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BROOKLYN COMMUNITY ARTS & MEDIA HIGH SCHOOL COMMUNITY HANDBOOK 2023-24



ACADEMIC, CREATIVE, & PROFESSIONAL PREPARATION

FOR THE
21ST
CENTURY





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Introduction/ Overview

Greetings BCAM community—students, families, partners and friends!

This handbook describes our school and the many components that help make it work. It allows us as a community to be on the same page so we can all concentrate on the important task of educating our students and preparing for a successful future. Specifically, the BCAM Community Handbook describes:

- Community academic and social systems
- Community actions & behaviors
- Community roles & responsibilities

We think of BCAM as a living, breathing organism. It is expected to evolve and change for the sake of improvement. As such, this community handbook is an open-ended document, and we invite all our community members to read it closely and make their voices heard with constructive criticism and suggestions. We will publish an updated version each fall for the new school year.

So, dive in and get to know it. It helps strengthen our community. Thank you for being part of the BCAM family!



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Mission Statement

At Brooklyn Community Arts & Media High School (BCAM), we prepare our students for 21st century academic, creative, and professional success. Through an art, media, and technology-enriched academic curriculum emphasizing community collaboration, we challenge ourselves to think critically and create knowledge in pursuit of personal excellence and meaningful social change.

- *Academically*, our 21st century scholars experience a school-wide college preparatory curriculum, inquiry-based learning, and differentiated learning and assessment.
- *Creatively*, our 21st century artists experience a media, performance, and fine arts curriculum and are offered extensive arts-based extra-curricular outlets.
- *Professionally*, our 21st century leaders experience a 4-year graduation portfolio process, structured advisory-family participation, and are offered a myriad of internship and partnership opportunities.

BCAM Background

BCAM is now a 18 year small public high school and features 9th-12th grades and approximately 450 students. Our school's commitment is to our students and our families. We have built a school that has high expectations, possesses shared accountability, and uses performance-based instruction and assessment as the primary method of teaching, learning, and evaluation.

At BCAM, we are well aware that it is not easy being a 21st century teenager. Today's teens have everything at their fingertips, but exist in an increasingly competitive society in which nothing can be taken for granted. Thus, BCAM attempts to provide its students with a small, personalized high school experience that prepares them for this success.

We rely on a collaborative model that places school, family, and community in constructive partnership. We work with the surrounding community to offer students valuable academic, social, creative, and professional experiences. Similarly, we seek to serve as a community hub for our Clinton Hill/Bedford-Stuyvesant Brooklyn community.

We are committed to teaching and learning rooted in active inquiry, analysis and response. Our classes connect concepts and topics to the real world and the lives of our students. Students complete a college-preparatory academic experience that is difficult and challenging, but also structured and supportive. This experience provides our students a range of opportunities when they graduate from BCAM.

In addition, BCAM possesses a focused development in urban arts and media. Instead of simply being consumer targets, our students engage arts and media fields through inquiry-based artistic efforts, professional experiences, and internships. Following a broad range of course experiences, BCAM students develop arts specializations that provides them real post-high school opportunities.

Ultimately, we believe that BCAM's three-dimensional idea of high school—partnership with family and community; college preparatory, inquiry-based academics; and professional training in media and arts—will effectively prepare our students for success in the 21st century.



Community Contract

I am an individual with unique talents, strengths, and weaknesses.

I recognize that I am part of a community that is committed to academic achievement, creative expression, and mutual respect.

I believe that discipline and hard work are the keys to self-respect and accomplishment.

I pledge to develop my talents, improve my strengths and address my weaknesses by giving my best each and every day.

I understand that I must do my part to contribute to a safe, respectful, open-minded community atmosphere.

I commit to exploring new ideas, increasing my knowledge of the world and its people, and seeking intelligent answers to difficult questions.

I commit to becoming an informed citizen that stands up for equality of all groups through non-violent means.

I take responsibility for my words and actions and promise to conduct and express myself in ways that are truthful and constructive.

I promise not to insult, disrespect, or physically confront others I might not agree with or understand.

I adhere to the established rules and guidelines of the school and my individual classes.

We must all be committed to learning, growing, and being healthy.

We must all seek answers and be open to constructive criticism.

We must all strive to be consistent in our words and actions.

We must all take responsibility for making BCAM a safe, caring, and successful learning community.

**“We must
all take
responsibility
for making
BCAM
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caring, and
successful
learning
community.”**

Student signature_____ date_____

Advisor signature_____ date_____

Parent/guardian signature_____ date_____

Administrator signature_____ date_____



BCAM Community Beliefs

B *is for Brooklyn, for where we are and where we're from. B is for believing in ourselves and each other and for becoming better.*

The Brooklyn Community Arts & Media High School (BCAM) is founded on the belief that the Brooklyn community is rich in talent, intelligence and potential. We also recognize the many obstacles that lay before us that may hinder our chances of achieving success. With a challenging academic curriculum that relates to real life issues, together with multiple opportunities for exploration and expression through arts, BCAM seeks to stimulate intellects, excite imaginations, and provide marketable skills. By drawing on the resources of the Brooklyn and New York City community, through partnerships with local artists, organizations, and leaders, BCAM members gain valuable knowledge and skills to shape their futures as leaders of tomorrow.

C *is for community, for commitment, for creativity. C is for accepting life challenges, preparing for college, and affecting positive change.*

The word community literally means "together as one," and in order to support our members in meeting high educational and professional goals, we must be strong and united. We must respect ourselves and each other, and we must work together to become better as individuals and as a community. We must help each other, learn from each other, and love each other as family. No haters! It is therefore essential that *every one* of our community members—students, staff, parents, partners, and friends—be committed to the common goals of academic excellence, individual responsibility, and mutual respect.

A *is for academics, for arts, and for accomplishment. A is for high aspirations and astounding achievement.*

Both academics and art share tenets of exploration and expression. Through both we can transform society and ourselves by giving voice to challenging truths and giving shape to our greatest aspirations. At BCAM we believe that the intersection of academics and art provides avenues for understanding english, math, history, science, and foreign languages, and for displaying mastery of those subjects. Therefore, students are asked to demonstrate their knowledge and skills through written, oral, and visual presentations in all of their courses. Students' artistic and academic achievements are exhibited throughout the year in our classrooms and hallways and regularly presented to the BCAM community. This work culminates in the completion of a four-year graduation portfolio.

M *is for media, for the mind, and for maximizing our true potential. M is for making meaningful messages for the masses.*

The media constitutes a powerful force in contemporary American society—for better *and* for worse. Television, movies, music, the internet, the advertising industry all have the power to bring the world to our students, to shape their ideas and even their identities. Indeed, for parents and educators alike, the media is in many ways our biggest competitor for the minds and hearts of today's youth. At BCAM we believe that a critical understanding of how the media works, and in whose interests, is crucially important for 21st urban teens. We also believe that by becoming *creators* rather than mere *consumers* of the media, not only will we gain practical skills for careers in a thriving local and global industry, but that through the media we can have a significant voice in the world.

BCAM Academic Overview

Classes

- Classes are heterogeneous to accommodate student styles & skills.
- Students work individually and within whole class and small group structures.
- All classes complete daily class work and nightly homework.

BCAM Habits of Learning

The Habits of Mind: PEACE!

- **P**erspective: We use perspective.
- **E**vidence: We use evidence to support an argument.
- **A**nalysis: We make meanings through inquiry.
- **C**onnections: We relate ideas to other ideas.
- **E**xpression: We often present our academic, creative, and professional work, and our voices are important.

The Habits of Work: FORCE!

- **F**ocus: We participate, listen, and concentrate.
- **O**rganization: We arrive with needed materials & resources.
- **R**evision: Our work uses review, sharing, display.
- **C**ooperation: We help ourselves and others to learn.
- **E**ffort: We extend ourselves, push through, and give our best.

Inquiry-based Teaching & learning

Inquiry/project learning: BCAM learning is rooted in an inquiry approach that links questions, concepts, and real world application. Student use research, concept-connections and critical thinking.

Cross-disciplinary approaches: Inquiry approaches often connect across academic disciplines as well as skills, concepts, topics, and performance.

Unit-Driven

At BCAM, strong academic units possess the following qualities:

- differentiated learning styles and levels
- use of prior knowledge
- are archived and utilized again
- produce specific academic products
- result in further inquiry and lasting knowledge
- show that content and skills are of equal importance
- display high expectations and strong supports
- connect personal knowledge to a world view
- work to solve and pose problems
- are cross-disciplinary and collaborative
- include pre-assessment
- possess embedded literacy instruction



Multiple Forms of Assessment

Exhibitions: Many academic units culminate in portfolio exhibitions, which are written, visual, and oral displays of mastery and understanding of a topic or unit of study. A few examples of exhibitions are:

- speeches
- reports
- debates
- performances
- role playing
- presentations
- drafting & revision
- labs/experiments
- team work/problem solving
- unit/semester exams

Quarterly Grade Reports and Mid-Quarter Progress Reports: BCAM utilizes the online system *Jupiter Ed* to issue grade reports and holds parent conferences each 9-week quarter. In addition, mid-quarter progress reports are issued to inform students and families of ongoing progress. Students and families can access their reports online as well as through regular conferences and mailings. Parents and students can set up accounts on Jupiter ed to correspond with teachers and monitor student progress and attendance.

Emphasis on Literacy

Balanced Literacy/Workshop model:

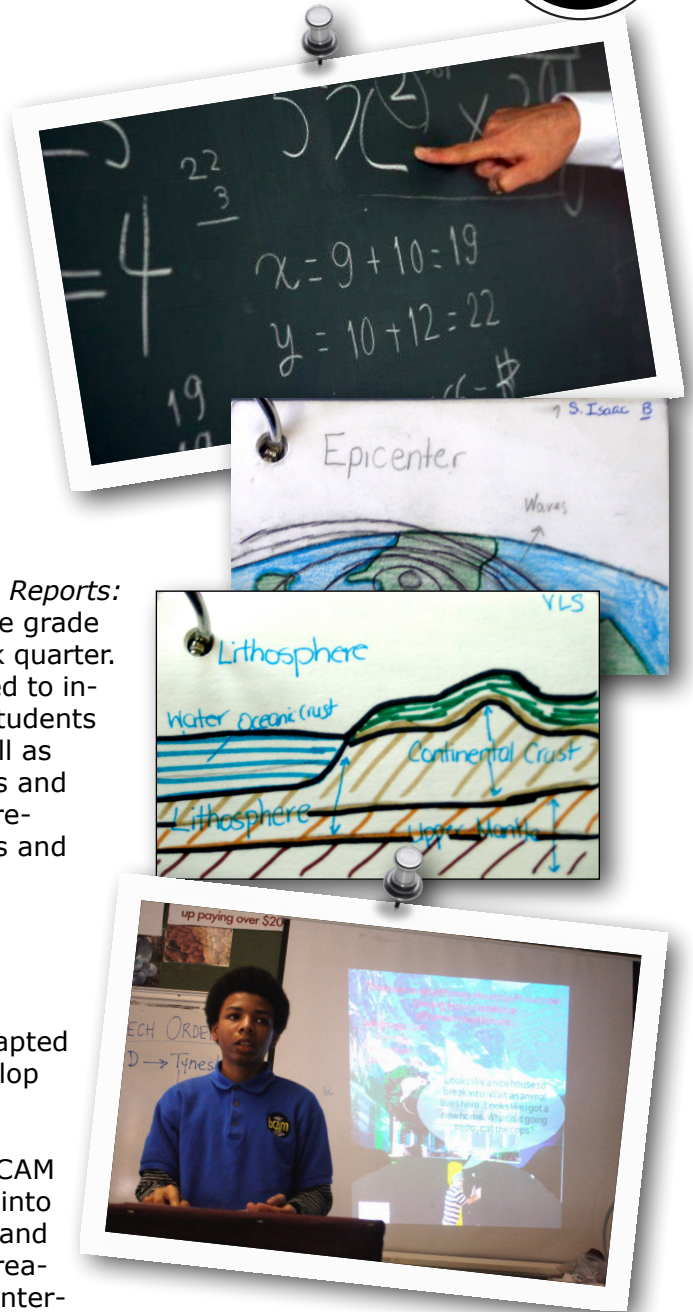
BCAM's English curriculum is rooted in an adapted balanced literacy/writing workshop model to develop effective literacy.

Literacy across curriculum: An important BCAM commitment is to infuse reading and writing into every discipline, including math, science, art, and language courses. All courses focus on using reasons and evidence to defend claims and counter-claims.

Curriculum Alignment with State Standards

Standards-Driven Curriculum: BCAM's four-year curriculum mapping process, as well as our course and unit development, utilizes the Common Core Curricular Standards as essential goals that guide our work. These standards inform what we wish students to know, do and accomplish.

Intensive College Preparatory Focus



Comprehensive partnerships: BCAM has partnerships with colleges/universities through school-based programs, site programming, and external student opportunities.

College/future exploration and preparation: Our students build skills and explore higher education opportunities by working with college students, visiting campuses, learning about college resources, developing goals, and going through the application process.

Types of college preparatory courses for BCAM students:

College Now Classes are seminar style HS level classes.

Bridge Courses are college-level classes for HS students held on a campus.

Advanced Placement Courses provide students college credit.

Dual Credit Classes with the University of Pittsburgh



Intensive Arts and Media Professional Focus

Dual professional focus through classes: Students develop their arts/media professional focus through courses that elicit inquiry-based, project-driven work and artistic skill development. Classes inquire into topics and ask students to develop a body of their own artistic work.

Partner Projects & Internships: All qualifying BCAM students have regular opportunities to complete extra-curricular projects and/ or internships at community agencies, businesses, and organizations. These opportunities function as apprenticeships with real responsibility, mentorship, and inquiry projects.



(Above are digital posters created by BCAM Own Your Future interns to advertise real-world campaigns for community organizations.)

BCAM Student Support System

BCAM is committed to collaborative and close support of our students. While we have high expectations for all, we also realize that students deserve multi-faceted supports.

Advisory Time Academic Centers

Tutoring, class/homework, and small group support are provided on the common advisory day for students via our Academic Centers. Such support is required for students performing below standard and for students in need of focused assistance. It is available for all BCAM students.

Resource Room Support

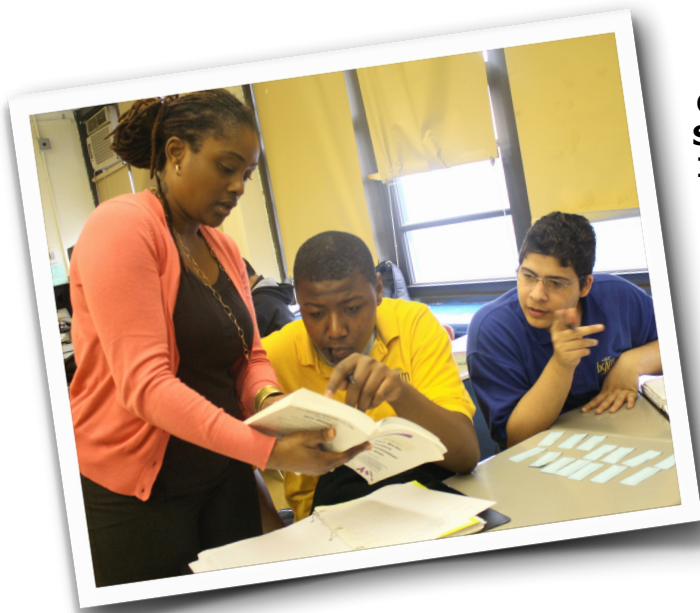
Students in need of special academic supports receive small group instruction during regularly scheduled periods. This small group instruction is two-pronged: 1) to provide extra support on students' regular class curriculum; 2) to work in a focused manner on skills specific to individual student needs.

Collaborative Team-Teaching and Push-In Support Models

We utilize a collaborative team teaching (ICT) structure in certain classes to best serve our students with special needs. Special education staff collaborate with academic discipline teachers via in-class assistance, mini-lessons, and adaptation of the curriculum.



“While we have high expectations for all, we also realize that students deserve multi-faceted support, and a myriad of services directly to their needs.”



Common Planning/PD Focused on Special Needs and Differentiated Instruction

Common planning time is utilized to review IEP's and progress of special needs students and to develop strategies to further support. In addition, PD focuses on differentiation inside the heterogeneous, mainstreamed classroom to best serve our students.



BCAM School Policies/Guidelines

BCAM Classroom and School Behaviors

The following behaviors result in strict discipline consequences:

- Lateness to school and to classes
- Inappropriate wardrobe
- Talking out of turn, disregarding staff instructions
- Cursing/ inappropriate/ disruptive verbal behavior
- Inappropriate/disruptive physical behavior including rough housing/ play fighting/ fighting
- Non-allowed materials/ electronics
- Sleeping/ head down on desk in class
- Unauthorized eating/ drinking in class
- Roaming/ excessive time in bathroom/ other unauthorized areas
- Use of prohibited entrances/ exits/ stairways/ floors/ bathrooms
- Possession/ sale/ distribution/ use of contraband (weapons, illegal/ drugs/ alcohol)
- Cutting classes and school
- Plagiarism/ Cheating
- Stealing
- Inappropriate use of computers, printers, internet, electronics, cameras
- Vandalism, graffiti, defacing school property
- Sexual/ sexually oriented activity, comments, gestures
- Any Gang related activity

BCAM 'Respect Yourself - Express Yourself' Dress Code

- **FAILURE TO MEET DRESS CODE RULES results in strict and serious enforcement of discipline code. Students will be written up and parents will be contacted. Students will be provided with a BCAM uniform shirt to wear for the first 2 infractions. They must sign the BCAM shirt out and give their metro card or BCAM ID in order to receive a shirt. FI the BCAM shirt is not returned at the end of the day given, the student will be responsible for the cost of the shirt (\$20) and cannot return to school unless accompanied by a parent/ guardian. The 3rd infraction will result in the student being sent home to change with parent permission. Further infractions will result in parent conferences and detention.**
- BCAM allows students their own personal choice regarding their wardrobe, as long as it displays self-respect and creates a safe and respectful environment.
- When possible, all clothing should be clean, pressed, and presentable for school.
- Clothing is worn with appropriate undergarments—undershirts, turtlenecks, and thermals are allowed. Bottoms are belted and worn on waist.
- No headgear (hats, scarves, wraps, doo-rags) of any kind worn at BCAM, except for permissible religious reason.
- There are no sagging, see-through, cut up, explicitly revealing, too short, gang affiliated clothing or accessories worn at BCAM. No spaghetti strap tank tops, backless shirts, or crop tops permitted. Skirts and dresses must meet the ends of fingertips when hand is fully extended against legs.
- There are no clothing or accessories that display illegal or inappropriate symbols or messages worn at BCAM.
- There are no beads or beaded neckwear allowed at BCAM, specifically those that are suspected of representing gang affiliation.

Building Use

Our school is housed on the entire 3rd floor and parts of the 1st and 2nd floors. Students enter our building via Franklin Avenue entrance to cafeteria and then to Stairway 3-4 to 3rd Floor. Student Stairway 7-8 for lunch, PE, electives, end of day exit. Student Stairway 1-2 for 2nd floor classes. BCAM students are not allowed on any other floor/classroom besides designated BCAM locations without staff permission/pass.



Electronics/ Hats/ Head-wear

- **ALL ELECTRONICS/ HATS/ HEAD-WEAR ARE NOT ALLOWED UPON SCHOOL ENTRY**
- Visible items are confiscated to Dean's office immediately:
 - 1st confiscation: student must retrieve at end of academic day in Dean's office
 - After 1st confiscation: parent/guardian must retrieve at earliest convenience; no exception.
- Phones and smart watches are collected every morning upon entry
- Discipline consequences are issued to student for each confiscation including: detention, family notification, In-House suspension, Principal's suspension.
- Confiscation refusal or not following of directions results in immediate family notification and disciplinary consequences.

Attendance/Lateness

- Required note/documentation/family call for all absences.
 - Students must be in their 1st period class at 8:20am to be allowed to attend 1st period.
 - Students who arrive after 8:20am, are documented late. Students arriving after 8:40 will remain in lunch room until 2nd period, issued disciplinary consequences and immediately have family contacted.
 - 3 minute passing period between classes and lateness to all classes documented.
- Each quarter, latenesses/ cuts/ unexcused absences to school and classes result in grade lowering, and regular discipline consequences:
- Detention and family notification • Suspension from extra-curricular activities • Required family meeting & Principal's suspension • Automatic failure of class for academic quarter
- * Regular lateness to school/class results in required family conference before student is allowed to attend classes. * Rewards/Awards given for improved, perfect and 95% attendance.

Eating/ Drinking

- Free breakfast from 7:45-8:15 am in cafeteria every day.
- Cost of lunch is determined by completion of lunch form which reflects family income.
- There is no eating/ drinking in classrooms or in building hallways.
- All garbage must be thrown in garbage cans.

Locker Usage

- All students are issued a BCAM locker and a lock.
- Lost/damaged locks cost \$10.00 to replace.
- Coats, hats, electronics required in locker upon school entry.
- Lockers store school and personal items and are kept clean.
- Students use lockers before school, lunch, in-between classes.
- Locker access during class requires permission from staff.
- Lockers are decorated in compliance with BCAM/DOE standards; no stickers.
- BCAM/school security have the right to randomly search lockers and search with probable cause.

Bathroom Usage

- BCAM bathrooms are on the 1st and 3rd floor only.
- There is no bathroom use for the first and last 10 minutes of a period
- Excessive bathroom trips and excessive time in bathrooms result in discipline consequences and loss of bathroom privilege.
- Vandalism and/or littering result in severe discipline consequences of suspension and required family conference.

Extra-Curricular Activities

- Extra-curricular activities start 30 minutes after dismissal.
- All students leave the building when the last bell rings.
- Each extra-curricular supervisor submits a roster of his/her students to Deans
- Students can re-enter the building by showing their IDs to the security guard/staff member to check against rosters submitted
- Students may not enter the building if their names have not been submitted in a roster.



BCAM Discipline System Consequences/ Processes

The following charts provide a range of consequences and procedures in response to unacceptable BCAM behavior violations. This system is consistent with the NYC DOE discipline system. Key points related to the charts include:

- Consequences are the decision of involved staff member(s) and Dean's office, room 334B.
- Repeat actions/behaviors and failures to follow consequences are met with increased consequences.

Consequence	Process
Private and/ or public request to change/stop behavior	<ol style="list-style-type: none"> 1. Staff/teacher provides quiet, non-verbal cue that acknowledges and discourages behavior. 2. Staff provides formal warning (public or private depending on situation) of potential consequences for continued behavior - thus requiring student to "make a choice to either change behavior or move to consequences.
Student to "Re-focus" time in Dean's Office	<ul style="list-style-type: none"> • Classrooms possess "Re-focus" for students to gain control and/or complete a written reflection. • Student to Dean's office for re-focus discussion with pass and work. • Student reflects via mediation/written documentation. • Student required to make up missed work.
Parent Notification by Teacher/staff	<ul style="list-style-type: none"> • Notification of behavior/action to family by teacher/staff.
Suspension from class until meeting with staff in Deans office.	Meeting set between student and involved staff before student allowed to return to class/office.
Lunch Detention/ISS/Saturday Detention.	<ul style="list-style-type: none"> • Served on next available detention day. • Lateness/early exit results in additional consequences or parent notification. • Student required to work on academic skills and engage in restorative practices. • Dean and parent coordinator contacts family. • Missing or disrupting detention results in the following: <ol style="list-style-type: none"> 1: Automatic 1-day suspension with parent notification 2: Lunch detention with valid documentation for missing required detention.
Removal of BCAM privilege/extracurricular	<ul style="list-style-type: none"> • Removal from designated event or activity. • Student submits reflection letter potentially including apology and contract of next steps.
Parent notification by Dean/Administration.	<ul style="list-style-type: none"> • Notification of behavior/action to family/family conference.



Consequence	Process
Principal's Suspension	<ul style="list-style-type: none"> Suspended for 1-5 academic days Student completes work at school from 2:00-4:00pm each suspension day. Provided BCAM coursework and an incident reflection assignment completed by return date. If suspension assignments not completed, further consequences result. Family conference required for return.
Superintendent Suspension	<ul style="list-style-type: none"> Suspended for designated days at suspension site. Length of the suspension determined by administration and Superintendent's office. Provided BCAM coursework and an incident reflection assignment completed by return date. If suspension assignments are not completed, further consequences result. Family conference required for return.
School Expulsion	<ul style="list-style-type: none"> Severe action(s) results in expulsion from school. Family conference and DOE hearing required.

BCAM Events, Activities, Privileges

BCAM possesses a wide variety of ongoing rituals and privileges that build school culture and create opportunity. These are normal parts of the BCAM experience and available to all students and community members in good standing.

As described in the BCAM Management System students may lose the privilege of participating if they engage in community violations.

The following are current BCAM rituals and privileges:

- Theater Production
- Spring Gala Fundraiser
- Advisory-fam community circle, academic work sessions, and college prep curriculum
- Regular College Preparatory field trips, events, and activities
- Art/ PE/ Academic Elective Program
- BCAM Art Academies
- Extra-curricular clubs, projects, and athletic teams
- Community action projects
- BCAM Dream Team
- Student Council
- "Fresh Friday" artistic lunches
- Quarterly town-hall meetings
- Family picture/photos days; luncheons
- Quarterly awards and recognition events
- College trips/visits
- Internship opportunities
- Website features and blasts

BCAM Family Involvement

BCAM and our families are not just partners in education—we are a community. The best model of educating and preparing our students for successful young adult life is through constant communication and collaboration between home and school. The following are ways BCAM families are involved in our school processes:

- BCAM families receive regular texts regarding student attendance and academic approach via KINVOLVED
- BCAM families required to attend fall curricular orientation evening at beginning of 1st Quarter.
- BCAM families required to attend academic grade conferences at the end of each academic quarter. annually, at the end of each Academic Quarter.
- BCAM families receive quarterly grade reports 4 times yearly, and mid-quarter progress reports also 4 times—for a total of 8 grade reports each year.
- BCAM families are strongly encouraged to monitor academic progress on Jupiter Online System.
- BCAM families are often encouraged to participate in the exhibition displays, project work, and advisory experiences of students.
- BCAM families encouraged to tutor and support BCAM enrichment programming.



**“BCAM
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- BCAM families have multiple opportunities for leadership and to support leadership:
 - BCAM School Leadership Team (SLT) 3rd Wednesday monthly at 6 pm
 - BCAM Parent-Teacher Association -3rd Wednesday monthly at 5pm
 - Family committees on events, student attendance, and home support
- BCAM families are the most important piece in our students arrival on time each morning ready to have a successful day.
- BCAM families must provide regular, quiet space to complete homework.
- BCAM families must respond to and meet requirements of BCAM discipline system, such as suspension meetings, disciplinary conferences, and phone calls.
- BCAM families of failing students required to attend mid-quarter intervention conferences or intervention phone call.

In sum, we hope through these mechanisms to cultivate a strong partnership between home and school. This will go a long way to providing successful and supportive experiences for our BCAM students.



“The best model of educating and preparing our students for successful young adult life is through constant communication and collaboration between home and school.”



BCAM Schedule: 2023-24

Period/Time	Mon	Tue	Wed	Thur	Fri
7:50-8:20	Free breakfast				
1) 8:20-9:05	academic classes	academic classes	academic classes	academic classes	academic classes
2) 9:08-9:53	academic classes	academic classes	academic classes	academic classes	academic classes
3) 9:56-10:41	academic classes	academic classes	academic classes	academic classes	academic classes
4) 10:44-11:29	academic classes	academic classes	academic classes	academic classes	academic classes
5) 11:32-12:17	LUNCH/ ACADEMIC CLASS		LUNCH/ ACADEMIC CLASS	LUNCH/ ACADEMIC CLASS	LUNCH/ ACADEMIC CLASS
6) 12:20-1:05	LUNCH/ ACADEMIC CLASS		LUNCH/ ACADEMIC CLASS	LUNCH/ ACADEMIC CLASS	LUNCH/ ACADEMIC CLASS
7) 1:08-1:53	academic classes	academic classes	academic classes	academic classes	academic classes
8) 1:56-2:40	academic classes	academic classes	academic classes	academic classes	academic classes
	2:41-4:20 Whole Staff Professional Development	Extra-Curricular	Extra-Curricular	Extra-Curricular	Extra-Curricular

- The BCAM school day begins at 8:20AM and ends at 2:40 PM

BCAM Graduation Requirements

BCAM holds high expectations for its students. Graduate requirements include:

Course Credit Criterion

- 8 Credits English, History, Math, Science
- 4 Credits PE, Language
- 6 Credits Art

Regent Exam Criterion

- English Language Arts (ELA) Regent Exam
- Global History Regent Exam
- United States History Regent Exam
- Mathematics Regent Exam
- Life/Physical Sciences Regent Exam
- STUDENTS MUST TAKE THE REGENTS AT THE END OF EACH REGENTS COURSE

Academic Portfolio Criterion

BCAM students are required to present and defend knowledge within courses in seven major areas.

- History
- English
- Mathematics
- Science
- Media Art
- Language
- Advisory

This work and experience comprises a four-year graduation portfolio completed and continued in their Advisory program. They have also learned to focus, organize, revise, cooperate, and give good effort (FORCE) throughout our Habits of Work. Students demonstrate use of perspective, evidence, analysis, connections, and expression (PEACE) through our Habits of Mind.



BCAM Advisory Fam Classes 9th-12th

At BCAM, Advisory Fam classes are a primary component of student support. Advisory-Fam ensures that all students develop trusting relationships with a key current-grade adult staff member each year. *Advisory is for credit and is a required class.*

Advisory Fam is a place:

- where students build meaningful relationships with current grade staff
- where students build strong, lasting relationships with same grade peers
- where students analyze current events and teen issues
- that provides support with academic and creative development
- that provides support with personal and professional development
- that provides support with post-high school and college planning development

The role of the Advisor includes being:

- an educator
- an advocate
- a nurturer
- a disciplinarian
- a manager
- a liaison between school and family
- in frequent dialogue with his/her students' teachers

The role of Advisee-Fam student includes:

- attending Advisory Fam classes Mondays and Tuesdays
- participating in Advisory Fam activities
- discussing teen issues, social topics, and current events
- thinking about and planning future opportunities
- communicating with the advisor about important issues
- completing necessary curriculum and portfolio assignments
- completing academic work from class
- supporting other fellow advisees with their issues and needs
- completing BCAM graduate portfolio requirements
- contributing to a safe, supportive family atmosphere

Schedule of Advisory Fam

Advisory Fam sessions are 3 days a week. The weekly schedule is:

- Day 1: Community Circle/Restorative Practices
- Day 2 and 3: Portfolio Maintenance/Academic progress

Advisory culminates each year with student portfolio presentations in June.

“In essence, Advisory Fam groups see to it that no one in our community goes unnoticed or gets lost.”





BCAM Counseling/ Social Work Support

There are times when students need someone to talk to outside of the classroom, and sometimes they may even need specific support for issues in their complicated lives.

BCAM's counselors are available to students who need that listening ear. In counseling sessions a BCAM counselor and students explore challenging questions and engage in thoughtful discussion. Using an inquiry-based counseling approach, students are guided to draw their own conclusions about their lives—as opposed to being given directive advice to solve problems. Furthermore, BCAM honors the student's right to confidentiality—meaning that what is said in private stays private, unless the student is being injured, or plans on injuring him/herself or others.

WHO DO WE SERVE?

Mandated Students = students with IEP's (Individualized Education Program) which make individual and/or group counseling mandatory

Non-mandated Students = referral made by student, school staff, parent, or based upon a collective need (i.e. group for students w/ incarcerated parents)

WHAT DO WE DO?

Mandated Students = **confidential** individual and/or group counseling intended to work on specific social/emotional goals (per IEP) and current personal issues

Non-mandated Students = **confidential** individual or group counseling intended to work through current personal issues or address behavior

WHEN DO WE MEET WITH STUDENTS?

The day/time of student sessions is determined by student schedule & counseling staff.

Mandated Students = frequency is determined by IEP

Non-mandated Students = frequency is determined by counselor, student & school staff to ensure that students do not overuse counseling time to miss class (sessions last no longer than 30-45 mins.)

HOW ARE REFERRALS MADE?

- 1) Student visits counseling office with pass OR school staff completes referral form.
- 2) If staff referred, staff is invited to participate in first session with student consent to define problem.
- 3) If staff referred, staff may follow-up with counselor as counseling progresses, with consent of student.

WHERE DO WE MEET?

In the Counselor's office.

WHY SHOULD A STUDENT BE REFERRED?

Some reasons to refer a student for counseling: need to talk, relationship issues at home/school, change of mood, *suicidal thought/talk, *abuse (sexual/physical), pregnancy, sexuality, grief/loss, substance abuse/drug use, crisis (home/school)

* Please note, in emergency situations of suicide ideation or current physical /sexual abuse, no referral is needed. School staff must follow school protocol & seek the counselor or principal immediately!

Specialized Seminar Classes

An incredibly important structure to our community's enrichment is our comprehensive Seminar program which takes place during specific Seminar periods throughout the week. Utilizing the talents and passions of both community educators, as well as our own BCAM staff, this time provides students a range of fine, performance, and media art opportunities. These classes provide students a range of art opportunities as well as different PE and special academic topic choices. New and exciting Seminars are created each quarter.



“ Utilizing the talents and passions of both community-based educators, as well as our own BCAM staff, this time provides students a range of art, health, and academically-oriented enrichment opportunities.”

Enrichment Opportunities

Foreign Language: Becoming Global Citizens for a 21st century

At BCAM students are also required to take at least a full-year of Language course-work. Through the broadening knowledge of a second language and the other cultures, students demonstrate: oral, written, and content development in Spanish and/or Mandarin; the ability to explore and analyze various situations and issues from different perspectives; and cross-cultural understanding through communication skills. BCAM students of high academic and language standing are invited to participate in our BCAM Travel Abroad program, the Globetrotters.

Physical Education Classes

An important tenet to the BCAM vision is a commitment to develop a strong physical fitness program. Our fitness program fits into our core beliefs around community, inquiry, and creativity. All BCAM students are required to complete a diverse athletic and physical fitness curriculum.

Competitive Athletics

Students are encouraged to try out for our athletic teams if they wish to take their interest to health and fitness to the competitive level. We provide a range of team opportunities, including young men's/women's PSAL Basketball, PSAL Handball, PSAL Table Tennis, PSAL Girls Flag Football, PSAL Boy's Soccer, PSAL Stunt Dance/ Cheer, as well as club teams in Boy's flag football and track. Our teams/clubs follow a structured process of practice and training and full seasons of competitive play, as well as off-season workouts and improvement plans. Our athletic program utilizes a variety of neighborhood and community agencies to enact their mission.



Extra-Curricular Clubs/Advanced Academic Courses

Dream Team Leadership, College Now Program, Journalism Academy, Student Council Dance Squad, Fashion and Design Club, Rock Band, Dance Academy, Music Studio Academy, Photography Academy, Filmmaking Academy, Theater Academy, Outward Bound Club, Young Men's Leadership Project, Globetrotters, and Gala Fundraiser Program.

Internship Program

The BCAM Internship program is an opportunity for students to build strong on-the-job skills while gaining real work experience in various fields and careers. The program is designed from start-to finish to provide students opportunities to put their work skills to use, including searching for jobs, writing resumes, researching sites, interviewing for positions, and then completing an internship at a particular site. The internship program is a wonderful learning process for students, and can be a great opportunity for a site to bring in new energy, and help mentor youth in the community. We have smart and talented students, who are ready for the opportunity to do serious work.



BCAM Partners

Educational/College

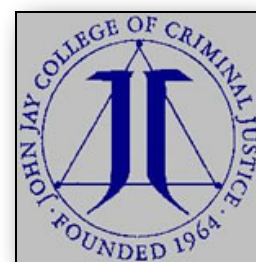
Center for Supportive Schools (CSS)
 LINCT College Program
 John Jay College/ College Now Program
 LIU College Prep
 The Peer Health Exchange at Columbia University
 DOE AP for ALL
 DOE College Access for ALL
 DOE Algebra for ALL

Arts/Media

Exploring The Arts (ETA)
 Adobe Youth Voices
 Project Arts
 Aperture Photography
 Urban Word NYC
 BRIC Art & Media
 MoCADA African Arts Museum
 The Laundromat Project
 The Brooklyn Museum
 Reel Works Video

Business/Organizations

The Brooklyn Intern Program
 Bed-Stuy Health Center Project Reach Youth HIV
 Awareness
 Brooklyn Health Initiative Condom Awareness
 Bedford-Stuyvesant Young Men's Christian Association
 (YMCA)
 U Want Game Inc



Partner School





BCAM TEACHERS AND STAFF:

Administration

Bello-Andrews, Janna –Assistant Principal [324] Lawrence, Brent - Assistant Principal [302] O'Brien, James – Principal [120]

Deans of Students

Douglas, Candace - 12th - [206] Greene, Lawanda - 11th - [135]. Jones-Llopiz, Ebony - 10th -[133]. Lee, Jill - 9th - [318]

Social Work/Guidance

Batool, Sadia- Psychologist [136]. Dostaly, Denise - Psychologist [136] Henderson, Kara - Social Worker [136]. Hill, Adele - School Counselor [528]

Murray, Denyse -Social Worker [344 and 345]. Reed-Furby, Latifah - Social Worker [118]. Thomas, Jlyn - Social Worker [117]

Office Professional Staff [Rm. 122]

Mosley, Nicole – Secretary [340]. Ortiz, Helen - School Aide Solis, Martha - School Aide [123]. Westbrook, Renesha - Parent Coordinator [338]

Administrative and Payroll

Middleton, Lakeesha - Business Manager [202 & 272]

College/Community School [Rm. 203]

Cooper, Joe- Community School Director [203]. Howell, Patrick - College Counselor [273]. Jacques, Fritz – Comm.School Asst. Director [203]

Paraprofessionals

Balbuena, Basilia Beckford, Jessica Berry, Shatimer Briggs, Katrina McCammon, Nicole Starks, Sherry Thomason, James

Library [Ext. 240 & 241] - Melvester. Edwards

Pedagogues

Antwine, James – Art – [303].	Antwine-Evans, Nephthys –Spanish – [304]
Broderick, Andrew – Math [322].	Bujan, Ferrin - Student Support [131]
Buford, Howard - History [330]	Bullock, George - PE [161]
Burke, Kimberly – Student Support [134]	Carpenter, Ashley - Science [109]
Clark, Meghan – History [333]	Cohen, Rory – English [332]
Coleman, Bernice - Student Support [328]	Correa, Solivette – Student Support [332]
Diallo, Mamadou – Math [331]	Ervin, Michael – PE [161]
Fan, Feifei - Mandarin [329]	Feng, Zhu - ENL [334]
Gilman, Brian – English [112]	Gleksman, Anna – Student Support [112]
Glyptis, Mary – Speech Teacher [327]	Herbes, Christy – Art [306]
Hunter, Hasaun – PE [161]	Hu, Mingqing - Student Support [313]
Jaishwar, Melissa – Student Support [330]	Lombard, Wisny – Science [113]
Lorraine, Selah - Student Support [130]	Loza, Peter - Student Support [129]
Martinez, Denise – Art [307]	Matos, Erick - Speech Teacher [240]
McElligott, Matthew – English [130]	Morier, Evan - Science [313]
Munch, Michael – Math [135]	Noel, Joanne – Student Support [331]
Nozil, Jimson - Student Support [322]	Pope, Carlotta – English [326]
Ross, Katherine – Art [308]	Russo, Luke – History [132]
Sahr, Nida – History [328]	Scipio, Marlon – Student Support [335A]
Thompson, Chantelle – Science [129]	Tussing, Kyle - Student Support [333]
Williams, Christopher – Math [131]	