athletic trainer during a free period for evaluations or treatment. A student-athlete should proactively seek out the athletic trainer **BEFORE** practice at all costs.
- Comply with any treatments, rehabilitation, and restrictions given by the athletic trainer.
- Report any change in condition that occurs during treatment.

ATHLETICS WEBSITE

The athletics portion of the Brearley School website contains information regarding team schedules, directions to venues, news, pictures, and other pertinent information. Please note that team schedules are subject to change. We recommend that you check the website frequently. Additionally, the Athletics Department highly recommends enabling notifications that will be sent directly to your individual devices via email or text. If you do not know how to enable notifications, please email athletics@brearley.org for guidance.

POST-SEASON COMPETITION

Post-season competition is limited to the outstanding individuals or teams whose performance during the regular season merits consideration for participation in the tournament and meets against equally strong competition. The final decision of declaration to participate in the



postseason competition will rest upon the coach(es) and Director of Athletics.

ATHLETIC AWARDS

The Athletics Department hosts an athletic banquet yearly to honor and recognize athletes.

**Teams with a roster of twelve or more receive three awards (MVP, MIP, Coaches' Award, Most Team Spirit) All-Star League Certificates are presented at the end of year Awards Ceremony. Recognition in any AAIS tournament will be in the form of trophies, t-shirts, medals, or other awards.

CUP CANDIDATE CRITERIA

Middle School Cup

The Edna H. Carling Cup is given to a student in the Middle School who displays excellent athletic ability, fine sportsmanship, and strong leadership skills in both PE and as a member of school teams. Recipients of this award will have played at least two Brearley sports during both their 7th and 8th grade years.

Upper School Cups

Alumnae Cup

The Alumnae Cup is an award given to an Upper School Student who demonstrates good sportsmanship throughout Upper School as a member of a school athletic team. The recipient is a student who has leadership qualities and fine athletic ability. Recipients of this award will have played at least two Brearley seasons each year.

Stearns Award

With funds raised by upper school students in 1993 in memory of Richard B. Stearns, Jr., father of Hope '91 and Leigh '95, this award is given to an Upper School student whose perseverance, sense of teamwork, and love of sport have been sources of inspiration to others. While not precluding athletic ability, the focus of the award is not on talent, but spirit. These qualities and a genuine joy for the game were all exemplified by Rick Stearns. Recipients of this award will have played at least two Brearley seasons each year.

***If a student is away for a semester, this will not count as a missed season and the student can still be considered for an award.**



PERSONAL AND COMMUNITY STANDARDS: A SAFE COMMUNITY

Brearley is an inclusive community that appreciates and actively pursues diversity. Our students are called upon to understand and embrace a variety of cultures, perspectives and experiences as they make sense of themselves and the world. The opportunities that arise from collaboration among people with various intellectual and cultural traditions are at the core of the Brearley experience.

Our curricular and co-curricular programs teach students how to move with sensitivity between the familiar and unfamiliar, supported by both a social/emotional and intellectual understanding. In the Upper School, students develop the ability to see cultures, beliefs and practices through comparison with others.

All Brearley students have the right to a safe, inclusive and anti-racist school community. With the support of teachers and administrators, students are expected to treat each other with respect and care. Students are expected to take responsibility for their own actions, and also for one another and for the community as a whole. Brearley endeavors to address violations of its rules for student conduct in a thoughtful manner that allows students the opportunity to reflect on their own behavior and, when appropriate, establishes consequences for violations of the community norms.

When the code of conduct is violated, including cases where identity-based harm has occurred, the School must consider the impact of the violation on the individuals involved, as well as the larger community. The School is prepared to address such transgressions in the following ways: discipline appropriate to the offense, restorative practices that (re)establish respect, trust and safety for those who experienced harm, and/or education about the underlying issues that might have contributed to the offense, so that the harm is less likely to occur again.

Students must take responsibility for their actions and learn how to be thoughtful, accountable members of the Brearley community. The structures and protocols outlined below are meant to support them as they grow. In 2014, at the initiation of Self-Government, the Upper School adopted a new code of conduct (Appendix D in the Upper School Handbook), which defines five core values: kindness, respect, responsibility, integrity and fortitude. To enhance the opportunity for students to learn from their mistakes and to provide greater transparency about consequences for behavior violations and the discipline process, beginning in the 2020–2021 academic year, The Council on Disciplinary Action (CODA) will assess and respond to student behavior that violates a major school rule, including racism, harassment and bullying, with a standard set of discipline responses.



This new process will be implemented mid-fall after a period of education for the community. CODA consists of the Head of Upper School Student Life, the Assistant Director of Equity and Community Engagement, the Dean of Students, six Upper School Faculty Representatives, and eight Upper School Student Representatives. CODA's role, including the disciplinary approach, is discussed below. Upper School students are expected to behave in a way that will reflect positively both inside and outside of the classroom, both inside and outside of the school building.

All school rules and expectations govern when students are at school and at school-sponsored activities. When they impact our school environment, school policies can apply to off-campus actions that do not reflect the standards of our community.

MAJOR SCHOOL RULES

Below is a list of conduct that is prohibited. No list is comprehensive; it is possible that a student may act or behave in a manner that is not included in the policies below yet disrupts the school community. CODA retains the right to act upon such unlisted infractions. In addition to violating explicit school policies, a student may be disciplined for engaging in conduct deemed, at the sole discretion of the School, to be detrimental to the School, its mission, and its commitment to anti-racism; or harmful to herself or other members of the school community.

HARASSMENT

Discriminatory harassment by administrators, faculty, staff, students and other individuals at school, at school-sponsored events or outside of school in a way that impacts our school community is strictly prohibited. Harassment is conduct that is based on an individual's race, color, sex, religion, national origin, gender identity, gender expression, sexual orientation, age, or physical/mental abilities, or any other category protected by law, and that is sufficiently severe or pervasive such that it interferes with or limits a student's ability to participate in, or benefit from, the School's program, activities, or opportunities.

In general, harassment includes communications such as threats, gestures, jokes, comments, innuendos, spreading rumors, name-calling, notes, display of pictures or symbols. Harassment includes communications in any form, including orally, in writing, or electronically via the internet, cell phones and/or text messaging. Some examples of harassment also include overt acts of racism or repeated acts of identity-based harm including, but not limited to, epithets, slurs, quips or negative stereotyping directed at a single individual or group from a protected class, the repeated spreading of rumors, passing



cruel notes, making threatening comments and various forms of cyber bullying, including the semination of identity-based hurtful images or language, which may occur via email, cell phone texts or posts on social networking sites. Other unwelcome acts of an offensive nature may also constitute harassment.

RACISM, BIAS, AND BIGOTRY

As community members, it is important to recognize our shared responsibility to each other and our commitment to becoming an anti-racist institution, and to take steps to mitigate and prevent bias incidents and acts of hate or intolerance. The purpose of the School Policy Against Racism, Bias and Bigotry (See Upper School handbook) is to provide a mechanism for community members to report incidents of racism, bias and bigotry, or of perceived incidents of racism, bias and bigotry. In that light, this policy is intended to complement, but not replace, any other School policies regarding the prohibition of discrimination, harassment and retaliation, as described in this section of the Student Handbook.

Behaviors prohibited by this policy are offenses against another that are motivated (in whole or in part) by the offender's bias against a race, religion, disability, ethnic origin, nationality, citizenship status, sex, sexual orientation or gender identity. Incidents of racism, bias and bigotry may also constitute hostile environments 18 and harassing behavior that are severe, persistent or pervasive to the point that it threatens an individual or limits the ability of the individual to study or participate in the School community. Incidents of racism, bias and bigotry committed by students and adults will also be considered possible violations of the harassment policy.

Examples of incidents of racism, bias and bigotry include, but are not limited to, the following:

- Using hate symbols or hate speech
- Using derogatory terms or derogatory language, including but not limited to racial slurs
- Making comments that are insensitive and demonstrate that the offender holds a prejudicial bias
- Events or activities that encourage people to wear costumes and act out in ways that reinforce stereotypes and create a school climate that is hostile to groups based on their race, religion, disability, ethnic origin, nationality, citizenship status, sex, sexual orientation or gender identity.
- Pejorative comments or stereotypes about a protected class of people, i.e. females, religious minorities, racial minority groups, or people with disabilities
- Making sexual comments, jokes or gestures; displaying sexually inappropriate images
- Intentionally using incorrect pronouns, having knowledge of an individual's preferred pronouns
- A physical attack or property damage, where the attack or damage was done because of the offender's bias



- Ridiculing another's language, accent, or cultural customs and traditions Based on the incident reported and the parties involved, the Division Head in consultation with the Director of Equity and Community Engagement will investigate the complaint and develop appropriate strategies for response and resolution.

Different incidents may call for different response and resolution strategies. Violations of the School's policies, including but not limited to this policy, other policies prohibiting discrimination and harassment and/or any other School policies governing behavior and conduct, may result in disciplinary action, up to and including dismissal. In addition, resources, support, and educational interventions are also an important part of the response and resolution strategies as we work to become an anti-racist institution.

Possible responses and resolutions to a report of racism, bias and bigotry may include, but are not limited to:

- Individual or Group Meetings with Impacted Individual(s): confidential meetings to gather more information and support impacted individuals or groups
- Resource Referrals: identification of and referral to appropriate support services and resources
- Community Healing Resolution: strategies for restorative practices: strategies for addressing harm that might range from informal mediation to restorative justice protocols
- Prevention & Outreach: efforts toward campus awareness through training and other supports, whether individually or School-wide.

SEXUAL HARASSMENT

Sexual harassment is a type of harassment that is based on sex, sexual orientation or gender identity. Sexual harassment is not social or courting behavior, but is behavior that is uninvited and unwanted and is directed at a person because of the individual's sex, sexual orientation or gender identity.

Examples of the type of behavior that may constitute sexual harassment include demands for sexual activity; sexual flirtations, advances or propositions; sexual innuendos or suggestive jokes; comments of a sexual nature to describe an individual or an individual's body; unwelcome physical activity; displays of sexually suggestive objects or pictures; and obscene gestures or materials. Other unwelcome acts of an offensive nature may also constitute sexual harassment.

Romantic or sexual relationships between adults (teacher, administrator or staff member) and students are expressly prohibited. Please see Guidelines for Student and Adult Interactions in Appendix C of the upper school handbook. These guidelines were written for students to help them foster respectful



relationships with Brearley faculty and staff. They will find them useful in their interactions with adults outside of school as well.

BULLYING

Bullying includes cyber-bullying and means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

(1) placing the student or students in reasonable fear of harm to the student's or students' person or property; (2) causing a substantially detrimental effect on the student's or students' physical or mental health; (3) substantially interfering with the student's or students' ability to perform academically; or (4) substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by the Schools.

Bullying may take various forms, including without limitation one or more of the following: identity-based harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

Cyberbullying means bullying through any form of electronic communication or technology. It does not matter whether the electronic communication is public or private. Cyberbullying includes, but is not limited to, harassing, threatening, frightening, causing harm to, extorting or targeting someone through the use of a computer, cell phone or other electronic device, whether through email, instant messages, text messages, Internet postings or social media, whether on a webpage, in a blog, through a post or tweet or otherwise.

PHYSICAL AGGRESSION

Physical aggression, such as kicking, slapping, punching or pushing, is absolutely prohibited.

SEXUAL MISCONDUCT

Sexual misconduct encompasses a range of conduct including sexual abuse, sexual assault, dating violence, domestic violence, and stalking. The School's policy is intended to take into account the ages



and developmental phases of students.

Consent is such a critical factor in determining whether sexual misconduct occurred. "Consent" means voluntary, active, and clear agreement, communicated by words or actions, to participate in specific sexual activity. Consensual sexual activity happens when each participant willingly chooses to participate. It is the responsibility of the person who wants to engage in sexual activity to obtain the consent of the other person for that sexual activity. Consent may be withdrawn or modified at any time by the use of clearly understandable words or actions. Consent is best obtained through direct communication about the decision to engage in specific sexual activity. Consent need not be verbal, but verbal communication is the most reliable and effective way to seek, assess, and obtain consent. Non-verbal communication often is ambiguous. Talking with romantic partners about desires, intentions, boundaries and limits serves as the best foundation for respectful, healthy, positive and safe relationships.

In cases where a complainant asserts that sexual activity occurred without consent, the standard is whether a sober, reasonable person in the same circumstances as the respondent should have known that the complainant did not or could not consent to the sexual activity in question. The definition of consent does not vary based upon a person's sex, sexual orientation, gender identity, or gender expression.

Other Important Points Regarding Consent:

- Consent cannot be obtained by threat of harm, coercion, intimidation, or by use or threat of force.
- The existence of a romantic or sexual relationship does not, in and of itself, constitute consent.
- Consent on a prior occasion does not constitute consent on a subsequent occasion.
- Consent to one sexual act does not constitute consent to another sexual act.
- Consent to sexual activity with one person does not constitute consent to engage in sexual activity with another.
- Consent cannot be inferred from a person's clothing or other contextual factors, such as alcohol consumption, dancing, or agreement to go to a private location like a bedroom.
- Accepting a meal, a gift, or an invitation for a date does not imply or constitute consent.
- Silence, passivity, or lack of resistance alone (including the absence of the word "no") or in combination do not in and of themselves constitute consent.
- Incapacitation by the person initiating sexual activity does not in any way lessen their obligation to obtain consent.

HAZING

Hazing is any act that is explicitly or implicitly required for the purpose of membership in any group



and which results in harm to any person or could reasonably be foreseen to result in such harm. The subject's willingness to participate in an act of hazing does not justify or excuse the act.

PERSONAL INTEGRITY

RESPECT FOR SELF

Developing respect for one's self is essential to a student's Upper School experience. Self-respect grows from honesty, knowledge of when to accept intellectual challenges and when to ask for help, self-care for one's own body, and a willingness to take responsibility for one's actions. The School endeavors to support students who naturally question and explore the multifaceted aspects of their own identity. As students encounter the inevitable challenges of adolescence, we encourage students to seek help from the team of adults who know them well. Teachers, advisors, grade-heads, administrators, the Director of Equity and Community Engagement, Assistant Director of Equity and Community Engagement and the Head of Upper School Student Life are eager to support all students.

In addition, members of the Wellness Team, including the Director of Counseling and Wellness, the nurse, and the counselor, are always available to listen, advise and support.

RESPECT FOR OTHERS

In any community, a culture of kindness, cooperation, and collaboration is dependent on the respect its members exhibit to themselves and to one another. A diverse community offers opportunities to explore and engage more deeply with one another on topics involving race, class, gender, religion, sexuality, different abilities, or other core issues of identity. Students at Brearley are expected to respect these differences and to be aware of how their individual behavior, words, dress, and actions affect other members of the community.

By behaving considerately and courteously to classmates, faculty, and staff and by listening attentively and openly to opinions that differ from one's own, students demonstrate their respect for the Brearley community. In the 2017–2018 academic year, Brearley created guidelines that clarify appropriate faculty-student interaction (see Appendix C in the Upper School Handbook).

Students will be held accountable through the discipline process when the defined standards of behavior are not met.



RESPECT FOR THE TRUTH

Students are expected to be truthful in their spoken, written and online language.

RESPECT FOR LANGUAGE

Students are expected, when in the school building or at school events, to use appropriate language, e.g., not to swear as well as not to commit overt acts of racism or repeated identity-based harm including, but is not limited to, epithets, slurs, quips or negative stereotyping directed at a single individual or group from a protected class.

RESPECT FOR THE PERSON

All students are expected to display appropriate respect for others by refraining from unwanted physical contact or from overt displays of affection that may make others uncomfortable. Students should also refrain from disrespecting others based upon race, color, sex, religion, national origin, gender identity, gender expression, sexual orientation, age, or physical/mental abilities.

USE OF ILLEGAL SUBSTANCES AND SMOKING:

The School is committed to providing a learning environment that fosters physical and mental health so students become healthy, productive citizens who contribute positively to the school and the community. The use of alcohol and other drugs is illegal and is also inconsistent with healthy growth and development. The School can require that students are evaluated for substance use and/or treatment as a condition of their continued enrollment.

Possession, use, and/or being under the influence of the following substances on school grounds, or at school-related events—a class trip, dance, play, athletic event—or in the immediate vicinity of the School is forbidden:

Alcohol: The possession, use, or distribution (selling or sharing) alcohol during the school day, on campus at any time, and at school-sponsored events is prohibited. Asking another student for alcohol is also prohibited.

Illegal Drugs: The possession, use, or distribution (selling or sharing) of illegal drugs or drug paraphernalia is prohibited during the school day, on campus at any time, and at school-sponsored events. Asking another student for illegal drugs is also prohibited. If a student is found to be in



possession of illegal drugs or drug paraphernalia, it will be confiscated.

Prescription Drugs: The possession, use, or distribution (selling or sharing) of prescription drugs by someone other than the person for whom the drug was prescribed is prohibited. Asking another student to use their prescription drugs, using someone else’s prescription drugs, and/or using a prescription drug in a manner other than it was intended, is also prohibited.

Tobacco and Vaping: The possession, use, or distribution (selling or sharing) of tobacco products, marijuana, e-cigarettes, vape pens, “juuls,” and other related products like rolling papers, pipes, lighters, and matches are prohibited on campus or at any school-sponsored event. Tobacco products include cigarettes as well as chewing tobacco. Students who break this rule should expect to meet with the CODA and receive a censure and perhaps suspension.

Searches: At its sole discretion, if the School has reason to believe that a student has violated school rules or is acting in a manner inconsistent with the school’s values, Brearley reserves the right to search school and student property. Such searches may include a student’s locker, students themselves, and a student’s personal property, including but not limited to a student’s backpack, purse, phone, camera or any other electronic devices owned by the school or student, or in possession by the student, on school property or brought to a school-related event of any kind.

While the School recognizes the importance of student privacy, students should have no expectation of privacy while on school property or at a school-related event. Students may be required to turn in their cell phones or other electronic devices, show images or texts from their accounts, and submit any pertinent information, devices, or other property to school administrators. In addition, the School reserves the right to retain student property reviewed during a search. The School will make every effort to permit the student to be present while a search of a student’s locker or personal property is conducted.

Conduct Outside of School: Students should remember that on public buses, during school trips, at athletic events, etc., they are representing the School to the outside community and are expected to maintain the usual standards of courteous and respectful behavior at all times.

LEAGUE AFFILIATION

The Brearley School is a founding member of the Athletic Association for Independent Schools (AAIS). Brearley’s league competitors are Chapin, Nightingale-Bamford, Hewitt, Spence, Sacred Heart, Marymount, St. Ann's, and Packer Collegiate.

AAIS of New York City

The following Brearley teams compete in the Athletic Association of Independent Schools of



New York City (AAIS):

Varsity Soccer
Varsity and JV Volleyball
Varsity Cross Country
Varsity Swimming
Varsity and JV Basketball
Varsity Indoor Track and Field
Varsity Lacrosse
Varsity Softball
Varsity Track and Field
Varsity Tennis
Varsity Badminton

From the AAIS Principles of Good Practice:

“The AAIS is committed to developing, maintaining, and fostering athletic standards of excellence for girls among its member schools. The AAIS also believes in promoting and cultivating the ideals of good sportsmanship, good citizenship, and moral integrity by means of athletic participation and competition.”

Although some of our Upper School and all of our Middle School athletic teams are not officially recognized by the AAIS, they are all sanctioned by the New York State Association of Independent Schools Athletic Association (NYSAISAA).



AAIS CODE OF CONDUCT

The AAIS promotes standards of fair play and ethical behavior. We encourage all athletes, coaches, parents/guardians, and spectators to support teams and game personnel in a positive manner at all times. As such, we ask that all spectators abide by the following Code of Conduct.

1. I understand that the ultimate goal of interscholastic athletics is to provide an enjoyable experience for all students. Participation in athletics helps to promote good citizenship, fair play, respect, and responsible behavior.
2. I will be a positive role model. I will encourage sportsmanship by showing respect and courtesy, and by demonstrating positive support for all players, coaches, and spectators.
3. I will respect the game officials and will refrain from addressing them or questioning their decisions.
4. I will support the coaches by trusting their judgment and integrity. I will respect their decisions and encourage open communication by agreeing to speak with them only at a predetermined time and place.
5. I will respect the rules of the facility at which the athletic contest is being played, such as rules regarding food, pets, and evacuation procedures.
6. I understand that those who do not follow this Code of Conduct may be asked to leave the athletic contest.



NEW YORK STATE ASSOCIATION OF INDEPENDENT SCHOOLS ATHLETIC ASSOCIATION (NYSAISAA)

From the NYSAIS website:

MISSION STATEMENT

The mission of New York State interscholastic athletic programs is to foster the quest for excellence by creating an educational and competitive experience within an atmosphere of sportsmanship. Successful programs develop individual and team potential by promoting high standards of competence, character, civility, and citizenship.”

SPORTSMANSHIP

NYSAIS Athletic Association programs foster excellence by creating an educational and competitive experience within an atmosphere of sportsmanship. Successful programs develop individual and team responsibility by promoting high standards of competence, character, civility, and citizenship. 1. Coach: Any coach disqualified by a sports official from an interscholastic competition for unsportsmanlike conduct is ineligible to coach in the next scheduled contest. Disqualification from one season carries over to the next season and from the regular season to NYSAIS tournaments. The coach may not be present at the game site nor communicate in any manner during the contest with any person present at the site. Any coach that does not serve the penalty will be ineligible to participate in the next two scheduled contests. If the coach continues to not serve the penalty, the matter will be referred to the AEC for further action. Any coach disqualified by a sports official for making physical contact with the intent to harass, annoy or harm another person shall be expelled immediately. The matter will be referred to the AEC for further action. 2. Athlete/Player: Any student-athlete disqualified by a sports official from an interscholastic competition for unsportsmanlike conduct is ineligible to participate in the next scheduled contest unless the rules of that sport dictate differently. Disqualification from one season carries over to the next season and from the regular season to NYSAIS tournaments. A student-athlete who receives a second disqualification in the same sport in the same season will not be allowed to participate in the next two contests. Any student-athlete disqualified by a sports official interscholastic competition for making physical contact with the intent to harass, annoy or harm another person shall be expelled immediately. The matter will be referred to the AEC for further action.



ATHLETE PLACEMENT PROCESS (formerly known as Selection Classification)

The Athlete Placement Process (APP) allows for students in 8th grade to have an opportunity to compete at the Junior Varsity or Varsity level of Upper School athletics. The APP is a lengthy process, including ten steps that need to be completed before the student-athlete becomes eligible for an Upper School program. A physical exam to assess the student's fitness as well as a doctor's note evaluating their physical maturity based on the Tanner's scale will be required. The Varsity Head Coach, Middle School Division Head, and the Director of Athletics will determine if an 8th grade student is developmentally ready to compete for a Varsity or JV program.

CONCUSSION MANAGEMENT PROTOCOL

CONCUSSION MANAGEMENT

Definition of a Concussion

A concussion is a type of traumatic brain injury (TBI) caused by a bump, blow, or jolt to the head, body, or jaw that results in a rapid back and forth movement of the head and brain. An athlete does not have to lose consciousness or experience amnesia to be diagnosed with a concussion. Accordingly, these injuries are often underreported. The US Center for Disease Control (CDC) estimates that 1.6 million to 3.8 million people suffer a concussion each year. Symptoms vary from person to person but can include:

- headache
- head pressure
- fatigue
- nausea
- memory problems
- confusion
- dizziness
- blurred vision
- sensitivity to light and noise
- anxiety
- irritability
- depression

Recovery from one concussion to another will vary. Avoiding re-injury and overexertion until fully recovered is critical to proper concussion management. While school staff will exercise reasonable care to protect students, head injuries may still occur. More information regarding concussions is available for families from the [New York State Education Department](#) and [New York State Department of Health](#) websites.



In 2012, New York State passed the Concussion Management and Awareness Act. The Brearley School recognizes head injuries and concussions are commonly reported injuries in children and adolescents who participate in athletics and recreational activities. Head injuries and concussions can have severe consequences if not appropriately managed. Therefore, The Brearley School has adopted a policy to support proper evaluation and management of head injuries. The concussion policy aids in identifying concussed athletes, outlines procedures for referral, follow-up treatment, and details the return to learn and the return to play policy after a head injury. The goal of The Brearley School is to safely facilitate the return of our students to academic and athletic activity after injury.

The Concussion Management Team (CMT) includes:

- Health Office
- Division Heads
- The Director of Athletics
- A representative from the Counseling and Wellness Office

BASELINE TESTING

Athletic trainers and neurologists use baseline testing results as tools in the event of a concussion to progress athletes back to returning safely to play. There is no way to "fail" the tests because they give us quantitative numbers relative to an individual athlete in areas such as recognition, reaction, and processing speed. Results also have no effect on an athlete's playing time or status on a team, nor does it get scored in such a way that it affects academic grades.

ImPACT Neuropsychological Testing Requirements

ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) is a research-based software tool utilized to evaluate recovery after concussion. It was developed at the University of Pittsburgh Medical Center (UPMC). ImPACT evaluates multiple aspects of neurocognitive function, including memory, attention, and brain processing speed, reaction time, and post-concussion symptoms. Neuropsychological testing is utilized to help determine recovery after a concussion. All athletes at The Brearley School are required to take a baseline ImPACT test prior to participation in sports at The Brearley School. All students grades V–XII will take baseline ImPACT tests every alternating year in the spring of their V, VII, IX, and XI grade years.

SCAT 5 (When available):

The SCAT 5 is a paper and pencil test designed to measure the immediate neurocognitive effects of cerebral concussion. It assesses orientation, immediate memory, concentration, and delayed recall. All students grades IX and XI will take baseline SCAT 5 tests.



Removal from activity:

Per NYS AIS guidelines, all coaches and athletic trainers are Heads UP! Certified. If an athlete is suspected of having a concussion, they will be removed immediately from active play by a coach or an athletic trainer. All athletes who exhibit symptoms of a concussion are not permitted to return to athletic activity until A) they have been symptom free for not less than 24 hours B) obtain a physician's clearance note to return to activity. All clearance paperwork is saved in the athletes' permanent medical file.

1. Any athlete with a witnessed loss of consciousness (LOC) of any duration should be spine-boarded and transported immediately to the nearest emergency department via emergency vehicle.
2. Any athlete who has symptoms of a concussion and who is not stable (i.e., their condition is changing or deteriorating) must be transported immediately to the nearest emergency department via an emergency vehicle.
3. Any athlete who exhibits any of the following symptoms should be transported immediately to the nearest emergency department via an emergency vehicle.
 - a. deterioration of neurological function
 - b. decreasing level of consciousness
 - c. decrease or irregularity in respirations
 - d. decrease or irregularity in pulse
 - e. unequal, dilated, or unreactive pupils
 - f. any signs or symptoms of associated injuries, spine or skull fracture and/or bleeding
 - g. mental status changes, such as lethargy, difficulty maintaining arousal, confusion
 - h. seizure activity
 - i. cranial nerve deficits
4. A symptomatic but stable athlete may be transported by their parent or adult guardian (student may not be transported by anyone otherwise unless approved by AD).
 - a. The parent or guardian should be advised to contact either the athlete's primary care physician or one of the CMT-appointed concussion physicians on the day of the injury.
 - b. The option of emergency transportation will be offered to parents, even if the provider does not feel it is necessary.

Procedures for the Certified Athletic Trainer

- A. The athletic trainer will assess the injury, or provide guidance to the teacher or coach over the phone if unable to physically attend to the athlete.
1. Immediate referral to the athlete's primary care physician or to the hospital will be made when medically appropriate (see section III).
 2. The athletic trainer will perform assessments following recommendation in the NATA Position Statement, and utilize the NYS Public High School Athletic Associate assessment sheet, as recommended by the Zurich guidelines, sideline ImPACT, or SCAT if available.



a. The athletic trainer will notify the student's parents and give written and verbal home and follow-up care instructions as provided by the NYSPHSAA.

B. The athletic trainer will notify the CMT, along with the division head, of the injury, prior to the next school day, so that appropriate follow-up can be initiated in school immediately upon the athlete's return to school.

1. The athletic trainer will continue to provide coordinated care with the school nurse, for the duration of the injury.
2. The athletic trainer will communicate with the athlete's division head, grade advisor, advisor, and teachers regarding the athlete's neurocognitive and recovery status, if needed regarding academic planning.

C. When requested by the athletes' physician, the athletic trainer is responsible for administering post-concussion ImpACT testing for any athlete in grades V–XII who has taken the ImpACT baseline.

1. The initial post-concussion test will be administered when the student is asymptomatic for 24 hours or more. Repeat post-concussion tests will be given at appropriate intervals, dependent upon clinical presentation and physician recommendations.
2. The athletic trainer will forward post-injury and baseline test information to treating physicians and parents if necessary.
3. The athletic trainer or the athlete's parent or guardian may request that an additional neuropsychological consultant review the test results.

D. The athletic trainer and school nurse will monitor the athlete's individual symptomatology and neurocognitive status for the purposes of developing or modifying an appropriate health care plan for the student.

E. The athletic trainer is responsible for monitoring recovery and coordinating the appropriate Return to Learn (RTL) and progression with the treating physician.

F. The athletic trainer will maintain appropriate documentation regarding assessment and management of the injury.

GUIDELINES AND PROCEDURES FOR TEACHERS AND COACHES

Recognize, Remove, Refer

A. Recognize concussion

1. All coaches and teachers should become familiar with the signs and symptoms of concussion that are described in Section I.
2. Very basic cognitive testing should be performed to determine cognitive deficits.

B. Remove from activity

1. If a coach or teacher suspects the student has sustained a concussion, the student should be removed from activity until evaluated medically



- a. Any student who exhibits signs or symptoms of a concussion should be removed immediately, assessed, and should not be allowed to return to activity that day.

C. Refer the student for medical evaluation

1. Coaches should report all head injuries to the Brearley athletic trainer within an hour of occurrence, for medical assessment and management, and coordination of home instructions and follow-up care.
2. Coaches should seek assistance from the host site's athletic trainer if at an away event.
3. If the Brearley athletic trainer is unavailable or an athlete is injured at an away event, the coach is responsible for notifying the athlete's parents of the injury by following the protocol outlined below.

- a. Contact the parents to inform them of the injury and make arrangements to pick the athlete up at the school.
- b. Give parents a Concussion Home Instruction Sheet and Physician form (if available).
- c. Contact the athletic trainer with the athlete's name and home phone number so that follow-up can be initiated.
- d. Remind the athlete to report directly to the athletic trainer or school nurse before school starts on the day they return to school.

4. If an athlete's parent or adult guardian cannot be reached, and the athlete can be sent home (rather than directly to an MD), follow the protocol outlined below.

- a. The coach or athletic trainer should ensure that the athlete will be with a responsible individual who is capable of monitoring the athlete and understanding the home care instructions before allowing the athlete to go home.
- b. The coach or athletic trainer should continue efforts to reach the family.
- c. If there is any question about the status of the athlete, or if the athlete is not able to be monitored appropriately, the athlete should be referred to the emergency department for evaluation. A coach or athletic trainer should accompany the athlete and remain with the athlete until the parents arrive.
- d. Students with suspected head injuries should not be permitted to go home alone.

Follow-up care of the student during the school day

- A. Responsibilities of the Health Office after notification of student's concussion:



1. The student will be instructed to report to the Health Office upon her return to school for re-evaluation daily. The health office will monitor the student on a regular basis during the school day and be available for symptomatic issues.
2. Provide an individualized health care plan based on both the student's current condition and initial injury information provided by the athletic trainer or parent, or adult guardian.
3. Notify each member of the CMT of updated status weekly.

Return to Learn (RTL) Procedures After Concussion

A. If symptomatic, the athlete will be instructed not to do homework during the first night after injury and will be given extensions on any projects/tests/quizzes for the next day. In addition, the nurse or athletic trainer will alert the CMT of the incident and will communicate with the athlete's teachers and advisor so that they are aware of the athlete's academic needs.

B. The physician will fill out the RTL for each appropriate phase for academics. This will be specific to the severity of the concussion and the needs of the athlete.

C. Upon finishing the RTL, receiving permission from the Division Head, and written medical clearance from the treating physician, the athlete will be able to start the Return to Play process.

Relationship between Mental Health and Concussion

Since concussions are a form of traumatic brain injury, mental health support is available for all students recovering from a concussion through the Brearley Counseling and Wellness Office. Depression, irritability, and anxiety are all considered symptoms of a concussion. Additionally, if a student already experiences mental health issues, pre-existing symptoms may be exacerbated. During daily check-ins with the Health Office, students will be asked about their emotional recovery as well as their physical health.

Return to Play (RTP) Procedures After Concussion

A. Returning to participate on the same day of injury

1. As previously discussed in this document, any student who exhibits signs or symptoms of concussion, or has abnormal cognitive testing, should not be permitted to return to play on the day of the injury.
2. "When in doubt, hold them out."

B. Return to play after concussion 24 hours or more post-concussion

The student must meet all of the following criteria in order to progress to activity:

- a. Asymptomatic at rest and with exertion (including mental exertion in school)



- b. Be caught up with all school work
- c. Within normal range of baseline on post-concussion ImPACT testing or deemed recovered by physician
- d. Have written clearance documentation from primary care physician or specialist

Once **ALL** of the above criteria are met, the student will progress back to full activity following a stepwise process (as recommended by both the Zurich Guidelines and the NATA Statements), under the supervision of the athletic trainer or non-Breareley healthcare provider. Progression is individualized and will be determined on a case-by-case basis. Factors that may affect the rate of progression include the previous history of concussion, duration and type of symptoms, age of the student, and sport/activity in which the student participates. For example, a student with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport should progress more slowly. A treating physician's office can also provide a progressive Return to Play protocol.

Stepwise progression as described in the Zurich Guidelines (2012)

- a. Rest until asymptomatic—both mentally and physically
- b. Light aerobic exercise, e.g., walking, stationary bike
- c. Sport-specific exercise, e.g., running, dribbling
- d. Non-contact training/skill drills, e.g., strength training, sprints, plyos
- e. Full-contact training in practice setting
- f. Return to competition, e.g., game play

NOTE: Each stage is at least 24 hours. If the student experiences post-concussion symptoms during any phase, the student should drop back to the previous asymptomatic level and resume the progression after 24 hours.

The athlete should see the athletic trainer daily for re-assessment and instructions until progressing to unrestricted activity. The athletic trainer or physician will also determine the timeline for when the athlete can return to non-physical team activities, such as watching games or practices.