

BROOKLYN FRIENDS SCHOOL

MIDDLE SCHOOL STUDENT AND FAMILY HANDBOOK

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MIDDLE SCHOOL FACULTY AND STAFF

Glen T. Pinder, Head of Middle School

Nitya York, Assistant Head of Middle School for Academics

Rita Lee, Middle School Administrative Assistant

Laurice Hwang, Dean of Student Life, 5th Grade Science

Kathleen Clinchy, Dean of Students

David Gardella, Director of Athletics

Alicia Christian, BSN, R.N., All-school Nurse, Director of Health Services

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

Yelena Remus, Middle School Counselor

Orinthia Swindell, Director of Equity & Inclusion

Natania Kremer, Director of Service Learning & Civic Engagement

Glen Water, Service Learning & Civic Engagement Assistant

Karine Blemur-Chapman, Director of All-School Enrollment

Omar Roberts, Director of Afterschool & Summer Camp

Marna Herrity, Quakerism Coordinator

Sue Aaronson, Latin

Felix Alberto, Spanish

Kim Allen, Spanish
Michelle Babick, History
Margaret Bary, Dance
Ithai Benjamin, Technology
Winston Benons, Dance
Lisa Burns, Chorus
Lyman Casey, Mathematics
Kevin Cooney, Science
Judy Deng, Mandarin
Elizabeth Deull, Visual Arts
Beth Duffy, Learning Specialist
Lucy Greer, History
Jeremy Hawkins, Health, Health Department Chair K-12
Thomas Henson, Mathematics, Mathematics Department Chair 5-8
Jamara Hill, Physical Education
Don Hovey, Physical Education Impact Testing
Jessica Jones, Jazz Band
Lorna Jordan, Theater
Ellen Kahan, Ceramics
Jean Kim, Visual Arts
Samantha Laserson, English, English Department Chair 5-8
Sinae Lee, Woodworking
Rose Maclean, Physical Education
Erin Mansur, English
Caleb Miller, Visual Arts Teacher
Alison Mirylees, Humanities
Laura Múrtula-Montanyá, Spanish, World Language Department Chair 5-8
Peter Nelson, Jazz Band
Nicole Ngokwey, French
Nurit Newman, Visual Arts Department Chair K-12
Jesse Phillips-Fein, Dance
Tina Marie Piccolo, Visual Arts
Matthew Presto, Mathematics
Rachel Pierre-Louis, Science, Science Department Chair 5-8
Paul Romano, French
M'Balia Rubie-Miller, Learning Specialist
Katie Ryan, MS Librarian, Library Department Chair 5-8
Selassie Sayon, Humanities
Sarah Schlein, English
Maria Sanchez, Mathematics

Brian Sullivan, History, History Department Chair 5-8
Elvira Sullivan, Orchestra
Tom Talty, Physical Education, P.E. Department Chair K-12, Assistant Athletic Director
Margaret Trissel, Humanities
Emily Valente, Library
Janet Villas, Science
Trevaron Vinson, Physical Education
Nikki Warren, Jazz Band
Stephen Wortman, Latin

ACADEMIC PROGRAM

Middle School Schedule

The academic calendar in the Middle School is divided into two semesters. 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 PLearning (formerly Haiku), located on the student and parent dashboards of 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 applies to students beginning 5th grade. Occasionally, faculty will specify the amount of uninterrupted time it should require for students to complete the assignment. 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 the Dean of Students 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, they 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. When students are absent, it is their responsibility to obtain and complete missed assignments, contacting their classmates or teachers if they have any questions about any missed material or homework assigned. Students absent for one or two days should check PLearning (the online course management system) and contact a classmate for assignments. If a student will be absent for more than two days, the student's advisor will reach out to the family to coordinate make-up work. Students who are out for a prolonged period of time should meet with the Dean of Students to discuss a plan and timeline for making up any missed work, and parents should ensure to fill out the extended absence form on the MS Dashboard. While it is an expectation that students will be responsible for missed work, if a student is out for an extended period, or is absent due to health or family emergency, a student's teachers and dean will work together with the student and their family to arrange a manageable and supportive plan for their return.

Tests and Testing

Teachers give quizzes, tests, and exams 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, the Dean of Students, and the Middle School Assistant 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 and Math. 8th graders take five final exams: English,

History, 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 comments, at mid-semester and the end of each semester. Grades range from A-F. Effort and Behavior grades are assigned as well, ranging from Exceeds Expectations to Area of Concern. An explanation of the grading system is sent home with each report card.

Students may also receive three other marks on their transcripts: P, Pass (for courses designated pass/fail or for students who have received a pass/fail course waiver); I, Incomplete (for students who have not completed the requirements of a course); or ME, Medically Exempt (for students who have not been able to complete course requirements due to illness or injury). If a student receives an incomplete, they will be asked to complete make-up work before receiving a grade. They will be given a timeframe to complete this make-up work, and the final grade will be based on assignments completed by the end of that allotted time.

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%

Reports to Parents

Formal reports evaluating a student's performance in each subject are sent home at mid-semester and at the end of the semester and can be accessed electronically via the MS dashboard. Mid-semester reports are in narrative format from each teacher, while end-of-semester reports include grades and checklists only and a holistic comment from your child's advisor. 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 by individual teachers to students earning below a B- midway through each marking period. 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 mid-semester and semester grades are calculated.

Academic Warning and Probation

Students' academic success is our top priority. In any marking period, students whose overall academic performance is below expectations, or whose behavior in class, work habits, or approach to their academic subjects is of significant concern, they will be placed on Academic Warning. When a student is placed on Academic Warning, the goal is to put supports in place and develop a plan to help the student improve.

Academic Warning - Three marking period grades in the C range (C-, C or C+) or one marking period grade of D or F. Families will be notified in writing and via phone by the Dean of Students. A student can move off Academic Warning after one marking period of improved grades.

Academic Probation - Meet the criteria for Academic Warning for two consecutive marking periods. Families will be notified in writing and be required to meet with the Head of Middle School and Dean of Students. A student can move off Academic Probation after two marking periods of improved grades. Once a student improves and moves off of Probation, if they again meet the criteria for Academic Warning the following marking period, they will bypass Academic Warning and return to Academic Probation.

Students on Academic Warning or Probation will receive one or more (but not limited to) the following supports:

- Parent meeting with the Middle School Head and Dean of Students
- Interim reports with strategies that teachers suggest for improvement
- Additional study halls and help sessions
- Attend weekly meetings with the dean, teachers and/or a learning specialist
- Weekly Reports sent home, which may include recommendations for different support
- Curtailment of extra-curricular or enrichment activities
- Required supervised study time before or after school
- Doing additional work over the summer

In significant cases - when long-standing or significant concerns are present and do not improve - the student's enrollment contract may be withheld for the following year.

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. In 2018, 5th/6th Curriculum Night is Thursday, October 11 and 7th/8th grade Curriculum Night is Wednesday, October 3.

Two dates, one in the first semester and one in the second semester, 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.

First Semester Conference Days are November 8-9, 2018; 5th and 6th grade parents meet with their child's advisor only, while 7th and 8th grade parents meet with their child's advisor and up to two other teachers.

Second Semester Conference Days are April 17-18, 2019. These conferences differ from those held in the first semester in that they are student-led. Students, parents, and advisors attend these conferences.

Teachers, deans, the division head, and assistant division head are available on conference days by appointment. Families with two households are asked to schedule conferences at the same time.

Class Attendance

Attending school and being present for classes is a crucial part of succeeding in the BFS middle school. When students are unable to attend class for an extended period of time due to medical, emotional or psychological reasons, the Middle School Student Support Team (SST) will meet with the student and/or family to determine a support plan.

If a student has missed an unusually high number of classes over a short time span, the school reserves the right to call a meeting between the family and the MS SST to create a support plan. This plan will stipulate what the student's 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 their education given the absences; the ultimate goal is to get the student back to school and attending classes regularly. The success of this approach relies heavily on complete cooperation of families and coordination/communication with the entire Student Support Team. If the absentee rate does not improve, the family may need to petition the school for re-enrollment, to be decided at the discretion of the middle school administration.

Students who are absent more than 20% of a semester will automatically be placed on Academic Warning (see page 7), and a conversation about potential lack of promotion, at the discretion of the middle school administration, will convene. This may also be applied if a student misses multiple classes per day on a regular basis.

Change of Class Requests

For elective classes, students may request a change of class. In order to change any class, all students must first complete a change of class request form that they can obtain from their advisor or Dean of Students. For visual arts, students will be encouraged to attend the first class before submitting the form. Once completed, all forms are to be submitted to the Administrative Assistant who will contact the necessary Department Head for feedback before

making any changes. All resolutions will be communicated by the Dean of Students or Administrative Assistant once complete.

ADVISORY PROGRAM

Advisors

5A Selassie Sayon and Lisa Burns
5B Alison Mirylees and Jeremy Hawkins
5C Margaret Trissel and Tom Talty
6A Rachel Pierre-Louis and Ithai Benjamin
6B Katie Ryan and Thomas Henson
6C Erin Mansur and Felix Alberto
6D Matt Presto and Lucy Greer
7A Sarah Schlein and Nicole Ngokwey
7B Kim Allen and Brian Sullivan
7C Lorna Jordan and Caleb Miller
7D Kevin Cooney and Jamara Hill
8A Janet Villas and Tina Piccolo
8B Lyman Casey and Michelle Babick
8C Samantha Laserson and Tre Vinson
8D Maria del Pilar Sanchez and Rose Maclean

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 grade 5, the student's humanities teacher is also their advisor.

Each student is assigned to an advisory group (5A, 8C, etc.). Students typically 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 groups. During this time, advisors plan activities and lead discussions on topics of special importance. The advisory curriculum is designed to be responsive to students' evolving needs; students may discuss

learning strategies, social skills, and events in the larger community that have an impact on 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

Academic Support Structures

The school provides regular spaces for students to complete schoolwork. Students have Study Hall once per 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 as after school on most days until 4:00pm. Students should contact teachers in advance to confirm their availability. There are additional times for students to receive additional support in math (Math Lab) which will be announced each school year.

The Middle School Learning Specialists are a resource for all divisional teachers, providing ongoing training about best practices for teaching various kinds of learners. The learning specialists also work 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 specialists may work with students in small groups for Study Skills classes in grades 5 and 6 and for Learning Strategies Seminar classes in grades 7 and 8. Students are placed in Learning Strategies Seminar based on an internal recommendation and review process at the end of each school year. This process includes the child's teachers and the Student Support Team (SST). If/when this level of support is deemed appropriate for a student, the family will be notified of the recommendation. Final decisions for Learning Strategies Seminar support are made in collaboration with parents by the Student Support Team.

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 specialists.

As an institution committed to honoring and upholding the diversity of individuals in our community, Brooklyn Friends School recognizes both the variety of learning styles and the presence of learning challenges among our students. Students in need of a learning accommodation(s) must have on file a complete report of psycho-educational, educational, or neuropsychological assessments, ideally administered within the past three years. Parents of

students with no current testing information should be referred to the MS Learning Specialists to determine the need for testing and the type of assessment to be done by an outside evaluator. The testing report must be made available to BFS before accommodations can be put into effect. The Learning Specialists will provide a summary of the testing information to the student's teachers, advisor, and other relevant parties. It is expected that parents will collaborate with BFS in implementing recommended accommodations. There are specific evaluation requirements for accommodations needed for students transitioning from the Middle School to the Upper School; you should be sure to contact the Upper School Administration to ensure certain accommodations will continue in the Upper School Program.

Social, Emotional, & Psychological Support Structures

The Middle School Counselor is a resource for the Middle School faculty, works occasionally with individual students and families, and makes appropriate referrals when needed. With parent permission, they also work in conjunction with clinical psychologists and social workers who meet outside of school with BFS students.

Students seeking social, emotional, or psychological support during the school day are welcome to visit the School Counselor during designated hours such as advisory periods, lunch/recess periods, and other community times. At all times, students are expected to seek permission from the adult(s) in charge in order to ensure the safety and security of all middle school students. Teachers and families may also make a request to the child's Advisor or Dean of Students to receive support in school. Occasionally, if students feel they may need support during class instructional time, they must first ask permission from the teacher and then report to the Middle School Administrative Assistant to ensure the availability of the School Counselor. At no point are BFS faculty or staff members authorized to deny a student access to seeing the School Counselor. However, it is expected that students attend all academic classes except in the case of a crisis and/or severe to extreme emotional or mental distress. If circumstances arise where students require ongoing mental health support, the School Counselor will inform the Student Support Team, which will meet with the student's family to determine appropriate modifications to a child's in-school or out-of-school support plans.

School Nurse & Health Policies

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. Families of students who have sustained an injury, developed a long-term illness, require surgery, or other extreme medical conditions must report those health conditions to the child's Advisor, the Dean of Students, and the School Nurse. Students requiring an Elevator Pass must receive written permission from the School Nurse. If medical attention is needed during the school

day, students are expected to ask their teacher(s) or the adult in charge to visit the Nurse's Office.

There are uniform health policies for students in all grades at BFS. Please follow the guidelines and information in the All-School section of the [Student and Family Handbook](#).

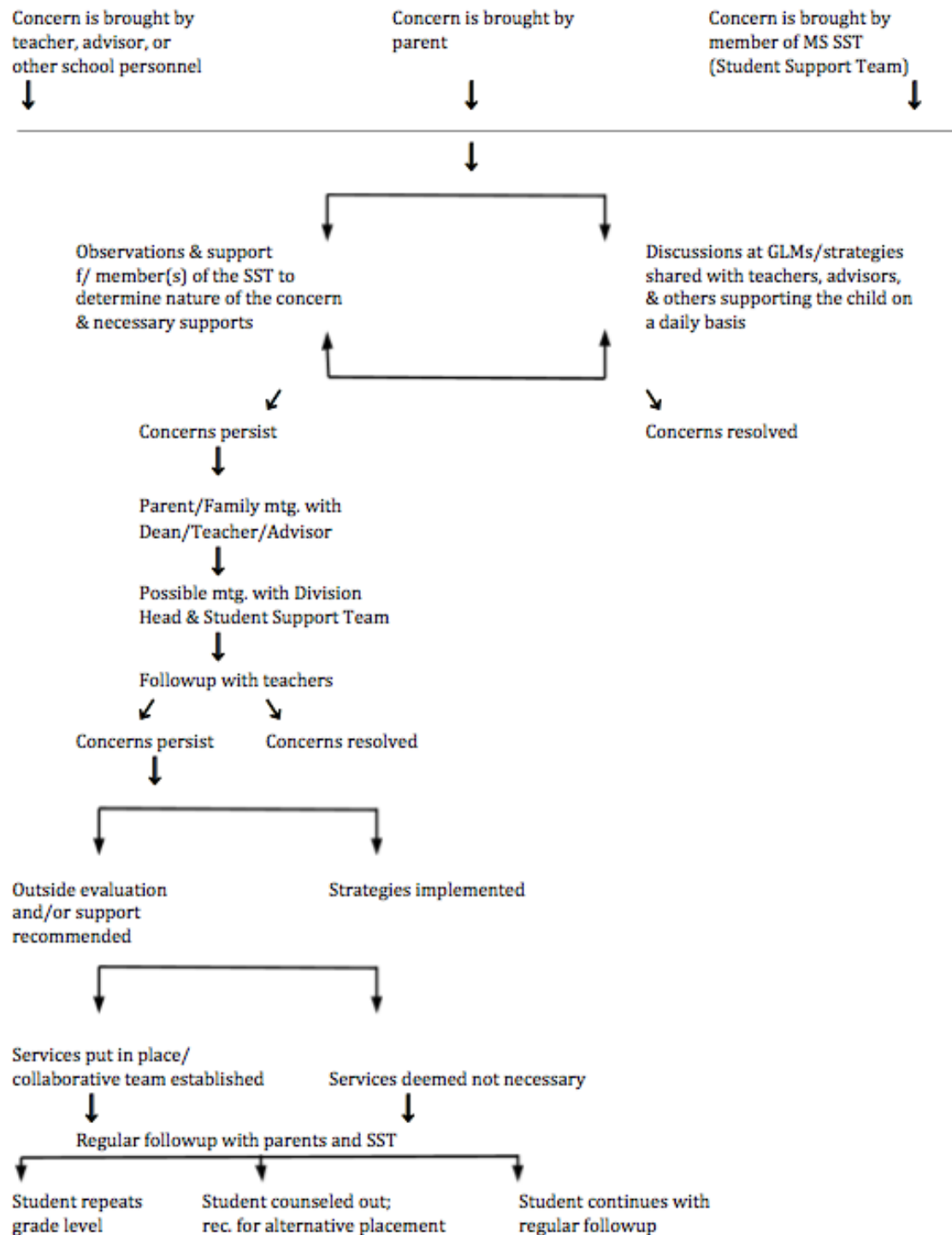
Support Process in the Middle School

How to best support students' needs is discussed regularly at bi-weekly Grade Level Meetings (GLM). Students in need of additional support may be referred to the Student Support Team, which consists of the Middle School Division Head, Assistant Division Head, Dean of Students, School Counselor, Nurse and Learning Specialists.

Please see the next page outlining the comprehensive support process for students in the middle school.

Middle School Student Support Process

2018-2019



If the school has concerns that a student's physical or emotional health or wellness is impacting their ability to participate fully in our program, the family will be contacted for a

meeting with the Student Support Team and every effort will be made to put appropriate supports in place to allow the student to continue at BFS, in whatever capacity they are able. If it is determined that a student is not well enough to regularly attend and participate in classes, or that their visits to nursing and/or other support spaces are significantly interfering with class participation or attendance, their parents will be contacted and invited to meet with the Dean of Students and any other appropriate SST members to determine the best course of action. While BFS can accommodate normal absences, illnesses and medical limitations and conditions, in some serious circumstances, it may be necessary for a family to find another schooling option, until the student can, or in case they can not, more fully participate in the program. Members of the SST and the Middle School Division Head will do everything possible to support the family and student in these circumstances.

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 Middle School dashboard on the BFS website is the best place to access resources and information. The calendar tab on the homepage (with MS filter) provides access to information about upcoming Middle School events.

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 specialists, the dean of students, or the division head. All faculty and staff have mailboxes 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, kbchapman@brooklynfriends.org), the Registrar (Valarie Alston valston@brooklynfriends.org), and the Assistant Division Head (Nitya York, nyork@brooklynfriends.org). **At least two weeks notice** is required for processing of transcripts and for obtaining recommendations from teachers. Requests should include all

contact information and include 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.

Please note that not all requests during the high school application process can be automatically met. Brooklyn Friends does not provide information or assistance to families applying out above and beyond transcript requests, letters of recommendation, and assistance with the DOE process. Should a high school require additional information, families may contact the Assistant Head of Middle School to see what else is available or possible to send on behalf of the student.

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 a 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 positive 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 them negatively.

If a child is going to be absent, parents should contact the child's advisor and the MS Administrative Assistant by 8:00 a.m. Parents should also fill out the Attendance Reporting Form on the MS dashboard found on the BFS website. If a student arrives late but before the end of morning advisory (8:10 a.m.), they will be marked tardy by the advisor. Those arriving after 8:10 a.m. must report to the Middle School Office on the 5th floor to sign in. The Administrative Assistant 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.**

Because great teaching requires long days of preparation and grading, parents are expected to partner with the school by respecting what happens from the beginning of the school day to the end of the school day. 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
After 3	Dean of Students will notify parent(s). Family will be asked to brainstorm strategies for getting to school on time.	Dean of Students will notify parent(s). Student will serve a detention.
After 6	Dean of Students will notify parent(s) again. Student will serve a detention.	Dean of Students will notify parent(s). Student will serve a detention.
After 9	Dean of Students will notify parent(s) again. Family will come in for a meeting with Dean.	Dean of Students will notify parent(s) again. Family will come in for a meeting with Dean of Students.

Examples of excused latenesses may include: family emergency, unusual transit issue, school visit, doctor's appointment with note (turn into Administrative Assistant).

Examples of unexcused latenesses may include: oversleeping, avoidable transit issue, doctor's appointment without a note.

Absences, 5th-8th Grade (Excused or Unexcused, starting from first day of school)

After 5	Dean of Students will notify parent(s).
After 10	Dean of Students will notify parent(s). Family meets with division head and dean to create a support plan and discuss next steps.
More than 20%	Dean of Students will notify parent(s) and student will be placed on Academic Warning.

Examples of excused absences may include: sickness, family emergency, doctor's appointment (with note)

Examples of unexcused absences may include: family vacations, events outside of school, etc.

Because attendance and participation in class are integral to success in the Middle School, students must make every effort to be present, on time, and engaged in their classes every day.

When medical or emotional concerns arise for a student, a family should contact the school nurse or counselor and the student's advisor and Dean, who will work together with the family to best support the student. If a student is not well enough to be at school, or if they could be in any way a danger to themselves and/or others, they will need to stay at home and be cleared by appropriate medical personnel before being able to return to school.

Dismissal, Afterschool, and Using the Library After School

5th & 6th Grade Dismissal

5th and 6th grade students are dismissed at 3:30 pm. Students can be picked up in the lobby, or they can leave on their own. After dismissal, if students are not enrolled in Afterschool programming, they may be in the building until 4:00 to meet with teachers or work in the library. 5th and 6th graders may not use cell phones until they get down to the lobby. At 4:00 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 must report to their Afterschool program and classroom directly after dismissal from PM Advisory. Students may not leave the building without adult supervision. Afterschool students may not use cell phones unless they are contacting a parent or caregiver and have specific permission from their Afterschool teachers. If students need to use chromebooks during Afterschool, they should bring them from their advisory rooms and should return them before they leave the building. During Afterschool, chromebooks should only be used for schoolwork. A parent or designated caregiver must sign each student out from the Afterschool teacher. Any unusual pickup issues or questions about Afterschool should be communicated to Omar Roberts, Director of Afterschool. The Afterschool brochure, posted online, describes the activities, specialty classes, and program fees.

7th & 8th Grade Dismissal

7th and 8th grade students are dismissed at 3:30 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 3:35 pm. If they are not participating in a supervised activity, they may socialize from 3:30 - 4:00 p.m. Until students are in the lobby, they are not permitted to use cell phones. *At 4:00 pm, they must either go to the 3rd floor library for quiet, supervised independent work or leave the building.* Students may check out chromebooks from the library to use for schoolwork. Should a student still be waiting for a parent after the library closes at 6 pm, they should wait quietly in the lobby. Students leaving the building after 4:00 pm will not be permitted to return. *Additionally, students cannot be in the Lawrence Street Upper School building after school hours unless with an adult.*

Please note that 8th graders have special dismissal circumstances as they become older, more mature, and able to handle increased responsibility. While 8th graders have afternoon advisory each day from 3:20 - 3:30 p.m. in the first semester, they will not have afternoon advisory in the second semester and will be allowed to leave BFS (from Lawrence Street classes or Pearl Street) at 3:20pm. However, 8th Grade Advisors, Learning Specialists, and/or

the Dean of Students reserve the right to require afternoon advisory or check-ins of any 8th grade student.

Unless they are in meetings, coaching, running a rehearsal, or teaching an afterschool class, teachers are generally available after school until 4:00, 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 4:00 p.m. unless they are enrolled in Afterschool, in which case they must report directly to their Afterschool teacher at 3:30 p.m. After 4:00 p.m., 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 6:00 p.m. Mondays through Thursdays. The library closes at 4:00 p.m. 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, they 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 seventh and 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 school without seeing the school nurse, who will call their parents and contact the Administrative Assistant and Dean of Students. Students who leave in the middle of the school day must be signed out by an adult in the fifth floor middle school office, or a child can sign themselves out with written parent permission to the Administrative Assistant. Written parent permission can be given via email or by filling out the Absence Reporting Form on the dashboard. Students should be

accompanied by an adult when they are leaving the building. If a student is to miss class to view a sibling performance, parents must give permission by emailing the Administrative Assistant and the Dean of Students.

In the case of field trips, off-campus school events, and students attending class at Lawrence Street, all students with the medical recommendation for use of an Epi-Pen or inhaler must have these devices on their person in order to leave the Pearl Street 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.

Bathroom and Locker Room Usage

Middle school students have the right to use bathrooms and changing spaces that most closely align with and are consistent with their gender identification. There are single-gender bathrooms available on all floors, all-gender bathrooms available on the fourth and fifth floors, and adult bathrooms that are wheelchair-accessible and gender-neutral in the basement and on the first, second, sixth, and seventh floors. Students who would like to use the gender-neutral adult bathrooms must get permission from the Dean of Students. In bathrooms and locker rooms, students are expected to behave in ways that ensure the physical and emotional safety of students of all genders.

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 3:30 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 lobby between 3:30 and 4:00 p.m., but should not be used in any other part of the building (including stairwells) except as specified in the

after-school policies above.

If a student violates the cell phone policy, the cell phone will be stored in the Dean of Students office until the end of the school day. Parents of students with more than one cell phone violation will be asked to come to the school to collect the phone in person.

Dress Code

All members of the community need to dress appropriately for a learning environment, which means without showing a lot of skin or undergarments, and without displaying pictures or slogans that are likely to offend members of the community. The school is a place for focused and purposeful work and one's clothing should reflect this. Your clothing should not distract you and your learning at anytime during the day.

School is a place for focused and purposeful work and one's clothing should reflect this. Students should wear comfortable clothes to school, while keeping in mind neatness, cleanliness, and appropriateness of dress. Clothing should not distract a student or their learning at anytime during the day. Additionally, students should feel comfortable enough in their clothing so that it does not limit movement throughout the day. Any article of clothing that intentionally exposes an undergarment will be in violation of the dress code. Shirts should overlap with the waist of pants, skirts, or shorts. 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, slurs or any other offensive 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. If dress code infractions become a consistent problem, parents will be notified by email. If a faculty member thinks a student is in violation of dress code, they will refer the child to the Dean of Students, who will approach the student in order to discuss their attire.

All students in grades 5-8 change in the locker rooms for P.E. class. Students must change out of the P.E. clothing that they wore during the class for hygienic reasons. Students are always expected to wear comfortable and appropriate athletic clothing to P.E. Acceptable clothing includes:

- Leggings, sweatpants, shorts, t-shirts (long sleeve or short sleeve), and/or sweatshirt
- Sneakers are required unless told differently by your teacher.

If a student does not come to P.E. prepared with appropriate clothing, they will be marked as unprepared. The first unprepared is used as a warning, the second a email will be sent home to parents, advisor, and dean. If there are any more infringements students will be given detention during activity period.

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 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 (one per semester) 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, Banana Splits, G.L.O.W, People for Change, and Friends of Adoption.

Athletic Program

Seventh and eighth grade students represent BFS in interscholastic sports. 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. In the case of field trips, off-campus school events, and students attending class at Lawrence Street, all students with the medical recommendation for use of an Epi-Pen or inhaler must have these devices on their person in order to leave the Pearl Street building.

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 should 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.

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 should never use language considered vulgar or offensive. Language used with the intent to harm (verbally or in writing) such as sarcasm, put-downs, or harassment will result in disciplinary action.
- Physical games including the throwing of balls (or any other object) should be confined to the gym, parks or designated areas. Students' physical safety is of utmost priority. Rough play, pretend fighting, and/or physical harassment are strictly forbidden.
- Students may ride up in the elevators first thing in the morning, and sometimes when given explicit permission by a teacher. Students may not ride the elevator at any other time of the day, unless given specific permission and an Elevator Pass by the School Nurse.
- Food should only be consumed in the cafeteria or during break time. The only drink permitted in spaces other than the cafeteria is water (no glass bottles, please). Students are welcome to bring their own water bottles to school, but may not carry around cups of water from the cafeteria. Students may not eat candy or chew gum in the building at any time.
- 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 never be brought into the building. Items that can cause physical harm such as pocket knives or laser pointers are forbidden.

- Students in Afterschool are expected to abide by the school's behavioral expectations.

Behavioral Policies & Consequences

The following behaviors are unacceptable by the school and considered infractions of the school's disciplinary philosophy. Students and parents should expect consequences for the offenses listed below. This list is not intended to be all-inclusive:

Minor Offenses: Improper body language, improper language, improper food and drink usage, more than 3 latenesses to advisory, improper use of electronic devices (the school's or personal)

Serious offenses: Class cuts, excessive lateness to school or class, refusal to complete assignments, consistent improper usage of electronic devices, out of building without permission

Most Serious Offenses: Academic dishonesty (cheating or plagiarism), harassment (physical or verbal), bullying, cyber bullying, vandalism, stealing, fighting, physical endangerment and violence, arson, use of drugs or alcoholic beverages (on campus or at any school-related event), gambling, smoking, sexual misconduct, and bringing weapons to school all qualify as the most serious offenses.

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. If students want to report an incident, they should fill out the Middle School Incident Report [Form](#) with an adult from the school. In addition to a swift and serious response, the school will exercise every effort to protect the reporting victim from retaliation.

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 and are also never to provide unauthorized assistance to others; the same expectations apply 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 Dean of Students and 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. Students will receive a reduced grade on the assignment (nothing less than a 50%) and must re-do the assignment for no additional credit. Students will also serve a half-day in school

suspension. Finally, if a student has a repeated offense even after these consequences, it will be noted on their permanent file. If the offense happens three or more times, the student will go onto Social Probation and their contract will be at risk of renewal.

Students who commit behavioral offenses are first addressed by their advisors and Dean of Students. Serious offenses will require immediate communication with students, families, teachers, and the Dean to determine the most appropriate actions or consequences for individuals. Repeated violations may also be cause for probation. If violations continue, students may be expelled or their contract will be withheld.

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
- Loss of privileges (use of Chromebook, participating in Community Time, attending dances/trips, etc.)
- 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, etc
- Detention (during activity period, at lunch/recess, before school, after school)
- Suspension (in school or out of school)
- Disciplinary or Social Probation
- Expulsion

Social Probation

Social Probation indicates that a student has repeatedly displayed behaviors that are inconsistent with the mission, rules and values of Brooklyn Friends School. Disciplinary action(s) such as weekly behavior plans, detentions, loss of privileges or community times, or suspension may serve as consequences for continued offenses.

Disciplinary Probation

Disciplinary Probation indicates that a student has committed a major offense (see Most Serious Offenses) that is in direct violation of the school's code of conduct and may result in suspension or expulsion. The MS Student Support Team may recommend withholding an enrollment contract to the Head of School for students who have been placed on probation or who have served previous consequences or suspensions and continue to commit serious violations.

END OF MIDDLE SCHOOL SECTION OF HANDBOOK