THE BCMS TIMES

Volume I, Issue I



Dressed in signature orange and black, BCMS scholars stand united alongside staff, representing a culture of leadership, discipline, and community. This powerful display of school pride reflects the values that drive BCMS forward. resilience, empathy, advocacy, collaboration, honor and a commitment to success both inside and outside the classroom. From the classroom to the community, these scholars continue to set the standard !



The Principal's Corner: Mr Gregory Jackson Jr.

When you see Principal Jackson in the building, it's more than just seeing the head of the school, you're seeing someone who really cares about the community. Whether he's in the hallways, visiting classrooms, or running the lunchroom, he's always present and involved.

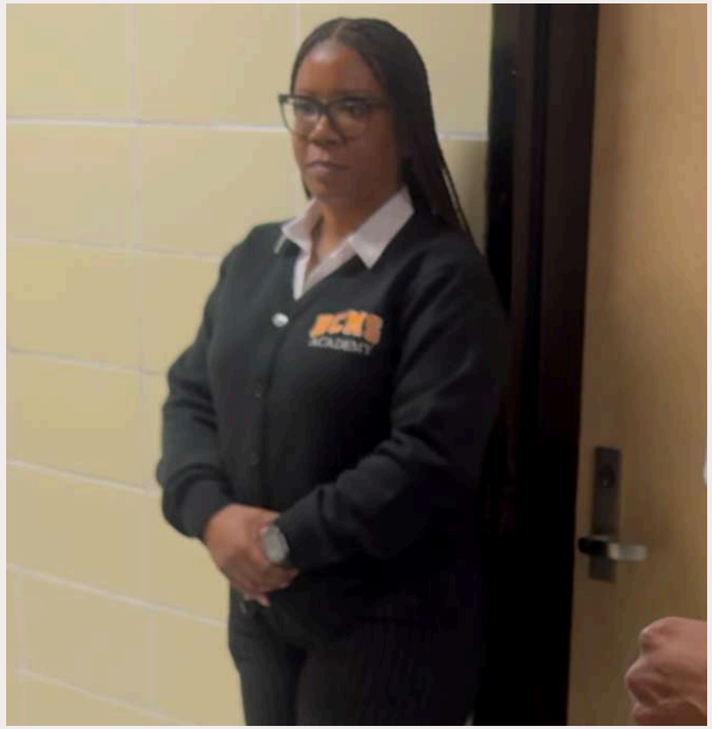
From a student perspective, what stands out most is how he carries himself. He expects us to show up as our best selves, but he also leads by example. You'll see him dressed professionally, speaking with confidence, and taking pride in everything he does and it makes us want to do the same.

He also makes an effort to connect with students. It's not just about rules and expectations, he takes time to acknowledge us, support us, and remind us of our potential. That balance of high expectations and encouragement is what helps build a strong school culture.

Leadership isn't just about being in charge it's about being present, setting the tone, and pushing everyone to grow. And that's exactly what Principal Jackson brings every day.

All About our Admin

Assistant Principal Stacey Antoine is someone we see every day, whether she's in the hallway, at our doors, or making sure everything runs smoothly. As students, we know she holds us accountable, but she also makes sure we feel supported and heard. She plays a big role in keeping our school community strong and focused.





At BCMS, leadership is about connection. Whether it's school leaders collaborating behind the scenes or taking time to engage directly with scholars, every interaction plays a role in shaping a strong, supportive community. From planning to personal moments, it's all part of creating an environment where every scholar feels valued and empowered.

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Reviews Literary

Principal Jackson believes leadership is something you build and something you pass on. With his motto, "Who will you help today?" guiding his work, he has made it a priority to develop and support leaders within the building, including AP Antoine, AP Braswell, and AP Canty. His commitment to their growth reflects his larger mission: creating a culture where leadership, support, and success continue to grow in every direction.



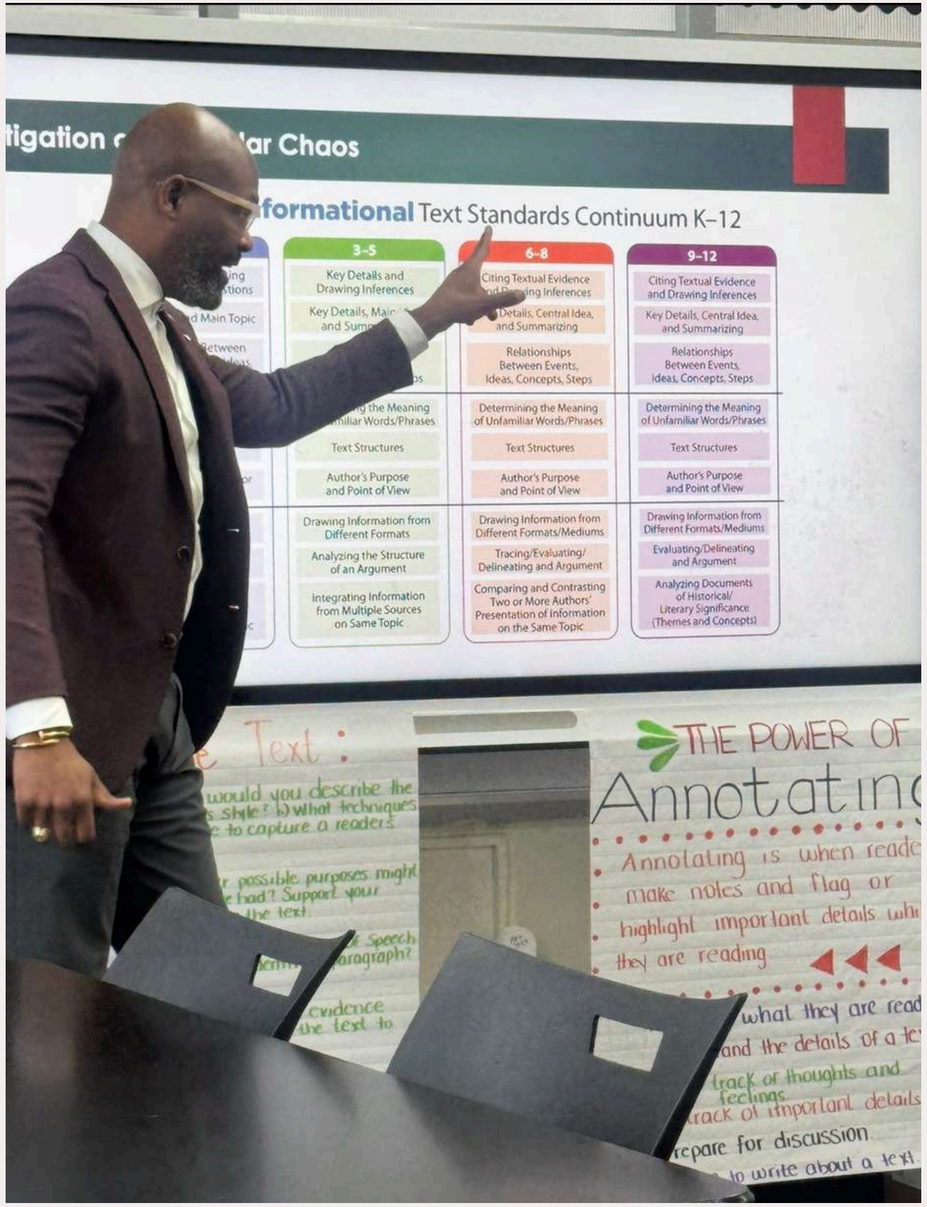
When Teachers Get Better, We Get Better!

You might think students are the only ones learning in school but that's not true. At BCMS, our teachers are learning too!

Dr. Dickey has been leading workshops designed to help teachers improve their instruction, and we can actually see the difference in our classrooms. Lessons feel more structured, expectations are clearer, and we're being pushed to think more deeply about what we're learning.

From what we can see, one of the biggest changes is how interactive class has become. Teachers are asking more questions, giving us time to talk things through, and making sure we understand not just complete the work. We're also being encouraged to explain our answers and use evidence, which helps us grow as thinkers.

It's interesting to see that even teachers are still learning and improving. Dr. Dickey's workshops show that when teachers get better, students do too—and that's something we experience every day.



Evidence in Action! When Teachers Get Better, We Get Better!







PHOTOS BY RACHEL

the New York Hilton at this year's Leadership Conference, CSA members heard from a host of speakers, including CSA President Henry Rubio, Ramos, city and state lawmakers, and honored guests. Here, Brownsville Collaborative Middle School Principal Gregory Jackson, fourth from left, s their school colors proudly.

nference Boasts Massive wd, And Breaking News

LBANKS

of the future, th reflections ngth, values dge of labor se themes CSA's annual held Nov. 1 at

remarkable st, all atten- en: Over 1,900 ord resulting among CSA field staff

"We're holding schools harmless!

"Brothers and sisters, this is what happens when we stick together," said Mr. Rubio, as the crowd gave a standing ovation, many waving napkins in the air. We show our value, we stay persistent, and we stay professional. None of this money is going into our pockets: This is for the children of New York City. Thank you, Mayor Adams, for listening to school leaders like us who care about our children. We're talking about hundreds of millions of dollars that is staying in your schools."

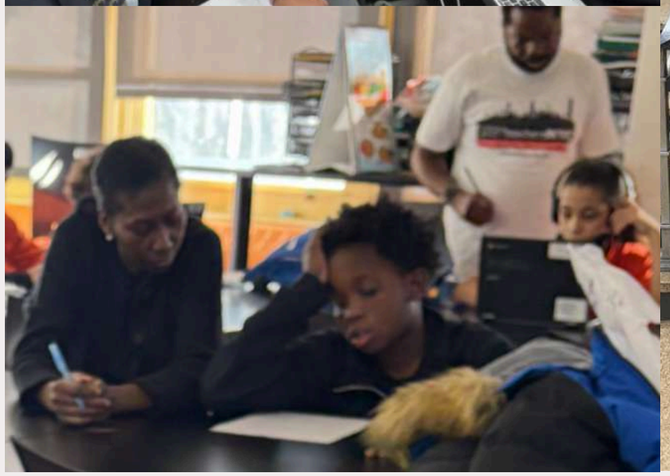
The luncheon then featured a deeply inspiring segment, when Dolores (Dee Dee) Goidel, one of CSA's pioneering members, was awarded the union's highest honor, the Peter O'Brien Award. Mr. O'Brien was a pathbreaking CSA president, and the award is given to individuals who have made extraordinary contributions to CSA. Peter O'Brien's son, Steven O'Brien, presented the award to Mrs. Goidel.

A speech and hearing therapist, Mr. Goidel

Levy wrote. "She perceived, organized, and the first and historically the very best profe Evaluation & Placement Unit in the state o York [and] she took care of the parents of c with special needs. A parent like me who, S ago, was at a personal crossroads. It was De who directed me towards Hunter College w a new federal grant with clinical training e me to earn my Master's degree in one year. of my clinical involvements turned out to DeeDee's E&P – the best professional exper ever had! DeeDee has played an important CSA where she supported and "battled" th at the time to see the development of the R Chapter. Her focus on lobbying has served She never runs out of energy. She is my 'en bunny.'"

In accepting the award, Mrs. Goidel not she still has a strong memory and a lot of e spite of her 95 years, and remains







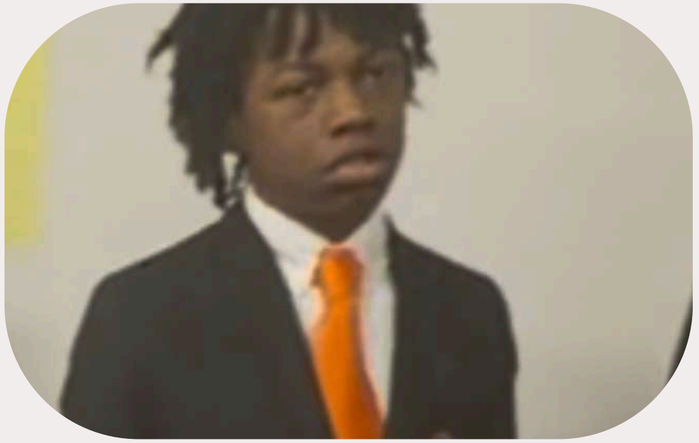
FROM BCMS TO BARD

AP Canty has secured a powerful partnership with Bard High School Early College, creating a pathway for students to graduate with an associate's degree—giving them a major head start on college and life. This opportunity is especially impactful for students in temporary housing, foster care, and other challenging circumstances, helping ease the financial burden by cutting college costs in half.

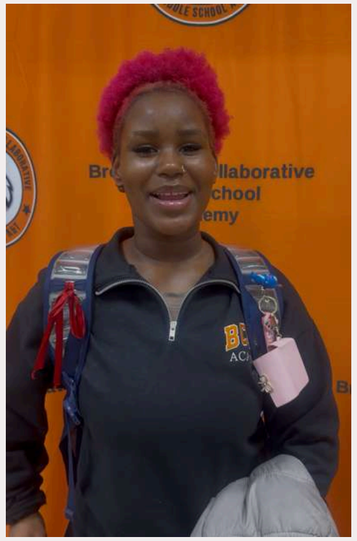
From this partnership, all 10 BCMS scholars passed the entry exam—a huge accomplishment. After interviews, 4 students earned direct acceptance, while the remaining 6 were waitlisted, showing just how competitive and impressive this group is.

Major shoutout to Tamia Guevara, Axel Ramos, Oluwatunmise Larin-Alabi, Solaris Ferguson, Andras Soumah, Rahmeek McMillian, Shimere Bells-Hall, Nahila Folks, and Shawnay Davis for representing at a high level. Special congratulations to Rahmeek McMillian, Solaris Ferguson, Shawnay Davis, and Malachi Ellis for securing first ballot seats.

This is what opportunity, preparation, and belief in students looks like.







Pictured above: Shawnay Davis and Solaris Ferguson, proud first ballot Bard acceptees.

Pictured below: All 10 BCMS scholars seated at Bard High School Early College, preparing for their interviews and representing with excellence.



Legacy

This Bard partnership directly reflects our mission to provide scholars with a true competitive edge. By creating access to early college opportunities and real pathways to success, this initiative is setting students up to thrive academically and beyond. With the chance to earn an associate's degree and reduce the cost of higher education, scholars are not just preparing for the future they're stepping into it with confidence.

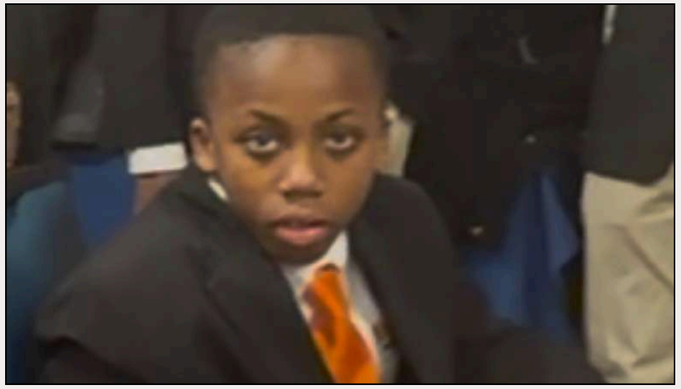
Pictured below: 801 Rahmeek McMillian, Bard acceptance recipient.



> *“Middle school basketball isn’t just about the scoreboard—it’s where confidence is built, teamwork is learned, and future greatness starts to take shape.”*

Small in Size, Big in Game!

Jahar Wright came in and exceeded every expectation: heart, hustle, and straight buckets. Proof that size doesn’t measure impact. Wishing him nothing but greatness on and off the court



Jaleel Hanson 8th grade STAR build Different!

Jaleel Hanson has made his mark, scoring over 1,000 points in his junior high school career an incredible achievement that speaks to his talent, dedication, and consistency. Having accomplished all that JHS has to offer, he leaves behind a legacy of excellence both on and off the court. We wish him continued success as he takes his talents to the next level.



More than Just an Athlete



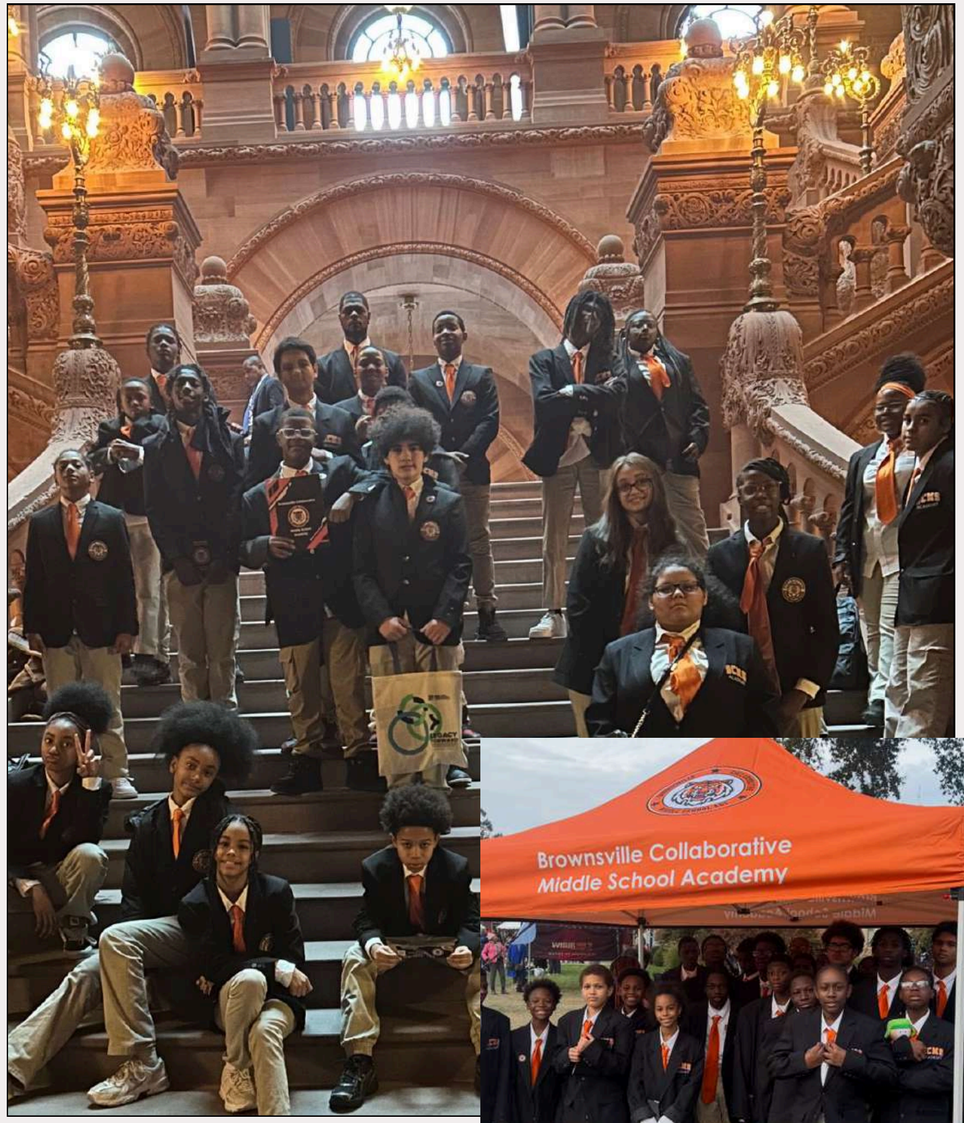
Andras Soumah has truly set the standard, demonstrating both academic and athletic excellence throughout his time at BCMS. His hard work and dedication have earned him full scholarship opportunities to prestigious schools like Christ the King and Bard High School Early College. Andras represents what it means to be well-rounded,

High Expectations don't stop at the State line

This year, BCMS scholars had the opportunity to attend the Black, Puerto Rican, Hispanic & Asian Legislative Caucus Conference in Albany and it was an experience we'll never forget. From the moment we walked into the building, it felt important. We weren't just there to observe we were there to be heard. As students, we had the chance to speak with politicians, leaders, and decision-makers about issues that matter to us, from education to our communities.

One of the most powerful parts of these experiences was realizing that our voices actually matter. Whether we were having real conversations with people in positions of power in Albany or stepping onto the campus of Howard University and seeing what our futures could look like, it showed us that we don't have to wait until we're older to make an impact we can start now.

We also represented BCMS with pride. Dressed in our uniforms, we stood together, supported each other, and showed what it means to be scholars from our school community.





SKATE NIGHT

Every Thursday, the BCMS gym transforms into a space full of music, movement, and fun for Family Skate Night. Scholars and their families come together to skate, laugh, and enjoy the vibes after a long day. It's more than just skating it's a chance to build community, create memories, and have a great time together.





Reasons to start Writing

One of our 8th grade scholars is turning creativity into something powerful writing their very own book. From ideas to pages, this journey shows that our students aren't just learning, they're creating, expressing, and building something of their own.



Whether it's writing a book or performing with the BCMS after-school band, students are finding their voices and expressing themselves both in and beyond the classroom.

At the end of the day, it's all about passion and our scholars are showing they have plenty of it.



EXTRA-CURRICULAR ACTIVITIES





Do Hallway Rules Help Students or Just Slow Them Down?

WRITTEN BY: JADA WATSON
EDITED BY: RAHMEEK MCMILLIAM



Every day at BCMS, the hallways are packed with students trying to get to their next class on time. There are many rules we have to follow, like walking on one side of the hallway and not stopping in the middle. These rules are supposed to keep things organized, but some students feel like they just add unnecessary stress. So, do hallway rules actually benefit students, or do they just get in the way? Some hallway rules are definitely beneficial. Without them, the hallways would be even more chaotic and disorganized. Rules help prevent students from bumping into each other or getting hurt. In addition, having teachers in the hallway can create a sense of supervision, which makes some students feel safer during busy passing times. However, not all students agree with these rules. Some students feel certain expectations are too strict or inconvenient. For example, students have limited time to get to class, and following every rule perfectly can slow them down. At times, students are stopped for minor issues, which can make them feel frustrated or even cause them to be late. Overall, hallway rules are important for maintaining order, but they could be improved. For example, Schools might consider listening to student opinions and making adjustments. This could create a better balance between safety and student comfort, making the school environment more effective for everyone.

School Uniforms

LIA WASHINGTON



School uniforms have been the topic of conversation among students and adults for years. Some students have more voice in uniform choices. Some students in different schools love to wear uniforms and other people don't like uniforms. Eighth grade scholar Mariam from 803 said "I don't like uniforms and people should be able to wear what they want. Another eighth grade scholar Solaris from 801 says "I think we should have days where we don't have to wear uniforms like spirit week. Spirit week is a week in school where students show their school spirit by wearing different things". Not to be confused, we love that BCMS provides us with free uniforms as we are aware other schools require payment, we are just seeking more student voice!



School Lunch

WRITTEN BY: SOLARIS FERGUSON
EDITIED BY: RAHMEEK MCMILLIAN

“Dookie water” is how Mike Ifill, a 8th grade student at Bcms, describes the school lunch. Lunch is supposed to be a place where you wind down and eat good food to reset your body after a stressful day at school and give you a decent amount of energy/nutrients . We discovered 3 weeks ago that in some schools moldy milk is served to children. How exactly are students getting the nutrients they need from moldy milk and small portions? Students are supposed to acquire a full amount of nutrients and a balanced diet.Some parents do not have the ability to send their children to school with lunch , so students should be satisfied with the food that they are getting ,But unfortunately they are not. A way to solve this problem is having the lunch providers make more meals that involve fruits and vegetables because I know a lot more students would rather eat apples and oranges than burnt chicken, and,no offense to the lunch ladies, we love Ms. Walker and the compassion she shows our students and staff however the student body has noted significant improvements to be made currently ranking it only 2 out of 5 stars on the BCMS student quality review. Finally, bottled water needs to be provided to students as an alternative to milk,some students are lactose intolerant and providing only milk as an option presents issues. All in all lunch needs to be revised and we need to find alternatives to our school lunches.!!

HOMEWORK

WRITTEN BY: BRIANNA BEST-MARTINEZ
EDITIED BY: RAHMEEK MCMILLIAN

I think students should receive less homework because homework can be very stressful at times, it can cause headaches, anxiety, and depression. Also after a long 8 hour long day of school (or longer if you have after school) students are often tired and may forget to do their homework. Reducing homework can also lead to improving focus as students would have more time to themselves at home and get more sleep so they'd come to school the next day more refreshed. Reducing homework can also lead to students actually starting to like learning because they won't always be overwhelmed with work. 8th grader, Tyla Nicole Parson, says she understands why teachers give homework but she also feels it makes things more hard on both teachers and students because teachers have to grade a whole bunch of papers and students have to stress about
getting the homework done . 8th grader, Engely Matos, says "we shouldn't have homework because everyone has different things going on in their lives and we already go to school and come home very tired and homework just adds more stress to us". 8th grader, Jeabrany Ordonez-Marin, says "we shouldn't have homework because we already do work all day in school and having to go home and do more work is stressful" .





Cell Phone Access in School

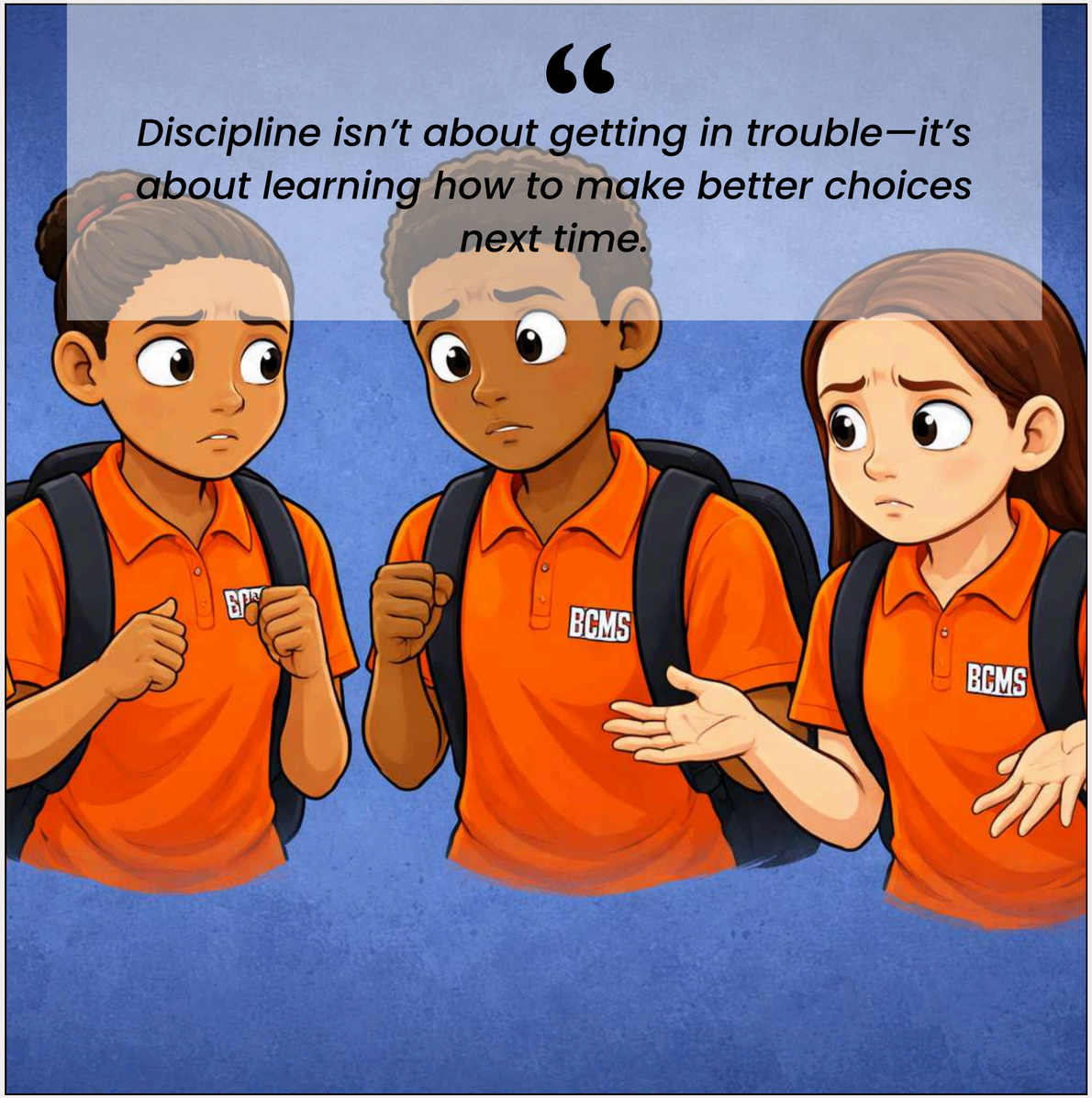
WRITTEN BY: BRIANNA NARVAEZ
EDITED BY: JAHAR WRIGHT

Do you ever come to school and give up your cell phone, and think “We should have more access to our cell phones during the school day”, If that question comes to mind, note this... Just recently, during September of 2025, Governor Kathy Hocul had enacted a law in which cell phones or any other technological devices, besides school-provided computers, are strictly prohibited from being used throughout the entire school day. So BCMS, before getting upset with your local administrators, know who truly is responsible for this rule!

Should kids have more access to their phones or not?

WRITTEN BY: TAMIA GUEVARA
EDITED BY: ANDRAS SOUMAH

Phones are everywhere today, even in classrooms, which raises an important question : should students have more or less access to them during school ? While some people see phones as distractions, others believe they can be helpful tools for learning, communication, and emergency concerns the students may only feel comfortable telling a trusted adult. As technology continues to grow, schools must decide whether limiting phone use helps students succeed or holds them back in a digital age. 8th grade student, Briana Best-Martinez from BCMS stated that she feels like students should have more access to their phones because of emergencies, and for the memories of school, as she says she has multiple pictures from 6th grade but barely any from 8th grade. Studies show students can benefit from having more access to phones because they help with learning, participation, and motivation, but only when they are used for school purposes and not as distractions.



What makes discipline feel fair or unfair?

WRITTEN BY: JEABRANY ORDONEZ-MARIN
EDITIED BY: ABOUBACAR TOUNKARA

Discipline feels fair when the rules are clearly explained and everyone is treated the same. For example, if a teacher says no phones in class and two students are on their phones, they should both get the same consequence. It also feels fair when the punishment makes sense for what happened, like getting a warning for something small instead of something serious like detention. When the teacher explains why the consequence is given, it helps students understand their mistake and not repeat it. On the other hand, discipline feels unfair when the rules aren't clear or seem to change depending on the person. For example, if one student gets in trouble for being late but another doesn't, that doesn't feel right. It's also unfair when the punishment is too harsh for something small, like getting detention for talking a little. When teachers treat people differently or don't explain why someone is in trouble, it can make students feel annoyed and like they're not being treated equally. 8th grade student Tamia G from 801 stated that "No matter the situation everybody should be treated the same, with the same discipline, so everybody is learning their lesson."

The BCMS Times writing staff



BRIANNA NARVAEZ



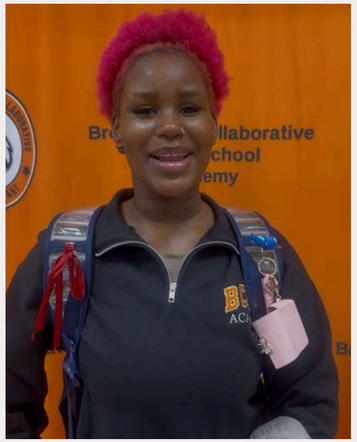
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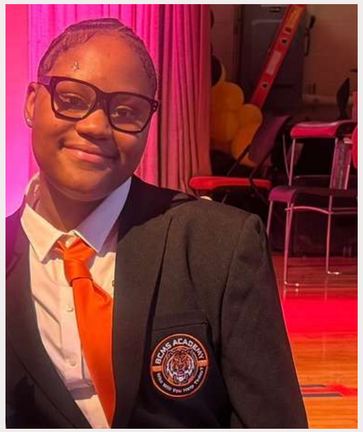
TVLA



JADA WATSON



SOLARIS



BRIANA

Thank you to our writers

At BCMS, every day is an opportunity to learn, grow, and lead. Thank you for being part of a community that shows up, supports one another, and continues to strive for excellence—both in and out of the classroom.

www.bcmsbengals.com