



## Student and Family Handbook 2015-16

### All-School Information and Policies

*Information in this handbook may be changed at any time.  
When this occurs, parents will be notified by e-mail communication.*

Brooklyn Friends School  
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Family Center at Brooklyn Friends: 189A Schermerhorn Street, Brooklyn, NY 11201

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#### **MISSION STATEMENT**

Guided by the Quaker belief that there is a Divine Light in everyone, Brooklyn Friends School cultivates an intellectually ambitious and diverse community that celebrates each individual's gifts. We challenge our students to value and embrace difference as they develop critical thinking skills and apply their knowledge and intelligence both in and out of the classroom. In this rich learning environment, we inspire all members of our community to voice their convictions, to discover and pursue their passions, and to seek truth. Our graduates are compassionate, curious, and confident global citizens who let their lives speak in the spirit of leadership and service.

## **CORE VALUES**

***Academic and Personal Excellence:*** Those students who aspire to integrity, embrace challenges, and internalize the goal of being the best they can be, enable the full development of their minds, character, and spirit. They build a strong foundation not only for success in school, but for a rich and rewarding life as well.

***Community:*** A community bound and dedicated to the School's mission provides an environment of mutual care and teaches its members how to work together in the common pursuit of learning.

***Diversity:*** A multicultural school community creates an enriched learning environment through the exploration, understanding, and appreciation of differences. It prepares students for living in an increasingly diverse and global society.

***Respect:*** The dignity of all and a sense of inclusion are fostered by active listening to and active engagement with others. Respect is most powerful when it characterizes the relationships and interactions between and among all segments of the school community: parents, students, teachers, staff, and alumni/ae.

***Service:*** Developing the practice of serving others benefits oneself, the school community, and the world beyond. BFS graduates who demonstrate a lifetime commitment to making the world a better place fulfill a major aspect of the school's mission.

***Silence:*** Meeting for Worship and other dedicated periods of silence provide precious opportunities for direct contact with the light within and among each of us. They provide all participants with opportunities to reflect on one's values and aspirations, community concerns, and matters of deeper import that are often submerged in the noise of everyday life.

## **DIVERSITY AT BROOKLYN FRIENDS SCHOOL**

Brooklyn Friends School is committed to maintaining an environment in which all people are respected and valued. To that end, discrimination in any form, such as that based on race, religion, ethnicity, gender, gender identity, sexual orientation, or socio-economic status will not be tolerated. The school actively strives to recognize, respect, and celebrate the differences and commonalities that shape the individual and collective identities of its members.

## **NON-DISCRIMINATION POLICY**

As a member of the National Association of Independent Schools, Brooklyn Friends School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. The

school does not discriminate on the basis of race, color, sexual orientation, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and financial aid programs, and athletic and any other school-administered programs.

### **A BRIEF HISTORY OF THE SCHOOL**

Since its founding in 1867 as a co-educational day school by the Religious Society of Friends, Brooklyn Friends School has encouraged and facilitated learning and personal growth within the context of a challenging academic program and a caring, nurturing community. Starting as a grade school, BFS added a Kindergarten in 1902, a High School division in 1907, and a Preschool in 1985. From an initial student body of 17, the school now enrolls 891 students from Family Center 2s through Grade 12, with a faculty and staff of 240.

While the percentage of Quaker families and faculty is relatively small, the school's Quaker heritage and values remain central to its mission. BFS' longtime, continuing commitment to ethnic and racial diversity has led to its recognition as one of the most diverse independent schools in the country. Students of color comprise about 39% of the total student enrollment. Similarly, approximately 39% of the faculty and staff are of color.

The school's original site is the landmarked Brooklyn Monthly Meeting House at 110 Schermerhorn Street, which is still used for school functions, including Meeting for Worship. BFS moved in the early 1970s to larger, more spacious quarters at 375 Pearl Street, a seven-story building built in 1928 for the Brooklyn Law School. In 2005, the school acquired the use of an additional 17,000 square feet at 55 Willoughby Street, less than two blocks away, as a temporary location for Upper School classes. In 2011, BFS opened a new, expanded facility for its Family Center program for 2 year-olds at 189 Schermerhorn Street, and in 2015 the BFS Upper School moved to its permanent 40,000 square foot new home at 116 Lawrence Street in the Metrotech campus.

In 2007, BFS began to offer the International Baccalaureate (IB) Diploma Program for Upper School juniors and seniors. In 2008, BFS became the first New York City independent school to affiliate with Horizons National to provide summer academic and enrichment program for children from partnering public schools in downtown Brooklyn.

In 2009, BFS became separately incorporated from the New York Quarterly Meeting while still maintaining close spiritual ties to the Quaker community. The School has a charter from the New York State Education Department Board of Regents and is a 501 (c) (3) nonprofit organization.

The school's facilities are located at the crossroads of all major subway lines and several bus routes. Surrounded by municipal, judiciary and social service buildings, academic institutions, and businesses, the school's environment is active and vibrant, encouraging an appreciation of the diversity and complex activities of an urban society.

## **THE BOARD OF TRUSTEES**

Brooklyn Friends is governed by an independent and volunteer Board of Trustees which is charged with safeguarding the school's mission and securing the school's future. The Board does so by setting basic policies, hiring and supporting the Head of School, undertaking strategic planning, evaluating the performance of the school, and taking responsibility for the school's financial stability and support.

The Board entrusts the daily operations of the school to the Head of School who supervises all programs and personnel and is the final arbiter of any disputes that may arise, including those involving parent issues or student disciplinary actions.

## **PARENTS AND TEACHERS ASSOCIATION (PAT)**

The BFS Parents and Teachers Association (PAT) is authorized by the School's Board of Trustees to function as an organization of which all parents and guardians are automatically members. An active, well-informed PAT is vital to the health and success of the School. The primary purpose of the PAT is to support the leadership of the school in the fulfillment of its mission and its educational and fundraising efforts.

The PAT leadership consists of the Co-Presidents, Secretary, Treasurer, and Vice Presidents representing each division, as well as several committee chairs. Parents may volunteer to become Class Parents and help coordinate such class events as picnics, potluck dinners, class trips and projects. The Division Heads hold regular meetings with their respective PAT Vice Presidents and Class Parents. The PAT encourages parents to volunteer for special events that take place throughout the year, such as the annual Black History Month Celebration in February, the Embracing Diversity Conference in March, Family Day of Service in April, the Spring Gala Benefit, and Welcoming events for New Families. In addition, the PAT sponsors a Speakers Series that brings distinguished authors and lecturers to the school several times a year.

Parent volunteers have also been invited to work with the admissions office and on administrative and Board committees in such areas as diversity, community service, development, and finance.

## **SCHOOL ROUTINES AND PROCEDURES**

### **Arrival and Dismissal Times**

#### **Preschool**

Arrival: 9:00 a.m. (Classrooms open at 8:30 a.m.)

Half Day 3s dismiss from the lobby at 11:45 a.m.

Full day 3s dismiss from classrooms at 2:50 p.m.

Fours dismiss from the lobby at 2:45 p.m.

#### **Lower School**

Arrival: 8:15 to 8:45 a.m. for Grades K and 1; 8:15 a.m. to 8:25 a.m. for Grades 2, 3, and 4

Dismissal:

Kindergarten - 3:00 p.m. from the 6th floor

First Grade - 3:05 p.m. from the Pearl Street Lobby and Meetinghouse

Second Grade - 3:05 p.m. from the 7th floor

Third Grade - 3:10 p.m. from the Pearl Street Lobby

Fourth Grade - 3:10 p.m. from the 6th floor

#### **Middle School**

8:00 a.m. to 3:20 p.m.

#### **Upper School**

8:00 a.m. to 3:30 p.m. Mondays and Wednesdays

8:00 a.m. to 3:10 p.m. Tuesdays, Thursdays, Fridays

There is an earlybird program for Lower School children from 8:00 a.m. daily. A highly regarded Afterschool program is available for Preschool-Grade 8 students until 6:00 p.m. daily. Participation in this program entails additional fees. See more at [brooklynfriends.org/afterschool](http://brooklynfriends.org/afterschool).

#### **Reporting Absences and Contacting Divisional Offices**

Office hours for divisional offices are 8:00 a.m. to 4:00 p.m. The reception desks at 375 Pearl Street and 116 Lawrence Street receive calls from 7:30 a.m. to 6:00 p.m. To report absences and late attendance, and/or to make changes re going-home or afterschool, telephone the respective divisional administrative assistant at (718) 852-1029. (Preschool ext. 213; Lower School ext. 226; and Upper School ext. 517.)

In the Middle School, the MS Deans (Grades 5-6, ext.396 and Grades 7-8, ext. 214), rather than the divisional assistant, handle attendance issues. There is additional information about this subject in the Middle School section of the Handbook.

### **Transportation to and from School**

Public transportation and walking are the most expedient ways to get to and from BFS. NYC Parking Regulations prohibit vehicles from parking or standing on Pearl Street, and a major NYU-related construction project currently in progress for at least the next 18 months has made car access to Pearl Street extremely difficult. As a result, NYU has provided subsidized short-term parking vouchers to BFS parents who must drive. Such parents should check in at the Pearl Street front desk when school begins for updated driving and parking information.

### **Student Metrocards**

Eligibility for Student Metrocards (K- Grade 12) is determined by the NYC Department of Education, based on grade and the distance from home to school. Cards are issued to eligible students in September and again in February. Students should take care not to lose cards as it may take up to a month to get a replacement. Contact Cheryl Foote, ext. 200, at the front desk with any questions.

### **BFS Photo ID Cards**

All parents, faculty and staff, authorized caregivers, and Upper School students are issued BFS Photo ID cards during the first days of school. Upon arrival at 375 Pearl Street, parents and caregivers must tap their ID cards at the security sensors in the lobby and at the side gate, or sign in for a temporary ID badge which they must wear on their person. The same procedure applies when parents and caregivers arrive at the end of the school day. In all cases, please follow the instructions of the security staff.

### **Storage of Strollers, Scooters, and Bicycles**

Bicycles, scooters, strollers, and anything else on wheels should never be brought into the school buildings and must be stored in the south alley at Pearl Street. Bicycles must be locked for safekeeping. Strollers should not be brought into the lobby, Strollers are not permitted on the elevator, nor should they be carried up to any floor.

### **Personal Valuables/Lost and Found**

Students should not bring valuables to school and should limit the amount of money they carry. While the faculty/staff will make every effort to help locate lost items, the school cannot be held responsible for such losses. Lost and found bins are located in the north alley at Pearl Street and in the Upper School office at Lawrence Street. Please label your children's personal belongings so that items may be retrieved.

### **Mobile Phone and Electronic Devices Use at School**

Mobile phones and any other electronic devices not provided by the school or specifically approved by the school are not to be used by students in the school buildings during school

hours. There are two exceptions: while mobile phone use by Upper School students is generally discouraged, there are spaces and circumstances to be determined by the Upper School faculty when such use will be permitted in the Lawrence Street building. From 3:20 to 3:40 pm, Middle School students may use mobile phones in Pearl Street.

### **Cafeteria and Lunch Menu**

Preschool and Kindergarten, 1st, and 2nd grade students bring their own lunch from home and eat in their classrooms. The School provides snacks. Students in grades 3-8 eat lunch in the Pearl Street cafeteria every day, as do students in grades 9-12 in the Lawrence Street cafe. The main weekly menu is posted on the BFS website. The cost of lunch is included in school tuition. The Pearl Street cafeteria also serves breakfast (7:30 am to 9:15 am) to students and families on a cash basis using a card system. Cards in denominations of \$5 and \$10 may be purchased at the front desk. Parents whose children have specific nutrition needs or restrictions should contact Chef Tom Buckley at ext. 259.

### **Using the Pearl Street Lobby, Cafeteria, and Elevators**

No food or drink is permitted in the elevators and the lobby of Pearl Street and Lawrence Street or the Pearl Street meetinghouse. Chewing gum is not permitted anywhere or anytime at school. Once classes end for the day, children and their parents/caregivers should not remain in the Pearl Street lobby, as it becomes very congested. The Pearl Street cafeteria, however, is open for socializing **until 3:45 p.m. daily**, when it closes and everyone is asked to leave. Young children must be supervised by the responsible adult at all times, especially in the lobby, the cafeteria, and on the elevator. ***Please do not use your mobile phone on the elevator.***

Students are expected to respect the following guidelines for elevator use. Those who do not demonstrate respect to the elevator staff, risk not being able to use the elevator at any time.

The Lawrence Street elevator is not for student use, except when needed for medical reasons. At Pearl Street, priority is given to Preschool and Lower School students. MS/US students may not use the Pearl Street elevators between 11:00 am–1:30 pm and 2:30–3:30 p.m. They are to use stairs after assemblies at Pearl Street and must always use the stairs when traveling down (except when the elevator is needed for medical reasons).

### **Student's Conduct on Pearl and Lawrence Streets and Other Nearby Locations**

For the safety of children as well as pedestrians, students may not ride bikes, use skateboards and scooters, play ball or other sports, throw Frisbees or snowballs, or engage in similar activity in front of the school on Pearl and Lawrence Streets, and at the Marriott and Metrotech Pedestrian Plazas. Items may be confiscated by faculty/staff members if a student violates this guideline. In addition, we expect that students will act responsibly and

respectfully at all times outside the school buildings in downtown Brooklyn, at athletic games, and on day and overnight trips. It's important that students remember they are representing the School at all times in any setting, public or private.

### **School Forms, "My BackPack" and Accuracy of Data**

It is vital for parents to complete and return the health form, and other required forms, by the deadlines indicated. Please keep your contact information up-to-date through the online "My BackPack" system that is accessible on the Parent Dashboard of the school website.

Please update your data on "My BackPack" promptly when there is any change in address, cell, home, and work phone numbers or emergency contact person. Make sure that the emergency person you list has been informed that he/she has been designated as such. In addition, parents who travel out of town during school days must inform their child's divisional office about how they can be contacted and about the identity of the person responsible for the care of their child and how this person can be reached.

### **Unscheduled School Closings**

While rare, there are some circumstances, like a snowstorm or blizzard that may require an unscheduled school closing. The following is the BFS policy in this regard:

Whenever NYC public schools announce that they will close because of snow, severe weather, or any other emergency situation, BFS will also close. We will post this announcement on our website and on the school's phone greeting.

On the rare occasion when NYC PUBLIC SCHOOLS ARE NOT IN SESSION (due to NYC public school vacations or holidays) AND BFS IS SCHEDULED TO BE OPEN, the BFS administration will make a determination on school closings and/or early dismissal in the event of severe weather or an emergency. Our automated telephone system will be used to call every family and staff member. We will post this announcement on our website and on the school's phone greeting.

In the event that the BFS administration, irrespective of the NYC public school system, decides overnight or during the school day to close school early due to snow or an emergency, families will be notified by the BFS's automated telephone system, by e-mail, and through announcements on the school's website and telephone greeting.

There will be NO Afterschool, athletic practices, games, rehearsals, or evening events whenever the school closes early.



## **Policy for Transcript & Teacher Recommendation Requests**

### **When Applying to Other Schools**

For families seeking to apply to other schools, at least two weeks notice is required for processing of transcripts and for obtaining recommendations from teachers. Requests should include all contact information, including the deadline date. Transcripts will not be released unless the family is current with its financial obligations to the school.

Transcripts and recommendations generally are not released to families. Receiving schools, public or independent, expect that such materials will be sent directly and securely by BFS.

For families applying to NYC public high schools, BFS will complete all the requisite paperwork and meet all relevant deadlines provided by the NYC Department of Education. Parents must provide BFS with all the necessary information and paperwork with sufficient advance notice to meet the stated deadlines.

### **The School Directory and Its Use**

The School Directory is published and sent home soon after the opening of school. It contains names, home address, home phone and e-mail addresses as recorded on the “My BackPack” system. The directory is to be used by BFS faculty, staff and families solely for school communications among the BFS school community members listed therein.

## **SCHOOL COMMUNICATIONS**

### **BFS E-News and the School Website**

Parents who provide an e-mail address on “My BackPack” will automatically receive E-News, our weekly electronic newsletter, sent on Fridays during the school year. In addition, other school communications, from calendar items to emergency alerts, are sent through e-mail.

The school’s website, [www.brooklynfriends.org](http://www.brooklynfriends.org), provides extensive information about admissions and financial aid, academic excellence at BFS, the arts, athletics, community service, the Religious Society of Friends, Quaker education, and other news and feature stories. The cafeteria menu is posted on the website, along with a school calendar, PAT page, and athletic schedule. School publications and pertinent forms are posted on the BFS website.

The BFS website also provides essential web-based resources for members of the school community. There are articles and photo galleries relating to student life and learning in all of the school’s divisions and links to other resources such as a learning management system known as Haiku, for middle and upper school students.

## **AUXILIARY PROGRAMS**

**Afterschool and Spring Vacation Camp:** Brooklyn Friends provides afterschool programs until 6:00 p.m. daily for students in Preschool, Lower School, and Middle School (grades 5 and 6). Program details and fees are on the website. The Afterschool program also offers spring break vacation camp; registration forms are sent home to parents in advance, and enrollment is on a first-come basis. All programs entail additional fees. Details can be found on the BFS website.

**Music Lessons:** Instrumental music lessons for students in K- grade 12 may be scheduled during afterschool hours. Information and fees are on the BFS website.

**Summer Camps:** Several camp options are available in June and July. Summer Camp is offered to preschoolers through 2nd graders who swim, take trips, play games, create art projects, have guest visitors, and learn new skills under the guidance of experienced teachers.

Third through 8th graders may enroll in the Summer Arts program and learn from professional artists and teachers in a variety of fields, such as theater arts, music, creative writing, woodworking, filmmaking, technology, and visual arts. The program also offers swimming, field trips, and just plain fun!

## **ADVANCEMENT OFFICE**

Every independent school relies on the generosity of its constituents to safeguard and enrich the educational experience of its students. The BFS Advancement Office works year-round to raise funds and reach out to our families, alumni, faculty, friends, foundations and other charitable organizations and programs to enlist their voluntary financial support of Brooklyn Friends School.

As a result of such constituent generosity, BFS students benefit from talented and dedicated teachers, small class sizes, the latest technological resources, and exceptional offerings in the arts, sciences, and athletics. At BFS, tax-deductible gifts to the annual Brooklyn Friends Fund, the current "Light the Way" Capital Campaign, the 1867 Society for bequests and other types of deferred giving, and such other categorical support vehicles as foundation grants and corporate matching programs provide the margin of excellence that characterizes a BFS education. The Advancement Office also collaborates with the PAT to sponsor our annual spring fundraising Gala that is an important source of unrestricted funding to support school operations including financial aid.

Capital fund raising has played a crucial role in the school's facilities expansion and improvement efforts over the past decade. Donations to the 2007 Capital Campaign, *Building the Community: The Campaign for Brooklyn Friends* provided funds necessary required for the renovation and expansion of our Pearl Street facilities (libraries, science labs, meetinghouse/theater, rooftop playground, cafeteria, and air-conditioned classrooms) and our temporary Upper School facility on Willoughby Street. Our current Capital

Campaign *Light the Way, the Campaign for Brooklyn Friends* supports our new permanent Upper School facility on Lawrence Street and to build the school's endowment resources.

Planned Giving generally refers to bequests and strategic charitable investments that can provide an individual donor with important tax benefits. Planned gifts provide a strong financial future for the school. Increasing our current endowment in the context of generally increasing total contributions to BFS is a critical strategic goal set by the Brooklyn Friends Board of Trustees. Supporting our endowment growth helps to secure the future of Brooklyn Friends for our students, and ultimately for future student generations. Endowment principal is restricted to generating interest. Such endowment income supports student financial aid and can also help to support, supplement and otherwise enhance the school's operating programs..

### **ADMISSIONS OFFICE, ENROLLMENT MANAGEMENT, AND FINANCIAL AID**

Brooklyn Friends School seeks students who exemplify a collaborative spirit and a deep appreciation for the learning community and, at the same time, demonstrate an independence of mind and motivation.. The BFS student embodies a love of learning, a commitment to academic inquiry, and an ability to grow in a respectful collegial environment. Our school is not only a place of academic exploration and achievement; it is also a place full of imagination, ingenuity, humor, kindness, energy, and excitement.

The majority of our students come from Brooklyn. Their background and experiences represent the rich diversity of our surrounding communities, enhancing the learning environment beyond the walls of our classrooms. The expertise and experience of our K-12 faculty mirrors the heterogeneity of our student body, and many hold Master's and Doctorate degrees in their professional fields. As a community of educators, we have always worked to provide academic experiences in which enthusiastic and inspiring teachers employ the most effective teaching methods to nurture the intellectual and emotional development of the whole child.

The Admissions Office is intended to recruit and retain students and families who are best-suited to take the highest advantage of and make a positive contribution to a BFS education and community. In cooperation with other administrative offices, they represent to internal and external constituencies the intrinsic value of working in and studying at the School.

Inherent in Brooklyn Friends School's mission is our dedication to creating an inclusive community that mirrors the socioeconomic diversity of our communities. Financial aid affirms our commitment to helping make a BFS education available regardless of a student's economic means by bridging the gap between what a family can pay and the cost

of tuition. Each family receiving a tuition grant is expected to contribute positively to the school community, to maintain an acceptable academic standard, be in good standing financially, and demonstrate positive social behavior.

This need-based program provides financial assistance to qualified families. The program has a limited budget, determined annually by the Board of Trustees. While the School cannot guarantee to meet full documented need, we endeavor to provide aid to the widest socio-economic range of students our funds can afford. The School believes that parents have an obligation to pay the educational expenses of their children; therefore, every family is expected to have exhausted all financing avenues available to them before a grant is awarded. Each family must apply each year for aid.

## **ADDITIONAL POLICIES**

### **Tuition Payment Policy**

Parents are expected to make timely tuition payments, outlined in the enrollment contract they sign, so that the school can meet its own financial obligations. BFS provides a choice of payment plans with the TADS company to facilitate meeting such obligations on a timely basis. Prompt payment also is expected for summer programs and Afterschool. The BFS Business Office has explicit written policies regarding enrollment contracts, tuition payments, financial aid, re-enrollment, and other school-related business matters. Please see the outline below for specific information. For further information and assistance, visit or call the Business Office at Ext. 601

- Those families that are not current on tuition payments will not be offered an enrollment contract for the coming academic year. Families that fail to return the re-enrollment contract and deposit by the due date will automatically be placed on a wait list.
- Both the deposit and signed contract must be submitted to reserve a space for your child. Submitting one without the other will not hold a space. The enrollment deposit required to reserve a space for the following year is non-refundable.
- Our contract offers a window of opportunity for families to reverse their enrollment decision if **written notice** to the Business or Admissions Office is provided by a specified deadline. Families requesting to terminate the contract by the deadline will not have their deposits refunded but will not be obligated for the full year's tuition.
- Parents/ guardians who sign the BFS enrollment contract agree to abide by the policies contained therein.

### **Faculty/Staff Gift Policy**

The following policy was adopted by the school in response to requests for clarity, concerns about inequity in the distribution of gifts, and discomfort about gifts expressed by some parents and teachers. The desire of children, or the desire of parents in the name of their children, to thank school staff with gifts at holiday times and at the end of the year is appreciated. Teachers work extraordinarily hard to ensure the success of our students. However, gifts are not expected. If they are given, they should be limited to objects of token value, homemade gifts, a card, or something that can be used in the classroom, for example, books. While gift cards might be considered to the extent that they further the teachers' well-being and professional development, cash gifts should always be avoided.

### **Fundraising Policy**

Brooklyn Friends counts on the generosity of our families, along with alumni/ae and other community members, to make the school's fundraising and development efforts successful. Annual gifts to the Brooklyn Friends Fund help to support the operating budget, including financial aid, and to serve the ongoing needs of students and faculty. Gifts to the capital campaign support the renovation and expansion of school facilities, the growth of scholarship endowment and other restricted funds. The school also seeks major gifts and grants for categorical program purposes as well as planned giving and bequests.. Other annual school-wide fundraising activities include the Winter Festival and the Spring Gala Benefit.

Any member of the school community (parents, students, teachers, staff) or group who wish to undertake a potential fundraising endeavor on behalf of BFS or another charitable organization must consult with the Director of Advancement before proceeding with the project.

### **POLICY ON BULLYING, PHYSICAL AND VERBAL AGGRESSION, AND SEXUAL HARASSMENT**

Bullying, physical aggression, the use of abusive language, and harassment of any kind including that which is based on race, ethnicity, gender, and sexual orientation are viewed by the school as major offenses that are subject to serious consequences, including suspension and expulsion. Consequences can follow not only from actions that are perpetrated in school but outside of school and in cyberspace as well.

Such behavior can include innuendoes with derogatory implications, jokes, taunts, hazing, gestures, rumors and slander. Anyone who is the victim of such behavior is urged to notify immediately the division head, advisor, or divisional psychologist or psychological consultant. The school is committed to preventing any retaliation on the individual who reports harassment. Any attempt at retaliation will also result in serious consequences.

Sexual harassment is a specific abusive behavior that involves unwanted and unwelcome sexual attention. A behavior is considered sexual harassment on the basis of the target's perception of "unwelcome" sexual behavior; in other words, it is defined by the impact of the action rather than the intentions of the harasser(s). Sexual harassment also includes any unwelcome behaviors which create a hostile or intimidating learning environment in the school.

Harassment may include, but is not limited to the following:

- Touching, rubbing, or pinching of a sexual nature
- Repeated and unwanted requests for sexual favors or dating
- Unwelcome stories, comments, or jokes concerning the anatomy, behavior, sexual preferences, or gender identification of oneself or others
- Displaying or circulating offensive written or graphic sexual material
- Sexual gestures or noises
- Transmitting or causing to be transmitted unwanted sexually-oriented material via email, postal service, or other means.

Students who experience any of these behaviors should notify an adult whom they trust at the school, such as an advisor, a classroom teacher, a division head, or a divisional psychologist or psychological consultant. The school is committed to preventing any retaliation on the individual who reports harassment. Any attempt at retaliation will also result in serious consequences.

### **BROOKLYN FRIENDS SCHOOL ACCEPTABLE USE POLICY (AUP) FOR TECHNOLOGY RESOURCES**

BFS offers extensive technological resources to students through the Technology Department. All students and their parents and all faculty/staff must follow the school's Acceptable Use Policy (AUP) for information, technology and audio-visual resources. The AUP is reproduced in the following section. The student's assigned BFS e-mail address is the only address students should use or rely on for home/school transfer of files and communication with faculty.

Brooklyn Friends School offers students access to its computer network and the Internet. In providing network and Internet service throughout the school, the goal is to facilitate access to resources, improve communication, and encourage innovation. The school regards this access as a privilege, not a right. Account holders are expected to act in a responsible, ethical manner, and to abide by local, state, and federal law. Each computer user has the responsibility to respect and protect the rights of every other person in our community and on the Internet.

Every BFS student is assigned a BFS network and e-mail account. Access to computer systems and networks owned by BFS imposes certain responsibilities and obligations on all who use them. Infractions of the BFS Acceptable Use Policy (AUP) will result in curtailing access to network and/or computer facilities and referral to the respective Division Head for disciplinary action.

Brooklyn Friends School reserves the right to block content that negatively impacts that academic performance of its students or the productivity of its faculty and staff.

Nevertheless, BFS firmly believes that the development of skills for online research is an essential component of the educational process. Moreover, the benefits of information and worldwide interactive communication far outweigh the possibility of exposure to material that is not consistent with the school's educational goals.

The following is the BFS AUP for students; there is also a BFS AUP for faculty and staff, which is printed in the Employee Handbook.

### ***AUP FOR STUDENTS***

#### ***I understand and agree to the following:***

- I continuously represent Brooklyn Friends School whenever and wherever I use e-mail and the Internet with my BFS email account or other associated accounts.
- I will follow any and all posted and/or handbook rules regarding games use, food and drink, or other site specific injunctions.
- I understand that BFS has the right to look at any data, electronic mail or files that exist on the network or on individual computers without the prior consent of system users. In addition, the school reserves the right to read or remove any files on the network or on individual computers without prior notice to system users.
- If I violate any of these rules or knowingly enable others to violate these rules, I may be subject to disciplinary actions beyond the loss of access to BFS technology including expulsion.

#### ***My Use of School Technology Resources:***

- I will not attempt to discover or use another user's login name or password, nor will I share my passwords. If I become aware of another individual's password, I will inform that person or a member of the technology staff.
- I will respect the work and privacy of others throughout the BFS Network.
- I will use my applications, e-mail accounts, and BFS network space for school-related activities.
- I will not use BFS technology resources for commercial activity or to seek monetary gain.
- I will not vandalize or tamper with any BFS technology equipment.
- I will not deliberately perform any act which will negatively impact the operation of computers,

printers or networks. I will make an effort to keep my home computer free from viruses and other destructive materials. If my computer is accidentally infected, I will seek help from a professional or a member of the Technology Department.

- I will not assume any fictitious or anonymous identity in any activity that uses BFS technology resources or refers to Brooklyn Friends School.
- I will sign all Internet communications that use BFS technology resources or refer to Brooklyn Friends School.
- I will not use my e-mail account to send out mass messages.
- I will not access, download, store, or print obscene or pornographic material.
- I will not store or transfer software used primarily for hacking, eavesdropping, or network administration.
- I will not represent Brooklyn Friends School in any political arena.
- I will not forward chain letters, joke collections, Internet urban legends, and other objectionable materials.

***My Fair Use of Virtual Material:***

- I will not copy or transfer any software under copyright to or from computers on the BFS Network.
- I will properly cite any Internet resources that I use in my work.
- I will not distribute the e-mail addresses of others without their express permission.

Whenever I am online at school or away from school:

- I will not annoy, hinder, or harass others with offensive, obscene, abusive, or threatening language in any electronic communication.

**TECHNOLOGY RESOURCES AND THE SCHOOL LIBRARIES**

Students in grades 5 through 12 receive school-issued laptops as part of their academic program. Should the laptops be lost or damaged, the family is responsible for the replacement or repair. There are computer resources in the libraries for student use and laptops are available for students to use while doing school work. Some electronic devices are available for loan/check-out. Should school-issued laptops or any other electronic devices loaned to the student be lost or damaged, the family is responsible for replacement or repair.

Staffed by professional librarians, the BFS libraries, located on the second and third floors of 375 Pearl Street and at Lawrence Street, are resource centers for reading, study, and research. The librarians teach classes and provide students with relevant resources, current technology and programming that integrates curriculum, research skills, and information literacy. By selecting and promoting quality literature the librarians encourage



students to read for pleasure as well as become critical thinkers. The librarians sponsor book fairs, special events, and author visits, compile reading lists, and maintain the library website and blog.

Parents and guests at the school may have access to the school's wi-fi network. Please ask for the user name and password at the front desks.

## **STUDENT HEALTH POLICIES AND PRACTICES**

The information below summarizes basic health policies for BFS students, which follow NYS /NYC Department of Health and Mental Hygiene and Department of Education regulations. BFS is an independent school, but is legally bound to comply with the Department of Education laws and regulations. If there are changes to any of the laws, BFS will revise these guidelines appropriately.

The BFS School Nurse has an office on the Pearl Street third floor and may be reached at Ext. 241. There is also an Afterschool Nurse at Pearl Street, whose hours are 12 noon to 6 pm daily. The Upper School Nurse has an office at 116 Lawrence Street. BFS also has a Certified Athletic Trainer on staff. Certified Athletic Trainers are health care providers who specialize in the prevention, assessment, treatment and rehabilitation of injuries and illnesses. They are also involved in the concussion management process. The Athletic Trainer works with the Athletic Director, School Nurses, and student-athletes in grades 7-12, attending practices and games to handle injuries and follow-up.

### **Annual Physical Examination and Magnus Health Accounts**

BFS policy requires all students to have a physical examination before the beginning of each school year. Without this students cannot participate in school activities or trips and may not attend school. Note: Your physician, who must be licensed in NY or NJ, may use his/her own form for the physical exam, but he/she must also sign the front page and sign and stamp the bottom of the second page of the BFS Confidential Student Health Form.

The over the counter medication (OTC) section of the Student Health Form, signed by a parent and physician, enables the school nurse to administer OTC medication to BFS students when the student is attending school/camp from September to the last day of BFS camp in July.

It is essential for parents to complete and return the all the required student health forms to Magnus Health by the due date. If there is any difficulty accomplishing this please call the school nurse, ext 241.

### **Immunization Policy**

All students must be fully immunized according to the NYC Department of Health's guidelines, and BFS is legally obligated to report immunization each year to the Department of Health. The NYC Department of Health does not permit selective vaccinations.

In the event of an outbreak of communicable disease, students without documentation of immunity may be excluded from school or camp.

### **Medications and prescriptions**

By law, students are not permitted to take their own prescription or over-the-counter (OTC) medications during the school day. Medication (prescription and OTC) can only be dispensed by the School Nurse with parental and physician authorization. The BFS Medication Administration Form, signed by the physician, and the original pharmacy container with the student's name are required for prescription medication. Do not drop off medicines with anyone other than the School Nurse (after 8:15 am, please). Giving the medicine to staff and faculty puts them in a role that they are not legally able to accept. Whenever prescription medication can be given to the child at home, please do so.

### **Approval for self-medication**

Some students with chronic and debilitating conditions (including asthma, serious allergies, and diabetes) may be approved to carry and self-administer certain non-controlled medications that a healthcare provider has deemed necessary to be taken during the duration of the school day, during school-sponsored activities, and/or during summer camp. Most Middle and Upper School students (and some Lower School students) needing Epi-pens and asthma inhalers will qualify for self-medication privileges, and every effort should be made to have these students work towards being approved for self-medication.

In order for a student to be approved, certain criteria must be met, and a Self-Medication Release Form must be filled out and signed by the prescribing physician, a parent/guardian, and the school nurse.

When a student is approved to self-administer a medication:

- The parent understands that he/she is responsible for monitoring the student on an ongoing daily basis to insure the student is carrying and taking the approved medication as prescribed.
- The student is responsible for informing teachers/ coaches where the medication is during the day, or during sports activities.
- The student understands that he/she is not to share the medication with others under any circumstances.
- The parent and student understand that the privilege may be withdrawn if the student is unable to maintain the criteria for self-administration and/or handle the responsibility of carrying and administering the medication.

**IMPORTANT NOTE:** Students may never carry on their person any controlled substances (ADHD medications, psychiatric drugs, pain medications containing narcotics, etc) when in school. For school trips, release forms are required.

### **Athletes with chronic conditions**

Student athletes who have chronic conditions such as diabetes, asthma, or severe allergies must be considered for self-medication privileges, as they will need to carry their prescribed medications with them to practices and games. Students who don't have their medication with them are not allowed to play or travel with the team that day (Epi-Pens/ inhalers submitted to the school nurse are to stay in the nursing office, and cannot be sent on trips). It is imperative for Asthma and Allergy Action Plans to be submitted and up-to-date, as these plans will accompany the students to practices and games. Athletes with severe allergies must carry two Epi-Pens with them.

### **Medication on school trips**

There are detailed policies that parents, students and teachers need to follow in regard to students' medication needs whenever students are on a day trip or overnight trips. Please note: by law, teachers cannot administer medication of any kind to students except in the case of Epi-Pens and Glucagon. All BFS teachers who have students with severe allergies are certified in Epi-Pen administration and will be able to administer the injection should there be a need.

### **Becoming ill at school**

If a student becomes ill while at school, parents will be called and asked to pick up the child. In the event of a serious injury or illness, the school will contact the parents immediately and, when necessary, act in accordance with the Emergency Care Authorization that parents sign on the Confidential Health Form, giving the school permission to administer first aid, to contact the child's physician for medical instructions, and to take the child to the nearest hospital for necessary care. Parents who take their sick or injured child to a physician or hospital should provide the School Nurse with a written note from the physician that documents the care received and any activity restrictions.

It is a School policy for all accidents/injuries that occur at school or during school-sponsored activities be reported to the School Nurse. Parents will be informed whenever such accidents/injuries occur.

### **Reporting contagious diseases and flu**

If your child has contracted strep, flu, conjunctivitis, chicken pox, measles, etc., it is very important that you inform the School Nurse immediately so the school can try to prevent the spread of these extremely communicable diseases. If a student has a flu diagnosis or has flu-like symptoms, the student must remain home for 24 hours after the fever, nasal drainage, eye drainage, gastrointestinal symptoms, and cough resolve. Upon returning to school, a visit to the School Nurse is required.

### **Colds, viruses, and the 24-hour rule**

Whenever a child is ill or has a fever during the night or previous evening, please keep him/her home. If, upon waking, your child has a fever, the symptoms of a cold, upset stomach or the flu, your child must be kept at home. If your child is not feeling well, he/she will not have the energy to participate fully in our program. Keeping a sick child home will help control the spread of illness and speed your child's recovery.

Children who have been ill should be without fever, vomiting, or diarrhea for a full 24 hours before returning to school to prevent the spread of disease. Children who have been prescribed antibiotics need to remain at home for 24 hours after the first dose has been administered.

### **Lice and nit policy**

BFS recognizes that head lice infestations do not pose a health hazard, are not a sign of uncleanliness, and are not responsible for the spread of any disease. To avoid unnecessary absences from school and to maximize academic performance for all students, BFS is using current evidence-based research to managing care for student with head nits and/or lice. BFS goal is to eliminate misinformation about head lice that causes unwarranted anxiety and expense for parents and school staff.

If a student is found to have viable head lice, the child will be sent home immediately for treatment. If a child is found to have only nits, he/she can remain in school, with their hair in a ponytail if possible. The nits must be treated that evening. Professional Lice Screenings visit the school three times during the school year to check preschool to 8th grade. Children who have been treated need clearance from the School Nurse before returning to the classroom.

### **Accident, Injury, or debilitating illness that occurs outside school**

Please inform the School Nurse about any significant hospitalization/surgery, accident or injury (sprain, broken bone, black eye, etc.) that your child has had outside school, so that appropriate care, elevator permission, etc. can be provided. If your child has seen a physician for such an injury, the school requires a note to document both the injury and any restrictions on activity. A doctor's note is also required to return to activity after your child's activity has been restricted due to an injury or illness.

### **Frequent or Prolonged Absences**

In the event of a student's frequent or prolonged absences due to illness, the School Nurse will telephone parents, and may request a physician's note. In the case of Middle School students, the Deans will be involved in this process as well.

### **Limiting the spread of viral illnesses**

Please reinforce with your children these guidelines (from the Centers for Disease Control) for limiting the spread of viral illnesses:

1. Cover your nose and mouth with a tissue when you cough or sneeze; if you don't have a tissue, cough or sneeze into your upper sleeve, or elbow, not into your hands;
2. Dispose of used tissues in the trash promptly;
3. Clean your hands after coughing or sneezing by washing with soap and water, or with hand sanitizer;
4. Keep your hands off your face – it is a portal for bacteria and viruses to enter your body;
5. Wash hands thoroughly before eating, and after using the bathroom;
6. Do not share food or drink with others.

### **EMERGENCY PREPAREDNESS AT BFS**

BFS has made preparations to deal effectively with emergency situations that might occur in or around the school, both during the school day and during after-hours activities. While we hope that a natural disaster or other serious incident never occurs, our goal is to be prepared for any potential emergency. At all times, our first priority is to protect all students and staff from harm.

The actions taken during any type of emergency situation depend upon the specifics of the incident. At BFS, all administrators, faculty, staff, and students (age appropriately) learn about and practice the following four levels of security procedures to be followed in an emergency situation:

**Evacuation:** Everyone will follow rehearsed procedures and evacuate the buildings as they have been trained to do during fire drills. Silence must be kept, and efficiency in vacating school buildings is expected. Anyone evacuated from Willoughby Street will proceed to Pearl Street. Evacuees from Pearl Street have pre-arranged locations for prolonged evacuation. The location of the alternate sites will be provided to BFS families on the school phone greeting, on the school website, and through our automated phone system.

**Shelter-in:** All staff and students at 375 Pearl Street will report to the Lower Gym; all staff and students at 55 Willoughby Street will report to the designated shelter-in sites in that building.

**Lock-down:** Individuals in halls, stairwells, and elevators should proceed immediately to the nearest classroom. Everyone will remain in their locations; responsible adults will secure the doors and windows of their rooms, awaiting further instruction from BFS Crisis Management Team.

**Lock-out:** Security personnel will secure all entrances. No one will be allowed in or out of the

buildings until the NYPD gives the all-clear. If students/staff are outside of the school buildings when the lock-out occurs, they should report immediately to the Friends Meeting

House at 110 Schermerhorn Street and await further instruction.

Please do not telephone the school or drive to the school in an emergency situation. Phone lines and local streets need to be available for emergency personnel. In an emergency situation:

- 1) The BFS automated calling service to families (Alert Now) will be activated.
- 2) Announcements will be made via the school phone system (recording), e-mail system, and school website, [www.brooklynfriends.org](http://www.brooklynfriends.org)

## **GUIDELINES FOR SCHOOL-FAMILY PARTNERSHIP**

A student's successful education at Brooklyn Friends is the result of a partnership between the school and the family. To nurture and sustain a mutually beneficial working relationship, both school and family need to fulfill specific obligations and expectations. Expectations are high in an independent school. In a Quaker school, there is an added emphasis on respectfulness and active listening. Mutual respect should characterize all relationships within the community: teachers to students, students to teachers, parents to teachers, teachers to parents, and students to students. Below are a set of expectations that have been worked out in common by the school's administration and the leadership of the Parents and Teachers Association (PAT).

### **What Parents Can Expect from the School**

*What can I expect of Brooklyn Friends as a Quaker School?*

Although a very small percentage of our families and faculty are Quakers, the Quaker dimension of the school is a crucial part of the school's mission. At the heart of Quakerism is the belief that there is "that of God" or "that of light" in each individual. Belief in this central tenet leads BFS to emphasize mutual respect, active listening, service to the community, and peaceful resolution of conflict. Being a diverse community is also integral to our identity as a Quaker school, in which children, as well as adults, come together as one while acknowledging and valuing differences.

Central to Quakerism is Meeting, at which those in attendance use silence to get in touch with "that of God" or "that of light" within themselves, and, if so inspired, speak out of the silence to the assembled community. Observation and appreciation of silence begins in Pre- and Lower School. Middle and Upper School students have a weekly Quaker Meeting. Upper School students take a required course in Quakerism. Creating awareness of and appreciation for Quaker principles is an important goal of the school, but it is not part of our mission to proselytize or convert students or parents to Quakerism.

*What can I expect in terms of forums for discussion of educational topics and parenting issues?*

The Division Heads host Coffee Hours for parents in the division on a regular basis.

Discussion topics include parenting, discipline, study habits, age-appropriate behavior, curriculum, and other matters of interest. The PAT also sponsors discussions with educators and parenting experts as part of its Speaker Series.

*What can I expect in terms of communication about my child's progress?*

The Lower, Middle, and Upper divisions send formal reports from teachers on a semester or quarterly basis. Teachers document student strengths and identify areas for improvement. In no case should parents first learn of serious academic or behavior problems in these formal written reports. Middle and Upper School teachers also send interim reports when circumstances warrant. In addition to these formal reports, the school welcomes informal communications between teachers and parents: Feel free to leave voice mail messages or to e-mail for any updates at any time. Faculty are expected to return calls and e-mails within 24 hours unless unavoidable circumstances make timely replies impossible, i.e. calls that immediately precede weekends or school holidays and teacher absences.

*What can I expect from teacher conferences?*

Formal teacher–parent conferences are scheduled in the fall and spring. Conferences at other times occur as needed. Families with two households are asked to schedule conferences at the same time. Parents can expect teachers to provide a multi-faceted assessment of their child's performance and respectful solicitation of parental perspectives. Our teachers are professionals who will provide a well-informed discussion of your child's development and academic progress. In Middle and Upper School, we encourage students to be present for at least some part of a teacher conference so that they work with parents and teachers on strategy-formulation for areas that need improvement. The assumption in these conferences is that our teachers come to them as well-trained, highly motivated experts in their fields who know what to teach and how to teach it, and that parents come with experience and wisdom that enables them to contribute constructively to a dialogue about how to work effectively with their child.

*What can I expect if a serious disciplinary event occurs?*

Those administrators and teachers charged with investigating the event will do so thoroughly and will adjudicate fairly. The school will inform parents at the earliest appropriate juncture about any disciplinary event (and its consequences). If the event is serious enough, a three-way conference with the parent, child, and school administration may be required. The school handles these situations in its *in loco parentis* role, attempting to balance the needs of the individual child with the school's need to maintain consistent discipline and to ensure that students and teachers have a learning environment that is respectful and free of disruptive behavior.

*What can I expect if my child reports alarming behavior or a potentially dangerous situation?*

It is your prerogative and duty to call the appropriate school administrator to report any and all accounts of situations that you believe are dangerous. Please rest assured that we will investigate any reports thoroughly. The school's overriding goal is to provide a safe, secure, and welcoming environment for all.

*What can I expect for my child in terms of support structures?*

All teachers in the school function as advisors. In the Preschool and Lower School, the head teacher is your child's main advisor. All Middle School and Upper School students are assigned an advisor. Classroom teachers and advisors work with students to help them achieve to their potential and to assist students in overcoming difficulties. Study skills and work habits are part of classroom instruction. In every division, grade level meetings of staff occur to review student progress. Your child's teachers are available for extra help, although not for ongoing tutoring. Parents and students may also meet with the learning specialist and psychological consultant assigned to your child's division. However, such individuals are not available for ongoing individual tutoring or therapy.

If your child is experiencing serious difficulties, the school will schedule a parent conference to discuss the situation. Administrators and teachers attend such conferences, along with the divisional psychological consultant and learning specialist, if needed. The goal is to design a plan that will improve areas of weakness and provide for support and accountability. Testing, psycho-educational evaluations, or formal tutoring may be recommended. The school will assist the family with referrals. You can expect the school to do everything it can to help your child overcome difficulties. Counseling a student out of the school is a step of last resort and will not occur without appropriate warning and planning.

### **What the School Expects from Parents**

*What are my responsibilities to my child as a student at BFS?*

Professionals routinely counsel parents that children need three essential building blocks: support, encouragement, and structure that defines clear boundary lines for the child and significant consequences for crossing these lines. The school expects parents to provide these building blocks for their children, including older children, even though older students require more independence. Periodically, parents should assess the extent to which they have established their child these three foundations for their children.

*What are my responsibilities to the development of my child's moral values?*

Parents are expected to model integrity and civility, be active listeners, monitor their children's behavior, and support consequences for negative behavior. Being a role model for honesty and civil behavior is especially important when interacting with others at the school, on the sidelines at athletic events, and in conversations with and about the adults at



school. Parents who act in a less than civil manner and/or become disruptive in their relationships with the school place that relationship in jeopardy, including the possibility of the school insisting that their children withdraw from the school. Engage your child in conversations around events that have moral overtones. Encourage participation in events that promote high standards and actively discourage participation in events that can lead to immoral, unwise, or illegal behavior. Do not fear opposing bad choices, even if you made them yourself in your youth. You can admit that you were immature when you made the bad choice. Help your child capitalize upon and enjoy successes, but even more importantly, support your child in learning from and adjusting to setbacks and failures. Dealing with such difficulties is a part of life upon which future growth and happiness depend. Attempting to deny or cover up mistakes on the part of your child is a disservice to your child and to the school.

*What are my responsibilities to my child's educational program?*

Parents are expected to endorse the school's mission, as well as policies related to academics and behavior. This includes compliance with policies on attendance and on-time arrival at school. A late arrival hurts the child academically and is a disruption to teachers and classmates. The most effective way for you to demonstrate the value of education is to participate in the life of the school. This also applies to parents of older students, who might sometimes tell a parent that they don't want you at school. Your participation is meaningful to them, despite what they may say. It is important that you attend parent conferences, curriculum nights, PAT events, and school activities, especially those in which your child has a role to play. Maintain regular contact with your child's teachers, coach, and advisor.

*What are my responsibilities regarding communication from the school?*

Parents are expected to read school information that is sent home and to stay current with school happenings via e-news and the BFS website. If a parental response is requested by a teacher, advisor, or administrator, please respond promptly. This includes, but is not limited to, honoring deadlines for re-enrollment contracts, student physicals, registration for special programs, afterschool, and camps, and return of information requested in the summer mailing(s). Please return phone calls and e-mails from the school promptly, preferably within 24 hours.

*What are my responsibilities regarding communication of concerns?*

For matters large and small, the proper channel to raise a concern or register a complaint is to go to the most direct level first, that is, to the teacher, advisor, coach, or staff member most closely related to the issue and capable of addressing it. If not satisfied at that juncture, a parent should seek out the next level (department head, division head, or other administrator). If all else fails, a parent should then go to the Head of School. Parents should

not hesitate to send an e-mail or telephone any staff member for quick responses to routine questions or needs. Please note, however, that e-mail is not the best mode of communication for substantive matters regarding a student's academic or social progress. Teachers and administrators are available for personal or telephone conferences.

*What are my responsibilities regarding my child's out-of-school behavior?*

Students are expected to conduct themselves properly in school, at school-sponsored events and school-related events and within the larger community. The school reserves the right to take disciplinary action in response to conduct outside the school that is inconsistent with the school's values and standards of behavior. Please read the following "Guidelines for Out-of-School Behavior".

## **GUIDELINES FOR BEHAVIOR OUT OF SCHOOL**

### **I. Introduction**

The well-being of our students is the cornerstone of the BFS school-family partnership. Unfortunately, we live in times in which the abuse of substances and the misuse of technology resources can all too readily endanger that well-being. The school works to educate students about these dangers through the publication of this handbook, in classes and advisories. Psychological consultants are available, and the school regularly brings in outside resources to work with students on substance issues.

However, it is increasingly evident to independent school leaders in New York City that out-of-school behavior is equally important with regard to the best interests of our students. It is with that in mind that we have crafted the following guidelines for parents. Our hope is that these more formal guidelines will help clarify the school-family partnership in these matters and empower parents and guardians by providing directions and tools they might need to monitor behavior. The cooperation of all families on these matters is essential for ensuring the safety of each child in the community. Failure to cooperate with these guidelines and abusive out-of-school behavior can lead to serious consequences for all concerned.

Although the issues addressed in the guidelines pertain more to our older students, we believe this is valuable information to share with all families.

### **II. Parties and Outside Social Activities**

#### **A. Home Parties**

- The host parent(s)/guardian(s) should be present throughout the entire party and should make their presence felt. Effective adult supervision has been proven to be a critical component in ensuring responsible and safe behavior. In fact, we recommend additional

adults so that there is at least a ratio of one adult per ten (10) teen guests.

- No drugs or alcohol should be allowed at any party. This includes all beer, wine coolers, champagne, and “spiked” punches. Inhalants (e.g. glue, cleaning fluids, and other inexpensive solvents) also should be prohibited; they can cause permanent damage to the brain and other organs and can be fatal on first use.
- Guests should not be allowed to bring any drugs, alcohol or inhalants into your home. Those who do should be asked to leave.
- Host parent(s)/guardian(s) should notify the parents of any guest who arrives at the party under the influence of drugs or alcohol.
- Consumption of alcohol at one’s home subjects the parent(s) /guardian(s) to possible legal liability. Be advised that New York State law places the liability for any injury or damage caused by an intoxicated person under the age of 21 on the person who gave him or her the liquor – whether the liquor was consumed in a public place or in a private home.
- The host parent(s)/guardian(s) should announce in advance a specific time for the beginning and end of a party (and enforce the end time) so that parents can know when to expect their children to leave and return home.
- Parents should be aware of the guest list. The host parent should discourage an “open party.” Gatecrashing can get seriously out of hand quickly.
- Have a safety plan. If for any reason (drugs, alcohol, inappropriate behavior) your son or daughter wishes to leave the party, agree that it is alright to call you (or a designated adult) to come pick him or her up at an agreed upon location. Urge your child never to ride with a driver who has been drinking or abusing substances. Your child’s safety is of primary concern, and there should be an understanding that you will not punish your child if he/she calls you. In general you might want to greet your son or daughter face to face on return from a party.
- Communicate with each other. Parents are encouraged to call the host family and each other to verify plans, curfews and travel arrangements and to make sure that adults will be present during all planned events and activities. Don't be afraid to decide, on the basis of information and instincts, that your child should not attend a party.
- Parties when parents are away? Teens frequently party at home when their parents are away. If you must be away, please consider rescheduling the party or finding an alternative location that will be supervised by responsible adults. Statistics from the National Center on Addiction and Substance Abuse dramatically reinforce the importance of adult presence: Alcohol is 16 times likelier to be available at parties where parents are not present. Illegal drugs are 15 times likelier to be available at parties where parents are not present. Marijuana is 29 times likelier to be available at parties where parents are not present.

## B. Parties at Rented Spaces

Increasingly, students and parents are hosting parties at rented spaces. This presents additional concerns about student safety and well being. Many of these parties are not appropriately chaperoned, and alcohol and drugs have been present and available for students. The dangers presented by such parties are obvious. Legal liability and responsibility for the party rests with the adult who signs the lease for the space and the student hosts and their parents. Parents should find out who specifically is hosting the party and should call that parent(s) and review the supervision and other plans in advance. You should be aware that many such parties are organized for financial gain with tickets being sold by “friends” to underage minors. Ask questions and carefully investigate such events.

### **III. Home/Personal Computer Use/ Smartphone Use**

Misuse of home computers and Smartphones is of increasing concern. The problems often involve access to sexually inappropriate (and sometimes illegal) materials and the sharing of these materials among students and through the Internet. Other concerns include sharing inappropriate provocative comments about oneself on social networks and the dissemination of hurtful comments about other students or adults.

All parents and caregivers are encouraged to supervise computer use in their home. We recommend the installation of age appropriate controls on all computers whenever possible. We also hope that parents will communicate their concerns about abuse of technology among one another. A parent who learns that a student has been misusing technology is encouraged to notify that student’s parents.

Privacy for minors is a privilege, not a constitutional right. We extend the privilege of privacy, in age appropriate stages, to our students as part of their natural growth and development. Parents are entitled to ask their children to see the content of their online presence both as part of the Brooklyn Friends community and in the public sphere (online posting, profile, or membership in a social-networking community). A student’s online presence is an extension of his or her representation of self in everyday life. Responsible citizenship on the Internet is part of the BFS curriculum, and will be furthered by reinforcement in the home.

### **AN OVERVIEW OF THE USE OF STANDARDIZED TESTS AT BFS**

Over the course of their studies at Brooklyn Friends, students take a number of standardized tests that assess selected aspects of their knowledge or skills. The information these tests provide is helpful to both families and the school. It is also important that students gain experience in taking a type of test they will encounter throughout their academic careers.

These timed, norm-referenced tests use a pre-determined scale of measurement. The

test-taker is placed along a percentile ranking relative to others in a particular norm group. Scoring at the 50th percentile means the student had a score that falls exactly in the center of the group, whatever the group may be, i.e., all students at a certain grade level across the country, or all students at a certain grade level in independent schools. Although this information can be of value, the interpretation of scores should be approached with caution. Scores can be viewed most confidently when they are part of a pattern of scores emerging from taking a similar test over a number of years.

Eligibility for extended time on these tests can only be granted when this accommodation is recommended in a formal educational evaluation report conducted and written by a professional evaluator. The evaluation must be on file at the school and be updated and renewed every three years. These requirements follow the new, stricter policies adopted by the College Board.

### **Grades 4 through 8 - ERBs**

Each spring students at these grades take a battery of verbal and mathematics/quantitative tests published by the Educational Records Bureau (ERB), a non-profit organization licensed in New York by the Board of Regents to provide test materials. This testing is generally referred to as the ERBs and is used by most independent schools in the country. ERBs are different from the ISEE tests, which are also published by the Educational Records Bureau. (ISEE tests are taken by students applying to independent schools.)

The ERBs have several advantages. They are taken over a number of years and establish a pattern of scores that have a better chance of representing an accurate assessment of an individual student's level of achievement and ability. They are among the few tests that have independent school students as a norm group. ERB also provides national norms and suburban school norms. As a group, independent school students generally have raw scores that are higher than scores of all students nationally. A 50th percentile score on independent school norms will roughly represent a 70th percentile score on national norms. The ERB results also allow the school to identify strengths and areas for improvement in the skills measured by these tests. The school examines the test results carefully and adjusts the instructional program when appropriate. The school rarely uses these tests for its own placement purposes, but the results are used to qualify students for participation in the Johns Hopkins Talent Search and sometimes for eligibility to certain public school programs.

ERB results are usually mailed to the school over the summer. Once received, the school will mail home a copy of the student's scores, along with information from ERB that helps parents understand and interpret these scores. Parents who would like to discuss the scores further with the school are welcome to contact the respective division head.

## **Grades 10 through 12**

Brooklyn Friends School students take practice/diagnostic tests for both of the major standardized college entrance exams, the ACT and SAT. These practice tests are administered in school on a regular school day; detailed information will be sent home prior to the testing dates. All students take the PLAN (the ACT practice test) in the spring semester of 10th grade, and the PSAT (the SAT practice test) in October of 11th grade. Scores on these exams are not sent to colleges or used for any external purpose; they are intended only to help students prepare for the testing that they will undertake in 11th grade as part of the college application process. (The only exception is that extremely high scores on the PSAT may qualify some students for certain scholarship opportunities – students will be notified by their college counselor in September of 12th grade if they qualify.) Comparing scores on the PLAN and PSAT will help students decide whether to prepare to take the ACT or SAT (or both); those exams are taken starting in March or April of 11th grade. The College Counseling Office provides personalized guidance in evaluating students' performance on the PLAN and PSAT, and helps families understand the testing and preparation options available to them as they plan to take the ACT or SAT. The College Counselors offer advice and guidance to students and their families throughout the college search and application process, which begins with an evening information session for students and parents in November of 11th grade.

*Detailed information and answers to frequently asked questions about the ACT, SAT, and SAT Subject Tests are available from the College Office.*

## **INTERNATIONAL BACCALAUREATE ORGANIZATION MISSION STATEMENT AND LEARNER PROFILE**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

### **IB learners strive to be:**

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **END OF SCHOOLWIDE SECTION OF BFS STUDENT AND FAMILY HANDBOOK**

**BROOKLYN FRIENDS SCHOOL**  
**PRESCHOOL STUDENT AND FAMILY HANDBOOK, 2015-16**

**PRESCHOOL FACULTY AND STAFF**

Maura Eden, Head of Preschool

Ginny Terry, Administrative Assistant

Mary Ellen Ostrander, R.N., School Nurse

Wanda Frankel, MS Ed, LCSW, Preschool Developmental Specialist

**Morning Threes: Red Room**

Sharon Carter, Head Teacher

Maricarmen Moreno, Assistant Teacher

**Full Day Threes: Yellow Room**

Kate Engle, Head Teacher

Linda Villamarin, Assistant Teacher

**Full Day Threes: Blue Room**

Camille Fobbs, Head Teacher

Bianca Sanchez, Assistant Teacher

**Fours: Green Room**

Lisa Ventry, Head Teacher

Laura Harris, Assistant Teacher

**Fours: Orange Room**

Niamh Dolan, Head Teacher

Zoe Goldberg-Stewart, Assistant Teacher

**Fours: Purple Room**

**Co-Head Teaching Team:**

Danielle Clarke, Head Teacher

Laura Obuobi, Head Teacher

**Floating Assistant and Preschool Librarian:**

Robin Stewart, Orange Room and Library Department teams

**Preschool Afterschool**

Claudia Lewis, Preschool Afterschool Coordinator, Blue Room team

Jackie Ortiz, Preschool Floating Assistant, Afterschool Teacher, Red Room team

Jazelyn Montanez, Preschool Floating Assistant, Afterschool Teacher, Purple Room team

**Specialists** Jules Skloot, Dance; Nancy Tanney, Music; Tony Soll, Sing; Kathy Hartzler, Christina Karvounis, Robin Stewart, Library



## **BEGINNING OF THE SCHOOL YEAR**

### **Class Placement**

New students to Preschool are placed in classes by the Head of Preschool in consultation with administrators from the Office of Enrollment after thoughtful consideration of factors that relate to the development of the individual student. Current students are placed by the Head of Preschool in conjunction with the classroom teachers of the concluding year as they are the primary sources of information about the students. Members of the Office of Enrollment work with the Head of Preschool and the teachers to integrate new students accordingly. Our goal in shaping the classes is to consider all factors affecting the educational development of the individual child and to create as diverse a learning community as possible. We consider and evaluate such factors as gender balance, age range, cultural and racial diversity, developmental approach to learning, group dynamics etc. We ask that parents trust the school's professional judgment as to appropriate placement: please do not request that children be assigned to specific teachers or that they be placed with specific friends.

### **Home Visits Prior to Start of School**

Children new to the Preschool are visited at home by their teachers before school starts. The home visit schedule is included in summer emails: the visits last about 15-20 minutes. The beginning of the "phase-in" period, this visit gives the child the opportunity to meet the teacher in his/her own home, where they feel comfortable. Children are usually delighted to have their teacher come to their home, and often talk about it throughout the year.

### **First Days of School, Phase-In, and Separation**

A letter to parents describes the phase-in process and includes a schedule for each child, so parents may plan accordingly. The length of phase-in varies depending upon the age and group. Classes begin with 'mini-mornings', and the length of the school day increases gradually. During the first days of phase-in we ask that each child have a parent or familiar adult "on call" in case one is needed to support or reassure a child. If the child needs more time to separate, we will ask that a parent or other familiar adult continue to be available. We have found that a well-planned and smooth transition to school causes fewer separation problems.

### **Preschool Parent Orientation**

At least one parent from each family should attend the Preschool Parent Orientation in September, which is held in the evening on the first day of classes ("mini-morning" day)

At this time, you will meet with your child's teachers and learn about the beginning days of school, the "phase-in" period, and what your child will need to bring to school. You will learn about the first weeks of school and have the opportunity to ask questions and meet parents. All parents should also plan to attend Preschool Curriculum Night, which is held in October.

## **PRESCHOOL ROUTINES**

### **Clothing and What to Bring to School**

We suggest that children wear simple, comfortable clothing that can be easily laundered. Elastic waistbands are easiest for children who are learning toileting. Layered clothing (sweaters, flannel shirts over T-shirts, etc) makes it easier to ensure your child's comfort for indoor/outdoor and quiet/active play. Children ***should not wear clogs or flip flops*** in school. Some "***slip on***" shoes can also be problematic. Please make sure that all **footwear is well fitted and secure**. Because children engage in large-motor activities (climbing, jumping, running) in the gym and on the roof, sneakers or rubber-soled shoes are safest.

#### ***Items of clothing to be kept at school:***

- Extra underwear
- Seasonally appropriate tops and bottoms
- Sweater or light jacket
- Socks
- Sneakers

***Please be sure to label everything with your child's name! (This includes items worn to school each day.)***

### **Lunch and Snack**

Full-day children bring lunch from home and eat in the classroom with their teachers. The school provides water and juice at lunch, in addition to a mid-morning snack of crackers, fruits, cheese and/or vegetables. We supply nutritious food and ask that parents send lunches that are healthful. Gum, candy or soda are not permitted. Please pack lunches in unbreakable and/or recyclable containers. Inform the teacher if your child has food allergies or is on a special diet; in such instances you may need to provide snacks for your child.

Sharing snacks from home should be coordinated with your child's classroom teachers.

## **Toys at School**

Young children sometimes like to bring items from home. Books, CDs, and “treasures” found in nature are welcome. Classrooms may also have show-and-tell times, which will be communicated by teachers. Small toys, especially action figures, often present problems or get misplaced, and are therefore discouraged. Children who do bring such toys are asked to keep them in their cubbies. We ask that ‘war toys’ of any type be left at home.

## **ARRIVAL, DISMISSAL AND AFTERSCHOOL**

### **Arrival**

Once phase-in is completed, Threes and Fours Full Day classrooms will open at 8:30 a.m. Please speak with your child's teacher at Orientation Night if you need an earlier drop-off time. The school day begins at 9:00 a.m. It is important for your child to be on time so that he or she can participate fully in our program.

Preschoolers need to be accompanied by an adult at all times when in the school building, including the second floor hallway. Particular care should be taken entering the doors of the Preschool floor as they close automatically. Children should be brought directly into the classroom. We recommend that parents greet the teacher with their child, and help him/her to get settled before saying goodbye.

### **Dismissal**

- Half Day Threes are dismissed from the lobby at 11:45 a.m.
- Full Day Threes are dismissed from their classrooms at 2:50 p.m.
- Fours are dismissed from the lobby at 2:45 p.m

Your promptness at dismissal is essential, as young children often find it difficult waiting to be picked up. If you know you are going to be late, e-mail or telephone the Preschool Administrative Assistant by 2:30 pm (11:30 am for half-day) so that we can inform your child. If you are late and we do not hear from you, we will assume that you are unable to reach us. (Half day children will remain with their teacher. Full day children not picked up by 3 p.m. will be sent to Preschool Afterschool.)

### **Change in End-of-Day Plans**

Please notify the teacher and Administrative Assistant by e-mail, written note, or phone call if there is ANY CHANGE in your child's end-of-day plans. We will not allow a child to leave school with any person who is not authorized by the child's parents.

## **Afterschool**

Children in Full Day Threes and Fours may enroll in Preschool Afterschool. Information about registration, fees, hours, and specials is on our website, [brooklynfriends.org/afterschool](http://brooklynfriends.org/afterschool). Children in the Half Day Threes may enroll in specials, but are to be brought to school only for the duration of the class (not playgroup).

Drop-ins to Afterschool are available depending on availability of open spots. Notify the Preschool Administrative Assistant as early in the day as possible by e-mail or phone.

## **Teacher Discretion and Children's Safety**

If a teacher suspects that a parent or caregiver is not mentally or physically able to take a child home, the appropriate division or program head will be notified. The child will remain at school until we can be assured of the student's safe return home.

## **PRE-SCHOOL BEHAVIORAL EXPECTATIONS**

We seek to foster and maintain a safe and positive learning environment, understanding that Preschool children enter our doors with a broad range of experience, understanding and developmental stages. An important goal of the preschool curriculum is to teach children how to create and participate positively in a community. We partner with parents to support this learning and the behavioral expectations our program relies on. We aim to promote cooperative and respectful interactions among all members of this community: students, teachers, parents, staff, caregivers, and administration. Our goal is to work together to ensure clear, consistent expectations and appropriate behaviors at all times.

Within developmental expectations, we take seriously such issues as inappropriate physical interaction and disruptive classroom behavior, and we ask that parents support us in maintaining a healthy learning environment for all.

## **PARENTS AND THE SCHOOL**

We encourage parents to become involved in the school through the PAT and in the classroom. Parents are always welcome to participate in classroom activities, or to accompany the class on an outing. We invite you to share your talents and special interests with your child's class as well – please arrange this with your child's teacher.

## **Parent/School Communication**

Communication with parents is extremely important. In addition to phone conversations, communication between parents and teachers is via e-mail. Teachers often do not have the opportunity to check e-mails or messages until the end of their school day. Messages that need more immediate attention should be sent to the Preschool Administrative Assistant and/or Head of the Preschool.

Check the BFS website for Preschool, schoolwide, and PAT events. In addition, you will receive communications from the Head of School, the Preschool Division Head, the Preschool Administrative Assistant and a Newsletter at various times during the year. The website contains announcements, a calendar, and links to documents and forms. E-News, a weekly electronic newsletter, is another way to stay up-to-date with school news and events. Teachers communicate with you via email about class events or needs specific to your child. The Head of Preschool keeps a blog about Preschool related events and topics and the Preschool monitor displays a slideshow of pictures which provide a window into the lives of our Preschoolers.

### **Curriculum Night**

The Preschool holds a Curriculum Night in the Fall. On that evening, parents gather in their child's classroom to hear about how young children learn. Teachers will talk about our preschool curriculum and share some specifics about what the children will be learning during the school year.

### **Parent-Teacher Conferences**

All-school Conference days are scheduled in November and March. These provide times for you to meet with teachers to hear about your child's progress in school. Details will be sent to you prior to each conference day. There will be no classes for children on these days, but childcare will be available for the time of your conference.

In addition to these scheduled conferences, Preschool teachers are available to talk with parents, who are encouraged to bring questions, concerns or other issues directly to teachers. Because drop-off and dismissal times are "busy," we ask that parents call or e-mail either the teachers or the Preschool Administrative Assistant to set up a time to talk. If you need additional information, please speak with the Head of Preschool.

### **Preschool Parent Coffee Hours**

Parent Coffee Hours take place from 8:30 to 9:30 a.m. in most months throughout the year. Conversations about parenting issues take place in an informal and supportive group setting, led by the Head of Preschool and the Developmental Specialist. Parents are encouraged to suggest topics or bring concerns to these discussions. Teachers sometimes attend as well. Occasionally guest speakers are invited to address specific topics brought up by the group.

### **STUDENT HEALTH POLICIES**

There are uniform health policies for students in all grades at BFS. Information is in the All-School section of the Student and Family Handbook.

## **SOCIAL MATTERS**

### **Friendships**

A class list is mailed home to Preschool parents during the summer, and an all-school directory is published soon after school starts.

Beginning school means making new friends. Friendships play an important role in the growth and development of children, and many youngsters enjoy playdates after school. These can be fun when appropriately planned. However, at the beginning of the school year, children are just learning routines and can be tired. So, we find it best not to encourage playdates during the first weeks of school. Weekend visits are sometimes more appropriate. Please speak to your child's teacher if you would like suggestions for playmates.

### **Birthdays**

Parents are encouraged to help celebrate their child's birthday in school whenever possible. Preschoolers share a simple celebration at snack time with cupcakes or cookies brought from home. Teachers supply the accessories (cups, plates, napkins, etc). As these classroom celebrations are for the child and his/her classmates, we have found that it is best that siblings not attend. If you are having a party for your child outside of school, please mail the invitations.

### **School Gatherings and School-Sponsored Events**

At times throughout the year preschool children come together. They may be an audience to dance performances or play previews by students from other divisions. They also attend an all-school holiday sing before winter break. Traditionally we gather with families on the Tuesday morning before Fall Break, and on the last day of school (Goodbye Day). You will receive further information about these programs closer to their dates so you can plan to attend.

### **Parent-Sponsored Events**

At the beginning of the year the PAT class parents organize a potluck dinner which teachers are invited to attend if their schedule permits. Sometimes families plan outings such as outdoor gatherings or parties, or additional potluck dinners for parents in their children's classes. Please be aware that teachers are not expected to attend other evening or weekend events that are not sponsored by the school.

### **Grandparents and Special Friends Day**

Preschool and Lower School alternate this event yearly. The next Preschool Grandparents Day will be held in May 2017.

## **Class Trips**

Trips for preschoolers are mostly confined to the school building, which provides many enriching experiences for young children. Our children may visit the classrooms of their Lower School buddies, attend school plays and performances, or view events such as the art show. Preschoolers sometimes take short trips in the area to the farmer's market or a neighborhood park. Fours may take short bus trips related to their classroom curriculum. Parents are invited to accompany children on trips out of school.

## **Preschool Roof Policy**

Outdoor play is an integral part of the educational program at Brooklyn Friends, and a daily roof time is scheduled for each class. This time is closely monitored by the classroom teachers. Children are encouraged to develop both physical skills and strength in running and climbing, as well as the skills of getting along with others, taking turns and following rules, and playing imaginary games.

**Roof playtime is scheduled every day unless extreme weather conditions or temperatures exist.** Should the roof be slippery from snow or ice, it will be closed until it is safe for play.

We encourage parents to dress children appropriately for outdoor play. Sneakers or rubber-soled shoes are the safest for play (again, no clogs or flip-flops or loosely fitted slip on shoes) In snow or cold weather, children should be dressed warmly in heavy jackets, snowpants, boots, hats and mittens. Layered clothing works best at keeping children warm. We also ask that you send an additional pair of winter socks, mittens and pants in case your child becomes wet during outdoor play. In the spring and fall, children will need light jackets. Teachers will let parents know when additional clothing or items need to be brought to school for rooftop play. We ask that you **please label all clothing items clearly.**

**BROOKLYN FRIENDS SCHOOL**  
**LOWER SCHOOL STUDENT AND FAMILY HANDBOOK, 2015-2016**

**LOWER SCHOOL FACULTY AND STAFF**

**Jacquelyn Condie**, Head of Lower School, ext. 225

**Diane Mackie**, Assistant Head of Lower School for Academics, ext. 245

**Trish Walkin**, Administrative Assistant, ext. 226

**Dr. Rachel Maldonado**, Psy.D., Lower School Psychologist, ext. 222

**Mary Ellen Ostrander**, R.N., School Nurse (all school), ext. 241

**Eben Dower & Jeff Strack**, Auxiliary Programs Administrators, ext. 228

**Rachel Webber**, Director of Auxiliary Programs & Summer Arts; and, Executive Director of Horizons at BFS, ext. 248

**Classroom Teachers**

KA Abbey Butcosk, Amanda Perez

KB Amanda Welch, Arianna Puleo

KC Peta-Gaye Grey, Henna Jurca

1A Jill Fiengo, Natalia I. Cole

1B Elizabeth Machuca, Alyssa Keene

1C Laura Leopardo, Catherine Duennebier

2A Margaret Trissel, Marcos Sanchez

2B Anna Kotelchuck, Eliza van Rootselaar

2C Denise Parks, Tessa Resta-Flarer

3A Sarah Gordon, Eva Lyman-Munt

3B David Bournas-Ney, Coua Vang

3C Julia Smith, Cosima Higham

4A Razi Abdur-Rahman, Elif Espinola-Engin

4B Bea Bartolotta, John Kuckens

4C Amy Hertz, Karina Miranda

**Specialists**

Art: Susan Greenstein (*K-4*)

Dance: Margaret Bary (*Grades 3-5*); Helen Tocci (*Grades K, 1 & 2*); Jules Skloot (*K*)

Health: Jeremy Hawkins (*Grade 4*)

Learning Specialists: Sarah Adelman (*Grades 2&4*); Caroline Segarra (*Grades K&1*); Laura Hulbert (*Grades 3&4*)

Library: Kathy Hartzler, Christina Karvounis (*PS - 4*)



Math Specialists: Jonathan Edmonds (*Grades K-2*); Kate Minear (*Grades 3&4*)  
Music: Piper Macleod (*Grades 1-4*); Nancy Tanney (*K*)  
Physical Education: Marcie Osterer (*Grade K-3*); Edson Elcock, Gary Lawson, and Angelika Mincone (*Grade 4, MS, US*)  
Science Specialists: Yvette Kennedy (*Grades 2-4*); Nancy Tanney (*Grades K&1*)  
Spanish: Myriam Juarbe (*Grades 2-4*); Sachi Feris (*Grades K&1*)  
Technology: Tracy Chow (*Grades K-4*)  
Woodworking: Nurit Newman (*Grades K-2*); Tim Waugh (*Grades K-4*)

## **BEGINNING OF SCHOOL**

### **Class Placement**

Students are placed in classes by the Head of Lower School after careful consideration of all factors affecting the educational development of the individual student. Learning styles, class balance, and group dynamics are some of the factors evaluated. Please do not request the assignment of children to specific teachers, or to be placed with specific friends; trust the school's professional judgment as to appropriate placement.

### **First Days of School**

Kindergarten and first grade children are eased back into the rhythms of the school year with a half-day first day of school. The following day is a full-day schedule. Second, third, and fourth graders begin the school year with a full-day schedule.

### **Student Health Policies**

There are uniform health policies for students in all grades at BFS. Information is in the All-School section of the Student and Family Handbook.

## **LOWER SCHOOL ROUTINES**

### **Arrival**

**Kindergarten and First Grade** children should arrive in the classroom **after 8:15 a.m., but no later than 8:45 a.m.** This allows some flexibility for children to arrive and settle into the morning's work. Kindergarten and First Grade students who arrive after 8:45 a.m. will be marked late.

**Second, Third and Fourth Graders** need to **arrive at 8:15 a.m. and no later than 8:25 a.m.**, as we begin the academic day at 8:25 a.m. Students who arrive late miss important announcements and activities that are a part of morning meeting. They also

cause a disruption to the learning environment. Second through Fourth grade students who arrive after 8:25 a.m. will be marked late.

Excessive tardiness may warrant action by the division head, including, but not limited to, a decision by the school not to renew the student's contract or a decision that the student is not eligible to be promoted to the next grade.

The school has an early-arrival program, "Early Bird", for those who require an earlier start. There are two groups: **Kindergarten, First and Second Grade** students are supervised in the Lower School Science Room from 8:00 a.m. to 8:10 a.m.; and, **Third and Fourth Grade** students are supervised on the Roof from 8:00 a.m. to 8:15 a.m. Each group is supervised by a Lower School teacher who will bring the children to their classrooms at the end of the Early Bird session.

Families need to wait in the lobby or the cafeteria until the start of their child's school day before going upstairs. Teachers are preparing their classrooms and should not be distracted by noise outside. The elevator operators will not take you upstairs before 8:00 a.m. for early arrival; only children going to Early Bird should ride the elevator between 8:00 a.m. and 8:10 a.m. At 8:12 a.m. everyone can go up and into classrooms.

## **Dismissal**

**Kindergarten** - dismiss from **Classrooms**, 6<sup>th</sup> floor, **3:00 p.m.**

**First Grade** - dismiss from the **Lobby and Outside Pearl St. Meeting House** at **3:05 p.m.**

1A (*Outside the Pearl Street Meeting House*)

1B (*North side of lobby, the long wall across from the front desk*)

1C (*South steps leading up to the Meeting House. If you're facing the elevator, to the right.*)

**Second Grade** - dismiss from the **Classrooms** at **3:05 p.m.**

**Third Grade** - dismiss from the **Lobby** at **3:10 p.m.**

3A (*South steps leading up to the Meeting House. If you're facing the elevator, to the right.*)

3B (*North side of the lobby, the long wall directly across from the reception desk*)

3C (*North steps leading up to the Meeting House, across from the reception desk*)

**Fourth Grade** - dismiss from the **Classrooms** on the 6<sup>th</sup> floor at **3:10 p.m.**

Children who are not picked up at their dismissal time will be sent to Afterschool and parents will be billed accordingly. Parents who are consistently late should speak with the Afterschool Director who may work out a pro-rated schedule of payment.

Afterschool meets daily from 3:00 p.m. - 6:00 p.m. and parents are billed for this service.

Please contact the Lower School Administrative Assistant before 2:30 p.m. if you will be late picking up your child (so we can inform the teacher) or if someone new is picking her/him up. Introduce all caregivers to teachers. A child may be released only to those individuals authorized by the parent. If you are making any change in how your child goes home, notify the teacher and Administrative Assistant by written note or telephone. We cannot accept children's verbal messages, and unless we hear from the parent otherwise, we will send your child home according to the Going Home Form posted outside your child's classroom.

If a teacher suspects that a parent or caregiver is not mentally or physically able to take a child home, the respective division or program head will be notified. The child will remain at school until we can be assured of the student's safe return home.

### **Child's Absence from School**

Please contact the Lower School office by 8:15 a.m. to let us know that your child will be absent and each day when your child is absent. Contagious illnesses must be reported by the parent to the School Nurse. On the second day of absence, check with your child's teacher to determine if a homework assignment is necessary. Should a child be absent due to illness for five days or more at one time, the School Nurse may request a physician's note upon the student's return to school.

If your child will be away from school for an extended period (more than one week), speak to the Lower School Head beforehand. We discourage absence for reasons other than illness. Do not extend school breaks by taking time before and/or after the break. While homework and assignments can be made up, classroom experiences cannot be replicated.

### **Outdoor Play**

Outdoor play is an integral part of the educational program. Daily roof time is scheduled for each class, even in cases of extremely cold weather for what may be an abbreviated period of time. Should the roof be slippery from snow, rain or ice, it will be closed until it is safe for play.

### **Snack and Lunch**

The school provides daily snacks, along with juice and water. Kindergarten through Second Grade children bring lunch from home and eat in the classroom with their teacher. Third and Fourth Graders eat in the cafeteria with their teachers. Food or drink sent to

school should be packed safely in unbreakable containers. Children are not permitted to bring gum, candy, soda, or caffeinated drinks to school.

## **PARENTS AND THE SCHOOL**

We encourage parents to involve themselves in our school – whether through the PAT or with the classroom by sharing a skill or talent, reading to the group, or assisting with a special project or committee. Teachers and children all benefit from whatever time, interests, and help you can share.

### **Communication with Faculty**

If you need to speak with your child's teacher by phone, please call the school after 3:00 p.m. If you call during the time when he/she is teaching, leave a message with a number for your call to be returned. Teachers often do not have an opportunity to check voice mail or e-mail during the school day. Important or time-sensitive messages should be left with the Lower School Administrative Assistant.

### **Curriculum Night**

The Lower School holds a Curriculum Night early in the school year. Parents meet with their child's teachers to learn about curriculum, programs, and expectations for the children. We expect all parents to attend this meeting. If for some reason you cannot attend, please inform your child's teacher in advance.

### **Parent-Teacher Conferences and Reports**

Classroom teachers, together with specialists, monitor your child's development over the course of each year. We give careful attention to the progress of every student. Through scheduled conferences and periodic reports, this progress is communicated to parents on a regular basis.

In November and again in March, we ask all parents to schedule a half-hour conference with their child's teacher to discuss the goals and/or progress for the year. We ask families with two households to schedule their conference at the same time.

There are no classes on Conference Days, but childcare is available for the time of your conference. Conferences with teachers and/or administrators may be scheduled at any time during the year.

In December, all Lower School parents receive a progress report that details their student's academic, social, and emotional development. A second written report detailing the child's progress is prepared in June.

## **Homework**

Teachers send a letter home during the first weeks of school defining homework expectations. We give careful consideration to the amount and nature of homework assignments, which vary from grade to grade and at different intervals during the school year based upon the students's stage of learning and development. Assignments may be given to reinforce or review facts, introduce a new concept, or encourage independent thinking and problem solving.

Parents can best help by playing a supportive role, expressing interest and offering encouragement. Some assignments become self-defeating when parental help is provided; others depend on your cooperative support for their success. Establishing conditions at home that are conducive to completion of the assignment, such as a consistent homework time and place to work, are important for your child's success. If you have questions about your role in your child's homework, consult with the teacher.

## **LOWER SCHOOL BEHAVIORAL EXPECTATIONS**

To foster and maintain a positive learning environment, we expect all students to be cooperative and respectful in their interaction with all members of the school community. Teachers, administrators, and parents will establish frequent and direct communication to ensure that children are clear about our expectations. We need to be consistent in our response to inappropriate behavior.

Disrespect towards teachers and staff, inappropriate physical interaction or disruptive behavior that interferes with other children's learning will not be permitted. We take such issues seriously and we ask parents for their support in reinforcing positive behavior patterns and identifying and working to correct negative ones.

We expect students to respect the classroom environment, building facilities, equipment and resources of the school. Students using technological resources need to abide by our Acceptable Use Policy, which will be reviewed in computer classes. Bullying, physical aggression, the use of abusive language, and harassment of any kind and that which is based on race, ethnicity, gender, and sexual orientation are major offenses and are subject to serious consequences, including suspension and expulsion. See the Supplement in this handbook for the school's position on physical and verbal aggression and sexual harassment.

## **PERSONAL BELONGINGS AND ATTIRE**

While we don't have a formal dress code, faculty will use their discretion about articles of clothing or accessories that are not safe or are distracting to a child's learning experience. We suggest that children wear simple, comfortable clothes to school. Layers of

clothing work best, with items such as shirts and sweaters (that can be easily removed or added to) to ensure comfort for both indoors and out, active and quiet periods.

Children should not wear hats in class.

Sneakers are required on PE days, and comfortable clothing should be worn (no tights) on dance days. For safety reasons, sneakers or rubber-soled shoes are recommended for outdoor play.

We ask that children not bring toys or other items to school that may cause a distraction. However, special items can be left in cubbies.

T-shirts or other articles of clothing which carry either implicit or explicit messages supporting drugs, alcohol, cigarettes, violence or any other objectionable or inappropriate behavior are prohibited.

Certain items of clothing need to be kept at school. A tie-string bag is ideal for storing them. Send one each of the following articles (labeled with name) to school with your child on the first day: T-shirt, Pants, Sneakers, Socks, Underwear, Sweater, Mittens. If over the course of the school year, these articles need to be laundered, please return them or replace them promptly. Younger children particularly are prone to accidents and are often reluctant to change into other children's clothing.

## **SOCIAL MATTERS**

### **Afterschool Playmates**

Friendship plays a very important role in your child's growth and development. Children often enjoy being with classmates outside of school, and it can be particularly important for a child who lives in a community where there are no other children of a similar age. Your child's teacher can suggest some potential friendships based on classroom observations.

### **Birthday Parties**

Please speak to your child's teacher ahead of time about celebrating your child's birthday in the classroom. Often children bring in a special treat that is easy to share with classmates such as cupcakes or brownies. If you are planning a birthday party at home or outside of school, we suggest you hold it on the weekend. Transportation arrangements during the week are very difficult for some families. Also, unless everyone in the class is

invited, please do not give out invitations at school. If your child misses a party, please do not bring the present for the birthday child into school.

### **ASSEMBLIES AND GATHERINGS**

The Lower School gathers many times throughout the year – as a whole group, as a grade level, and sometimes with students from the Pre, Middle, and Upper Schools. Besides class plays, performances and outside visitors that occur from time to time, there are traditional times when we gather— before fall recess, before winter recess, and at the end of the school year. We will notify you of the dates and times of events at which parent attendance is requested.

Students in the Lower School gather for Quaker meeting once a week for 15 minutes where they share some moments of silence. One class poses a query for the children to consider and respond to, should they choose to do so. Queries can range from “Why are our families important to us?” to “Why do we need to save the rainforest?” Students are encouraged to express their ideas and thoughts on topics such as friendship, civil rights, and service to others.

### **FIELD TRIPS**

The Lower School encourages field trips, and parents are often invited to accompany the class. Children in grades three and four have an annual overnight camping trip; this is an integral part of the school experience and we expect all children to attend.

**BROOKLYN FRIENDS SCHOOL**  
**MIDDLE SCHOOL STUDENT AND FAMILY HANDBOOK**

**MIDDLE SCHOOL FACULTY AND STAFF**

Glen T. Pinder, Head of Middle School

Maggie King, Middle School Administrative Assistant

Laurice Hwang, 5th and 6th Dean of Students, Science

Angela Ungaro, 7th and 8th Dean of Students, Library

David Gardella, Director of Athletics

Mary Ellen Ostrander, BSN, R.N., All-school Nurse

Diane Krogman, BSN, R.N., All-school Nurse

Jeffrey Cox, L.C.S.W., Psychological Consultant

Orinthia Swindell, Director of Diversity & Institutional Equity

Russell Marsh, Associate Director of Diversity & Institutional Equity

Natania Kremer, Director of Service Learning & Civic Engagement

Tatesha Clark, Service Learning & Civic Engagement Assistant

Karine Blemur-Chapman, Director of All-School Enrollment

Christina Clemente, Associate Director of Enrollment Management

Eben Dower, Director of Afterschool & Summer Camp

Sue Aaronson, Spanish

Felix Alberto, Physical Education, Spanish

Valerie Angell, Science

Margaret Bary, Dance

Lisa Burns, Chorus

Kathleen Clinchy, Humanities

Kevin Cooney, Science

Judy Deng, Mandarin

Elizabeth Deull, Visual Arts

Amanda Goodwin, Humanities

Elizabeth Harnage, Technology Integrator, Chair of Academic Technology

Karima Hassan, Mathematics

Jeremy Hawkins, English, Health

Gorka Hernandez-Ortiz, Spanish

Marna Herrity, Mathematics

Edward Herzman, History, History Department Chair

Don Hovey, PE Impact Testing



Jessica Jones, Jazz Explorations, Jazz Band  
Lorna Jordan, Theater  
Michael Kabot, Spanish, Latin  
Ellen Kahan, Ceramics  
Jean Kim, Digital Art  
Jesse Klausz, History, Health  
Katy Koken, Latin  
Gary Lawson, Physical Education, P.E. Department Chair  
Erin Mansur, Humanities  
Rachel Mazor, English, English Dept. Chair  
Angelika Mincone, Physical Education  
Laura Múrtula-Montoyá, Spanish  
Nurit Newman, Visual Arts, Woodworking  
Yuval Ortiz-Quiroga, Visual Arts, Visual Arts Department Chair  
Jesse Phillips-Fein, Dance  
Tina Marie Piccolo, Visual Arts  
Matthew Presto, Mathematics  
Peter Prince, Mathematics, Math Department Chair  
Paul Romano, French  
Michael Roth, Humanities  
M'Balía Rubie-Miller, Learning Specialist  
Sarah Schlein, Humanities, History  
Jules Skloot, Health  
Belinda Sibanda, Science  
Blake Sills, Science  
Maria del Pilar Sanchez, Mathematics  
Elvira Sullivan, Orchestra  
Emily Valente, Library  
Janet Villas, Science  
Patricia Vreeland, Humanities, History  
Nikki Warren, Jazz Band  
Tim Waugh, Woodworking  
Stephen Wortman, Latin

## **ACADEMIC PROGRAM**

### **Middle School Schedule**

The academic calendar in the Middle School is divided into quarters. Classes are scheduled in a 10-day cycle: Week 1 (Days 1-5) and Week 2 (Days 6-10).

### **Homework**

Homework, an important component of our educational program, is assigned regularly. It provides students with the opportunity to review and practice material covered in class, gain skills in independent work, and prepare for quizzes and tests. Homework assignments are reviewed in the classroom and are posted by teachers on an online course management system, known as Haiku, located on the student and parent dashboards of [www.brooklynfriends.org](http://www.brooklynfriends.org).

Students must complete all assignments in a timely manner. The approximate time required for homework each school night is one to two-and-one-half hours daily, depending on grade level and the rate at which a particular child works. The upper limit applies to 8th grade students; the lower limit to students beginning 5th grade. Occasionally, faculty will specify the amount of uninterrupted time the assignment should require for students to complete. Should you find that your child is taking longer than this allotted time, we encourage students to stop and contact their advisor to determine what support may be needed. In addition, we encourage you to notify your child's dean for additional guidance. On days when the homework load is light, students should spend the time reviewing previous work assignments or reading a book of their own choosing. Students will not be given homework on holidays or on holiday weekends.

Families should set aside a regular time and provide a quiet place on all school nights for homework, reading, and study. Middle schoolers need routine; they also often need help learning how to organize their time for homework and extended projects. Although families may need to monitor their child's homework, they should exercise caution in helping their child with particular assignments; the purpose of homework is to have students themselves master the material, while learning self-reliance and personal responsibility. If a student has difficulty with a homework assignment, he or she should discuss this immediately with the teacher and make arrangements for extra help. Acceptance of late assignments is left to the discretion of individual teachers. Should there be extenuating circumstances for lateness, students are advised to speak directly with the teacher.

Middle School students are given a homework planner to record their daily homework assignments. Teachers provide time for this in each class, and time is available during afternoon advisory for checking homework assignments with classmates or teachers.

Students are responsible for making up homework missed because of absence. Students absent for one or two days should check Haiku (the online course management system) and

contact a classmate for assignments. If a student will be absent for more than two days, parents should contact the student's advisor, who will collect assignments. Please refrain from contacting your child's individual teachers for homework assignments.

## **Tests and Testing**

Teachers give quizzes, tests, and examinations regularly to assess student progress. Students learn study skills both in specific classes as well as in Advisory. Testing encourages students to use these skills and to monitor their progress. No student will be required to take more than two tests in one day or more than one test and one quiz lasting more than 15 minutes in one day. This limit ensures that students have adequate time to prepare for their tests, as well as to keep up with their other classes. Should a student inadvertently be assigned too many tests, they should immediately alert their advisor, their respective dean, or the Middle School Head. Students missing a test due to absence should, promptly upon returning to school, make arrangements with the teacher to make up the test. In cases where students have missed a number of tests because of extended absence, they should arrange a make-up schedule with their advisor and teachers.

Final exams are given to 7th and 8th graders at the end of the year to help them synthesize course material and prepare them for such exams in high school and beyond. 7th graders take two final exams: History/Social Studies and Math. 8th graders take five final exams: English, History/Social Studies, Science, Math, and World Languages. These exams count for 10% of a student's final grade.

## **Grading System**

Periodic summary of academic progress is essential for guiding the efforts of students. Grades are thus assigned and sent home in each subject, along with either checklists or written evaluations, at the end of each quarter. Grades range from A-F. Effort grades are assigned as well, ranging from Outstanding to Unacceptable. In addition, there is a Behavior Grade. An explanation of the grading system is sent home with each report card, which indicates either that the student usually meets expectations or that there are areas of concern.

### ***Teachers using quantitative measures assign a grade according to the following numerical range:***

A+	97% - 100%	C+	77% - 79%
A	93% - 96%	C	73% - 76%
A-	90% - 92%	C-	70% - 72%
B+	87% - 89%	D+	68% - 69%
B	83% - 86%	D-	65% - 67%
B-	80%- 82%	F	Below 65%

## **Academic Warning and Probation**

Academic Warning - Three academic achievement quarter grades in the C range (C-, C or C+) or one academic achievement quarter grade of D or F. Families will be notified in writing and via phone by the Head of Middle School.

Academic Probation - Meet the criteria for Academic Warning for two consecutive quarters. Families will be notified in writing and be required to meet with the Head of Middle School.

Academic Probation may result in a student being required to do additional work over the summer and may ultimately jeopardize re-enrollment.

## **Reports to Parents**

Formal reports evaluating a student's performance in each subject are sent home at the end of each quarter and can be accessed electronically via the MS dashboard. These reports are important for both students and parents since they detail areas of strength and weakness and make suggestions for improvement. If concerns arise at other times throughout the year, a teacher or advisor may call the parents or send an additional written report.

Interim reports are sent per class to students earning below a B- or on Academic Warning or Academic Probation midway through the quarter. Interims may also be sent if a teacher has concerns about a student's effort or behavior. Interims provide information about areas of concern as well as a last chance to make improvements before quarter grades are calculated.

## **Curriculum Night and Parent Conferences**

At Curriculum Night, held early in the fall, parents follow their child's schedule to meet teachers and learn more about the program and plans for the coming year. All parents are expected to attend. 5th/6th Curriculum Night is Tuesday, October 6 and 7th/8th grade Curriculum Night is Thursday, October 8.

Two dates, one in the fall and one in the spring, are set aside for parent conferences. These are important occasions for parents to discuss their child's progress in all subjects and areas of school life with the advisor. Students may attend or may even be required to attend part or all of a conference with their parents.

Fall Conference Days are November 12-13, 2015. For fall conferences, 5th and 6th grade parents meet with their child's advisor only. 7th and 8th grade parents meet with their child's advisor, and up to two other teachers.

Spring Conference Days are March 10-11, 2016. The spring conferences differ from those held in the fall in that they are student-led.

Teachers, deans, and the division head are available on conference days by appointment should parents need to meet with any of them. Families with two households are asked to schedule conferences at the same time.

## **ADVISORY PROGRAM**

### ***Advisors***

5A Kathleen Clinchy and Tina Piccolo  
5B Mike Roth and Ellen Kahan  
5C Amanda Goodwin and Liz Harnage  
6A Erin Mansur and Marna Herrity  
6B Ticia Vreeland and Lisa Burns  
6C Sarah Schlein and Paul Romano  
7A Lorna Jordan and Matthew Presto  
7B Karima Hassan and Jeremy Hawkins  
7C Kevin Cooney and Angelika Mincone  
8A Michael Kabot and Ed Herzman  
8B Maria del Pilar Sanchez and Edson Elcock  
8C Rachel Mazor and Jesse Klausz

The advisory program is designed to provide a system of close support for students by designating a regular contact person (advisor) for families and teachers. The advisor works with the teachers, the family, and other support staff and administrators to help ensure each child's success. The advisor monitors student progress and offers encouragement, support and assistance on academic, behavioral, and developmental issues. The advisor establishes a close rapport with the student as they work together on strategies for strengthening skills or study habits, improving time management, and directing attention and energy appropriately. This eases efforts for resolving concerns or conflicts should they arise. In grades 5 and 6, the student's humanities teacher is also his/her advisor.

Each student is assigned to an advisory group (5A, 8C, etc.). Students begin and end the day with their homeroom advisory group. Starting the day in morning advisory with silence and announcements helps students focus and prepare for the day's activities. In afternoon advisory, advisors meet with students to ensure that they understand homework assignments and have the time to organize their strategies for completing them.

In addition, one period per week is set aside for advisory activities. During this time, advisors plan activities and lead discussions on topics of special importance to students. The advisory curriculum is designed to be responsive to the evolving needs of students. Students may discuss learning strategies, social skills, and events in the larger community that have an impact upon them. It is also dedicated time for our "Everyone's An Ally" curriculum, a set of

lessons for 5th-8th graders exploring who they are in relation to others and offering critical thinking and problem solving about social justice and equity. Advisory period is also used for fun community-building activities, leadership development, goal setting, service learning, and reflection.

## **ADDITIONAL SUPPORT**

The school provides regular spaces for students to complete schoolwork. Students have Study Hall once a week, where they can meet individually with teachers, complete homework, make up tests, or read independently. Students also have the option to utilize library during lunch recess to work on assignments or quietly read. Students can access additional academic support before school as well after school until 3:45. Students should contact teachers in advance to confirm their availability.

The Middle School learning specialist is a resource for all divisional teachers, providing ongoing training about best practices for teaching all kinds of learners. The learning specialist also works with faculty to develop strategies to help those students who may require extra support with the academic requirements of the program, sometimes providing push-in support during academic classes where possible. The learning specialist may work with students in small groups for Study Skills classes in grades 5 and 6 and for Language Lab classes in grades 7 and 8.

While teachers are generally available after school and sometimes during lunch for extra help, outside tutoring is occasionally suggested to help students with subjects they find particularly difficult or with specific learning differences. We have found that it is most helpful for students when the tutor and the school work together. This is best achieved through regular communication between the tutor and the advisor and/or the learning specialist.

A psychological consultant is a resource for the Middle School faculty, works occasionally with individual students and families, and makes appropriate referrals when needed. The psychological consultant works in conjunction with clinical psychologists and social workers who meet outside of school with BFS students.

The school nurse is responsible for helping to maintain the health and wellness of the student body. The nurse provides first aid care for injuries, is licensed to administer prescribed medications and treatments, and treats routine complaints with non-prescription medications. In addition, the nurse is responsible for medical record-keeping.

How to support students best is discussed regularly at bi-weekly grade level meetings. Students in need additional support may be referred to the Student Support Team, which consists of the Middle School Division Head, deans, psychological consultant, and learning specialist.

## HEALTH POLICIES

There are uniform health policies for students in all grades at BFS. Information is in the All-School section of the Student and Family Handbook.

## PARENT COMMUNICATION WITH FACULTY AND STAFF

BFS values and encourages open communication and a sense of partnership between parents and faculty/staff. Efforts to aid the growth of each student are greatly enhanced when support at home complements that of the school. The MS dashboard on the BFS website is the best place to get up-to-date information about all parent and student happenings. Parents should plan to check the dashboard weekly to avoid missing important information.

Parent and student concerns and questions are often best communicated directly to the teacher or individual involved. Communication can also include advisors to keep them apprised of the situation.

In cases where parents have general concerns about the academic progress or conduct of their child, the advisor should be contacted first. The advisor may then arrange any additional meetings needed, with the goal of helping the student develop strategies for working out the issue.

Although the advisor is the primary contact, parents are always welcome to speak with classroom teachers, the learning specialist, the deans, or the division head. All faculty and staff have mailboxes, voicemail and e-mail. Teachers and/or advisors will make every effort to get back to parents within 24 hours. In the event an issue is not resolved we suggest contacting the dean or division head.

### **Policy for Transcript and Teacher Recommendation Requests**

Families seeking to apply to other schools should contact the Director of Enrollment Management (Karine Blemur Chapman), the Registrar (Valarie Alston), and the Division Head. ***At least two weeks notice*** is required for processing of transcripts and for obtaining recommendations from teachers. Requests should include all contact information, including the deadline date. Transcripts will not be released unless the family is current with its financial obligations to the school.

Transcripts and recommendations generally are not released to families. Receiving schools expect that such materials will be sent directly and securely by BFS.

***For families applying to NYC public high schools***, BFS will complete all the requisite paperwork and meet all relevant deadlines provided by the NYC Department of Education. Parents must provide BFS with all the necessary information and paperwork with sufficient advance notice to meet the stated deadlines.

## **8TH GRADE MERIT SCHOLARSHIP AWARDS**

The school awards up to three middle school scholarships to 8th graders who are continuing their BFS education into Upper School. These scholarships are worth \$10,000 for each year the student is enrolled in the BFS Upper School.

Students who have attended BFS in 7th and 8th grades are eligible to apply. The following characteristics in areas of scholarship, service, and behavior are taken into consideration:

- Consistent effort to work to potential and challenge oneself
- Intellectual curiosity
- High level of participation and engagement in classes
- Motivation for learning (beyond good grades)
- Contributor to the life of the school
- Engagement in service learning
- Willingness to help classmates academically and socially
- Internal discipline
- Exemplary behavior regarding school rules
- Respect for others (teachers, staff, administrators, parents, students)
- Behavior in accord with the School's Mission
- Leadership (broadly defined, including serving as a role model)

Students and their families will receive more information about the application process in late January. Students may then complete an online application, which will be reviewed by committee made up of middle school faculty. Award decisions will be made by this committee and announced by mid-February.



## MIDDLE SCHOOL ROUTINES AND PROCEDURES

### Office Hours

The Middle School Administrative Assistant is available to receive calls from 8 a.m. to 4 p.m.. The school receptionist receives calls from 7:30 a.m. to 6:00 p.m. daily. Every effort will be made to return calls promptly.

### Attendance and Tardiness

Regular attendance is important in the Middle School. While each day begins in advisory at 8:00 a.m., we encourage you to have your child here by 7:45 a.m. Students who arrive early should wait in the lobby or cafeteria, and can start going upstairs at 7:50.

Students are expected to arrive on time, so planning to arrive early will allow for traveling circumstances that may be beyond your control. Homeroom Advisory in the morning is a vital part of the school day and serves many purposes. It helps the day get off to a good start, allows time for reflection during Quaker silence, and gives each child the opportunity to hear important announcements. It provides a short, but important time to touch base with friends. A pattern of lateness penalizes the student and establishes a habit that will affect him or her negatively.

If a child is going to be absent, parents should contact the child's advisor and the appropriate dean by 8:00 AM. They can contact the deans by calling, emailing, or completing the Attendance Reporting Form on the MS dashboard. If a student arrives late but before the end of morning advisory (8:10 a.m.), he or she is marked tardy by the advisor. Those arriving after 8:10 a.m. must report to the deans' office on the 5th floor to sign in. The dean will contact the home of each student who has not signed in and is marked absent to ensure that the child is accounted for. **If your child is going to be late or absent you must let us know the reason in advance in order for it to be excused.**

We know that you value teacher preparation and great teaching. We need you to partner with us in respecting what happens from the beginning to the end of our school days. To this end, absences due to reasons other than illness or emergency should be avoided. Medical, dental, and other appointments should not be made during the school day.

***The school strongly discourages parents from planning vacations with their child beyond the time allotted by the school's calendar.*** Absences immediately before a holiday or break may cause the student to miss important deadlines, presentations or tests. Families whose needs make such absences imperative must complete and submit the Extended Absence Form (located on the MS dashboard) to the division head well in advance of the absence. Failure to request and obtain permission from the division head may result in the absent student receiving zeroes for all homework and tests given during the time of absence. Your child should return to school with a plan for meeting with teachers and getting caught up.

**As we transition into the new school year, students will be given until October 1 to familiarize themselves with subway schedules, traffic patterns, etc. After October 1, the following protocols will apply to ALL middle school students.**

	Unexcused Tardies, 5th & 6th Grade	Unexcused Tardies, 7th & 8th Grade	Absences, 5th-8th Grade (Excused or Unexcused)
After 3	5th/6th dean will notify parent(s). Family will be asked to brainstorm strategies for getting to school on time.	7th/8th dean will notify parent(s). Student will serve a detention during activity period.	Dean will notify parents.
After 6	5th/6th dean will notify parent(s) again. Student will serve a detention during activity period.	7th/8th dean will notify parent(s). Student will serve a detention during activity period.	Dean will notify parent(s) again, and will let them know that 3 more absences will result in a meeting.
After 9	5th/6th dean will notify parent(s) again. Family will come in for a meeting with 5th/6th dean & MS Head.	7th/8th dean will notify parent(s) again. Family will come in for a meeting with 7th/8th dean & MS Head.	Family meets with division head and dean to create a support plan and discuss next steps.

## **Dismissal, Afterschool, and Using the Library After School**

### **5th & 6th Grade Dismissal**

5th and 6th grade students are dismissed at 3:20 pm. After dismissal, students may be in the building until 3:45 to meet with teachers or socialize in the cafeteria. 5th and 6th graders may not use cell phones until they get down to the cafeteria. At 3:45 p.m., should a student still be waiting for a parent, they should wait quietly in the lobby.

Middle School Afterschool study hall and specialty classes for grades 5 and 6 take place from 3:30 until 6 p.m. Students enrolled in Afterschool may not leave the building; they should report directly to their scheduled activity by 3:30 pm. These students may not use cell phones unless they are contacting a parent or caregiver and have specific permission from their Afterschool teachers. The Afterschool brochure, posted online in August, describes the activities, specialty classes, and program fees. 5th and 6th grade students may also participate in PE+ (plus) when offered, see Athletics section on the MS dashboard for more information.

## **7th & 8th Grade Dismissal**

7th and 8th grade students are dismissed at 3:20 pm. If they are required to stay for a supervised activity (i.e. play rehearsal, participating in sports), they should report to those activities by 3:30 pm. If they are not participating in a supervised activity, they may socialize in the cafeteria from 3:20 - 3:45 p.m. Until students are in the cafeteria, they are not permitted to use cell phones. At 3:45 pm, they must either go to the 3rd floor library for quiet, supervised independent work or leave the building. Should a student still be waiting for a parent after the library closes at 6pm, they should wait quietly in the lobby. Students leaving the building after 3:45 pm will not be permitted to return.

Unless they are in meetings, coaching, running a rehearsal, or teaching an afterschool class, teachers are generally available after school until 3:45 if your child needs to speak with them.

## **Using the Library After School**

Students in the 5th and 6th grades are welcome to use the library after school daily until 3:45pm. After 3:45pm students in the 5th and 6th grades are required to be in an afterschool program, a supervised school-related activity (e.g. tutor, music lesson, rehearsal), or out of the building.

Students in the 7th and 8th grades may use the library and its resources until 6:00pm Mondays through Thursdays. The library closes at 4:00pm on Fridays.

All students are expected to maintain a productive atmosphere conducive to quiet study and reading. If students are disruptive or unproductive they may lose the privilege of using the library after school.

**A note on cell phone use:** After school only, students may use their phones in the library to quietly listen to music, receive messages from parent(s)/guardian(s), or perform homework-related tasks (calculator, calendar, apps, etc.). However, if the librarian on duty deems the device is being misused or if it becomes a significant distraction to the student or surrounding students, s/he may collect the device and hold it at the circulation desk for the student until they are ready to leave the library. Any phone calls should be taken outside the library for the duration of the call. All students are expected to use their devices responsibly.

## **Leaving the School Building**

Students are not permitted to leave the building during school hours for any reason unless accompanied by a teacher. The only exceptions to this policy are eighth graders who are in the PE Pathways program or taking an art class in the Lawrence Street building. All middle school students leaving Pearl St. to attend classes MUST have a signed permission slip on file in the division head's office. Students must adhere to a reasonable timeframe for leaving and returning to the Pearl Street building. Students not adhering to agreed upon expectations to move between buildings may lose the opportunity to attend classes out of the Pearl Street

building.

Students who are ill will not be permitted to leave without seeing the school nurse, who will call their parents and contact the deans. Students who leave in the middle of the school day must sign out in the Middle School office. Parents must notify deans in advance if students are leaving in the middle of the school day, and students should be accompanied by an adult when they are leaving the building.

### **Lockers**

Each student is assigned a locker for school materials at the beginning of the school year. In addition, 7th and 8th graders are issued a P.E. locker. 7th and 8th graders are issued locks for both of these lockers, and may only use school-issued locks. Lockers should be locked at all times and must not be painted or defaced. Students will be held responsible for cleaning markings or graffiti from their lockers. Students may attach decorations or pictures to the inside of their lockers only, but they should be easily removable.

### **Athletic Uniforms**

After a deposit is paid, student athletes are provided with a uniform on loan at the beginning of the season. They are expected to return it within one week after the end of the season. Once the uniform is returned, the deposit is returned or carried over to the next season. Failure to return the uniform results in forfeiture of the deposit. Please note that student-athletes should bring their books, etc. to the gym locker room at the end of the academic day so they can depart from the locker room following a game or practice without needing to go anywhere else in the building.

### **Cell Phones**

Cell phones may be used in the cafeteria and lobby before 8:00 a.m.

Students may not use cell phones in the building from 8:00 a.m. until 3:20 p.m., unless given specific permission by a teacher. Phones should be turned off and put away inside a backpack or a locker by 8:00 a.m. Phones may not be kept in students' pockets.

Cell phones may be used in the cafeteria and lobby between 3:20 and 3:45 p.m., but should not be used in any other part of the building except as specified in the afterschool policies above.

If a student violates the cell phone policy, the cell phone will be stored in the Middle School office until the end of the school day. They will have to speak with the division head to get the phone back. Parents of students with more than one cell phone violation may be asked to come to the school to collect the phone in person.

### **Dress Code**

Students should wear simple, comfortable clothes to school, while keeping in mind neatness, cleanliness, and appropriateness of dress. Any article of clothing that intentionally exposes an undergarment will be in violation of the dress code. Tops should not reveal bra straps or cleavage. This shouldn't apply to undergarments that are unintentionally exposed. Shorts should be an inch and half longer than the bottom of the bum. Skirts and dresses, worn without leggings or tights, should be at least 6 inches longer than the bottom of the bum. Shirts should overlap with the waist of your pants, skirts, or shorts by at least an inch and half. Students must change out of the P.E. clothing that they wore during the class for hygienic reasons. Students may not wear t-shirts or other articles of clothing which carry implicit or explicit inappropriate language or messages supporting drugs, alcohol, cigarettes, violence or any other objectionable or inappropriate behavior. Accessories or items of clothing that pose a danger to a student or others are not allowed.

Students who come to school in inappropriate clothing will be required to change or cover up with an outer-garment in order to remain at school. They can borrow clean, alternative clothing from the middle school office. If dress code infractions become a consistent problem, parents will be notified by email. Students who borrow clothing will be responsible for laundering and returning the clothing. If a faculty member thinks a student is in violation of dress code, they should not address it with the student directly; rather, they should notify the appropriate grade dean. The dean will approach the student in order to discuss their attire.

### **Student Conduct on Pearl Street and Other Nearby Locations**

For the safety of children as well as pedestrians, students may not ride bikes, use skateboards and scooters, play ball or hacky sack, throw frisbees or snowballs, or engage in similar activity in front of the school on Pearl and Lawrence Streets, and at the Marriott and Willoughby Pedestrian Plazas. Items may be confiscated by faculty/staff members if a student violates this guideline. In addition, we expect that students will act responsibly and respectfully at all times outside the school buildings in downtown Brooklyn, at athletic games, and on day and overnight trips. It's important that students remember they are at all times representing the School in any setting, public or private.

## **COMMUNITY ACTIVITIES**

### **Quaker Meeting**

Quaker Meeting is at the heart of the Brooklyn Friends experience. Each week, teachers and students gather for Quaker Meeting, a time for silence, personal, and group reflection, and the sharing of insights or concerns. Quaker Meeting is usually the whole middle school gathered together, but is sometimes by grade level, by advisory, or by affinity group.

### **Collection**

The Middle School meets once a week for Collection in the school meetinghouse. This is a time for the community to gather for announcements, presentations, or performances from invited guests, students, or teachers.

### **Activity Period**

Activity Period is a time when students in grades 5-8 can participate in fun activities of their choosing. Some activities, such as Recycling, Pre-School and Family Center Buddies, and Student Council, provide important services to the school community. Different activities are offered first and second semester.

### **Student Council**

The Student Council takes a leadership role in the Middle School. It is made up of a president, vice president, and two representatives from each advisory, elected each fall. The president and vice president serve for the whole school year, and the advisory representatives serve for one semester each. The Student Council plans special activities such as dances, collections, bake sales, and the Day of Concern, and makes proposals to the administration concerning student life. All events must be approved by the administration, and dates set well in advance. Student Council meets during Activity Period.

### **Affinity Groups and Identity Explorations**

Middle school is a time when identity development is crucial. The middle school offers a variety of groups for students to explore different aspects of their identities. Students choose an affinity group or identity explorations group that they would like to participate in. Affinity groups are spaces for people who identify in a similar way (race/ethnicity, religion, ability, family structure, etc.) to meet to build relationships, support each other, and explore this aspect of themselves. Identity explorations groups are open to all students, and give students an opportunity to learn more about a particular social identifier (ie race/ethnicity, religion, gender and sexuality, ability). In addition to these groups, which meet several times a year

during community time, there are other optional affinity groups that meet during lunch, such as Young Women of Strength, Invictus, and Banana Splits.

### **Athletic Program**

Seventh and eighth grade students represent BFS in interscholastic sports. Fifth and sixth graders may attend the PE+ (plus). All those participating in the athletics program are expected to behave in a respectful manner when traveling to and from games and practices and to honor the contract that each athlete agrees to.

### **Field Trips and Outdoor Education**

Field trips are an important enhancement of the curriculum. Students' creative, academic, and social skills benefit from the hands-on offerings of NYC and beyond. In grades 5 and 6 students take an outdoor environmental education trip of several days duration. Towards the end of the school year, seventh graders go on a three day trip to Philadelphia related to their history curriculum, and eighth graders pursue science studies on Cape Cod. The school considers these outdoor educational experiences to be valuable and important components of the curriculum, and attendance is required of all students.

### **Evening Events**

Parents are encouraged to attend plays, concerts, and athletic games to share in their children's school lives. Students who take chorus, jazz, and orchestra perform at the December and May concerts; participation is a requirement of each course, as is attendance at the dress rehearsals. Failure to attend results in academic penalty. For evening events, we encourage students to go home after school and return later. However, since this is not possible for all students, the school will provide a free, supervised space for students to be in if their attendance at an afterschool event is mandatory.

## **EXPECTATIONS FOR STUDENT BEHAVIOR**

The BFS community values each of its members and seeks to maintain a warm, friendly atmosphere of cooperation for the good of all. Concerns about student behavior are part of the larger process of moral education. Consistent with Quaker ideals, the community values mutual respect, trust, personal integrity, and peaceful resolution of conflict.

The school places emphasis on the cultivation of self-discipline and on students having an understanding of what behavior is appropriate, positive, considerate, and in the interest of the community. Students need to recognize that certain expectations and clear limits are necessary and act accordingly. Enforcement of rules and regulations benefits both the individual student and the school community.

Students are expected to conduct themselves properly in school, at school-sponsored events and school-related events and within the larger community. The school reserves the right to take disciplinary action in response to conduct outside the school that is inconsistent with the school's values and standards of behavior. See "Guidelines for Out of School Behavior" in this handbook supplement.

### **General Rules of Conduct**

This set of rules allows the members of the community to get along well together on a day to day basis, promotes an atmosphere that is conducive to learning, and ensures that the facilities and physical environment are appropriately maintained for the benefit and enjoyment of all. Guidelines for group behavior vary somewhat, depending on the expectations of the teacher or the nature of the group activity.

- Students should take responsibility for their own behavior, remain attentive during classes and meetings, and arrive well-prepared and on time to classes.
- Students must maintain a respectful attitude while interacting with and speaking to any adult in the school community. This includes teachers, administrators, and support staff. The lack of civility toward classmates is unacceptable. Sarcasm, put-downs, or any behavior deemed to disrespectful will not be tolerated. Language considered vulgar, coarse or offensive to good taste may not be used inside or outside the classroom.
- Students should refrain from loud talking, shouting, and running in the hallways, stairwells, cafeteria, and lobby. Unwarranted noise deemed to negatively affecting classes, meetings and office work will be addressed and discouraged.
- Students should speak at a volume that is quiet and considerate in the library at all times.
- Physical games including the throwing of balls (or any other object) should be confined to the gym, parks or designated areas .
- Students may ride up in the elevators first thing in the morning, and sometimes for P.E. class if it is in the upper gym. Students may not ride the elevator at any other time of the day, unless given specific permission by a teacher or for medical reasons. Elevator passes may be obtained from the school nurse.
- Food should be consumed in the cafeteria only, although a supervised lunch or snack may be sponsored by an advisor or a classroom teacher. The only drink permitted in spaces other than the cafeteria is water. Students may not chew gum in the building at any time.
- Students should exhibit common courtesy and good manners in the cafeteria. They should not cut in on the lunch line. Food should remain in the cafeteria. Students should stay seated during lunch and clean up after themselves, using the garbage cans and recycling bins.



- Students should respect everyone's right to a clean environment by depositing litter in the trash containers located in the hallways, locker rooms, and common spaces of the school. Students should recycle whenever possible.
- Lighters, matches or other smoking items may not be brought into the building. Items that can cause physical harm such as pocket knives or laser pointers are also forbidden.
- Skateboards, rollerblades, bicycles, etc. cannot be brought into, or used in, the building; they must not be used on Pearl Street and on the Willoughby and Marriott Pedestrian Plazas. Ball-playing and snowball throwing and similar activities are not permitted in these outdoor areas. Bikes should be locked and secured in the alley.
- Students are expected to demonstrate good sportsmanship both as spectators and participants at athletic events. Coaches will report misconduct to the Athletic Director and the Middle School Head. Behavioral misconduct may result in suspension or expulsion from the team at the discretion of these administrators. Students will not be excused from an assigned detention in order to attend an athletic event or practice.
- On field trips and outdoor education trips students need to conform to the school's standards of conduct and accept responsibility for courteous and appropriate behavior.
- Students in Afterschool are expected to abide by the school's behavioral expectations.

### **Serious Infractions**

Physical violence, vandalism, obscene language, harassment, stealing, cheating, or cutting classes are never acceptable. Actions involving bullying, harassment, and offensive language based on race, ethnicity, gender, and sexual orientation are particularly egregious. The school's responses to such behavior will be swift and serious. Anyone who is the victim of such behavior is asked to notify the division head, dean, advisor, or psychological consultant immediately. In addition to a swift and serious response, the school will to the best of its ability exercise every effort to protect the reporting victim from retaliation.

The use of alcoholic beverages, illegal drugs, or cigarettes is not permitted at any time on the school premises, in the vicinity of the school, or at any school-related events. Attending school while under the influence of alcohol or illegal drugs will lead to immediate parent notification, mandatory counseling, and a two day suspension from school. A second infraction will result in Advised Withdrawal or Dismissal from the school. Any student who distributes or sells alcoholic beverages or illegal drugs on the school premises, in the vicinity of the school, or on any school-related events may be dismissed from the school.

Academic honesty and integrity are values of the highest order. All students are expected to hand in papers and tests that reflect their own work only but also never to provide unauthorized assistance to others. The same applies to homework. Since the middle school encourages students to work cooperatively, and parents to be involved in student academic

life, advisors and teachers will explain what is meant by unauthorized assistance. Infractions against the academic honesty policy are reported to the division head. Such infractions result in an academic penalty, in addition to other consequences as determined by the middle school administrative team in consultation with the advisor.

### **Consequences for Infractions of Rules**

Violations of the rules of conduct may result in one or more of the following consequences:

- Verbal warning, discussion with teacher and/or advisor
- Time out from classroom activity
- Discussion or conference with parents
- Apology, verbal or written. Parents may be asked to co-sign a letter of apology.
- Other consequences related to the infraction: academic consequence, re-doing an assignment, doing extra research, creating a presentation, community service, etc
- Meeting with counselor
- Detention (during activity period, at lunch, before school, after school)
- Suspension (in school or out of school)
- Formal disciplinary warning and probation
- Expulsion

Minor infractions will be handled by teacher, and the student's advisor may be notified. More serious or repeated infractions may involve the advisor, dean, and/or division head.

**END OF MIDDLE SCHOOL SECTION OF HANDBOOK**

**BROOKLYN FRIENDS SCHOOL**  
**UPPER SCHOOL STUDENT AND FAMILY HANDBOOK: 2015-16**

**BFS MISSION/DIVERSITY STATEMENT**

*Guided by the Quaker belief that there is a Divine Light in everyone, Brooklyn Friends School cultivates an intellectually ambitious and diverse community that celebrates each individual's gifts. We challenge our students to value and embrace difference as they develop critical thinking skills and apply their knowledge and intelligence both in and out of the classroom. In this rich learning environment, we inspire all members of our community to voice their convictions, to discover and pursue their passions, and to seek truth. Our graduates are compassionate, curious, and confident global citizens who let their lives speak in the spirit of leadership and service.*

**Upper School Location**

*The newly-minted state-of-the art Upper School building at 116 Lawrence Street is the transformative realization of the 2008 Strategic Plan. Thanks to prideful stewardship by our students, faculty, administration, families and alumni/ae, 116 Lawrence Street, led by the inaugural class of 2015, shall be the beautiful international home for generations of BFS students.*

*The Lawrence Street building empowers a dynamic, values-based education deeply rooted in Quaker principles and the programmes and learning profile of the International Baccalaureate Program. Scientific inquiry, personal and group reflection, exuberant movement and performance, the engagement of the heart and mind in the humanities, artistic creativity, media and technological advancement, musical appreciation and performance, diversity work, service learning, advisory relationships, activism, affinity and leadership work, focused independent and collaborative study and research, peer support, and physical, emotional, social health and wellness, and "BLUE PRIDE, shall all be galvanized by our new Lawrence Street building.*

*The 116 Lawrence Street facility is at the heart of MetroTech Plaza, adjoining the campus of NYU Polytechnic. With a capacious 37,000 square feet of space, it features 14 class and seminar rooms with state-of-the-art technology and media functions, 4 state-of-the-art Science Classroom Laboratories, 3 Art Studios, a Photography Darkroom, a Black Box Theatre, a spacious Dance Studio, a College Counseling Center, A Fitness Center (with its own locker rooms), A Library and Resource Center, A Cafe and Cafeteria, and Departmental and Administrative offices. This building is used for virtually all Upper School classes and activities, with the exception of the two gyms at 375 Pearl Street. In addition, students and all faculty attend Quaker Meeting and occasional other events at the Brooklyn Monthly Meeting House at 110 Schermerhorn Street, and major performances and collections (assemblies) at 375 Pearl Street.*

### **BFS HONOR CODE**

“Honor at Brooklyn Friends School is a commitment to uphold the values of honesty, simplicity, truth, respect, responsibility, openness and excellence as they are interwoven into the life of the Upper School. The mission and philosophy that guide Brooklyn Friends School and those of a Quaker education include truth, integrity and honesty. Students will meet academic requirements with their own work, uphold all school commitments, respect the rights of community member, and speak truthfully in all matters.”

*- US Honor Code*

In pursuit of academic excellence, upper school students are expected to:

- arrive on time to each class;
- be prepared for class;
- bring all necessary materials;
- effectively communicate with teachers and members of the guidance team as needed;
- seek out the counsel of their advisor.

Written assignments are only one of the requirements for each class. Students need to review their notes and texts and to organize their class materials. Individual study (“free”) periods are intended for academic work – meetings with teachers, work with peers on teacher-approved projects, use of the library and computer resources, etc.

Students must learn to use their time wisely and make mature decisions about their academic responsibilities and extra-curricular commitments. The college-preparatory program at BFS expects students to exercise wise time management and decision-making skills.

## **SCHOOL LIFE: ENGAGEMENT in STUDENT-LED ACTIVITIES (SLA's)**

Learning, personal development, interpersonal growth, and leadership can be greatly enhanced by the student's involvement in out-of-class activities. We encourage participation and peer leadership as essential components of the total student experience at BFS. In the school's personalized environment, students have a voice in shaping their studies, sharing issues of concern, selecting topics for workshops and special programs, initiating projects and trips, celebrating individual and cultural diversity, and strengthening the bonds among students and faculty.

Student led activities (SLA's) abound. Each student is expected to get involved in one or more of the following programs: the Student Senate, class government, publications, athletic teams, performing arts productions, committees or clubs. Participation strengthens the individual and the school community.

## **ADVISORY SYSTEM AND FACULTY ADVISORS**

The advisory system, a key component of the Upper School program, underscores our commitment to the success of each student, **academically, socially, and emotionally**. Students meet regularly with their advisors in scheduled meetings and informally, and they meet for an advisory period. Advisory activities help students get to know each other better and explore community and social issues. Every student is assigned an advisor, whose role is to provide support and monitor the advisee's academic and social progress and act as a liaison between school and home. Over time, advisors develop a broad knowledge of their advisees' strengths, needs, and personal growth. All students are encouraged to seek their advisor's guidance regularly to help with all aspects of school life. If the advisor is not able to answer a question, he or she is the best person to help the student find the answer.

## **COMMUNICATION**

Ideally, there is a good working relationship between the advisor and the parent, and between the advisor and student. While BFS has a tradition of students moving with their advisors, advisory configurations are reviewed each year for consideration of fit and effectiveness. There are common exceptions made to the continuity pattern due to various reasons, including structural or personnel changes, the need for better gender balance among advisors, to address a rare unproductive social dimension between students in an advisory, etc.

Advisors do not serve as psychological counselors or learning specialists. If the student is in need of counseling or psycho-educational services, the family and/or student will be put in touch with the BFS psychological consultant or learning specialist.

## **GRADUATION REQUIREMENTS**

Below are the school's graduation and distribution requirements. Students are required to take a minimum of 30 class hours per semester, excluding junior and senior seminars, and service learning.

English – 4 years

Mathematics – 4 years

History – 4 years

Science – 3 years

World Languages – 3 years, 3 consecutive levels

Arts – 3 years, including 1 visual and 1 performing art

Study Skills with Media Literacy – 1 year

Health – 1 semester

Quakerism – 1 semester

Questions and Values – 1 semester

Religion and Ethics – 1 semester

Physical Education – 4 years

CAS\* Program – completed in grades 11 & 12

*\*Creativity, Activity, Service*

***Requirements for Transfer Students:*** Students who enter BFS after 9th grade must meet as many of our requirements as possible before graduation. Specific expectations are determined at the time of the student's enrollment.

## **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM**

Brooklyn Friends School offers the International Baccalaureate Diploma Program (IBDP) for students in the 11th and 12th grades. This internationally recognized program allows students to explore specific subjects with breadth and depth in six major areas. The curriculum encourages critical thinking through the study of traditional college preparatory curriculums while at the same time offers an international perspective. In addition, IB students are required to participate actively in creative activities and community service, as well as completing an individual research project (extended essay) and an inquiry course that delves into the nature of knowledge (Theory of Knowledge course).

Students participating in the full IB Diploma Program must complete and be examined in six different IB courses (English, foreign language, science, history, math and an elective), as well as write an extended essay, complete the Theory of Knowledge (TOK) course and participate in creativity, action and service (CAS) activities. External examinations and assessments are issued

by the International Baccalaureate Organization (IBO) and are complemented by internal assessments administered by BFS and moderated by the IBO.

Application to the IB Diploma Program is open in the spring semester to 10th grade students. The process includes

Students are not required to be full Diploma candidates and can take individual IB courses along with Diploma candidates. These students can earn a certificate, awarded by the IBO, for these courses. This approach allows students the option of designing their own course of study.

The Creativity, Activity and Service Program (CAS) is a core component of and central to the Upper School curriculum. This service-based program encourages students to share their energies and special talents while developing awareness, concern and the ability to work with others within the BFS community and in various agencies in the wider community. Participation in meaningful service learning experiences are required for each student, as well as the establishment of a CAS portfolio, which allows the students to document and reflect on experiences.

Students in the ninth and tenth grades are introduced to the CAS Program by learning the basic fundamentals of and becoming aware of the importance of service learning. Students are encouraged to participate in projects in-school and out-of-school.

All eleventh and twelfth grade students participate fully in the CAS program. Beginning the fall semester of eleventh grade students will begin projects that can be distributed over the arts, athletics and various forms of service and social entrepreneurship. CAS time may be spent on individual or collaborative projects designed to benefit the school community or projects of local, national and global importance.

The Director of Service Learning works closely with students and advisors to raise awareness of the program and guides students in formulating projects. Students should consult with the coordinator prior to beginning a service placement or project.

## **STUDENT EVALUATION**

**General Expectations:** Effective time management increases in importance as students approach the threshold of college. Students need to utilize individual study periods effectively and to pace themselves at home. Out-of-class readings, written work, reviewing notes, and vocabulary study reinforce class instruction and must be undertaken regularly.

In addition to smaller daily reading and writing assignments, teachers will give larger assignments regularly. Such assignments will include: 2 to 5 page papers, projects, lab reports, research, oral reports, extensive writing, etc. Students are expected to pace themselves throughout the week in order to meet deadlines. Teachers can set up checkpoints, dividing work into increments, aiding students in pacing themselves. A schedule may include deadlines for: topic or project choice; a list of resources; an outline; a rough draft; and completion. It's important to manage tasks over short time periods rather than be trapped in last-minute scrambles.

**Progress Reports:** Parents receive teachers' narrative evaluations with course grades at the end of the 1st and 3rd quarters via the electronic database, "My Backpack." Checklist reports are sent home electronically via "MY BACKPACK" at the end of the 2nd quarter. Progress Report(s) will be sent home at mid-point of a quarter if a student has a running grade of C- in a particular course or is on Academic Warning or Probation from the previous quarter.

**Quizzes, Tests, and Assessment Policy:**

Assessment is an evaluative as well as an instructional tool. It helps students to develop focused attention and engaged listening skills, and to value the timely completion of assignments.

Quizzes and tests can motivate students by helping them focus on mastery and providing quick feedback. Students do not have to take more than two tests (or submit two project/papers) in a day. If this occurs students should address this with respective teachers and advisors to resolve the conflict 3-4 days prior to the day in question .

During midterm and final examination periods students may be asked to take two tests or submit projects/papers on the same day.

If a student misses a scheduled test due to lateness, that student must see the teacher immediately upon arrival or during the first break between classes. Otherwise the student may lose the privilege of taking the test. The expectation is that the test be taken the same day as scheduled. Students missing scheduled tests must bring a note from home before a make-up test may be given. For midterm and final exams, failure to bring a note results in forfeiture of a make-up test. Students missing several days immediately before a test must arrange with their teacher for study guides, review sessions, and a test date. A student absent only the day before a test or on the day of the test should take a make-up test promptly, generally on the first day back. Permission to take a missed quiz or test is always at the discretion of the teacher. Similarly, the teacher may reduce the grade or give No Credit if a student fails to assume responsibility for a missed test.

**Policy for Late Assignments:**



Failure to meet deadlines will lower the grade. Deadline extension is at teacher discretion. Generally, the only acceptable excuse for late work is illness. Students are responsible for work missed, including: readings, tests, lab reports, and deadlines for papers and projects. Students are accountable for following testing policies and meeting deadlines. Students should be aware that individual faculty/departments may have their own policies.

### **Upper School Grading System**

Academic progress is evaluated primarily by the teacher's narrative reports. Teachers using quantitative measures assign a grade according to numerical range.

A	97% - 100%
A	93% - 96%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D	65% - 69%
F	Below 65%

Physical Education courses are evaluated on a Pass (P)/Fail (F) basis. Students earn a Pass if they fully participate in a school sport and attend 80% of the games and practices and have only one excused absence per season OR if they attend 80% of the assigned physical education classes, participate fully in all activities, demonstrate good effort, have only one excused absence per quarter and make up non-medically excused absences. (PE credit for athletic participation is for 11th and 12th graders only.)

Students receiving a year-end grade of D or F will have to consult with the department head, appropriate dean, and/or the learning specialist to determine support options which may include: attending summer school, arranging for special tutoring, or repeating the course.

### **Academic Warning/Academic Probation**

The school expects students to work up to their full potential; to ensure that this expectation is taken seriously, there is a system of Academic Warning and Academic Probation, which is cumulative throughout the student's tenure in the Upper School.

Students are placed on Academic Warning if they

- Earn two or more grades of D or below, or one F, in a quarter;
- Have a cumulative grade average of all courses of C- or below in a quarter;
- Commit an act of plagiarism.

Students are placed on Academic Warning for one quarter only. If a student meets the criteria for academic warning in the following quarter, he/she is then placed on Academic Probation. Students may be placed directly on Academic Probation if they receive a grade of F in two or more courses.

After being placed on Academic Warning or Academic Probation, a meeting with the Student, Parents, Advisor, Dean of Students and Upper School Head (if necessary) will take place in order to review the terms and conditions of the warning/probation.

Terms may include:

- Mandatory study hall
- Mandatory academic support
- Periodic progress reports
- Restriction of other school or after school activities
- Other consequences

Academic probation jeopardizes the enrollment status of a student. After three quarters (cumulative throughout the student's tenure in the Upper School) of being placed on Academic Warning and Academic Probation, a student may be asked to leave the school.

## **UPPER SCHOOL BEHAVIORAL EXPECTATIONS**

### **Individual and Community Expectations**

Consistent with Quaker ideals, our community is committed to the continued pursuit of personal excellence. Our community values trust, truth, simplicity, openness of mind, academic and personal integrity, sensitivity to the rights of others, and peaceful resolution of conflict.

High priority is given to self-discipline, with individuals having a sense of what behavior is good, positive, considerate, and in the interest of community spirit. Students are expected to recognize that certain expectations and clear limits of academic and social conduct are appropriate and necessary. All students are expected to read, internalize and honor the rules and regulations in this handbook. Enforcement benefits both the individual student and the school community.

Students are expected to conduct themselves properly in school, at school-sponsored events and school-related events and within the larger community. The school reserves the right to take disciplinary action in response to conduct outside the school that is inconsistent with the school's values and standards of behavior.

### **Upper School Honor Council**

An Honor Council consisting of student representatives from each grade, two faculty members and the grade dean will be convened and clerked by the grade dean when an infraction against the Honor Code, including respect, honesty and responsibility, has been brought forth. The Honor Council will consider cases and charges referred to it and will make recommendations to the US administration for consequences. The administration may choose not to send a student before the Honor Council, but a student has the right to ask for a meeting of the Honor Council. When attending Honor Council proceedings, the student is accompanied by his or her advisor or a selected faculty member.

### **Dress Code**

- Students should seek to dress comfortably and are encouraged to express themselves. All the while, students should consider the comfort of those around them and bear in mind that their dress is a representation of the BFS Upper School community.
- The undergarments of students should not be visible.
- Clothing should not have inappropriate messages, advertising for drugs, alcohol, or tobacco, or messages that may be viewed as sexually demeaning. Message appropriateness as judged by the Administration.

While the school respects the individuality of every member of this community, it is important that students' behavior and appearance reflect a serious academic commitment, as well as a sensitivity to the comfort level of others. Upper School students should also serve as role models for the rest of the community.

- Hats or other headgear/coverings may not be worn at Quaker Meeting.

In addition, the Upper School Head has the discretion to judge other garments not specified above as inappropriate to the spirit of the Code.

### **Conduct in Common Spaces**

Respect others and refrain from speaking loudly or running in the halls, stairways, cafeteria, and lobby. Unwarranted noise interferes with classes, meetings, and office work. Conversations in hallways should be considered private conversations in a public space. Always act to ensure the privacy of your conversations.

- Respect requests from teachers who ask you to be quiet or to move from an area near their classroom. Be quiet when near classrooms even without such a request.
- Speak softly in the library, as it is a place for quiet, independent study. Socializing or group study should take place in the student lounge or the cafeteria.
- Gum-chewing is not permitted in school.
- Engaging in sexual behavior or inappropriate physical contact is prohibited anywhere on school premises.

### **ELECTRONIC EQUIPMENT**

- No Phones/headphones may be used in hallways or stairwell
- No Phones may be used in classroom
- No electronics present during community times (QM, Collection, Class Meetings, etc)

### **Eating/Drinking in the School Buildings**

Upper School students have lunch in the cafe; do not take food outside of the cafe. Food/drinks are allowed in other areas only with faculty permission.

### **Student Common Areas**

The Student Common spaces are for the use of Upper School students as a place for conversations and group or independent study. Guidelines for their use are as follows:

- Students need to be mindful of loud talking that may disturb classes.
- Roughhousing and throwing balls/other objects are not permitted.
- Engaging in inappropriate physical contact and sexual behavior is prohibited in the lounge (as well as in any area of the school buildings.)
- Rules on respect for property fully apply to the student lounge.
- Students violating any of the above rules may be given detention for unacceptable behavior. Repeated violations may result in the closing of spaces for an indefinite amount of time.

### **Student Use of School Facilities**

The Lawrence Street building is open daily from 7:00 a.m. until 6:00 p.m. Students may remain there until 6:00 p.m. and are permitted to use all facilities until then. Students participating in afterschool activities at Pearl Street will be monitored by the faculty or staff member sponsoring the activity.

For safety reasons, all students must be supervised when engaged in “free play” in the school gymnasiums or fitness center. Any infraction of this policy may result in loss of gym / fitness center privileges and other disciplinary consequences. Maintenance and security staff are not authorized to monitor students who are in the school buildings after 4:00 p.m.

### **ATTENDANCE POLICIES:**

Prompt attendance at advisory, all classes, and all Upper School gatherings is expected. Students assume responsibility for attending scheduled classes and required meetings. Absences are detrimental to academic progress, depriving the student of instruction, group discussion, participation in class and community participation. Absenteeism also imposes a greater demand on the student for independent study and completion of missed work while meeting the demands of current assignments. The number of days a student is absent or late will be recorded on his or her permanent record and followed up with appropriate disciplinary action.

A parent/guardian – not the student – is to access the website and complete the Attendance Reporting Form by pressing the appropriate link on the left side of the page. If the family does not have access to the internet, they may call the Upper School office (ext. 517) before 8:15 a.m. if the student will be absent or late due to illness or emergency. Lateness to school is excused only in emergency situations.

In addition, medical, dental and other appointments should not be made during the school day. If an appointment is absolutely necessary, a note from the doctor indicating the time of the appointment must be given to the Upper School Office.

### **Unexcused Absence...**

Unexcused absence will result in an immediate detention and a conference with the Dean of Students. Parents/guardians will also be notified. Student will be placed on Behavioral Warning.

### **Absence Due to Extended Vacations**

The school strongly discourages families from planning vacations beyond the time allotted on the school’s calendar. Absences immediately before a holiday or break may cause the student to miss important deadlines or tests that may not be rescheduled. Families whose needs make such absences imperative should contact the ~~Upper School Head~~ (Dean of Students) in advance.

### **Excessive Absences**

Students who have accumulated more than 10 absences (excused or unexcused) must present a doctor's note for any absences incurred after the tenth absence. An immediate conference will be held with the division head and/or dean, advisor, parent and student. Student will placed on Behavioral Warning.

### **Extended Absences and School Refusal**

Attending school and being present for classes is a crucial part of succeeding at our school. When students are unable to attend class for an extended period of time due to medical/emotional/psychological/other reasons, we need to create an individualized service plan (ISP).

If a student has missed an unusually large number of classes over a short time span, the school reserves the right to call a meeting of the family with the US Support Team to create an ISP. The ISP will stipulate what the students academic responsibilities are for each class and a timetable for the student to return to school and attend regularly. The goal of this plan is to help the student continue his/her education given the absences; the ultimate goal is to get the student back to school attending classes. The success of this approach relies heavily on complete cooperation of families with the school. If the absentee rate does not improve, the family may need to petition the school for re-enrollment.

### **Lateness to Classes or Other Activities**

- Three unexcused lates to any class, gathering or commitment is equal to one cut and will result in a detention. If the student exhibits a pattern of lateness, a conference will be held with the student, family, advisor, dean of students and division head.
- Excessive lateness to class, 15 minutes or more, is considered a cut, and will result in an immediate detention.

### **Illness and Medical Attention During School Hours**

Students who are at the Lawrence building and need medical attention must go directly to the Upper School Nurse. If the student's condition warrants an early departure from school, the school will call the parent to obtain authorization for the student to leave school.

Students who are at the Pearl Street building and need medical attention should proceed directly to the office of the School Nurse on the second floor. If the School Nurse is out of the office, students should report to the receptionist in the lobby, who will then contact the School Nurse.

### **School Books and Chromebooks**

The school distributes textbooks, other books, and computer netbooks for academic courses. Follow your teachers' instructions regarding the care of these items. All hardbound books are collected at the end of the school year, and the return of netbooks may also be requested. Students must replace any lost book, making payment at the time of replacement. Students receiving a second set of books will be billed accordingly. Students who lose or damage any technology equipment or resources will be billed accordingly.

### **Guidelines for Using the Library**

The Library is a special place for quiet study, research, and reading for pleasure. Users of the library should speak softly and minimize conversations that may distract others who are reading, studying, working with a teacher, or taking a test.

- Books to be used outside of the library must be checked out. Students will be billed for lost or badly damaged books.
- Reference books and magazines are for library use only, but may be photocopied in the library only.
- Do not write in any book. Do not underline passages or make any marks on library material.
- There is no drinking, eating, or hanging out in the library or in the corridor outside the library. The library is not a place for socializing, card playing, or using cell phones or iPods; do not ask to use the school phone in the library.
- Computers in the library are for research and written assignments. They may not be used for e-mail, chat rooms, computer games, sports updates, or for on-line purchases.

Loss of library privileges or detention may be assigned if a student repeatedly shows a lack of respect for rules.

### **Lockers (including Athletic/PE Lockers) and Locks**

At the beginning of the school year, students are assigned two lockers and a lock for each. Students may attach temporary decorations, etc. to the insides of lockers, but graffiti, stickers or markings of any kind are prohibited on the outside of lockers as a defacement of school property. Students are expected to lock both lockers at all times. If a lock is lost, the student should notify the PE teacher. The student will be issued a new one and billed \$5.

### **Guests and Visitors**

Students may invite guests to spend the day at school, but the request must be approved by the Head of Upper School(Dean of Students) at least 3 days in advance of the visit, and the guest must accompany the host to all classes (including lunch & PE). All guests must be introduced to the Dean of Students upon their arrival / present school ID / Comply with all school guidelines

## **MAJOR INFRACTIONS OF SCHOOL RULES**

The following are serious violations of school rules and result in serious consequences, including (behavioral warning/probation) probation, suspension, or dismissal.

### **Academic Dishonesty**

The school considers honesty and integrity in scholarship and in relationships with community members to be values of the highest order. All work submitted by students (homework, lab reports, journal reflections, quizzes, papers, etc.) is understood to be entirely each student's own unless otherwise acknowledged by the student, or otherwise permitted by the instructor. Students may not provide "unauthorized assistance" to others. Teachers will explain what "unauthorized assistance" is in their classes.

Cheating in any form, including plagiarism – the use of ideas, words, or original images of others without crediting the source – will result in these penalties:

First offense:

- Zero on quiz, test or paper. (If it is a paper, the student will rewrite the paper, but will not receive credit for the work.)
- Academic Warning
- Family meeting with division head and/or dean & advisor.

Second offense:

- "NC" for the quarter for the class in which academic dishonesty is committed (even though it may be a different class from the first offense)
- Academic Probation
- One day suspension is possible.
- Letter in student's file
- Family meeting with division head and/or dean & advisor

Third offense:

- "NC" for the course in which academic dishonesty is committed (even though it may be a different class from the 2nd offense)
- Continued Academic Probation



- One day suspension is enforced.
- Letter in student's file
- Parent meeting with division head(s) and Head of School

Fourth offense:

- Immediate parent-student meeting with division head and Head of School that may lead to dismissal.

### **Theft and Vandalism**

Individuals are expected to respect the rights and property of all those in the school community. Theft or the willful destruction or defacement of property is unacceptable and cannot be tolerated. Infractions involving theft and vandalism will result in serious consequences including suspension and expulsion.

### **Fighting and Violence**

As a Friends school, we are guided by our commitment to peaceful resolution of conflict. Physical aggression or any form of hurtful retaliation is not condoned.

### **Aggressive Behavior Based on Differences**

Actions involving bullying, harassment, and offensive language based on race, ethnicity, gender, and sexual orientation are particularly egregious. The school's response to such behavior will be swift and serious. Anyone who is the victim of such behavior is asked to notify their division head, advisor, or psychological consultant immediately. In addition to a swift and serious response, the school will to the best of its ability exercise every effort to protect the reporting victim from retaliation.

### **Substance Abuse**

The use of alcohol or illegal drugs (including prescription drugs for which the student does not have a prescription) is not permitted at any time on the school premises, in the school's immediate vicinity (within a 5-block radius of 375 Pearl and a 5-block radius of 116 Lawrence Street) or at any school-related events.

Attending school while under the influence of alcohol or illegal drugs will lead to immediate parent notification, mandatory counseling, and a period of suspension from the school. A second infraction will result in more serious consequences, up to and including dismissal.

If a student is suspected of being under the influence of drugs or alcohol while at school, at a school-sponsored event, or within the immediate vicinity of the school, the parents will be notified and required to take their child for an immediate drug test. Any student who distributes

or sells alcoholic beverages or illegal drugs on school premises, in the immediate vicinity of the school, or on any school-related event, may be immediately dismissed from the school.

#### **Smoking or the Use of Tobacco**

It is unlawful and unsafe to smoke in school buildings, and BFS students are further prohibited from smoking 1) whenever they are away from school on school-sponsored trips; 2) at any afterschool and athletic activities that take place outside the school buildings; 3) within the immediate vicinity of the school buildings (defined previously). The first infraction will result in detention and a phone call home. The second infraction will result in a conference between the student's parent and Head of Upper School. Probation may be the outcome of the meeting. Each subsequent infraction will result in a one-day suspension.

***NOTE: BFS reserves the right to take disciplinary action in response to conduct outside the school that is inconsistent with the school's values and standards of behavior and those that may not be explicitly stated in this handbook.***

### **CONSEQUENCES AND DISCIPLINARY ACTION**

Violation of the behavioral code involving a major or minor infraction will result in prompt attention and appropriate disciplinary action. Students should understand that one purpose of disciplinary action is encouraging the examination of personal attitudes and actions. Below are specific consequences for unacceptable conduct:

#### **Verbal Warning**

Any faculty member may speak with a student and warn them about a violation of the behavioral code. This warning may result in a conference between the student and teacher, or the student, teacher and advisor.

#### **Behavioral Referral**

Faculty may issue a behavioral referral for any violation or repetitive violations of certain infractions. The referral forms are submitted to the Dean of Students. A conference between the student, advisor and Dean of Students may occur. Parents may be contacted.

#### **Detention**

Failure to follow school rules results in detention, with the student serving a 45-minute session after school. Detentions will be served immediately, regardless of after-school commitments.

#### **Suspension**

If a student's misconduct warrants Suspension, the school notifies the parents. During a Suspension, a student may not attend, or participate in, any school-sponsored activity. A conference with parents, the advisor, grade dean and Upper School Head before the student's return to classes is required. The student may be placed on disciplinary probation for a designated period of time.

### **Behavioral Warning**

Students will be placed on Behavioral Warning after:

- Any major infraction of school rules (except academic dishonesty - see Academic Warning)
- 3 referrals for minor infractions
- 8 latenesses to school and or class

A meeting with the advisor, dean and division head is required.

Consequences may include:

- Reflective writing
- Going before the Honor Council
- Restricted participation in after school activities
- Campus restriction
- Exclusion from school trips

### **Behavioral Probation**

Students will be placed on behavioral probation after:

- Any major infraction of school rules
- A second term of Behavioral warning (consecutive or not)
- Not meeting any of the aforementioned consequences of the behavioral warning

Consequences may include (after a second meeting with Parents, Advisor, Dean, and Division Head):

- Out-of-school suspension
- No participation in any after school activities including athletics
- Campus Restriction
- No participation on trips

If a student fails to fulfill the aforementioned consequences and/or meets any of the warning criteria while on Behavioral Probation, an immediate meeting with parents and the Head of Upper School will take place, that may lead to separation from the school.

### **Notifying Colleges of Disciplinary Action**

All suspensions during the senior year will be reported to the colleges to which a student is submitting applications. The student also will write a letter explaining the circumstances that led to the change of status. The Director of College Counseling is available to provide guidance to the student in writing this letter. In the event that a student's academic or social status at BFS changes after the completion of the college application process, and in accordance with the National Association for College Admissions Counseling Principles of Good Practice, the Director of College Counseling must send a letter notifying all colleges of the change in status. If a student's status changes after acceptance and following the submission of a deposit to the college, the Director of College Counseling must send a letter notifying the selected college of the change in status. Students are strongly encouraged to write a letter explaining the circumstances that led to the change of status. When appropriate, a college will be notified of serious disciplinary actions of an accepted student if a problematic pattern of behavior is at issue.

## **PHYSICAL EDUCATION REQUIREMENTS**

It is required in New York State that students receive a passing grade in Physical Education. At Brooklyn Friends School, to be an eligible candidate to receive a passing grade for the year, the school requires that students successfully complete each of the four quarters by participating on an athletic team or the Physical Education program or by fulfilling the requirements of the granted exemption. In the event that a student does not pass a quarter (for reasons other than being medically excused) that student may be asked to make up sessions/lessons.

### **Attendance Policy for Athletics**

While we respect that our students participate in many extracurricular activities and respect their willingness to do so, students need to realize the importance of maintaining the commitment made to athletic teams. It is too often that students miss practices and/or games without a valid excuse for absences, or that they quit midseason. Please read the following policy and discuss it with your child. (Keep in mind that students in grades 11 and 12 are given exemption from Physical Education for participating on an athletic team.)

### **Physical Education Exemption Policy**

- Exemption from Physical Education class is applicable for all 11th & 12th grade students. This also extends to students who participate on teams outside of BFS.\*
- Students submit an Exemption Request by completing a form. This must be submitted by set deadlines for Fall, Winter, Spring. Failure to submit may mean student does not gain exemption.
- Exemption begins and ends in line with the season. Once a team sport finishes the student returns to PE.
- Attendance of the exempt athlete is tracked, and the student-athlete agree to maintain a 75% attendance record. Attendance will be checked daily and every fortnight their attendance will be calculated. The 75% figure signals the removal of excused and unexcused absences. The 25% accounts for all absences.
- Emphasis is placed on student to check-in with PE Staff prior to a team event. This will be checked off on a new board inside PE office tracking attendance. Emphasis is no longer placed on the coach to keep track of exempt athletes.
- Students need to consider how performing in the US play, Dance Concert, and After-3-Willoughby classes will affect their ability to maintain good standing on the team if exempt.

#### **\*Physical Education Outside-of School Exemptions**

- Exemptions will be granted for sports and activities that are not offered at BFS during that season and must be executed at a organized high level in the opinion of the committee.
- Deadlines for submitting an application will be communicated by the Head of Physical Education. Failure to meet these deadlines may result in denial of the application.
- Time requirements for an exemption must be a minimum of 6 hours per week (not including travel time).
- Applicants seeking an exemption should be prepared to discuss this with the Head of Physical Education.
- At the end of each season, a report must be submitted by the supervisor/coach of program. Late forms may result in a grade of ‘FAIL’ or denial for future consideration for an exemption.

#### **Athletic Team Uniforms**

After the deposit is paid, athletes are provided with a uniform on loan at the beginning of the season. They are expected to return it within one week after the conclusion of the season; the deposit is then returned or carried over to the next season. Failure to return the uniform results in forfeiture of the deposit.

## **UPPER SCHOOL COMMUNITY ACTIVITIES**

### **Student Senate and Student Activities**

The Upper School Senate's role is to provide an organized, representative voice for the students in school matters. The Senate is led by elected officials and is composed of the president of each class and one elected senator from each class. The Senate works with faculty and administration to address student needs and make general improvements within the school. Regularly scheduled Senate Meetings provide forums for students to express their opinions and to suggest ways to address their concerns.

The Senate coordinates student clubs and activities that meet during the weekly activities period. Groups include the Peace and Social Action Committee, El Club Latino, and Gay/Straight Alliance, among others.

### **Community Meetings**

Students mature intellectually, socially, physically, and spiritually through participation in the diverse activities of BFS. In varied settings and times, the school community meets for learning, work, business, recreation, reflection, celebration and worship. Key to our endeavors is the time set aside in the schedule for the following purposes:

- Advisory. Students meet with their advisory group regularly for activities and discussion.
- Quaker Meeting. Once each week students and faculty members assemble in the Meeting House for a period of silence, personal and corporate searching and reflection, and the sharing of insights or concerns.
- Collection. A gathering time for occasional presentations, community announcements and guest speakers. Upper School town meetings may occur at this time as requested by the Student Senate.
- Class Meeting. Each grade level periodically meets to take care of business and to plan class activities such as dances or bake sales.
- Student Clubs and Activities. Meetings occur regularly.

### **Field Trips and Outdoor Education**

The school encourages field trips; they enhance coursework, extend experiences, and provide social interaction and enjoyment. Parents are informed in advance of trips that extend beyond school hours, and may be asked to contribute to the cost of some day field trips. Students are expected to be attentive to instructions, to adhere to BFS standards of conduct, and to accept personal responsibility for appropriate behavior. For daytime field trips and athletic events,

students are expected to travel with the group unless they provide notes from parents in advance.

On overnight trips, these guidelines apply:

- All students are to travel with the group.
- Use of alcohol or drugs is strictly prohibited. Any student suspected of alcohol or drug use will be sent home immediately, with other consequences to follow in accord with the school's drug and alcohol policies.

### **Dances and Other Student-Generated Social Events**

Social activities such as dances, class trips, skating parties, bowling, or film screenings may be sponsored by the Student Senate, a given grade level, a team, or a club. These events can be enjoyable and, in some cases, they provide an opportunity for fundraising. Students assume most of the responsibility for planning and implementation with assistance from faculty and parents.

Guidelines for school-sponsored dances or social events follow:

- Student leaders must confer with the grade deans and Senate Advisor to get approval for the event and set the date. Scheduling must be done a month in advance.
- Students need to secure the number of teachers, agreed to by the grade deans, to serve as chaperones.
- Posters and flyers must be ready for distribution two weeks before the event. Publicity at other schools is limited to that specified in a planning session with the Upper School Head.
- Students responsible for planning and decorating any school space need to confer in advance with appropriate teachers or staff members about removal of art work, bulletin board displays, exhibits, furniture, etc. Student committees must also return all objects removed for the event.
- Approval from the Upper School Head must be received before any contract or down payment is made with a DJ or company or organization.
- A planning committee member must announce at Collection during the week of the event the general expectations for behavior.
- Students and guests must remain inside the building during the event. No one going outside may return.
- Students and guests must remain in the areas designated for the event and under chaperone supervision.
- Use of alcohol, drugs, and tobacco is strictly prohibited. If a student is suspected of alcohol or drug use, the parents will be immediately notified and asked to pick up the student. Disciplinary action will follow in accord with the school's drug and alcohol policies.
- Meetinghouse/Theater Use: Use of the meeting house/theater for student-generated performances and/or practices must be scheduled with the Technical Director in advance.

Only students who have been instructed and approved by the Technical Director will be allowed to operate the light board/sound system in the booth.

**Lack of familiarity with the expectations specified in this handbook will not be accepted as an excuse for not following school policies; regulations and guidelines for conduct apply equally to incoming ninth graders as well as seniors. Policy changes may be instituted during the course of the year if circumstances warrant it. Students and families will be notified when this occurs.**