

# BROOKLYN FRIENDS SCHOOL

## Student and Family Handbook • 2010-2011

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*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.*

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## WHO'S WHO AT BFS

### OFFICE OF THE HEAD OF SCHOOL x 216

Dr. Larry Weiss, *Head of School*  
Mary Osorio, *Assistant to the Head of School*

### PRESCHOOL x 213

Karen G. Luks, *Head of Preschool*  
Ginny Terry, *Administrative Assistant*

### LOWER SCHOOL x 226

Jacquelyn Condie, *Head of Lower School*  
Trish DeFalco, *Administrative Assistant*

### MIDDLE SCHOOL x 224

Martha Haakmat, *Head of Middle School*  
Whitney Thompson, *Assistant Head*  
Maggie King, *Administrative Assistant*

### UPPER SCHOOL x 517

55 Willoughby Street  
Roxanne Zazzaro, *Head of Upper School*  
Dori Dietz, *Dean of Upper School*  
Lindsey Berns, *Director of College Counseling*  
Trefor Davies, *IB Coordinator*  
Stephen Kelly, *Administrative Assistant*  
Donna Foote, *Receptionist/Security* x 500

### ATHLETICS x 234

David Gardella, *Director of Athletics*

### TECHNOLOGY x 251

Kerri Richardson, *Director of Academic Technology*

### AUXILIARY PROGRAMS

Rachel Webber, *Chair of Auxiliary Programs, Director of Summer Arts, Co-Executive Director, Horizons at BFS* x 248  
Taunya Black, *Director of Afterschool and Summer Camp, Co-Executive Director, Horizons at BFS* x 228  
Jeff Strack, *Afterschool and Summer Camp Administrator* x 228

### NURSING OFFICE x 241

Mary Ellen Ostrander, R.N., *School Nurse*

### PSYCHOLOGICAL SERVICES

Bruce Arnold, Psy. D., *Preschool and Lower School Consulting Psychologist* x 221  
Jeffrey Cox, L.C.S.W., *Middle and Upper School Psychological Consultant* x 561

Telephone 718-852-1029

### ADMISSIONS

*Preschool Admissions* x 240  
Sara Soll, *Director of Preschool Admissions*  
*K-12 Admissions* x 232  
Jennifer Knies, *Director of Admissions*  
Crystal Backus '96, *Associate Director*  
Karine Blemur-Chapman, *Associate Director*  
Marilyn Florescue, *Admissions Assistant, K-12*

### BUSINESS OFFICE x 216

Michael J. Pellechio, *Director of Finance*  
Adelaida Cruz, *Accounts Receivable*  
Lisa Favata, *Benefits and Payroll Administrator*  
Tanya Yaroslavsky, *Accounts Payable*

Cheryl Foote, *Pearl Street Receptionist, Administrative Assistant* x 200

Michel Rimpel, *Director of Physical Plant* x 207

Tom Buckley, *Chef-Manager* x 259

### COMMUNICATIONS x 209

Joan B. Martin, *Director of Communications*  
Jeffrey Stanley, *Staff Writer /Website Coordinator*

### DEVELOPMENT x 211

Karen Edelman, *Director of Development*  
Carolyn Crandall, *Director, Brooklyn Friends Fund*  
Susan Price '86, *Director of Alumnae*  
Emily Cowles, *Development Associate*

### COMMUNITY SERVICE x 221

Joan Rappaport, *Director of Community Service and IB Creativity, Action, Service (CAS) program*

*To reach an individual by e-mail, please use the first initial of first name followed by last name, then @brooklynfriends.org*

*For a complete directory of BFS faculty and staff, go to our website, [brooklynfriends.org/directory](http://brooklynfriends.org/directory)*

### BROOKLYN FRIENDS SCHOOL

Telephone 718-852-1029

Fax 718-643-4868

Website [brooklynfriends.org](http://brooklynfriends.org)

## **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 690 students from Preschool through 12th grade, with a faculty and staff of 160. While the percentage of Quaker families and staff is small, the school's Quaker heritage has remained central to its mission. The school's longtime, continuing commitment to ethnic and racial diversity has led to BFS being recognized as one of the most diverse independent schools in the country. Students of color comprise about 37% of the total student enrollment. About 20% 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 Quaker Meeting. BFS moved in the early 1970s to larger, more spacious quarters at 375 Pearl Street, a seven-story building which dates back to 1928 and previously housed 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, for upper school classes; in 2007 BFS began to offer the International Baccalaureate (IB) Diploma Program for upper school juniors and seniors. (*Please see the IBO Mission Statement and Learner Profile on page 51.*) In 2008, BFS became the first New York City independent school to affiliate with Horizons National to provide a five-week academic and enrichment summer program for downtown Brooklyn public school children.

The school's facilities in downtown Brooklyn are 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 is located in an active, vibrant environment that encourages 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 leading in financial support of the school. 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. The Board does not sit in review of administrative decisions.

## **THE PAT**

The work of the Parents and Teachers (PAT) Association – of which all parents and guardians are members – is vital to the health and success of the school. The PAT leadership consists of the Co-Presidents, Secretary, Treasurer, and Vice Presidents representing each division, as well as several committee chairs. The PAT encourages parents to volunteer for special events that take place throughout the year. These include the annual Winter Festival in December, the African-American Celebration in February, the “Dinosaurs, Dolphins & Friends” family concert, Family Day of Service in April, the Spring Gala Benefit, Breakfast at the Prospect Park Carousel, and the New Parent Dinner in May. (*Please sign up at [brooklynfriends.org/volunteer](http://brooklynfriends.org/volunteer)*) Parents also are enlisted to volunteer with the admissions office and on the diversity, community service, and development committees. Parents may volunteer to become Class Parents and help coordinate such class events as picnics, potluck dinners, class trips and projects. The Division Heads have regular meetings with their respective PAT Vice Presidents and Class Parents. In addition, the PAT sponsors a Speakers Series that brings distinguished authors and lecturers to the school several times a year. Past speakers have included Sara Lawrence Lightfoot, Michael Thompson, Ph.D., Robert Brooks, Ph.D., Rosalind Wiseman, Josh Dorfman, and Dr. Paula Lawrence Wehmiller.

## PHILOSOPHY AND OBJECTIVES OF BROOKLYN FRIENDS SCHOOL

The school's understanding of an educated person, as well as its academic program, values, and culture, is strongly shaped by the liberal arts tradition and the ideals of the Religious Society of Friends. In keeping with its identity as a Quaker liberal arts school, academics and ethical values are inextricably linked at BFS. We believe that values without knowledge are ineffective, but education without morals is a danger to the individual and the community.

In a liberal arts education that embraces multicultural perspectives, students receive broad training in the various disciplines and arts. Liberal arts students wrestle with such essential questions as what it means to be human, the components of a rewarding life, and the responsibilities of individuals to themselves and to others. Freed to the extent possible from prejudice and mere custom or habit, they are trained to approach these and similar questions with humility and an open mind, critically re-assessing their answers on a continual basis. Such an education prepares students to be citizens in the highest sense of that word, to make principled judgments about matters of public debate, and to have the courage to stand by their convictions.

It is the Quaker dimension, however, that defines the School most specifically. Almost immediately after the founding of the Religious Society of Friends in 17th century England, Quakers established schools to provide both boys and girls an education in keeping with their values. From their inception these schools fostered an educational environment promoting strong academics, a commitment to moral values and service, and opposition to cultural and societal norms based on exclusivity, social-class distinctions, and violence. Quakers have been leaders in service and social activism. Values central to Quakerism include integrity, equality, simplicity, compassion, peace, and the search for truth.

At the heart of Quakerism is the belief that there is that of Light or that of God in everyone. Its central practice is Meeting for Worship, which is a time for centering, deeper reflection, and contemplation. Friends worship silently, waiting upon the spirit, and participants are encouraged to speak from their hearts when so moved.

As a Quaker institution, Brooklyn Friends values community. Quaker Meeting occurs weekly, and the attitudes exhibited therein are meant to be replicated in all interactions among members of the community: active listening, respect for others, openness to divergent opinions, and compassion, within a space safe for everyone to have a voice and take risks. The search for truth is a communal activity involving a free exchange of ideas.

Community service is an important part of our educational program, with the goal of providing students with experiences that demonstrate that they can make a difference. Diversity is valued: members of the community come together as one, while acknowledging and celebrating their differences. In and out of the classroom, faculty work on community-building skills, promptly and openly addressing actions or attitudes that involve disrespect or bullying. Discipline is based on trust, mutual support, and personal responsibility, with behavioral limits set to ensure that each child receives the benefits of the school's educational program.

Content, foundational skills, and higher-order thinking capabilities are priorities in the instructional program: basic skills and a body of knowledge are necessary for successful exercise of critical thinking. Course content is always under review. Of particular importance is the development of students' writing and speaking skills; the ability to express oneself clearly is necessary for critical thinking and participation in public debates. The educational program encourages students to become scholars-artists-athletes by exploring their potential in all these areas.

Each child is approached as a bearer of special gifts that can be nurtured and expanded by the school's program. In a cooperative, rather than competitive, learning environment students are encouraged to do their best rather than be the best. It is the school's belief that strong intellectual growth requires a course of studies that is demanding and challenging. While students are always pushed to reach the next level of excellence, they are provided with the nurturing and support that help them succeed.

## DAILY ROUTINES AND INFORMATION FOR ALL FAMILIES

### School Day Arrival Times

|               |  |
|---------------|--|
| Preschool     | 9:00 a.m.  |
| Lower School  | 8:30 to 8:50 a.m. for Grades K and 1<br>8:15 a.m. for Grades 2, 3, and 4 |
| Middle School | 8:00 a.m.  |
| Upper School  | 8:00 a.m.  |

### Dismissal Times

The academic day for **Grades 5 through 12** ends 3:20 p.m.

*Dismissal times for Preschool and Lower School are staggered to avoid congestion:*

|  |   |
|--|---|
| Family Center dismiss from their classroom   | 3:00 p.m. <i>(or later according to their schedule)</i> |
| Half Day 3s dismiss from the lobby           | 11:45 a.m.  |
| Full day 3s dismiss from their classrooms    | 2:50 p.m.   |
| Fours dismiss from the lobby                 | 2:45 p.m.   |
| Kindergarten dismiss from the lobby          | 3:00 p.m.   |
| First grade dismiss from 7th fl. classrooms  | 3:05 p.m.   |
| Second grade dismiss from 6th fl. classrooms | 3:05 p.m.   |
| Third grade dismiss from the lobby           | 3:10 p.m.   |
| Fourth grade dismiss from the lobby          | 3:10 p.m.   |

*There is an earlybird program for preschool and lower school children from 8:00 a.m. daily and an afterschool program for pre, lower, and middle school students until 6 p.m. daily.*

### Reporting Absences and Contacting the Divisional Offices

Office hours for each divisional office are **8:00 a.m. to 4:00 p.m.** The reception desks at 375 Pearl Street and 55 Willoughby Street receive calls from **7:30 a.m. to 6:00 p.m.** To report absences and late attendance, and/or to make changes in going-home or afterschool arrangements, telephone the respective division administrative assistant at (718) 852-1029. **For absences, please call before 8:15 a.m.** The general e-mail address for BFS is [info@brooklynfriends.org](mailto:info@brooklynfriends.org); this is checked daily and you will receive a response within 24 hours.

### Transportation to and from School

Public transportation and walking are the most expedient ways to get to and from BFS. Regulations prohibit vehicles from parking or standing on Pearl Street, and construction projects nearby make traveling by car extremely difficult. Parents who must drive should check in at the front desk when school begins for updated driving and parking information.

### BFS Blue Cards

Upon arrival at 375 Pearl Street, parents and caregivers must present their blue “Brooklyn Friends School” card at the security podiums in the lobby and at the side gate, or sign the register book. The same procedure applies when parents and caregivers arrive at the end of the school day. Upper School students need to show their school-issued ID cards upon entering 55 Willoughby Street when asked. **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 should be locked for safekeeping. **Strollers should not be brought into the lobby and are not permitted on the elevator.**

## 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.

## Cafeteria and Lunch Menu

Students in grades 4-12 eat lunch in the cafeteria every day, and the weekly menu is posted on the website under "Quicklinks." The cost is included in school tuition. The cafeteria also serves breakfast (7:30 am to 9:15 am) and afterschool snacks (3:00 to 3:40 pm) to students and families, 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.**

## Pearl Street Lobby and Elevators

No food or drink is permitted in the elevators, the lobby, or the school 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 lobby. The cafeteria, however, is open, and snacks may be purchased until 3:40 daily, when the cafeteria 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 cell phone on the elevator.

## Completing School Forms and Accuracy of Data

It is vital for parents to complete and return the **health form, student data form**, and other required forms by the deadlines indicated. **Please keep your contact information up-to-date.** Notify the respective divisional office promptly of any change in address, cell, home, and work phone numbers or emergency contact person. Make sure the emergency person 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 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, **Brooklyn Friends will close also.** We will post this announcement on our website and on the school's telephone 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 another emergency situation. If the decision to close the school is made by the administration overnight or early in the morning, **our automated telephone system will be used to call every family and staff member.** The announcement will also appear on the school's website and on the telephone greeting.

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

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

*Please see page 56 in the Appendix of this Handbook regarding BFS and Emergency Preparedness.*

## Cell Phone and iPod Use at School

Cell phones, iPods, 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. The one exception is for Upper School students, who may use cell phones and iPods when they are in the Willoughby Street student lounge. From 3:20 to 3:40, Middle School students may use cell phones.

## Outdoors on Pearl and Willoughby Streets and Other Locations

For the safety of children as well as pedestrians, students may not ride bikes, use skateboards and scooters, play ball and hacky sack, throw Frisbees or snowballs, or engage in similar activity in front of the school on Pearl and Willoughby 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.

## 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 help to locate lost items, the school cannot be held responsible for them. Lost and found bins are located in the north alley at Pearl Street and in the Upper School office at Willoughby Street. Please label your children's personal belongings so that items may be retrieved.

## School Directory and Other Publications

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 student data form**. *The directory is to be used solely by BFS faculty, staff and families for school communication among the members listed therein.* The School publishes an annual *Journal* and a bi-monthly *Newsletter*; these are mailed to BFS families, grandparents, alumni/ae, and friends and are posted online at [brooklynfriends.org](http://brooklynfriends.org).

## BFS E-News, [www.brooklynfriends.org](http://www.brooklynfriends.org), and Panthernet

Parents who provide an e-mail address on the student data form 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, the arts, athletics, community service, 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.

**Panthernet**, the BFS intranet, is an essential web-based resource for students, faculty, and families. It contains a photo gallery of student life and learning in all of the school's divisions and has links to such resources as Google Apps for BFS, Typingmaster, and a learning management system for middle and upper school students.

## TECHNOLOGY RESOURCES AND THE SCHOOL LIBRARIES

BFS offers extensive technological resources to students through the Department of Information and Media Services (DIMS). 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. (See page 53 in the Appendix of this Handbook.)

Parents and guests at the school **may not** use the school's wi-fi network. Use of the network needs to be reserved for student and faculty/staff use.

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.

**Student-owned laptops are allowed on campus only after approval by the learning specialist, the division head and the Director of Academic Technology.**

Fifth, sixth, eleventh and twelfth grade students receive **school-issued laptops** as part of the academic technology program. There are computer resources in the libraries for student use and laptops are available for students to use while doing school work.

Staffed by professional librarians, the BFS libraries, located on the third floor and on the sixth floor, are resource centers for reading, study, and research. Students are responsible for returning all books and materials borrowed from the library, and a **replacement fee will be charged** for items not returned. The librarians sponsor book fairs, special events, and author visits, compile reading lists, and maintain the library website, [www.brooklynfriends.org/aboutlibrary](http://www.brooklynfriends.org/aboutlibrary)

## HEALTH POLICIES

*The information below summarizes basic health policies for BFS students. Our School Nurse is Mary Ellen Ostrander, R.N., whose office is on the Pearl Street second floor, telephone ext. 241. Additional information and required forms are posted on the school website, [brooklynfriends.org/studenthealth](http://brooklynfriends.org/studenthealth).*

**Annual physical exam and health forms:** BFS policy requires all students to have a physical examination before the beginning of each school year. It is essential for parents to complete and return the required student health forms to the School Nurse by the due date. Without these forms on file, students cannot participate in school activities and may not attend school.

**Medications and prescriptions:** Students are not permitted to take their own prescription or over-the-counter medications during the school day. **Medication (prescription and non-prescription) can only be dispensed by the School Nurse.** Parental and physician authorization for dispensing over the counter (OTC) medication is on page one of the annual **Confidential Student Health Form**. The BFS **Medication Administration Form** and the original pharmacy container are required for **prescription** medication. *Go to the school website, [brooklynfriends.org/healthforms](http://brooklynfriends.org/healthforms) to download and complete these forms.*

**Chronic medical conditions:** If your child has a chronic medical condition such as diabetes, asthma, or allergies that require medication (i.e. Epipen, asthma inhaler) at hand, please contact the School Nurse immediately to discuss your child's needs. Students with asthma need to have a BFS **Asthma Action Plan** on file and students with allergies need to have a BFS **Allergy Action Plan** on file. *Go to the school website, [brooklynfriends.org/healthforms](http://brooklynfriends.org/healthforms) to download and complete these forms.*

**Colds and viruses:** If, upon waking, your child has 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.

**The 24-hour rule:** 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 – if your child has been ill during the night or previous evening, keep him/her home. Take your child's temperature to determine whether he/she has a fever. Digital thermometers, which cost about \$10, are available in most pharmacies and chain stores.

**Reporting contagious diseases, including 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, gastrointestinal symptoms and cough resolve. Upon returning to school, a visit to the School Nurse is required.

**Lice and nit policy:** BFS has a "No Nits" policy. If a child is found to have head lice or nits, the child will be sent home immediately for treatment and nit removal. In addition to screenings by the School Nurse, Licenders comes to the school three times a year to check students for head lice. Children who have been treated need clearance from the School Nurse before returning to the classroom.

**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, 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.** All accidents/injuries that occur at school or during school-sponsored activities must be reported to the School Nurse, and parents will be

informed. Parents who take their sick or injured child to a physician or hospital should provide a note documenting care and activity restrictions to the School Nurse.

**Accident/Injury outside school:** Please inform the School Nurse about any significant 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.

**Frequent or Prolonged Absences:** In the event of a student's frequent or prolonged absences due to illness, the School Nurse will telephone parents. A physician's note may be requested at the nurse's discretion.

**Controlling 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.

## **THE "GOOD PERSON TO TALK TO" PROGRAM**

This program is BFS's version of GLSEN's (Gay, Lesbian and Straight Education Network) Safe Space program. Faculty/staff participants in this program take a series of workshops to prepare them to discuss matters related to sexual orientation with members of our school community and with students in particular. These participants actively seek to support our community in this way. Faculty and staff indicate they are part of this program by posting a "Good Person To Talk To" sign or poster in their room or near their desk. Any student wishing to discuss matters related to sexual orientation such as coming out, feeling teased, or just wanting some advice, can approach faculty participants. This is a school-wide resource: students can go to faculty/staff participants outside or inside their own division.

## **OTHER SCHOOLWIDE POLICIES**

**Tuition Payment Policy:** Parents are expected to make timely tuition payments so that the school can meet its financial obligations. BFS provides a choice of payment plans with the FACTS company to facilitate this. Prompt payment also is expected for camp 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. Parents/ guardians who sign the BFS enrollment contract agree to abide by the policies contained therein. For further information and assistance, visit or call the Business Office on the first floor at Pearl Street, telephone ext. 201.

**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 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, a book. Under no circumstances should parents, individually or as a group, present teachers with cash or cash-equivalent gifts. Nor should parents solicit other parents for such gifts.

**Fundraising Policy:** Brooklyn Friends counts on the generosity of our families, along with alumni and other community members, to make the school's development efforts successful. Annual gifts to the Brooklyn Friends Fund help to support the operating budget and serve the needs of students and faculty. Gifts to the capital campaign support the endowment of scholarship funds and renovation of school facilities. Other school fundraisers include the Winter Festival and the Spring Gala Benefit. Any member of the school community considering a potential fundraising endeavor on behalf of BFS or another charitable organization under the umbrella of community service must seek advance consultation with, and approval from, the Director of Development before proceeding with the project.

**Policy for Transcript and Teacher Recommendation Requests:** 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 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.

## **AUXILIARY PROGRAMS**

**Afterschool and School Vacation Camps:** Brooklyn Friends provides afterschool programs until 6:00 p.m. daily for students in Preschool, Lower School and Middle School. Program details can be found on the website and in the Afterschool brochure sent home in the August. 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. Please contact Taunya Black at ext. 228 with any questions about afterschool programs.

**Music Lessons:** Instrumental music lessons for students in K- grade 12 may be scheduled during afterschool hours. Please contact Elvira Sullivan, orchestra teacher, at [esullivan@brooklynfriends.org](mailto:esullivan@brooklynfriends.org)

**Summer Camps:** Several camp options are available during summer vacation. **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!

## 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 the 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 justify. 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; for example, 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/grade. 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, as well as 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 August mailing. 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 "Guidelines for Out-of-School Behavior" in the Appendix on page 52.*

# PRESCHOOL

## PRESCHOOL FACULTY AND STAFF

Karen G. Luks, *Head of Preschool*

Sara Soll, *Director of Preschool Admissions*

Ginny Terry, *Administrative Assistant*

### Family Center

Orinthia Swindell, *Coordinator*

Hannah Bary, *Assistant Teacher*

Linda Villamarin, *Assistant Teacher*

Bina Vora, *Assistant Teacher*

### Morning Threes: Red Room

Suzanne Stevens, *Head Teacher*

Caitlin Parrish, *Assistant Teacher*

### Full Day Threes: Yellow Room

Lisa Ventry, *Head Teacher*

Stacey Laughter, *Assistant Teacher*

### Full Day Threes: Blue Room

Vanessa Reynolds, *Head Teacher*

Kate Engle, *Assistant Teacher*

### Fours: Green Room

Sharon Carter, *Head Teacher*

Liz Jonckheer, *Assistant Teacher*

### Fours: Orange Room

Niamh Dolan, *Head Teacher*

Robin Stewart, *Assistant Teacher*

### Fours: Purple Room

Yasmin Kudrolli, *Head Teacher*

Tomomi Iwamoto, *Assistant Teacher*

### Preschool Afterschool Program

Claudia Lewis, *Head Teacher*

Jacqueline Ortiz, *Head Teacher*

### Preschool Specialists

Mary Ellen Ostrander, R.N., *School Nurse*

Bruce Arnold, Psy.D., *Consulting Psychologist*

Margaret Bary and Helen Tocci, *Dance*

Kathy Hartzler, *Library*

Nancy Tanney, *Music*

Tony Soll, *Sing*

## BEGINNING OF THE SCHOOL YEAR

### Preschool Parent Orientation

All Preschool parents are asked to attend the Preschool Parent Orientation in September. 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.

### Home Visits Prior to Start of School

Children new to the Preschool are visited at home by their teachers before school starts. Teachers call parents around Labor Day to arrange home visits, which 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 in the August mailing describes the phase-in process and includes a schedule for each child, so parents may plan accordingly. Phase-in varies depending upon the age and group. Classes begin with juice parties, 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 present. If the child needs more time to separate, we may 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.

### Traveling To and From School

As an important reminder, all strollers must be left in the South Alley. They may not be brought into the lobby, onto the elevators, or up to any floor above the lobby. If a sibling is sleeping in a stroller at pickup time, you may want to arrange with another parent or caregiver either to stay with your sleeping child while you get your preschooler, or to bring your child down from the classroom to meet you.

## **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. Because children engage in large-motor activities (climbing, jumping, running) in the gym or on the roof, sneakers or rubber-soled shoes are safest.

*Items of clothing to be kept at school:*

- T-Shirt
- Pants
- Sweater
- Socks
- Sneakers
- Mittens
- Underpants and/or Diapers & wipes

*Please send in seasonal clothing, and 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 milk, 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.

### **Toys at School**

Young children sometimes like to bring items from home. Books, CDs, tapes, and simple snacks to share are always welcome. 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, arrival for the Family Center begins at 8:00 a.m. for those who are scheduled to arrive at that time.

Threes and Fours classrooms open at 8:30 a.m. Please speak with your child's teacher at Orientation Night if you need occasional earlier drop-off. **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. 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**

- Family Center children are dismissed from their classroom at 3:00 p.m. *or later according to their schedule*
- 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 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.

Please notify the teacher or Administrative Assistant by e-mail, written note, or phone call if there is ANY CHANGE in your child's going home 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 may be found in the Afterschool brochure (also on our website). Drop-ins to Afterschool are available in emergency situations. The Preschool Administrative Assistant must be notified about drop-ins 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.

## **PRESCHOOL 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.

In line with the above, and 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 also invite you to share your talents and special interests with your child's class as well. Please arrange this with your child's teacher. Parents, children and teachers all benefit from the time and interests you share with us.

### **Parent/School Communication**

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

Check the bulletin board between the elevators for flyers about events, their dates and times. In addition to Preschool letters informing you of special events, you will receive mailings from the Head of School and a Newsletter five times a year. E-News, a weekly electronic newsletter, is another way to stay up-to-date with school news and events. Teachers often send e-mail messages and photos about curricular projects and class events.

### **Parent-Teacher Conferences**

All-school Conference days are scheduled in November and April (see calendar). 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 ask to speak with the Head of Preschool.

### **Preschool Parent Coffee Hours**

Parent Coffee Hours take place from 9:00 to 10:00 a.m. monthly throughout the year. Topics and issues are suggested by parents and discussed in an informal supportive group setting, with the Head of Preschool and consulting psychologist. Teachers sometimes attend as well. Occasionally guest speakers are invited to address specific topics brought up by the group. Many parents find the coffee hours to be informative and helpful.

### **Student Health Policies**

*Please refer to important information on page 8.*

## **SOCIAL MATTERS**

### **Friendships**

A class list is sent out in the schoolwide August mailing, 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, children are just learning routines at the beginning of the school year, 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.

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

Preschool and Lower School alternate this event yearly. This year, Preschool Grandparents Day will be on Friday, May 20, 2011. This is a half-day for all preschool children. An invitation is sent home closer to the day.

## SCHOOL GATHERINGS

### 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 Thanksgiving, and on the last day of school. You will receive further information about these family events so you can plan to attend.

### Parent-sponsored Events

At the beginning of the year the PAT class parents organize a potluck dinner to which teachers are invited. Sometimes families plan outings such as picnics 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.

## 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 take bus trips to places that are 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, negotiating turns and 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.) 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.

## LOWER SCHOOL FACULTY AND STAFF

Jacquelyn Condie, *Head of Lower School*  
Diane Mackie, *Curriculum Coordinator*  
Taunya Black, *Director of Afterschool*  
Mary Ellen Ostrander, R.N., *School Nurse*

Trish DeFalco, *Administrative Assistant*  
Jennifer Knies, *Director of Admissions*  
Jeff Strack, *Afterschool Administrator*  
Bruce Arnold, Psy.D., *Consulting Psychologist*

### Kindergarten

Alison Ullrich, *Head Teacher*  
Amanda Welch, *Assistant Teacher*

Jeannie Hahn, *Head Teacher*  
Ronit Prince, *Assistant Teacher*

Peta-Gaye Gray, *Head Teacher*  
Wendy Waxman, *Asst. Teacher*

### First Grade

Jill Fiengo, *Head Teacher*  
Hannah Williams, *Assistant Teacher*

Laura Leopardo, *Head Teacher*  
Amy Loo, *Assistant Teacher*

### Second Grade

Margaret Trissel, *Head Teacher*  
Lacey Galen, *Assistant Teacher*

Jonathan Edmonds, *Head Teacher*  
Sandy Hartmannsgruber, *Assistant Teacher*

### Third Grade

Sarah Gordon, *Head Teacher*  
Nadia Cannon, *Assistant Teacher*

Kate Minear, *Head Teacher*  
Anna Jo Kotelchuck, *Assistant Teacher*

### Fourth Grade

Ellen Conroy, *Head Teacher*  
Shanique Pinnock, *Assistant Teacher*

Bea Bartolotta, *Head Teacher*  
Jennifer Ferreira, *Assistant Teacher*

### Specialists

Susan Greenstein, *Art*  
Cordenia Paige, *Technology*  
Staci Otto, *Physical Education*  
Myriam Juarbe, *Spanish*  
Barbara Ringel, *Reading*

Margaret Bary, Helen Tocci, *Dance*  
Piper Macleod, *Music*  
Megan Gottlieb, *Science*  
Tim Waugh, *Woodworking*  
Laura Hulbert, *Learning Specialist*

Kathy Hartzler, Angela Ungaro, Lawrence Williams, *Librarians*

## BEGINNING OF SCHOOL

Every August, families receive a mailing about the opening of school; this includes the school calendar, class assignments, and letters. Forms should be returned by the dates indicated. **Health Forms must be returned by August 15 and Going Home Forms must be in by the first day 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. Parents are asked not to request the assignment of children to specific teachers, or to be placed with specific friends, but to 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

*Please refer to important information on page 8.*

## GENERAL ROUTINES

### Arrival

Kindergarten and first grade children should arrive in the classroom **after 8:30 a.m., but no later than 8:50 a.m.** This allows some flexibility for children to arrive and settle into the morning's work.

Second, Third and Fourth graders need to arrive **by 8:15 a.m. as we begin the academic day at 8:20 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.

**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 for those who require an earlier start. There are two groups: K-1 from 8:00 to 8:30 a.m.; and 2-4 from 8 to 8:15 a.m.; each group is supervised by a Lower School teacher.

*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 am for early arrival; before 8:15 am for gr. 2-4 arrival, or before 8:30 am for K-1 arrival. Please be respectful of this policy.*

### Dismissal

- Kindergarten children dismiss from the lobby at **3:00 p.m.**
- First and Second graders dismiss from the classroom at **3:05 p.m.**
- Third and Fourth graders dismiss from the lobby 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 3:00-6:00 p.m.** and parents are billed for this service.

Please call the Lower School Administrative Assistant **before 2:30 p.m.** if you will be late picking up your child (so we can inform the child) 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 or 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.**

*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.*

### Child's Absence from School

Please call the Lower School office by 8:15 a.m. to let us know that your child will be absent and call every day when your child is absent. **Contagious illnesses must be reported to the School Nurse.** On the second day of absence, check with us to determine if a homework assignment is necessary. We do not fax assignments. 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), please speak to the Lower School Head. We discourage absence for reasons other than illness. While homework and assignments can be made up, actual 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 3rd grade children bring lunch from home and eat in the classroom with their teacher. 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.

### **Library Books**

Borrowed library books sometimes go astray, so we ask you to be aware of your children's library schedule and help them plan a time when books can be ready for return. If you are unable to locate a lost book, we will bill you for the cost. Since reordering is time-consuming and costly, we prefer to receive the book.

## **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.

### **Curriculum Night**

The Lower School holds a Curriculum Night early in the school year (date and time are on the school calendar). 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.

### **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' 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.

### **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 April, 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 child care 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 mailed in June.

## 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.

## Grandparents Day

Grandparents and Special Friends Day takes place in the spring, every other year (next: Spring 2012). This day provides an opportunity for relatives and friends who are not normally involved in the school to participate in classroom activities with the children and to attend the all-school art show. This is a half-day for all students.

## LOWER SCHOOL BEHAVIORAL EXPECTATIONS

We seek to foster and maintain a positive learning environment. It is our expectation that all students are 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 that students will respect the classroom environment, building facilities, equipment and resources of the school. Students using technological resources need to abide by the guidelines established in 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 appendix 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.

- We do ask children not to 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 to school. However, special items can be left in cubbies.
- If your child has a pair of Heelys (roller sneakers), the wheels must be removed for the school day. If the wheels are unable to be removed, your child is not permitted to wear the Heelys to school.
- 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.

### Items To Be Kept at School by Kindergarten and First Grade Children

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 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—at Thanksgiving, before winter recess, and at the end of the school year. Throughout the year, we are also invited to attend plays, dress rehearsals, dance performances, etc., that are offered by the Middle and Upper Schools.

We will notify you of the dates and times of events that would be of interest to parents on flyers that your child will bring home.

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 school encourages field trips, which can range from a walk through the neighborhood to overnight camping. Parents are informed about trips the children take throughout the year and are invited to accompany the class. Children in grades 3 and 4 have an annual spring overnight camping trip; this is an integral part of the school experience, and we expect all children to attend.

# MIDDLE SCHOOL

## MIDDLE SCHOOL FACULTY AND STAFF

Martha Haakmat, *Head of Middle School, Health*

Whitney Thompson, *Assistant Head of Middle School, Health Chair*

Maggie King, *Middle School Administrative Assistant*

Taunya Black, *Afterschool Director*

David Gardella, *Athletic Director*

Mary Ellen Ostrander, R.N., *School Nurse*

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

Valarie Alston, *Health*

Felix Alberto, *Physical Education, Spanish*

Andrew Cohen, *Visual Arts*

Kevin Cooney, *Science*

Vanessa Ehler, *Spanish*

Elizabeth Harnage, *Technology Integrator*

Karima Hassan, *Mathematics*

Marna Herrity, *Mathematics*

Edward Herzman, *History, History Dept. Chair*

Laura Hulbert, *Learning Specialist, Gr. 5*

Laurice Hwang, *Humanities, Science*

Jessica Jones, *Jazz Explorations, Jazz Band*

Michael Kabot, *Spanish, Latin*

Ellen Kahan, *Ceramics*

Gary Lawson, *Physical Education*

Jesse Klausz, *Learning Specialist, Gr. 6-8, History*

Erin Mansur, *Humanities*

Russell Marsh, *Chorus*

Rachel Mazor, *Humanities, English*

Marie-Christine Perry, *French, Latin*

Jesse Phillips-Fein, *Dance*

Tina Marie Piccolo, *Visual Arts*

Peter Prince, *Mathematics*

Jeremy Richards, *Drama*

Tony Soll, *Humanities, History*

Fanny Sosenke, *Math, Math Dept. Chair*

Elvira Sullivan, *Orchestra*

Angela Ungaro, *Librarian*

Janet Villas, *Science*

Patricia Vreeland, *Humanities, History*

Tim Waugh, *Woodworking*

Molly Winter, *English*

Stephen Wortman, *Latin*

## ACADEMIC PROGRAM

### Middle School Schedule

The academic calendar in the Middle School is divided into quarters, and classes are scheduled in a 7-day cycle: day 1, day 2, day 3, and so forth, then repeating day 1 through day 7. Students meet in their homeroom advisory group each morning and afternoon. They also meet for one full class period per cycle with their advisors. Fifth and 6th graders meet with their homeroom teacher/advisor; 7th and 8th graders with their small-group advisor. In addition, all students meet weekly for Quaker Meeting, Collection, and a once-per-cycle Activity Period. Several conference periods are scheduled weekly for students to work individually with teachers, read independently, or complete homework.

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 this event.

### 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 a web-based Learning Management System located on Panthenet, the school's intranet.

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 graders; the lower limit to students beginning 5th grade. On days when the homework load is light, students should spend the extra time reviewing or reading a book of their own choosing.

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 in learning 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 use for recording their daily homework assignments. Teachers provide time for this in each class, and time is available during the end-of-day Advisory for checking homework assignments with classmates or individual teachers.

Students are responsible for making up homework missed because of absence. Students absent for one or two days should contact a classmate to obtain 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 each of your child's individual teachers for homework assignments.

### Tests and Testing

Teachers give quizzes, tests, and examinations regularly to assess their students' progress. Students learn study skills both in specific classes as well as in the Advisory. Testing encourages students to use these skills and to monitor their progress. No student will be required to take either more than two tests or 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. Any students assigned too many tests should immediately alert their advisor or 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 work out 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 modern languages. These exams count for 10% of a student's final year 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 which also ranges from Outstanding to Unacceptable. An explanation of the grading system is sent home with each report card.

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**

The school expects students to work up to their potential; to ensure that this is taken seriously, Academic Warning and Probation are in place. Effort grades are crucial to assessing whether a student is working up to potential and thus students are placed on Academic Warning if they receive within one quarter three or more effort grades below adequate. They are also generally placed on Academic Warning if their quarter academic achievement grades include one F; or three C minuses; or two Ds; or one D and two C minuses. Students are generally placed on Academic Probation when they receive an academic achievement grade of F in two or more courses or if they meet the criteria for Academic Warning for two consecutive quarters. Academic Probation jeopardizes re-enrollment. Students with D or below for the year in a major subject may be required to attend summer school.

## **Reports to Parents**

Formal reports evaluating a student's performance in each subject are sent home at the end of each quarter. 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 to students on Academic Warning or Academic Probation midway through the quarter.

## **Parent Conferences**

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. The spring conferences differ from those held in the fall in that they are student-led. Teachers and the division head are available on those days should parents need to meet with any of them. Families with two households are asked to schedule conferences at the same time.

## **SUPPORT SERVICES**

### **Advisory Program**

This 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. Each student is also assigned to an Advisory group. In grades 5 and 6, students take part in a home-room Advisory. In grades 7 and 8, each student is part of a homeroom Advisory as well as a small group Advisory.

Students begin and end the day in Homeroom Advisory groups. Starting the day with silence and announcements helps students focus and prepare for the day's activities. In the afternoon Advisory period, advisors meet with students to ensure that they understand homework assignments and have the time to organize their strategies for completing them.

One period per cycle is set aside for small group Advisories of about eight students in 7th and 8th grades. Each 5th grade and 6th grade section meet as a group once per cycle. Smaller group meetings may be planned at these levels from time to time. During this Advisory Period, advisors plan activities and lead discussions on topics of special importance to students. This is an opportunity to discuss learning strategies, social skills, and events in the larger community that have an impact upon students. The advisory curriculum is designed to be responsive to the evolving needs of students and supplements the support provided by the faculty, school psychologist, learning specialist, and administrators.

## Middle School Advisors

- 5A Ticia Vreeland and Andy Cohen
- 5B Laurice Hwang and Valarie Alston
- 6A Tony Soll and Janet Villas
- 6B Rachel Mazor and Elizabeth Harnage
- 6C Erin Mansur and Ellen Kahan
- 7A Fanny Sosenke and Kevin Cooney
- 7B Marie-Christine Perry and Karima Hassan
- 7C Michael Kabot and Russell Marsh
- 8A Jesse Phillips-Fein and Pete Prince
- 8B Ed Herzman and Molly Winter
- 8C Marna Herrity and Tina Piccolo

### Additional Support

The Middle School learning specialists work with teachers to develop strategies to help those students who may require extra support with the academic requirements of the program. The learning specialists may work with students in small groups or for a brief time, individually.

While teachers are generally available after school and sometimes during lunch for extra help, outside tutoring is occasionally required to help students with subjects they find particularly difficult or with specific learning problems. 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 with the advisor and/or the learning specialists.

A psychological consultant serves as 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 medical record-keeping and immunization surveillance, is licensed to administer prescribed medications and treatments, provides first aid for injuries, and treats routine complaints with non-prescription medicines.

*Please refer to page 8 for important information on Student Health Policies.*

### Parent/Family Communication with Faculty/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. Parent and student concerns are often best communicated directly to the person with whom one has the concern. It is that person who has the most information and generally is in a position to provide the needed help or clarification quickly. Thus, if a parent and student have concerns about academic or behavioral issues in one particular class, it is often best to start by discussing these concerns with the teacher, although in some cases students and parents may prefer to initiate discussion through the advisor. In any case, the advisor should be apprised of the concerns.

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 a meeting with the individual teacher and the student or a meeting with parents, with the goal of helping the student develop strategies for working out the problem.

Although the advisor is the primary contact, parents are always welcome to speak with classroom teachers, the learning specialist, or the division head. All faculty and staff have mailboxes, voice mail and e-mail. Teachers and/or advisors will get back to parents within 24 hours.

## 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. Each day begins in Advisory at 8:00 a.m. and students are expected to arrive on time. 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 throughout life.

If a child is going to be absent, parents should call the school by 8:00 a.m. 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 Administrative Assistant on the 5th floor to sign in. The Administrative Assistant will call the home of each student who has not signed in and is marked absent by the Advisor to ensure that the child is accounted for.

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. If such an appointment is necessary, a note from the doctor indicating the time of the appointment must be presented to the Middle School Office. 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 or tests. Families whose needs make such absences imperative should contact the Head of Middle School well in advance. Failure to request and obtain permission from the division head results in the absent student receiving zeroes for all homework and tests given during the time of absence.

### Dismissal, Afterschool, and Using the Library Afterschool

Children are dismissed from school at 3:20 p.m. From 3:20 to 3:40 p.m., students may socialize in the cafeteria, where snacks are available for purchase. **No student is to remain in the building after 3:40 p.m. unless enrolled in Middle School Afterschool or another adult-supervised activity.** (*Supervised activities include team practices and games, extra-help sessions, play rehearsals, detention, and the Afterschool Program. Only those students who leave the building after school as part of a supervised activity may re-enter the building.*)

**Students should not be in the lobby or on Pearl Street after 3:20 p.m. and parents should not ask their child to wait for them in the lobby or on the street.**

Middle School Afterschool and specialty classes take place from 3:20 up until 6:00 p.m. The Afterschool brochure, sent home in August, describes the activities, specialty classes, and program fees.

Students may use the library, when it is open after school, from 3:20 to 3:40 p.m. **To use the library after 3:40, they must have a note signed by a teacher or the Middle School Head and need to sign in and out with the librarian.** The library is for academic use only. Students who do not follow library rules will be asked to leave.

### Leaving the School Building

Students are not permitted to leave the building during school hours for any reason unless accompanied by a teacher. Students who are ill will not be permitted to leave without parental authorization, which must be given to the School Nurse. It is solely at the Nurse's discretion whether the student leaves on his/her own.

### **Lockers**

All students are assigned lockers at the beginning of the school year. Students 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 these decorations should be easily removable (do not use stickers).

### **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 conclusion of the season. Once the uniform is returned, the deposit is returned. 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 not be used in the building during the school day. They may be used after 3:20 p.m. If a student is found to be using a cell phone in the course of the school day, it will be removed and stored in the office until the end of the day. Two cell phone infractions per quarter necessitate that a parent come to school to pick up the phone.

### **Dress Code**

We suggest that students wear simple, comfortable clothes to school, using good judgment about neatness, cleanliness, and appropriateness of dress. Gym clothes are to be worn only during P.E. classes or for other physical activities. Under no circumstances may students 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 oneself or others are not allowed.

## **COMMUNITY ACTIVITIES IN THE MIDDLE SCHOOL**

### **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. A period of silence is also observed during morning advisory.

### **Collection**

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

### **Special Assemblies**

Special events are planned for the Middle School and/or for the entire school community to enrich the curriculum and broaden the experiences of the children. Musicians, actors, speakers, performers or other guest visitors share their talents and vision with the students on a regular basis.

### **Student Council**

The Student Council takes a leadership role in the Middle School. It is made up of four officers and two representatives from each Advisory, elected each fall. The Student Council plans special activities such as dances and trips and makes proposals to the administration concerning student life. All events must be approved by the administration, and dates set well in advance. Adequate supervision is required at all Student Council events.

## Athletic Program

Seventh and eighth grade students represent BFS in interscholastic sports. Fifth and sixth graders may attend the AM Sports program. 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 code of ethics 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, 6 and 8 students take outdoor environmental education trips of several days duration. Towards the end of the school year, seventh graders go on a three day trip related to their history curriculum, and eighth graders pursue science studies in 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 and Weekend Events

Parents are encouraged to attend plays, concerts, and athletic games to share in their children's school lives. For events on the evenings of school days, students are expected to go home first and return later with their parents. Students who take chorus and orchestra perform at the fall and spring concerts; **participation is a requirement of each course, as is attendance at the dress rehearsals.** Failure to attend results in academic penalty.

## 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 resolution of conflict in a peaceful manner.

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"* on page 52 in the appendix of this handbook.

### Major Rules of the Community (Level 1)

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, 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. *For details on what constitutes such behavior, including sexual harassment, please see page 55 in the appendix of this handbook.*

The use of alcoholic beverages, illegal drugs, or cigarettes is not permitted at any time on the school premises or in the immediate 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

ages or illegal drugs on the school premises, in the immediate 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, teachers will explain what is meant by unauthorized assistance in their courses. 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 division head in consultation with the advisor.

### **Rules of General Conduct (Level 2)**

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 do vary somewhat, depending on the expectations of the classroom 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, and commands like “shut up” or “shut your face” are to be avoided, as well as comments that might seem offensive for ethnic, racial, religious, or gender reasons. Language considered vulgar, coarse or offensive to good taste should 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 has a negative effect on classes, meetings and office work.
- Students should speak softly in the library so that it remains a place for quiet study. Loud talking distracts others and is inconsiderate.
- Physical games and throwing balls (or any other object) should be confined to the gym and parks, as such physical play can lead to unintentional injuries.
- Middle School students may ride up in the elevators from the first to the fifth or sixth floors, except after Quaker Meeting, collection, assemblies, and before or after recess. **Students may not use the elevators to ride down at any time of day.**
- 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 bottled water.
- 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 not chew gum at any time in the school building.
- Students must turn off cell phones and may not use iPods, videogames, etc. in the building during school hours up until dismissal time. These devices may be confiscated and stored in the school office.
- Lighters, matches or other smoking paraphernalia 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 at any time; 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.

- Assemblies, trips, and other programs are planned for student enjoyment and to enhance the curriculum. Students need to listen attentively and to applaud appropriately.

- 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 standards of conduct set by the school and to accept responsibility for courteous and appropriate behavior.

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

## CONSEQUENCES FOR INFRACTIONS OF RULES

Consistency is the key to any set of behavioral expectations. The purpose of consequences is to help students understand appropriate limits and internalize behavioral guidelines that will serve them well throughout their lives. Violations of the rules of general conduct have one of the following consequences:

- **Verbal Warning:** These warnings may result in a conference between teacher and student or in a brief detention session with the teacher.

- **Behavioral Referral:** These referral forms are submitted by teachers to the advisor and Head of Middle School for serious infractions of rules or for repeated infractions of any one rule. The submission of a behavioral referral automatically results in a conference between student and advisor. Any further consequences are determined by the Head of Middle School in consultation with the advisor and the teacher who submits the referral.

- **Detention:** Detentions are ordinarily assigned to students upon receiving their third Behavioral Referral or at the discretion of the Middle School Head. Failure to arrive on time or to behave appropriately at the detention session requires that the student make up the detention and serve an additional one. Exceptions will not be made when a student is scheduled for athletics, rehearsals or other after school activities.

- **Conference between Parents and Head of Middle School:** This generally occurs after a student has been assigned a third detention. The student and/or advisor may be asked to attend all or part of this conference.

- **Letter of Apology:** A student may be required to write a letter, if warranted, and parents may be asked to co-sign.

**In response to very serious violations of the rules, the Middle School Head and/or the Head of School may apply any of the following consequences in consultation with the advisor:**

- In-house suspension
- Out-of-school suspension
- Formal disciplinary warning and probation
- Expulsion

Formal Disciplinary Warning and Disciplinary Probation may also be imposed for overall patterns of behavior which are detrimental to the purposes and well-being of the school community. A student on Disciplinary Warning who fails to demonstrate adequate improvement within a reasonable period of time or who merits warning twice within one academic year is ordinarily placed on Disciplinary Probation. Probation jeopardizes re-enrollment.

## **ACHIEVEMENT SCHOLARSHIPS FOR 8TH GRADERS ATTENDING THE UPPER SCHOOL**

The school awards up to three achievement scholarships to 8th graders who have been in the school at least since the 7th grade. These scholarships are worth \$10,000 for each year the student is enrolled in the BFS Upper School and maintains a cumulative GPA of 3.5, with no grade below a C.

Students are eligible to apply if they have an accumulated Grade Point Average (GPA) of 3.5, based on grades in each of the 4 quarters of grade 7 and the first two quarters of grade 8 for all courses that meet at least 5 times in every 7 day cycle. Students and their families are informed of their eligibility to apply in early January. Students may then complete an application. A Middle School faculty committee makes award decisions by mid-February.

In addition to grades, the committee looks for students who exhibit the following characteristics in areas of scholarship, service, and behavior:

- Consistent effort to work to potential and challenge oneself
- Intellectual curiosity
- High level of participation and engagement in classes
- Motivation for learning (rather than grades)
- Contributor to the life of the school
- Engagement in community service (beyond school requirements)
- 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)
- Serious interest in attending the Upper School

# UPPER SCHOOL

## UPPER SCHOOL FACULTY AND STAFF

Roxanne Zazzaro, *Head of Upper School*

Trefor Davies, *International Baccalaureate Coordinator*

Jeffrey Cox, *Psychological Consultant*

Lindsey S. Berns, *Director of College Counseling*

David Gardella, *Athletic Director*

Dori Dietz, *Upper School Dean*

Stephen Kelly, *Administrative Assistant*

Jesse Klausz, *Learning Specialist*

Tiffani Hooper, *College Counselor*

Joan Rappaport, *CAS Coordinator*

### English

Sidney Bridges (Chair)

Jenna Goodman

Rachel Mazor

Christopher Natrass

### History

Ed Herzman (Chair)

Mark Buenzle

Jon DeGraff

Vladimir Malukoff

### World Languages

Tracy Bucci (Chair)

Sue Aaronson

Vanessa Ehler

Norma Gordon

Stephen Wortman

### Science

Blake Sills (Chair)

Greg George

Travis Merritt

Lyubov Obertnaya

Janet Villas

### Mathematics

Fanny Sosenke (Chair)

Jeffrey Corlett

Trefor Davies

Peter Prince

Julien Remy

Elio Valenti

### Philosophy, Religion, and Ethics

Lauren Andrews

Whitney Thompson

### Technology and Media Services

Kerri Richardson Redding (Chair)

Vanessa Aird

Lisa Deo

Greg George

Lawrence Williams

### Physical Education

Felix Alberto

Gary Lawson

### Health

Whitney Thompson (Chair)

Valarie Alston

### Visual Arts

Yuval Ortiz-Quiroga (Chair)

Mark Buenzle

Andrew Cohen

Ellen Kahan

Gregg Martin

Susan Greenstein

Tina Piccolo

### Performing Arts

Margaret Bary (Chair)

Catherine Clark

Jessica Jones

Russell Marsh

Jeremy Richards

Elvira Sullivan

## THE UPPER SCHOOL COMMUNITY

The Upper School's main building, located at 55 Willoughby Street, has Upper School offices and is used for the majority of Upper School classes and activities. The division also uses several classrooms and facilities at 375 Pearl Street, including the library, cafeteria, gyms, visual and performing arts classrooms, and science labs. In addition, students and faculty attend Quaker Meeting and occasional other events at the Brooklyn Monthly Meetinghouse at 110 Schermerhorn Street. *Students are expected to arrive promptly to all classes and gatherings. This means allowing enough time to pass safely from building to building. All members of the community need to be aware of street traffic and follow a practice of crossing streets only when the walk-light indicates that it is safe to do so.*

## THE UPPER SCHOOL PROGRAM AND EXPECTATIONS FOR STUDENTS

The Upper School offers a rigorous college-preparatory program developing each student's capacity to learn, understand, and apply knowledge. How one learns and uses knowledge is as important as what one learns. Central to the challenging program of instruction at BFS is the belief that learning happens both in a group and within an individual. Personal growth will be more fully realized in a community holding ideals of respect, cooperation, integrity, self-discipline, and achievement. Teachers seek to provide a climate encouraging academic excellence, openness, and flexibility; to promote the sharing of ideas

and concerns; to affirm initiative, creativity, and service within and beyond the school community; and to celebrate accomplishment.

The school endeavors to move students beyond the acquisition of specific knowledge and skills toward a broader understanding of – and concern for – themselves, their environment and the broader society. Through study, work, reflection, service, recreation, and celebration, we enhance one another and aid in the search for purpose and wholeness in life.

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

- arrive on time to each class;
- prepare for class to the best of their ability;
- bring the necessary materials;
- meet with teachers regularly and/or as necessary;
- seek out the guidance 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. Leaving school during these periods is ill-advised.

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.

Learning and personal development 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. Each student is expected to get involved in 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 is a key component of the Upper School program that underscores the school’s commitment to the success of each student. Students meet regularly with their advisors, both in scheduled meetings and informally. Once a cycle, students also meet for an advisory period. Advisory activities help students get to know each other better and encourage them to 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 thorough 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.

Parents who have general questions about a student’s school experience should call the advisor first. Questions about specific courses should first be addressed to the teacher.

Ideally, there is a good working relationship between the advisor and the parent. In turn, it is especially helpful for families to alert the advisor to any situations outside of school that might affect the student’s school experience. Information from such conversations will only be shared with the student’s teachers as needed.

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. Please note that students are required to take a minimum of 30 class hours per semester, excluding junior and senior seminars, community service, and internships.

English – 4 years

Mathematics – 4 years

History – 3 years

Science – 3 years

Foreign Language – 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

Public Speaking – 1 semester

Religion and Ethics – 1 semester

Physical Education – 4 years

Community Service – 50 hours (completed in grades 9 and 10)

CAS Program – 150 hours (completed in grades 11 and 12)

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

## International Baccalaureate Diploma Program (IBDP)

Brooklyn Friends School offers the International Baccalaureate Diploma Program 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 tenth grade students. The process includes an essay written by student and parent; a parent and student interview with the IB Coordinator, and a faculty recommendation. Acceptance into the Program is decided by the Upper School Head, IB Coordinator, and the Tenth Grade Advisory Team.

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. Students wishing to enroll in IB courses for certificate can do so with the approval of the Upper School Head and/or IB Coordinator.

*Please refer to page 51 in the appendix of this handbook to read the IBO Mission Statement and Learner Profile.*

## Community Service/Creativity, Action and Service (CAS) Programs

The Creativity, Action 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. Students are encouraged to build relationships and become involved in projects that allow them to share their talents and energies while at the same time reflecting on the experience. A prescribed number of participation hours are required for each student, as well as the establishment of a CAS portfolio. The portfolio will allow the students to document service hours and reflect on experiences.

Students in the ninth and tenth grades will become introduced to the CAS Program by learning the basic fundamentals of and becoming aware of the importance of service learning. These students are encouraged to participate in projects in-school and out-of-school. Students are encouraged to begin their service projects and volunteerism as soon as possible. **Students should complete 50 hours of service by the end of the tenth grade.**

The eleventh and twelfth grade students will participate fully in the CAS program. **Students will complete a minimum total of 150 hours of in-school and out-of-school projects, beginning the fall semester of eleventh grade.** Projects will be evenly distributed over the arts, athletics and various forms of service and social entrepreneurship. CAS hours may be spent on individual or collaborative projects designed to benefit the school community or projects of local, national and global importance.

The Upper School Community Service/CAS Coordinator will work closely with students and advisors to raise awareness of the program, as well as guiding students in formulating projects. Students should consult with the coordinator prior to beginning a service placement or project. Placements must be with nonprofit or public agencies.

## 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.

Ninth and 10th grade homework assignments are generally given daily, requiring 30 minutes per course. On average, freshmen and sophomores spend 2 to 2 1/2 hours each evening. Eleventh and 12th grade daily assignments require 30-45 minutes per course. On average juniors and seniors spend 3 to 3 1/2 hours each evening. Test preparation adds to the time necessary for study.

In addition to smaller daily reading and writing assignments, teachers will give larger assignments regularly. Such assignments will include: 2-5 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.

**Academic Progress, Interim and Quarter Reports:** Parents receive teachers' narrative evaluations with course grades at the end of the 1st and 3rd quarters. Checklist reports are sent home at the end of the 2nd and 4th quarters. Progress Reports may be sent home at mid-point of a quarter if a student's work reflects inadequate study or poor performance or especially exemplary performance. All 9th graders and those new to BFS receive progress reports in all subjects midway through the first marking period. Interim reports will be sent home periodically if a student's work continues to reflect inadequate or exemplary performance. In addition, students who have been placed on academic warning or academic probation will receive frequent interim reports, as well as mid quarter progress reports.

**Quizzes, Tests, and Testing Policy:** Testing 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 one major paper) on a given day, allowing them to prepare for scheduled tests without neglecting other academic responsibilities. (Quizzes of less than 20 minutes are permitted). When students experience a test scheduling conflict, they should speak with their respective teachers and advisors to resolve the conflict 3-4 days prior to the test.

*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. 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 may have to attend summer school, arrange for special tutoring, or repeat the course.*

**Academic Warning/Academic Probation:** The school expects students to work up to their potential. To ensure that this expectation is taken seriously, the Upper School has in place a system of Academic Warning and Academic Probation.

Academic Warning and Probation is cumulative throughout the students tenure in the Upper School. Students are placed on academic warning for one quarter only. If a student continues to meet the criteria for academic warning, he/she is then placed on probation. After three quarters of being placed on warning and probation, a student may be asked to leave the school. Likewise, probation jeopardizes re-enrollment.

A meeting with the student, parents, advisor and Upper School Head will take place in order to emphasize the terms and conditions of the warning/probation. These include attendance at a mandatory study hall twice a week (once a week if on warning) and restrictions on after school activities. In addition, students on warning/probation will receive periodic interim reports, as well as a mid-quarter Progress Report.

Criteria: Students are placed on warning or probation if they:

- Earn two or more grades of D or below in a quarter
- Earn a GPA of C- or below in a quarter
- Neglect the terms of their probation agreement from the previous quarter
- Commit an act of plagiarism

## UPPER SCHOOL BEHAVIORAL EXPECTATIONS

*“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 Uppers 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.”*

**Honor Council:** An Honor Council consisting of student representatives from each grade and two faculty members and the dean will be convened and clerked by the dean of students 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. A student can choose to have his/her case heard by the Honor Council or by the US administration. The administration may choose not to send a student before the Honor Council. When attending Honor Council proceedings, the student is accompanied by his or her advisor or a selected faculty member.

**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.** See “Guidelines for Out of School Behavior” on page 52 in the appendix of this handbook.

## MAJOR INFRACTIONS OF SCHOOL RULES

The following are serious violations of school rules and result in serious consequences, including 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 the following 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 and 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  
Letter in student's folder  
Family meeting with division head and/or dean and 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  
Letter in student's folder  
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 conduct that cannot be tolerated. Infractions involving theft and vandalism will result in serious consequences.

### Fighting and Violence

The school seeks to provide an environment of mutual respect in which individuals can learn and live in a safe and dignified atmosphere. As a Friends school, we are guided by our commitment to peaceful resolution of conflict. Apart from what can be narrowly justified on the basis of self-defense, physical or any variety 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.

*For details on what constitutes such behavior, including sexual harassment, please see page 55 the appendix of this handbook.*

## 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 immediate 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 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.

*\* defined as within a five-block radius of 375 Pearl Street and a five-block radius of 55 Willoughby Street.*

*Please note that 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" on page 52 in the appendix of this handbook.*

## 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 the school on school-sponsored trips; 2) at any after-school and athletic activities that take place outside the school buildings; 3) within the immediate vicinity of the school buildings (*defined previously*). Violators will be held to the following:

- 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.

## MINOR INFRACTIONS OF SCHOOL RULES

*Violation of the following rules results in the assignment of detentions, loss of privileges, probation, and in chronic cases, suspension or dismissal from BFS.*

### Dress Code

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. In addition, Upper School students' conduct should serve as a model for the rest of the community. In that spirit, the following Dress Code is prescribed:

- Hats or other headgear or coverings (including earphones or headphones) may not be worn on school premises. Students who wear a head covering for religious reasons will not be asked to remove it.
- No bare midriffs or backless shirts. No shirts with thin ("spaghetti") straps. Shirts should be cut too low, in a suggestive manner.
- Undergarments should not be visible at any time.
- Thin, white "A shirts" or other sheer garments must be covered by a shirt or sweater at all times. Colored or thicker white "A shirts" may be worn.
- Shoes must be worn at all times.
- No super short-shorts or mini-skirts. Acceptable short or skirt length is at the Administration's discretion.
- Clothing should be neat and not ripped or torn.
- Clothing should not have inappropriate messages, advertising for drugs, alcohol, or tobacco, or messages that may be viewed as sexually demeaning. Message appropriateness is judged by the Administration.

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

The following are consequences for violating the Dress Code:

*First violation:* Student is given a warning and instructed to change his/her clothing.

*Second violation:* Student is given a second warning, a behavioral referral slip, and detention, and told to change his/her clothing.

*Third violation:* Student is given a third warning, a second detention, parents are informed, and student is told to change his or her clothing.

Any further repeated offenses will lead to suspension.

### **Conduct in Common Spaces**

- Students must respect others and refrain from loud talking or shouting in the halls, stairways, cafeteria, and lobby. Unwarranted noise interferes with classes, meetings, and work at the reception desk and in the offices. All conversations in the hallway should be considered private conversations in a public space. Those who are speaking should act to ensure the privacy of their conversation.

- Students must respect requests from teachers who ask them to be quiet or to move from an area near their classroom. *Students should be quiet when near classrooms even without such a request.*

- Running is not allowed in the hallways, stairways, cafeteria and lobby.

- Bookbags are not allowed on hallway floors. Bags must be stored in lockers or carried, and the tops of lockers should be kept clear.

- Time between classes is used only for transitional purposes. There will be no sitting down in the hallways between classes.

- iPods and cellphones may be used in the student lounge only. They are not allowed in any classroom, hallway, elevator or stairwell, and must be removed upon leaving the lounge. Radios and equipment with speakers are prohibited in the school buildings. These items may be confiscated.

- Students should 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.

- Attentive listening and appropriate applause should be apparent whenever students attend meetings featuring speakers or performers.

- Gum-chewing is not permitted in school. Students cited for continual gum chewing will be asked to see the Dean.

- Engaging in sexual behavior or inappropriate physical contact is prohibited anywhere on school premises.

- Water pistols may not be brought to school and will be confiscated by faculty. Use of water balloons or water pistols at school or a school sponsored events may lead to suspension.

### **Eating/Drinking in the Building**

Each Upper School student is scheduled for a lunch period. Students are not permitted to take food outside of the cafeteria. No food or drinks other than bottled water are allowed in areas other than the cafeteria, except in the student lounge, where snacks are allowed. Students are expected to clean up after themselves in the cafeteria and in the lounge by discarding any garbage in the appropriate receptacles. If students abuse this understanding, consequences will occur.

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

The Willoughby building is open daily from 7:00 a.m. until 6:00 p.m. Students may remain there until 5:00 p.m. and are permitted to use all facilities until then. For safety reasons, students remaining in the building after 4:00 p.m. must let the Division Head, Dean, or a faculty member know the reason for remaining in the building and where they will be located. Students participating in after-school 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. Any infraction of this policy will result in possible loss of gym 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.

## 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 an 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, commonly referred to as a “green sheet,” for any violation or repetitive violations of certain infractions. The referral forms are submitted to the dean of students. As a result, a conference between the student, advisor and dean may occur. Parents may be contacted and the consequences may result in a detention(s). If the violation is severe, a conference may occur between the student, advisor, dean and Upper School Head. Parents may be contacted and the consequences may result in a suspension.

**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. Parents will be notified. On the fourth behavioral detention (i.e. for cutting class, three lates to class, misbehavior, etc.) the student will be suspended for one day. After the suspension, a meeting with the student, advisor, parent and dean may occur. The student will be placed on behavioral warning. The next time a student commits an offense that would result in a behavioral detention, s/he will receive a two-day suspension, placed on behavioral probation, receive a letter in her/his folder, and will not be permitted to participate in after-school activities. A meeting with the student, parents, advisor, dean and Upper School Head will occur.

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

**ADVISED WITHDRAWAL.** When there are reasonable grounds for considering a student’s dismissal, an Advised Withdrawal may be recommended to the student’s parents by the Head of School.

**DISMISSAL.** A major violation of the school’s rules or a pattern of infractions leads to dismissal. A conference with the Head of Upper School, Dean, parent/guardian and the student will take place when the recommendation for expulsion is made. The Head of School makes the final decision.

In many cases involving violations of major and minor infractions and patterns of disruptive behavior, formal Disciplinary Warning and Probation will be imposed. Warning and Probation may include certain restrictions. A student on formal Disciplinary Warning who fails to demonstrate adequate improvement within a reasonable period of time or who merits warning more than once within one academic year is ordinarily placed on Disciplinary Probation. Being placed on probation jeopardizes re-enrollment.

### 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 an issue.

## **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, and 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. *Please note that the number of days a student is absent or late is recorded on his or her transcript.*

### **Lateness**

All Upper School students are expected to be in school by 8:00 a.m. daily. Students will be considered late after 8:00 a.m. Late students should report to the Upper School office to sign in. Students will be given a pass to take to their first period class. A weekly morning attendance report will be sent to advisors for each student. For students who are continually late to school, the following will occur:

- The student will receive a warning slip, given by the dean to the advisor after five (5) lates to school
- After a student has accumulated eight (8) lates to school, a student will have a conference with the US Dean, advisor, and parent/guardian.
- At twelve (12) lates, a student will serve a one-day in-school lateness suspension, which includes Behavioral Warning.
- If a student accumulates fifteen (15) lates, s/he will serve a second one-day in-school lateness suspension, will be placed on Behavioral Probation, and will not be allowed to participate in after-school activities. A conference will be held with the student, parent/guardian, advisor, dean of students and division head.
- If a student is late to school two (2) additional times, a meeting to discuss dismissal from the school may result.

### **Excused Absence or Lateness**

A parent/guardian – not the student – is to call the Upper School office before 8:15 a.m. if the student will be absent or late due to illness or emergency. Lateness to school is only excused in emergency situations. Oversleeping and failure to hear an alarm clock, for example, do not constitute a legitimate excuse. Students will be asked to make up all work missed as a result of late arrival. 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 presented to the Upper School Office.

### **Unexcused Absence**

Unexcused absence will result in an immediate detention and a conference with the Upper School Dean. Parents/guardians will also be notified.

### **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 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. If the situation warrants, the student may serve a detention for each absence after the tenth. An immediate conference will be held with the Upper School head and/or dean, advisor, parent/guardian and student.

### **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.

### **Absence from Class or Other Activities**

Attendance is expected at all classes and required meetings. An unexcused absence from class (i.e. cutting class) will result in an immediate detention. Repeated offenses will be referred to the dean for further sanctions.

### **Attendance Policy for Athletics**

While we respect that our students participate in many extracurricular activities and respect their willingness to do so, it is important for students 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 quit midseason. A new attendance policy for athletics has been instituted this year. Please read the following policy and discuss it with your child. (Keep in mind that students earn Physical Education credit for being on an athletic team.)

- Daily attendance will be taken by coaches. Absences, excused or unexcused, will be reported to the office. If students know that they are unable to attend the practice/game because of a valid excuse (doctor's appointment, school or family commitment, etc.) they should let the coach know at least 24 hours in advance.
- After three unexcused absences, the student's advisor or the Dean will contact home. The student will be required to attend PE class, but also keep his/her commitment to the team by continuing participation. After five unexcused absences, the student will be removed from the sports team and required to continue attending PE class.

## **UPPER SCHOOL COMMUNITY ACTIVITIES**

### **Student Senate and Senate Subcommittees**

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**

Individual students mature intellectually, socially, physically, and spiritually through participation in the diverse activities of a community such as 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 related to the themes of the year.

- 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. US 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.
- Senate Subcommittee Meetings. These occur regularly.

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

The school encourages field trips; they enhance course work, 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 at least one day in advance. Parents/guardians may be asked to contribute towards the cost of day field trips. On overnight trips, the following guidelines apply:

- All students are to travel with the group.
- Any medication, with instructions and a signed BFS Medication Administration Form, should be given to a faculty member at the outset of the trip.
- A curfew requiring students to be in their assigned rooms by 10:00 p.m. is enforced, with lights out by 11:00 p.m.
- 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.
- Personal iPods may be used during travel time and free time. Headphones may not be worn during talks, museum visits, etc.

### **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 Upper School Dean and Senate Advisor to approve the event and set the date. Generally, scheduling must be done a month in advance.
- Students need to secure the number of teachers, agreed to by the Upper School Dean, 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.
- For safety, 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.

- Meeting House/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.

## **GENERAL ROUTINES AND PROCEDURES**

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

Students who are at the Willoughby building and need medical attention must notify the Upper School Head or Administrative Assistant. A determination will be made at that time on how to proceed, in consultation with the 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. No student should leave school for medical reasons without first seeing the School Nurse or Upper School Head.

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.

*Please refer to page 8 for important information on Student Health Policies.*

### **School Books**

The school distributes books for academic courses. The owner's name should be clearly indicated on the inside of the front cover of all books. All hardbound books are collected at the end of the school year. Students must replace any lost book, making payment at the time of replacement. Students receiving a second set of books 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.

- Any book to be used outside of the library must be checked out. Students and teachers must follow proper procedures for books in circulation.
- Reference books and magazines are for library use only, but may be photocopied. Photocopying is allowed in the third floor library only.
- Do not write in any book. Do not underline passages or make any marks on library material.
- Students will be billed for lost or badly damaged books.
- Place backpacks safely on the floor nearby you, not on a table.
- 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, beepers or iPods; please 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.

### **Student 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, pictures, 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 immediately notify the PE teacher. The student will be issued a new one and billed \$5 by the Business Office.

### **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. Failure to return the uniform results in forfeiture of the deposit.

### **Student Use of Telephones**

School telephones are not to be used for personal calls by students without permission from the administration. Cell phones may be used in the student lounge only. A student found using a cell phone in other areas of the buildings may be required to give the cell phone to the Administration. It will be held until the end of the school day. Repeated infractions may result in a parent conference before the phone is returned.

### **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 one day in advance of the visit, and the guest must accompany the host to all classes. All guests must be introduced to the Head of Upper School upon their arrival.

### **Use of Elevators**

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

- The Willoughby 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 may not use the elevators between 11:00 a.m to 1:30 p.m. and 2:30 - 3:30 p.m. They are to use stairs after assemblies and must always use stairs when traveling down (except when needed for medical reasons).

### **Student Lounge Policy**

The Student Lounge is for the use of Upper School students as a place for conversations and group or independent study. In order to promote ownership of the lounge, guidelines for its 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.)
- Students may eat a snack and use cell phones and iPods in the lounge.
- 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 of the above guidelines could result in the closing of the lounge for an indefinite amount of time.

*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 and seniors. Policy changes may be instituted during the course of the year if circumstances warrant it; Students and families will be notified of these changes.*

## STANDARDIZED TESTS

Over the course of their studies at Brooklyn Friends, students take a number of standardized tests which 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, say, 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 is a recommendation resulting from a formal educational evaluation conducted by a professional.** 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 1 and 2

Every spring, the Gates-MacGinitie Reading Test is administered to students in grades 1 and 2. This nationally normed test, which yields percentile and grade level scores, measures the general level of reading achievement in areas of both decoding and comprehension. The second grade level also includes a subtest on word knowledge, which measures reading vocabulary.

The information obtained from the tests is used for instructional purposes. It helps the staff evaluate the effectiveness of its instructional programs and determine the ongoing instructional program. It is also useful as a diagnostic tool for individual students. Test results are shared with parents upon request.

### Grades 4 through 9

Each spring students at these grades take the CTP 4, a battery of verbal and mathematics/quantitative tests published by the Educational Record Bureau, a non-profit organization licensed in New York by the Board of Regents to provide test materials. This battery of tests 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 Record Bureau. ISEE tests are taken by students applying to independent schools.

The ERB battery consists of seven tests: verbal reasoning, vocabulary, reading comprehension, writing concepts, writing mechanics, quantitative reasoning, and math. Students work independently and record their answers in a grid on a separate answer sheet.

The testing organization notes that the verbal and quantitative reasoning sections measure ability; the other sections, achievement. Although this view can have some relevance in interpreting results, the distinction itself is quite controversial: some say there is no such thing as a test that only measures ability or aptitude. In any case, the sections identified as achievement tests are not curriculum tests, but are general in scope and cover the broadest range of skills. They are not a direct measure of what our students cover and learn at a particular grade level and are thus quite different from high-stakes, grade-level tests that are administered in public schools. An ERB test taken by our 5th graders may cover material that the school has deemed better taught in the 6th grade or in the 4th grade.

Even though these are not curriculum tests, the school's curriculum is the best preparation. Indeed, over the past eight years, the percentile rankings of the same group of students who were at the school from 4th through 8th grade increased on average about 40% in the mathematics sections and 30% in the verbal sections of the ERBs. That speaks very well to our strong program. However, our students do benefit from the preparation that the ERB tests give them in the actual process of taking standardized tests.

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. It is also one of 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 have raw scores that are significantly higher than scores of all students nationally, reflecting the fact that on average independent schools have stronger students, programs, and expectations. 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 generally 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**

The PSAT is a practice test for the SAT I exam. The school makes arrangements for all of our students to take the PSAT in the fall of both their sophomore and junior years. These tests have three sections: verbal, mathematics, and writing/grammar. The junior-year PSAT results qualify students for Commended Scholar status or as Merit Scholarship Semi-finalists or Finalists.

The SAT I exam has recently been revised, incorporating more reading comprehension passages, higher-level math questions, and a written essay. Each of these three sections yields a score of between 200 and 800. Previously the highest possible score was 1600. It is now 2400. Although some colleges do not require that standardized test scores be submitted in the application process, the majority do.

The SAT II exams are curriculum-based exams that are available in many subject areas including languages, sciences, mathematics, literature, and history. The most selective colleges generally require students to submit the results of two of these exams, although several colleges still require that students take three. It is helpful for a student to have completed at least two SAT II exams by the spring of junior year if he or she is applying to a selective college.

The American College Test (ACT) is a more curriculum-based alternative to the SAT I and often SAT II exams. College placement offices are increasingly suggesting that students take both and then submit the strongest results. At times students do significantly better on one set of exams than the other. The ACT has five sections: English, mathematics, reading, science and an optional essay question. BFS strongly recommends completing the essay. PLAN is the practice test for the ACT and juniors take this test in the spring.

Detailed information about these exams is available in the school's *College Handbook*. In addition, the Director of College Counseling meets with students and parents to explain the nature and significance of standardized tests in the college admissions process and discusses steps that students can take to prepare for them.

## 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.

## GUIDELINES FOR OUT-OF-SCHOOL BEHAVIOR

### 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 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 Computer Use**

Misuse of home computers 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 other. 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.

## **ACCEPTABLE USE POLICY FOR TECHNOLOGY**

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 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 Department of Information and Media Services.
- 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.

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

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 viewed by the school as major offenses and are subject to serious consequences, including suspension and expulsion. Consequences follow not just if the action is perpetrated at 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 his or her division head, advisor, or divisional 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.

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 feel that have been sexually harassed are urged to inform the offender that the conduct is unwelcome and request that it stop immediately. If the student feels that he or she cannot confront the offender directly or if the unwanted behavior continues, the student should notify his or her advisor/homeroom teacher, division head, or psychological consultant. Again, consequences will be serious, and the school will to the best of its ability exercise every effort to protect the reporting victim from retaliation.

## 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 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)