

# Middle School Virtual Open House



**Every child is our child. Chaque enfant est  
notre enfant. Cada niño es nuestro niño.**

# BHS at a Glance



- International Baccalaureate MYP & DP
- Project based learning
- Collaborative inquiry
- Equity & social justice focus
- Interdisciplinary learning
- Robust After school offerings
- Dance, STEM, Visual Art & Design, Theatre, Media
- Independent Reading Program Grades 6-10

- French & Spanish
- Advisory
- Restorative Justice
- Student Voice
- Service Learning & Global Citizenship
- Educational Excursions
- Full gym, Auditorium, Dance & Fitness Room, Culinary Kitchen & Library



# *The Boerum Hill School for International Studies*

## *Mission Statement*



The Boerum Hill School for International Studies is a dynamic and supportive learning community. At BHS, students' capabilities and passions are wholeheartedly encouraged and developed. As an International Baccalaureate World School, our classrooms are rich with authentic, project-based, and interdisciplinary learning. At BHS every student is affirmed and deeply valued. We employ culturally responsive, student-centered, and cognitively challenging curricula to empower our students to become inquisitive, knowledgeable, and compassionate global citizens who work to create a just and peaceful world.



# *What is the International Baccalaureate program?*



- The IB gives students distinct advantages by building their **critical thinking skills**, nurturing their **curiosity** and their ability to **solve complex problems**.
- The IB's programmes are different from other curricula because
  - encourage students of all ages to **think critically and challenge assumptions**
  - encourage students to consider both **local and global contexts**
  - develop **multilingual** students
  - **interdisciplinary** — across subjects connections
  - **project based learning**





# BHS Family Equity Team Mission Statement

At BHS we stand in solidarity and in opposition to racism, sexism, ableism, classism, ageism, religious discrimination, homophobia, transphobia, xenophobia, and all other forms of oppression. The Family Equity Team recognizes the history in which schools were designed to reproduce privilege. We aim to break with this individualistic, discriminatory, and racist tradition by valuing and making space for the collective goals of our diverse community. This requires a shift in mindset from advocating for *my child* to advocating for *our children*. The BHS Family Equity Team is committed to ensuring that all members of the school community are treated fairly, equitably, and held together in mutual care. We are committed to confronting and dismantling these historical injustices in order to heal, rebuild, and re-envision a school community that nurtures the social, emotional, and educational needs of all. As such, we create a collective space in which each child is supported in realizing their potential. Every child is our child.

–Family workshops that aim at identifying implicit biases, microaggressions, internalized -isms, stereotype threat, deficit thinking, privilege, and at having authentic and real conversations about these.



# Course Offerings



## Course Offerings

### Grade 6/MYP 1

- ★ Humanities
- ★ Mathematics
- ★ Science
- ★ French or Spanish
- ★ Physical Education
- ★ Reading Intervention/Rewards
- ★ Advisory
- ★ Elective
  - Visual Art
  - Theater
  - Dance
  - Design
  - STEM

### Grade 7

- ★ Humanities
- ★ Mathematics
- ★ Science
- ★ French or Spanish
- ★ Physical Education
- ★ Reading Intervention/Rewards
- ★ Approaches to Learning
- ★ Advisory
- ★ Elective
  - Visual Art
  - Theater
  - STEM
  - Design

### Grade 8

- ★ Language and Literature
- ★ U.S. History
- ★ Algebra
- ★ Earth Science
- ★ French or Spanish
- ★ Physical Education
- ★ Reading Intervention/Rewards
- ★ Advisory
- ★ Elective
  - Visual Art
  - Culinary
  - Theater
  - Dance
  - Design



# Sample Schedule



Start Time: 9:00 am  
End Time: 3:20pm

	Monday	Tuesday	Wednesday	Thursday	Friday
1 (9:00-9:48)	Sci 6 Lobianco 128	STEM 6 Byrnes 123	PE 6 Breier/Jacobs DePalma Gym A Gym B	Hum. 6 Francis 114	STEM 6 Byrnes 123
2 (9:51-10:38)	Hum. 6 Francis 126	Adv. 6 Carrier B29	STEM 6 Byrnes 123	Sci 6 Lobianco 128	Math 6 Telzclaff 132
3 (10:39-11:24)	DL 6 Forman 114	Math 6 Telzclaff 132	Hum. 6 Francis 114	Hum. 6 Francis 114	Hum. 6 Francis 114
4 (11:27-12:12)	Math 6 Telzclaff 132	PE 6 Breier/Jacobs DePalma Gym A Gym B	Sci 6 Lobianco 128	French P1 Forman 114	DL 6 Forman 113
5 (12:14-12:59)	PE 6 Breier/Jacobs DePalma Gym A Gym B	Sci 6 Lobianco 128	Adv. 6 Carrier 130	Math 6 Telzclaff 132	Math 6 Telzclaff
HS Lunch (1:02-1:47)	Hum. 6 Francis 114	French P1 Forman 117	French P1 Forman 226	STEM 6 Byrnes 123	132
MS Lunch (1:50-2:35)	Lunch/Cafe/Yard	Lunch/Cafe/Yard	Lunch/Cafe/Yard	Lunch/Cafe/Yard	Lunch/Cafe/Yard
8 (2:38-3:20)	STEM 6 Byrnes 123	Hum. 6 Francis 114	Math 6 Telzclaff 132	Math 6 Telzclaff 132	Hum. 6 Francis 114



# Special Services

## Special Education



- Meet the needs of the student's IEP
- JCT, SETTS, Speech, Occupational therapy, etc...
- # of JCT sections vary per grade



## Multilingual Learners (ML)

- Stand-Alone & Push-in services
- Two ML Specialists (1 HS & 1 MS)
- Spanish, Arabic, French, Haitian Creole, Russian, Bengali, Mandarin and Japanese
- Mentor Program between high school and middle school students.

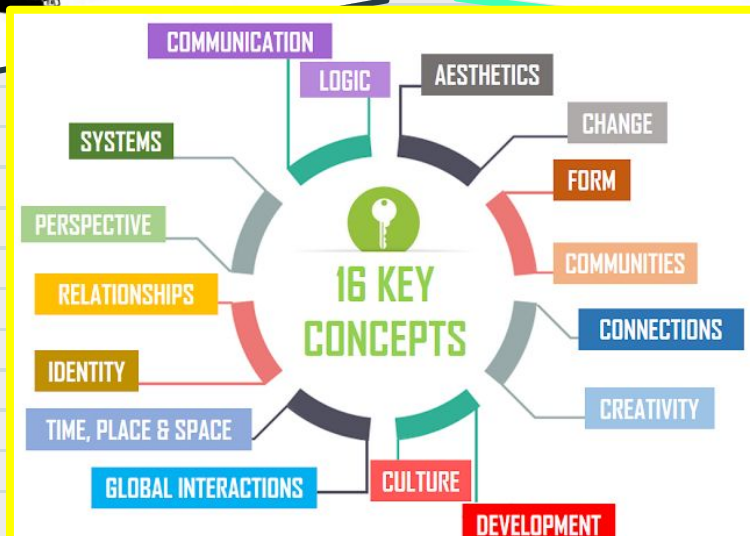
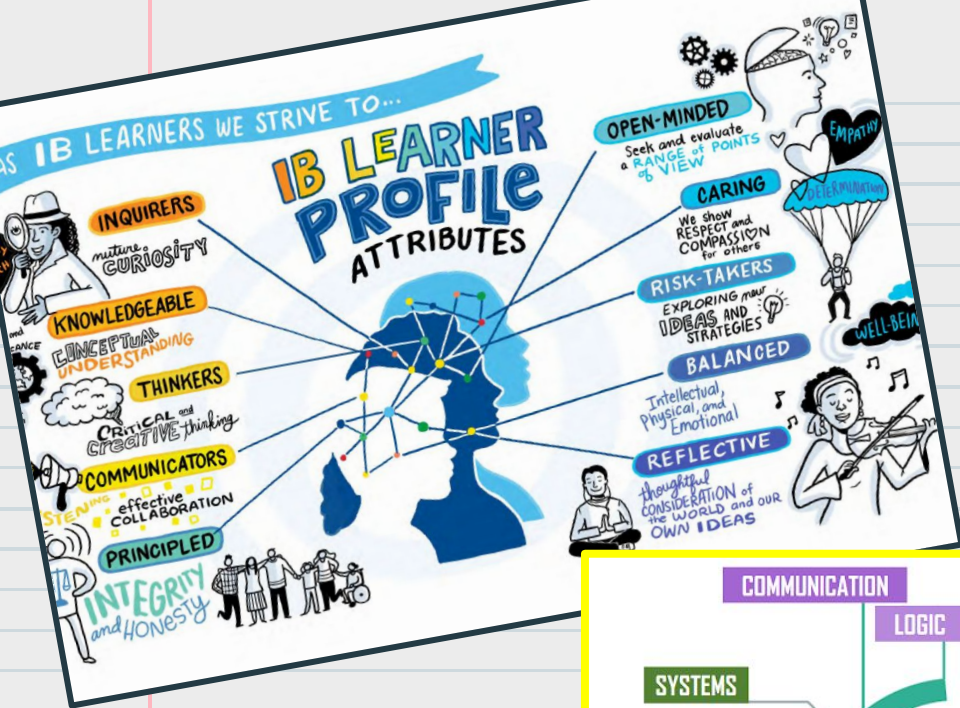


# Humanities Course Goals

To develop critically literate, globally conscious citizens in order to respect and understand the world around them. These explorations equip students with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.





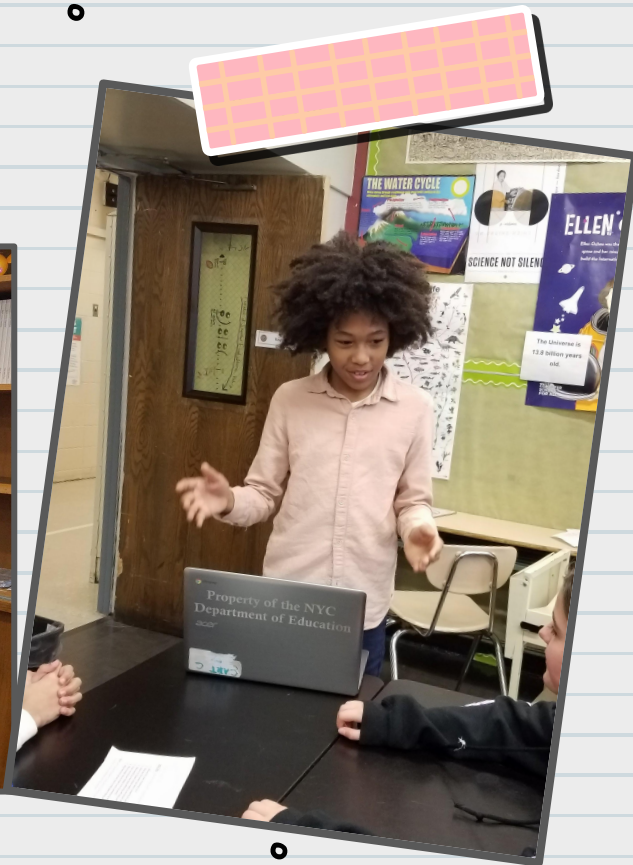
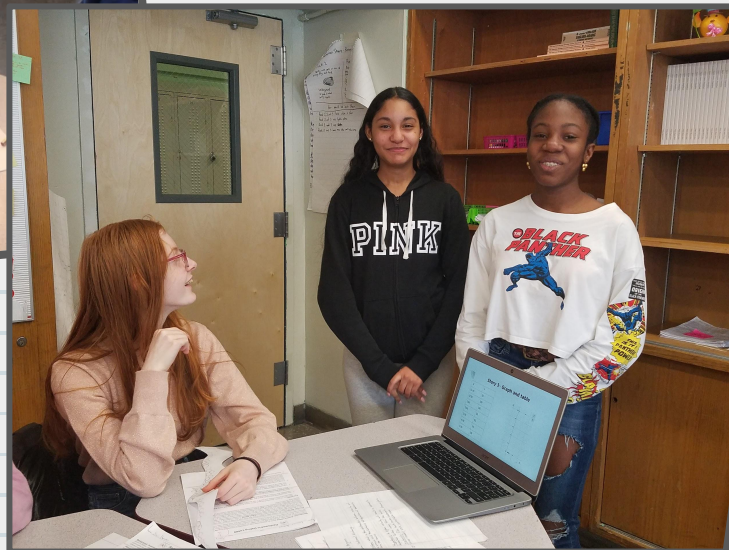
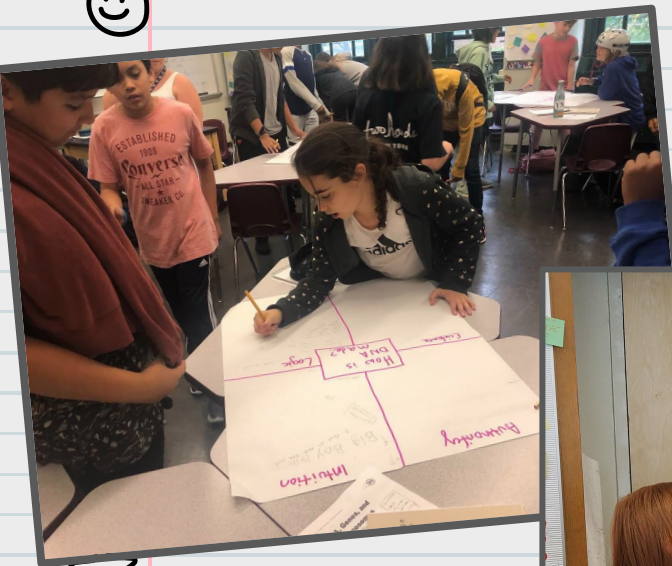


# *Independent Reading*

Every Humanities (grades 6 & 7) and Language & Literature class, grades 8 to 10, offers an Independent Reading Program. Independent Reading is designed to foster a love of reading while simultaneously building students' reading skills. Specific class periods are dedicated to Independent Reading and all students, grades 6 to 10, are expected to read outside of school for a minimum of three and a half hours each week. Students choose their own Independent Reading books with support from teachers and classmates.



# Student Presentations



# *The BHS Restorative Justice Team Mission Statement*

At The Boerum Hill School for International Studies we support emotionally responsive restorative practices which unify our community and promote a safe learning space for all. We believe that strong relationships increase school connectedness and drive school culture. We model non-violent communication practices as a means to prevent and restore harm. We acknowledge that when a person does harm, it affects the people they hurt, the community, and themselves, and believe that this harm can only be moved towards healing when we provide a platform for communication and ensure an equity of voices.





## *BHS Advisory Mission Statement*

*Advisory is a space where students get to know themselves, one another, and adult community members by working together to explore identity, community, and real world issues. It is a place where students are active participants and leaders in creating authentic community. In this space, students build a sense of belonging and connection by challenging one another, deepening their relationships to each other, taking risks, celebrating, and having fun together. By fostering these smaller supportive Advisories, we're strengthening the school community as a whole.*







# Advisory



## IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

### Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

### Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

### Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

### Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

### Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

### Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

### Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

### Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

### Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

### Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

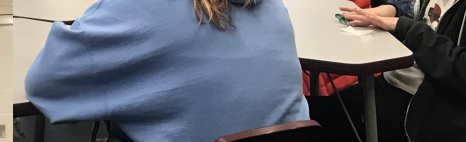


- Foundational restorative justice practices and building school community.
- Meet 1x/week in groups of ~15.
- Practice SEL skills through team building and discussion of topics related to adolescent development, equity, and empathy.
- Use community building circles to ensure an equity of voices.
- Sessions grounded in IB Learner Profile and CASEL SEL Competencies





# School Culture





# International and overnight trips!!





# After School Programs



Early Bird (8:15 - 9:00 am): Soccer & Basketball



AFTER SCHOOL CLUBS (3:20 - 4:30pm):

Dance, Cooking, Fitness Club, Photography, Yearbook, Broadway Jr., Academic Support, Student Activities Committee, Spanish



CHAMPS Sports Teams

Track, Soccer, and Basketball



We are proud to have partnerships with the 21st Century Grant, CCM, & Brooklyn Conservatory of Music whom provide even more fabulous opportunities for our students to enjoy an enriched afterschool experience.



Let's take a virtual  
tour!

We wish we could have done this  
in-person with you but here's the next  
best thing!







Main Entry



Library

# *GYMNASIUM*





# FITNESS ROOM ✿





# Dance Room





# Visual Arts & Design







# *Culinary Arts Room*



→ Auditorium





# Schoolyard

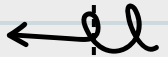






*Application Code*

K497S



**Stay in touch!**

- <https://www.bhsbk.nyc>

-  @BHS497

-  @BHS\_Brooklyn

- Follow us on Facebook

- IBO.org

