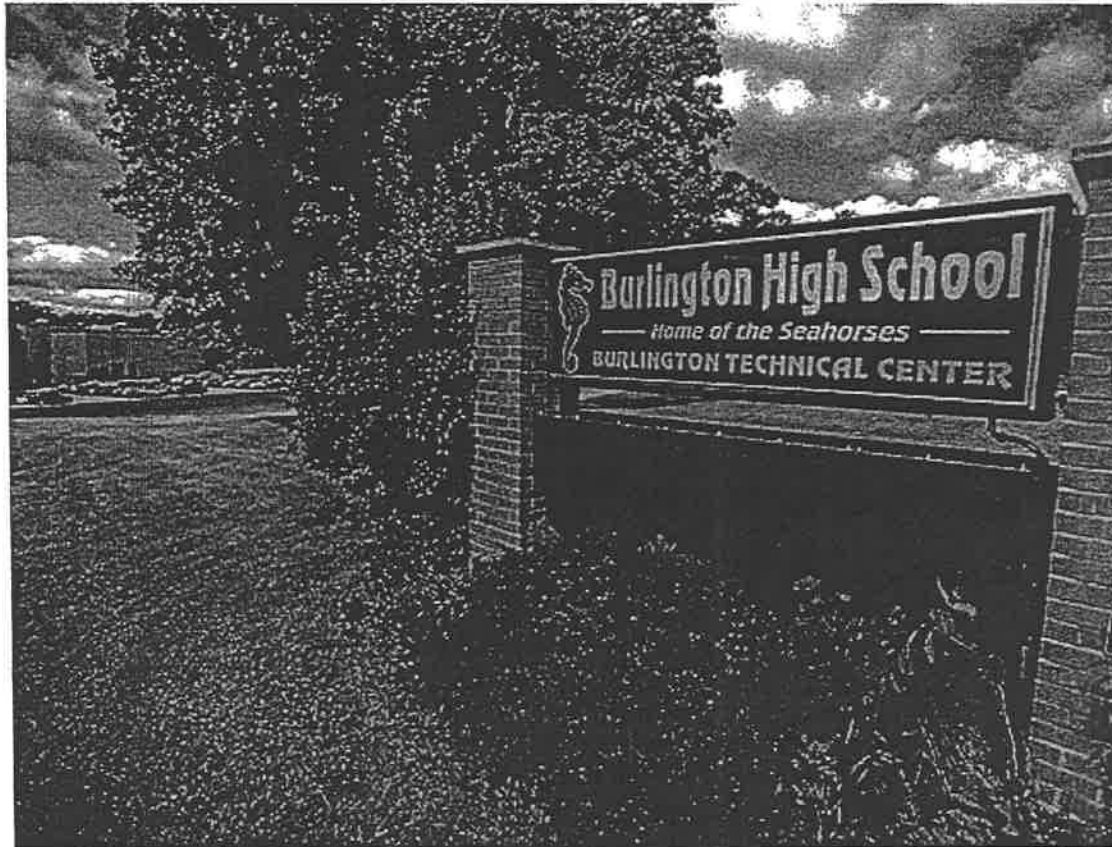


BURLINGTON HIGH SCHOOL
8th Grade Parent/Guardian Information Night
AGENDA



Wednesday, January 24th, 2018

- 6:30 pm Welcome Dinner – BHS Cafeteria
- 7:00 pm Introduction & Overview (Auditorium)
- 7:30 pm Info and Answers (Cafeteria)

Cafeteria

English
Language
Learning-
Beth Evans
Nijaza Semic

Math -
Gordana
Pobric

Science
Lisa Sitek
Jackie Kohler
Molly Heath

Burlington
Technical Center -
Jason Raymond
Wendy King
Tyler Feralio

Bridge
Program-

Laura
Weiskotten

City & Lakes -
Dov Stucker

YES Program &
Design/Tech and
Visual Arts
Program-
Colby Skoglund
John Mazuzan

Drama &
Music -

Billy Ray Poli
Leesa
Guay-Timpson

Advisory -
Nadya Bech Conger
Personalized Learning
Plans -
Gayle Botelho

School Counseling
Mario Macias
Karen Prouty
Sim Peltier
Tony Settel
Lise Bruder

Humanities &
Student Activities -
Brian Williams

Athletics -
Jeff Hayes

Jeanne Hulsen

History &
Administrative Intern
Francesca Dupuis
Proficiency Based
Teaching -
Jocelyn Fletcher Scheuch

Restorative Practices -
Noel Green
Herb Perez

Parents &
Youth
For
Change

After School
Programming -
Franco Salese

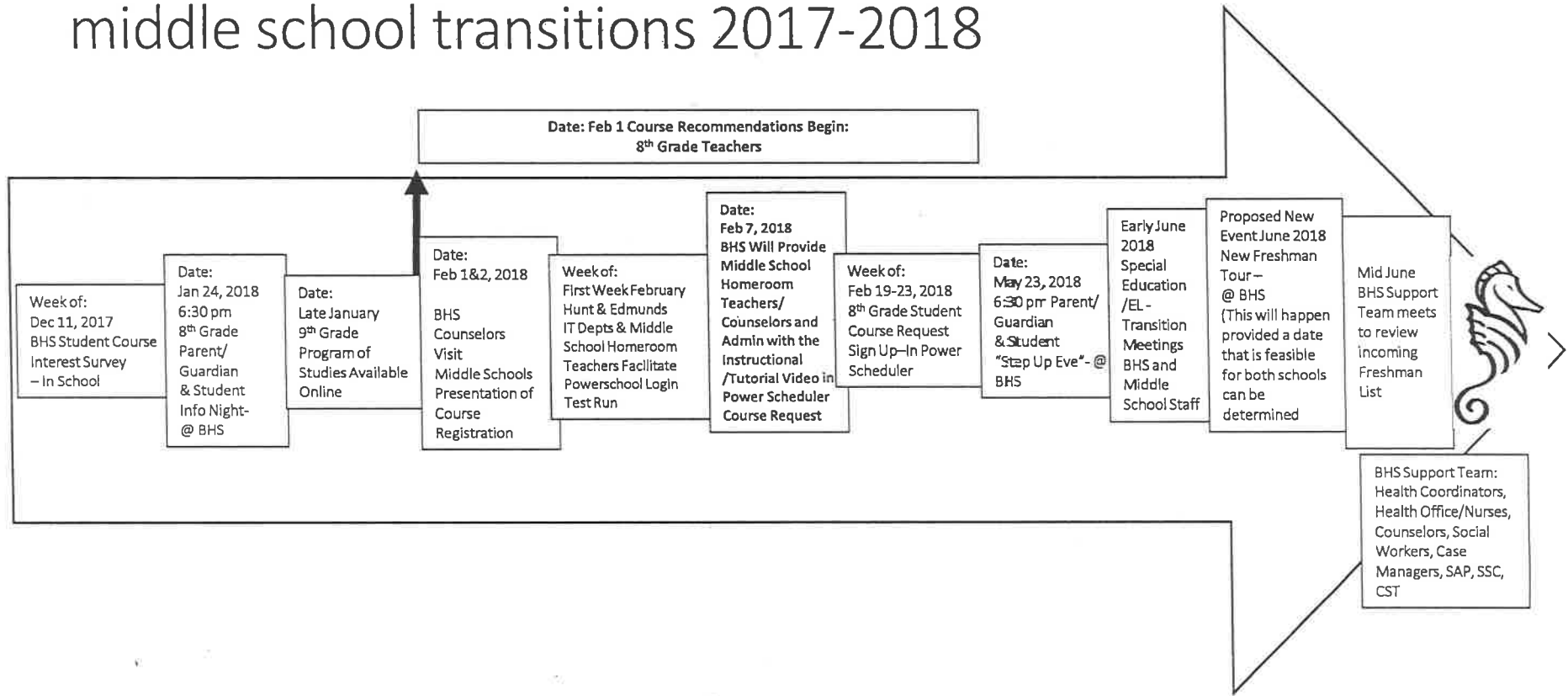


Welcome Table

Snack Bar

Exchange/Hosting & Penguin
Plunge
Jennifer Haselman

timeline - burlington school district middle school transitions 2017-2018





BHS TIME SCHEDULE

TIME	MONDAY, TUESDAY, THURSDAY, FRIDAY
7:30-8:00	Breakfast
8:05-9:30	Block 1
9:35-11:00	Block 2
11:05-11:30 1 st Lunch 11:47-12:12 2 nd Lunch 12:30-12:55 3 rd Lunch	Block 3/Lunch
1:00-1:35	Advisory
1:40-3:05 1:40-2:22 4-1 2:24-3:05 4-2	Block 4
3:05-3:30	Call Back/Office Hours Supper
3:30 Start	Homework Center After-School Activities, Athletics, Clubs, Courses

TIME	WEDNESDAY
7:30-8:45	Breakfast
7:45-8:45	Choice Time
8:50-10:14	Block 1
10:19-11:43	Block 2
11:47-12:12 1 st Lunch 12:29-12:54 2 nd Lunch 1:11-1:36 3 rd Lunch	Block 3/Lunch
1:41-3:05 1:41-2:22 4-1 2:24-3:05 4-2	Block 4
3:05-3:30	Call Back/Office Hours Supper
3:30 Start	Homework Center After-School Activities, Athletics, Clubs, Courses

Burlington Technical Center: 9:35-11:47 Morning Session - 12:09-2:21 Afternoon Session



BURLINGTON HIGH SCHOOL

SCHOOL PROFILE 2017-2018



Burlington High School
52 Institute Road
Burlington, VT 05408

(802) 864-8581 Telephone
(802) 864-8408 Fax
<http://bhs.bsdt.org>

CEEB Code - 460085

ADMINISTRATION

Principal
Tracy Racicot
tracicot@bsdt.org

Assistant Principals
Noel Green
Herb Perez

GUIDANCE OFFICE

Guidance Director
Mario Macias
mmacias@bsdt.org

Registrar
Brittany Langevin
blangevi@bsdt.org

Administrative Assistant
Brenda Racht
bracht@bsdt.org

School Counselors
Lise Bruder
lbruder@bsdt.org

Simrat Peltier
speltier@bsdt.org

Karen Prouty
kprouty@bsdt.org

Tony Settler
tsettler@bsdt.org

Community

Burlington High School is located in Burlington, Vermont. With a population of approximately 40,000, Burlington is the **largest and most diverse city in Vermont**. It sits in a unique picturesque location on the eastern shore of Lake Champlain, between the Green Mountains and the Adirondacks.

The University of Vermont, St. Michael's College, Champlain College, and the Community College of Vermont are among the **institutions of higher education** located in the area. A **wide variety of cultural and artistic opportunities**, from the Vermont Symphony to the Flynn Center for Performing Arts, are all found in Burlington. A major refugee resettlement program has made Burlington the **home of immigrants and refugees speaking 34 languages**, giving both the high school and the community a cross-cultural, international flavor.

High School

BHS offers a **comprehensive and challenging college preparatory program** with an emphasis on academic excellence and intellectual curiosity. The **school mission** encourages students to **achieve at the highest levels and be critical thinkers; effective communicators; cross-culturally minded, engaged citizens; and personally responsible, creative and curious learners.**

Due to Burlington's designation as a refugee resettlement center, **students from all over the world** interact with native Vermont students who themselves come from a **broad range of socio-economic backgrounds**. The result is a high school population of 976 that is **uniquely and interestingly diverse**, an **urban school** in the midst of one of the country's **smallest and most rural states**. *37% are students of color; 29.7% have a home language other than English; 15% take English Language Learner classes.*

All Burlington High School students are required to complete **10 hours of community service each year**. Students also engage in a **broad range of co-curricular activities** including a recognized drama program, competitive sports teams, and literary, recreational and arts clubs and programs.

Faculty and Accreditation

Burlington High School is **accredited** by the New England Association of Secondary Schools and Colleges and the Vermont Department of Education. About 80% of the 103 professional faculty and staff **hold a Master's Degree or higher**.

Curriculum

Over **160 course offerings**, primarily college preparatory or honors classes, are available.

- **Honors level courses** in each discipline are designated on student transcripts. Grades are *unweighted*.
- **Advanced Placement courses** are offered in Biology, Calculus, Chemistry, English Language/Literature, Environmental Science, French, Music Theory, Spanish, Statistics, Studio Art, U.S. Government, U.S. History and World History.
- Qualified students may enroll concurrently in **college and university courses**.
- Support classes for the more than 135 **English Language Learners** and students with learning challenges are also available.
- Students may earn credit through **community learning, workplace internship, and peer tutor programs** as well as through **remedial skills and individual service program** such as the Student Support Center.
- The Burlington Technical Center, located on the BHS campus, and the nearby Center for Technology in Essex, offer **rigorous career pathway classes** resulting in dual enrollment with high school and college credit and industry certifications. 22% of Burlington High School juniors and seniors attend technical center classes.
- The **Year End Studies (YES)** program offers two-week, student-centered, intensive community and project based learning opportunities for students.

Post-Secondary Plans

Class of	2014	2015	2016	2017
Four-Year Colleges	66%	60%	64%	70%
Two-Year Colleges	10%	18%	12%	6%
Military	2%	2%	1%	1%
Employment	12%	16%	18%	17%
Other	10%	4%	5%	5%

BHS Requires 24 Credits to Graduate

English (4.0 Credits Required)
 English 9 Humanities (*); English 10 Lit/Wr/Sp, *Genre**; English 11 American Lit Traditions, *Seminar**; Adv. Comp, Broad World, Cinema Studies, Creative Writing, Contemporary Lit, Poetry, Speech, World Lit, *Chaucer/ Shakespeare**, *AP Literature and Composition**

Science/Tech. (3.0 Credits Req.)
 Biology 1, *Honors Bio**; Intro Chemistry, Chemistry 1, *Honors Chemistry**; Physics, Physics 1, *Honors Physics**; Anatomy; Marine Bio; Food Science; Science Seminar; Tech Ed I, II; *AP Biology**, *AP Chemistry**, *AP Envir Science**

History (3.0 Credits Required)
 Civics/ World Soc Humanities(*); 10th World/US I, *Honors World/US**; 20th Century, I, *Honors**, *AP US History**; Psychology, Public Issues, *AP US Government**

Mathematics (3.0 Credits Req.)
 Elements/Math, Pre-Algebra, Algebra I, Freshman Geometry, Geometry(*), Algebra II, *Algebra II Honors**; Pre-Calculus, *Honors Pre-Cal**; Mathematics of Money; *AP Statistics**, *Calculus**, *AP Calculus**

World Lang. (2.0 Credits Req.)
 French I-V, *AP French**
 Spanish I-V, *AP Spanish**
 Chinese I-V*; German I-IV*
 Latin I-IV

Art/Music (1.0 Credit Required)
 Art 1, *Art 2**, *3**; Metals in Art, Clay, Graphic Design, Photogr; Band, Chorus, Strings, Orchestra, Jazz Band, Guitar, Music Technology, Piano, *AP Harmony**, *Advanced Harmony**

P. Ed/Health (2.0 Credits Req.)
 Phys Ed 9-10, Team Sports, Capstone PE, Health, Int Foods

Business/Tech. (1.0 Credit Req.)
 Senior Seminar, Computer Programming, School Pubs

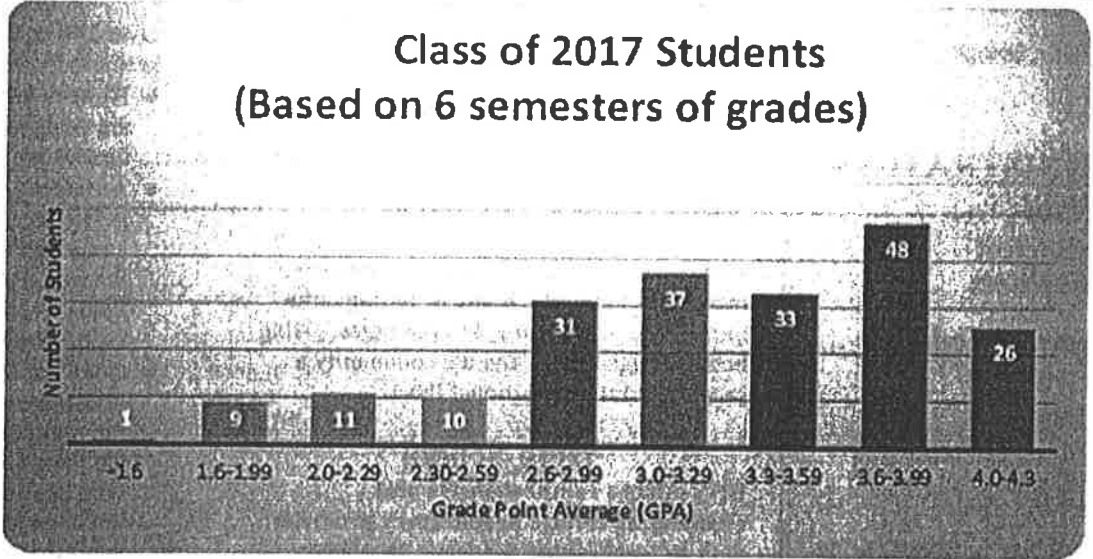
Specialized Courses (1-4 Credits)
 ELL: Reading, English, Science, Social Studies, Math; Teacher's Aid, Peer Tutor, Internships; School Innovations Seminar

Burlington Technical Center
 (6 Credit, 2 Year Courses)

Aviation, Computers, Criminal Justice, Culinary, Engin./Arch, Design Illus., *AP Studio Art**, Sports Medicine, Human Services, Auto Body, Auto Tech, Welding, Electronic Recording Arts

*Honors Courses

Grading System/Points UNWEIGHTED			Percentile Distribution Class 2017 # St. GPA			Honors Distinctions Class 2017 # St. GPA		ACT/SAT/AP Results 2015-16	
A+	97-100	4.333	Top 10%	23	4.024+	<i>Summa cum laude</i>		ACT Composite Score	
A	93-96	4.000	Top 20%	47	3.852+	-----12	4.1-4.33	87 Students 25.3	
A-	90-92	3.666	Top 30%	70	3.642+	<i>Magna cum laude</i>		SAT Mean Scores	
B+	87-89	3.333	Top 40%	93	3.452+	-----38	3.8-4.09	Reading 528	
B	83-86	3.000	Top 50%	118	3.261+	<i>Cum laude</i>		Mathematics 520	
B-	80-82	2.666	Top 60%	141	3.055+	-----35	3.5-3.79	Writing 516	
C+	77-79	2.333	Top 70%	163	2.866+	National Merit Program #		135 Students	
C	73-76	2.000	Top 80%	186	2.533+	Finalists/ Commended		AP- 16 Tests	
C-	70-72	1.666	Top 90%	211	1.936+	2017	6 9	75% scores 3 or higher	
D+	67-69	1.333	Mean GPA = 3.265			2016	6 2	155 Students/ 288 Tests	
D	63-66	1.000	# Students Ranked 214			2015	1 5	<i>AP Tests Required</i>	
D-	60-62	0.666	# Alt. Ed. Students 13			2014	3 10		
F	0-59	0.000							



2017 COLLEGE ACCEPTANCES

Adelphi U	CCV	Indiana U of Pa	Otis College of Art	Souther VT Coll	U of Mississippi
American Univ	College of St. Rose	Indiana University	Pace University	St. Lawrence U	U of New England
Antioch College	Colorado State	James Madison U	Paul Smiths Coll	St. Michael's College	U of New Hampshire
Arizona St. College	Concordia Univ	Johnson State Coll	Penn State U	St. Olaf's College	U of Rhode Island
Armory College	Cornell University	Johnson & Wales	Plymouth State	St. Lawrence	U of San Fransico
Assumption College	Culinary Institute	Keene State Coll	Pratt Institute	St. Thomas University	U of Southern Maine
Bard College	Curry College	Kenyon College	Providence Coll	Stonewall College	U of Tampa
Bates College	Dalhousie University	King's College- London	Purdue University	Suffolk University	U of Toronto
Becker College	Dartmouth College	LaFayette College	Queens Univ	SUNY Albany	U of Wales
Beloit College	Dickinson College	Lasell College	Queens Univ at Kingston	SUNY Binghamton	U of Wisconsin
Bentley University	Drew University	Leicester Univ	Quinnipiac	SUNY Plattsburgh	Union College
Berklee Coll Music	Drexel University	Lesley University	Reed College	SUNY Purchase	U of Pennsylvania
Berlin	Eckerd College	Liverpool P. Arts	Rensselaer Poly	SUNY Stony Br.	Utica College
Bishop's University	Emerson College	Loyola Maryland	Rhoda Island College	Syracuse U	UVM
Boston College	Emmanuel College	Lyndon State College	Ringling College	Temple University	Vassar College
Boston University	Endicott College	Macalester College	RIT	The New School	Vermont Tech
Bowdoin College	Eugene Long Coll	Marlboro College	Rivier College	Trinity College	Villanova Univ
Brandeis University	Fairleigh Dickinson	Mass C. Pharm	Roanoke College	Tufts College	Virginia Tech
Brown University	Fitchburg	McGill University	Robert Morris University	U of Oregon	W. New England
Bryant University	Flagler College	Merrimack College	Roger Williams U	U of Arizona	Wellesley College
Cali Coll of Art & Deisgn	Fordham Univ	Miami University	Rutgers	U of Bloomsburg	Wells College
Carieton University	Franklin Pierce	Michigan State U	Ryerson Univeristy	U of Bridge port	Wentworth Inst.
Case Western Res.	Full Sail University	Middlebury Coll	Salem State Univ	U of Calif Berk.	Wesleyan College
Castleton State College	Furman University	Montana St. U	Salve Regina Coll	U of Calif Davis	Wheaton
Champlain College	George Mason U	Mount Ida College	Savannah Art Des	U of Calif SB	Whelock College
Clark University	George Wash Univ	Mt. Holyoke Coll	SCAD	U of Chicago	Williams College
Clarkson University	Georgia State	New England College	Seton Hall	U of Col. Boulder	Worcester State
Clemson University	Gettysburg College	New York Univ	Siena	U of Col. Denver	WPI
Clinton Community College	Green Mountain College	Northeastern Univ	Skidmore College	U of Connecticut	York College of PA
Colby College	Guelph University	Northern Michigan Stat.	Smith College	U of Denver	
Colby- Sawyer College	Harvard University	Norwich Univ	Souther NH U	U of Hartford	
Colgate University	High Point University	Oberlin College	Seton Hall	U of Maine	
College of Charleston	Hobart William & Smith	Occidental College	Siena	U of Mass Amh	
Columbia College	Ithaca College	Oswego St. Coll	Souther NH U	U of Michigan	

Admin Message to 8th Grade Parents/Guardians

Welcome by Mario:

1. Introduction of BHS Dance Team

2. Acknowledge Interpreters

- *"BHS wishes to welcome and thank all of you for attending this eve and express gratitude for those that are providing language interpretation of the evenings information. This meets our district commitment that all children receive equitable academic services and ensures that New American parents are welcome and can attend meetings, understand the process and be actively engaged. "*

3. Review Agenda (Slide 3)

TRACY RACICOT

- I'm Tracy...(Slide #5)
- Burlington High School is on a journey to become a school that looks and feels different than it did even when our graduating seniors were freshmen. The world is changing. What we know about teaching, learning, and brain development is changing and so is Burlington High School.
- Here is a very brief overview of big picture things we're working on:

1. PROFICIENCY-BASED LEARNING (Slide #6)

We want to ensure that the credits students earn at BHS are based on their demonstration of knowledge, skills and understanding. This means

that for each course, we identify a set of skills and knowledge that are necessary for students to have. We call these “Proficiencies.” These skills and knowledge are so important that we’ll give students many, many opportunities to show them, and we won’t give up until they do.

2. GRADUATE EXPECTATIONS: (Slide #7)

We have content area proficiencies and GX proficiencies. Long range vision for Proficiency Based Schools are that when students demonstrate proficiency through content in the areas of problem-solving, civic engagement, personal development, creativity and effective communication, they graduate from high school.

3. PERSONALIZED LEARNING PLANS: (Slide #8)

If your student goes to school in the District already, they have already started collecting evidence in their PLP or portfolio to this end at Hunt or Edmunds. PLPs are owned by students, shared with families and supported by teachers and BHS staff.

4. THE ADVISORY PROGRAM (Slide #9)

BHS is a larger complex than other buildings throughout the district. Our Advisory Program allows staff to get to know each student well, build community & relationships. Our advisory program allows for grade level community meetings and lends common time to support students in the work of their Personalized Learning Plans.

5. Science (Slide #10-16)

Our staff work diligently at BHS to align our curriculum with our Middle Schools. This has resulted in some important changes in our math and science programs for incoming Freshmen. To help provide clarity, I would like to introduce Lisa Sitek, Lead Teacher of the BHS Science Department to review the sequence of science courses that need to be taken to be in alignment with the Next Generation Science Standards:

LISA SITEK

6. Math (Slide #17) (Prezi 11 Slides)

Now would like to introduce Gordana Pobric, Teacher and Representative of the BHS Math Department to review the sequence of mathematics courses that need to be taken to be in alignment with the Eureka Math Program implemented in both the middle school and the high school.

GORDANA POBRIC

7. Course Registration (Slide #18)

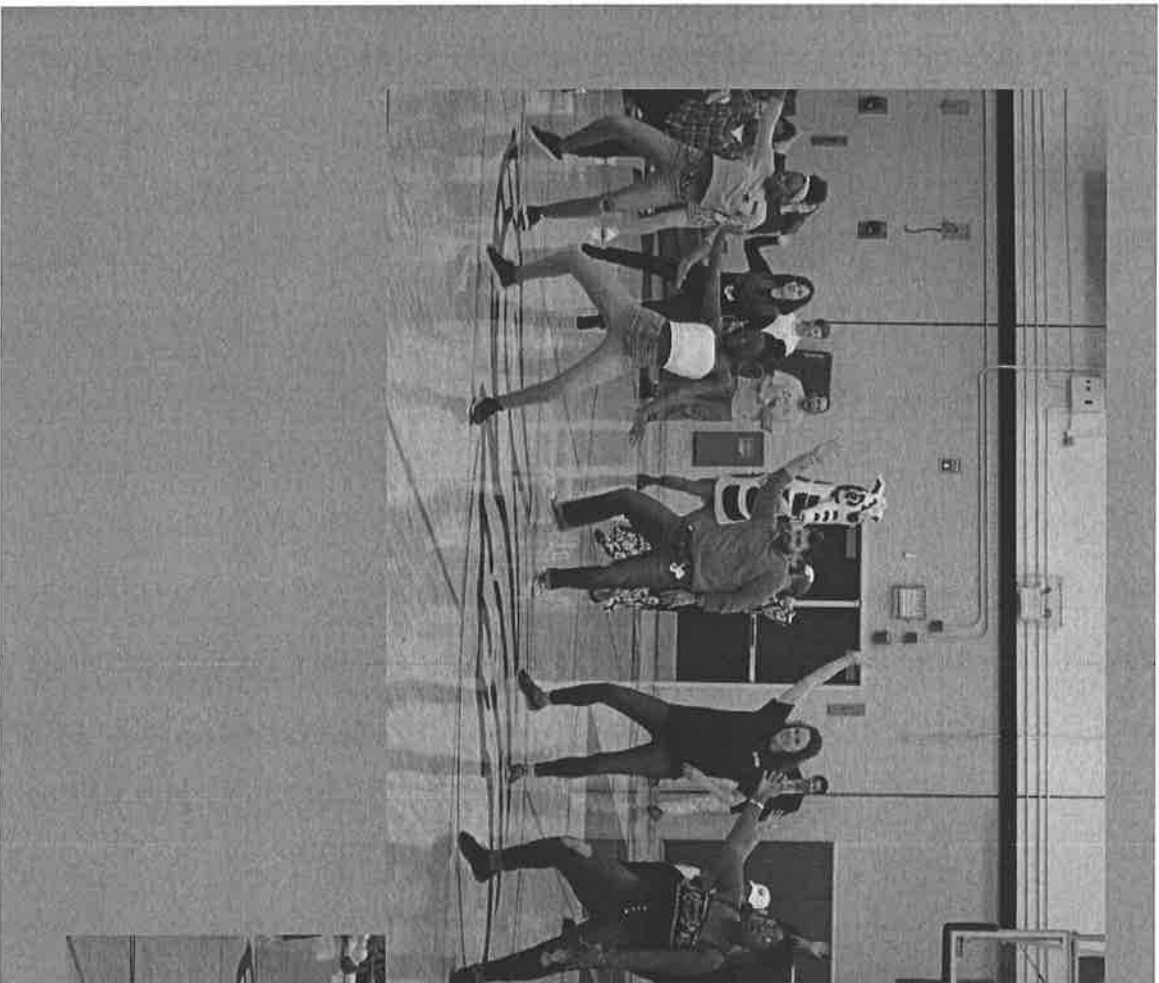
How do students register for courses at BHS? Our Counselor meet with students at middle schools (starting Feb 1 ending at end of Feb), some course are based on teacher recommendations . Students at private schools or home-schooled: call for appointment.

8. Our Goal (Slide #19)

9. What Students Say (Slide #20)

10. You Have Questions, We have Answers...join us in the cafeteria) (Slide #21)

I want to encourage you to take advantage the many BHS staff who are here to answer your questions. Many will be tabling during the break-out session and are happy to talk to you about the various opportunities that exist at BHS. We thank you all for the opportunity to join us on the journey to Cultivate caring, creative and courageous Seahorses!



BHS Dance Team!





**Welcome,
Parents &
Guardians**



Tonight's Agenda

1. Welcome
2. Student Performance Dance Team
3. Our Focus
4. Registration Process
5. "Tabling"



Our Educational Program

Tracy Racicot, Principal

Proficiency-Based Learning

- Some knowledge is so important, students can't 'pass' without it
- Many chances
- Credit earned based on what they know and can do

BHS Graduate Expectations

1. Effective Communication
2. Cross Cultural Understanding & Civic Engagement
3. Critical Thinking & Problem Solving
4. Curiosity & Creativity
5. Personal Development

Personalized Learning Plans

A **PLP** identifies a student's

- goals
- learning styles
- strengths and challenges

and plans a path toward reaching the

Graduate Expectations.

The Advisory Program

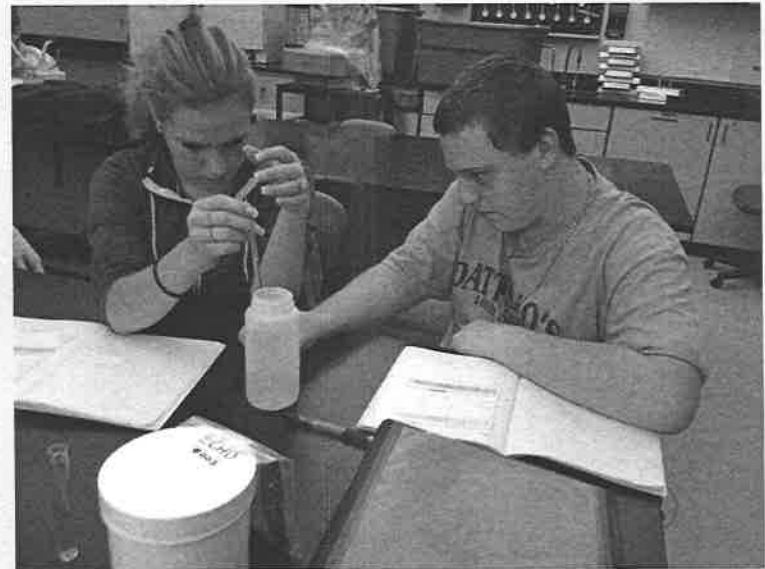
- know each student well
- build community & relationships
- support students in setting and reaching individual goals



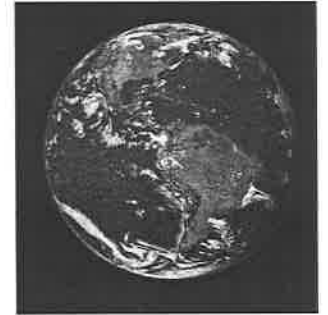
Science Sequence

- Lisa Sitek

9th Grade Earth Science at BHS



Earth Science for All 9th Grade Students



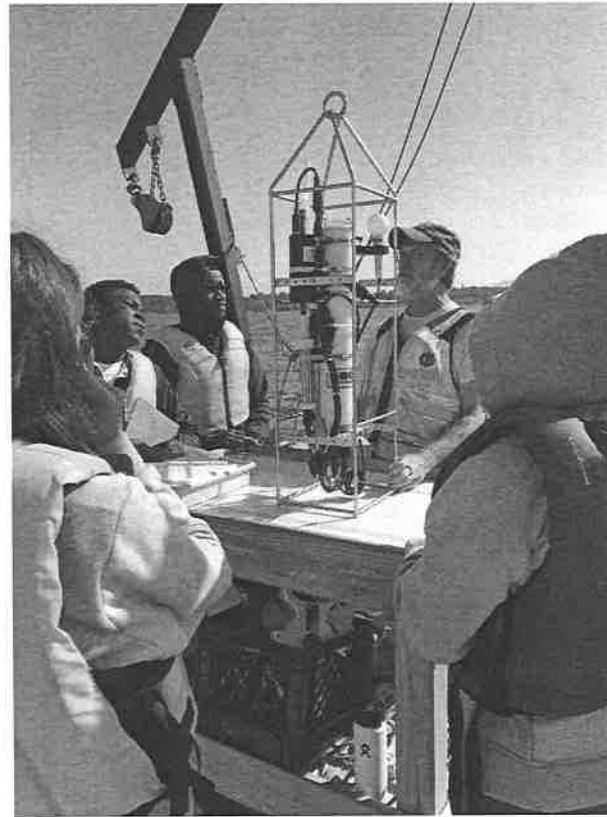
- All 9th grade students take Earth Science
- Heterogeneously grouped classes with Earned Honors option
- Can take Biology or Honors Biology concurrently (as staffing allows)

Rationale

- **Alignment with Next Generation Science Standards (NGSS)** and other schools in the region
- Heterogeneous grouping can help promote **equity and close the achievement gap**
- **Flexible pathways** to support students meeting proficiency-based graduation requirements



Earth Science: Place-Based and Engaging



Earned Honors in Earth Science

- Know more in greater depth
- More application of mathematics, data analysis and representation
- Higher level reading and writing expectations
- Goal Setting for Habits of Work (autonomy, collaboration, timeliness, self-assessment and reflection)

Science Pathways

Science PBGR's

- Modeling, Real World Connections
- Research, Real World Connections
- Inquiry and Design

9th grade
*can also take bio

Earth Science
(Earned Honors option)

10th grade
(choose 1)
*plus electives

Biology 1

Honors Biology

11th grade
(choose 1)
*plus electives

Chemistry 1
(Algebra I)

Honors Chemistry
(Geometry)

Physics 1
(Geometry)

Honors Physics
(Algebra II)

12th grade
(optional)

Electives, Chemistry or Physics (the one not taken in 11th grade)

10-12th grade electives
(can be taken any time
prerequisites met,
prerequisites shown in
parentheses)

Marine Biology (1 science credit)
Food Science (1 science credit)
Anatomy and Physiology (Biology, grade 11 or 12)
AP Biology (Biology, Chemistry)
AP Chemistry (Chemistry, Algebra II)
AP Environmental Science (Chemistry, Algebra II)
Principles of Engineering I
Principles of Engineering II (C or higher in P of E I)
Adv. Principles of Engineering II (instructor permission)

FAQ's

Will students be able to take advanced science courses?

If students don't choose to earn honors in 9th grade, can they still take Honors Biology in 10th grade?

What will the process be for "opting in" to earn honors in Earth Science?

Math Sequence

- Gordana Pobric

A Mathematics Journey at Burlington High School

"Dana Rabin is a student achievement and teacher improvement specialist who designs professional development for teachers."

For example, a high school student struggling with the distributive property in Algebra I instead of concepts of operations experiences

["The key to understanding the distributive property is to understand the properties of exponents."]

["Open Standards List"]

9th Grade - Algebra I (Eureka 2)
10th Grade - Geometry (Eureka 2)
11th Grade - Algebra II (Eureka 2)
12th Grade - One or two of the following options - Pre-Calculus, AP Statistics, or Math of Money

["The distributive property is a key concept in algebra that allows us to simplify expressions and solve equations."]

["The distributive property is a key concept in algebra that allows us to simplify expressions and solve equations."]

Classes Offered at BHS

- *Elements*
- *Pre-Algebra*
- *Algebra I (Eureka - 9th grade)*
- *Concepts of Algebra (10th-12th)*
- *Geometry (9th Grade)*
- *Geometry (Eureka - 10th)*
- *Concepts of Geometry (10th -12th)*
- *Algebra II (Eureka -11th grade)*
- *Concepts of Algebra II (11th-12th)*
- *Honors Algebra II*
- *Pre-Calculus*
- *Honors Pre-Calculus*
- *Calculus*
- *AP Calculus*
- *Math and Money*
- *AP Statistics*
- *Applied Personal Mathematics*
- *Trigonometry and Statistics*



ol

Middle school teachers are currently recommending students for one of the following classes next year based on this year's progress:

Elements

Pre-Algebra

Algebra I

Freshman Geometry

*Based on their freshman
math course, these are
the traditional paths
that students progress
through at BHS.*

9th Grade - Freshmen Geometry
10th Grade - Honors/Algebra II
11th Grade - Honors/Pre-Calculus
12th Grade - One or two of the following
AP Calculus/Calculus, AP Statistics, or
Math of Money

*9th Grade - Algebra I (Eureka 9)
10th Grade - Geometry (Eureka 10)
11th Grade - Algebra II (Eureka 11)
12th Grade - One or two of the following
electives... Pre-Calculus, AP Statistics, or
Math of Money*

*9th Grade - Pre-Algebra
10th Grade - Concepts of Algebra I
11th Grade - Concepts of Geometry
12th Grade - Concepts of Algebra II or
Applied Personal Math*

**Summer Program available at Hunt Middle
School to work on pre-requisite skills if a
student wishes to enter Algebra as a
freshman.*

9th Grade - Elements

10th Grade - Pre-Algebra

11th Grade - Concepts of Algebra

*12th Grade - Concepts of Geometry or Applied
Personal Mathematics*

**Summer Program available at Hunt Middle
School to work on pre-requisite skills if a
student wishes to enter Pre-Algebra as a
freshman.*

*** Note: Based on student achievement and teacher recommendation, a student may change paths within a particular course.*

For example: a freshman student excelling in Pre-Algebra may be recommended to Algebra I instead of Concepts of Algebra as a sophomore.

*If you have any additional
or clarifying questions
please see me after this
presentation.*

Thank you!

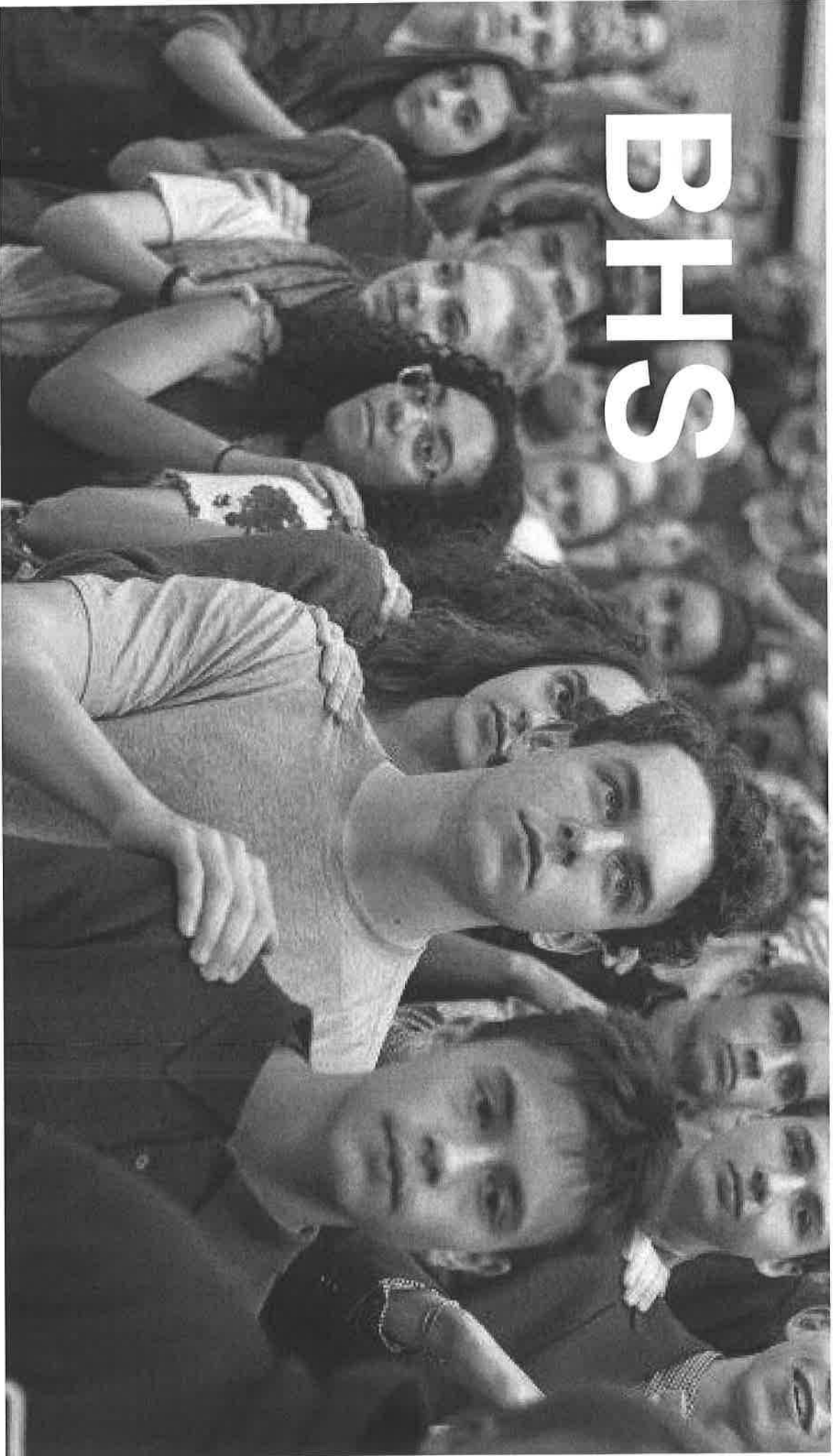
Course Registration

- Counselor meetings at middle schools (starting Feb 1 ending in late Feb)
- Teacher recommendations
- Students register for electives at school
- Students at private schools or home-schooled: call for appointment.

Our Goal

Cultivating caring, creative
and courageous people -
join the journey!

BHS



What Students Say.....





**You have questions, we
have answers...**

**Join us in the cafeteria for
questions and info**

ENGLISH

English Classes – Grade 9

English 9: Humanities

1.0 Credit

Grade 9

English 9: Honors Humanities (Earned)

The ninth grade English program focuses on the **search for self** and the question “Who Am I?” This course will examine various genres of literature and will focus on responding to literature in creative and analytical writings. Students will strive to make personal connections to the issues and characters in the literature they study. Emphasis will be on reading comprehension, as well as the analysis and interpretation of the material. Students will strive to improve upon the fundamentals of their writing through the writing process, grammar and vocabulary work. **Students have the option to earn Honors credit in this class** by demonstrating learning of core concepts, skills, and knowledge on identified assignments and assessments throughout the school year at an honors level; the earned Honors designation will be awarded at the end of year. Students may be assigned to additional reading and English classes in order to support students being able to read and write at grade level. **This class will be co-assigned and team-taught with Humanities Civics and World Societies.** *Primary Graduate Expectations:* Effective Communication; Civic Engagement & Cross-Cultural Understanding.

Grade 10

The tenth grade English program explores **relationships of individuals in society** including universal issues and ideas, decision-making, and responsibility through the question *What Is My Code?* Students will explore and develop a personal understanding of these themes through the study and analysis of short stories, novels, plays, poetry, and non-fiction texts.

English 10: Literature, Writing, Speech English 10 Honors: Genre

1.0 Credit
1.0 Credit

Grade 1
Grade 10

Grades 11-12

Juniors and seniors will choose a total of **4 semester-long courses** (2 each year) to fulfill English graduation requirements. With the exception of AP Language and Literature, which is a year-long elective for seniors, a student will take two semester-long classes per academic year.

American Cultures 1 (English) + 52340 (Social Studies) – Semester 1 0.5/0.5 Credit
American Cultures 2 (English) + 52341 (Social Studies) – Semester 2 0.5/0.5 Credit

This humanities course ties together American Literature, Art, Philosophy and History in a seminar-style class.

American Literature: The Early Years

0.5 Credit

Grades 11-12

This course is an exploration of early American literature from the colonial era through the 19th century.

AP Literature and Language

1.0 Credit

Grade 12

Seniors Only: This highly demanding *year-long course* is designed for students who want to expand their awareness of language, strengthen their critical reading of nonfiction and fiction, and further develop their writing style.

Being Woke: Literature and Eastern Philosophy

0.5 Credit

Grades 11 -12

We will read philosophical and literary texts from India, China, Japan and other Eastern cultures to develop an understanding of contemporary literature and our own lives.

Broader World of Ideas I (First Semester)

0.5 Credit

Grade 12

Broader World of Ideas II (Second Semester)

0.5 Credit

Broader World of Ideas is a semester-long course that examines various media from paintings to novels, from music to movies.

Cinema Studies

0.5 Credit

Grades 11-12

We will watch movies and understand why some movies are better than others. What makes a great movie? Cinema Studies gives us some of the tools to help watch a film and see more than what might be obvious.

Composition

0.5 Credit

Grades 11-12

This course will provide students with numerous opportunities to improve and expand their writing skills. We will learn to develop an awareness of language, to read with critical understanding, and to develop an individual writing style.

Contemporary Literature	0.5 Credit	Grade 11-12
Contemporary Literature is often defined as literature written after WWII. In <i>this</i> course, we work backwards from the future. Typically, we begin with a post-apocalyptic story and end with memoirs of recent wars.		
Creative Writing Seminar	0.5 Credit	Grades 11-12
How do we effectively craft and tell stories? This semester-long course is aimed at developing creative writing skills through composition, critique, and revision in an intensive workshop format.		
Culture of Place	0.5 Credit	Grades 11-12
This semester course is an exploration of what it means to live well in place. It combines the fields of anthropology, sociology, social geography, and English.		
Harlem Renaissance	0.5 Credit	Grades 11-12
This course will explore the literature, visual art, and music of the Harlem Renaissance as an important artistic and socio-cultural moment in American history.		
Introduction to African American Literature	0.5 Credit	Grades 11-12
This introductory course provides a survey of African American literature beginning in the 1700's and ending in current times.		
Journalism: BHS Register 1-2-3	1.0 Credit	Grades 10-12
BHS Register is a course designed to support the production of the BHS News Magazine, <i>The Register</i> . Students in the BHS Register course will produce <i>The Register</i> using both print and digital platforms.		
20th Century American Literature (1900-Present)	0.5 credit	Grades 11-12
This course is a survey of American literature beginning with the 20th century. Students will understand how the more recent challenges and opportunities that faced this nation are reflected in the stories that come from this period.		
Modern Theater	0.5 credit	Grade 11,12
We will study drama in terms of its history, content, structure and the personal connections people make to it. We will respond to the literature in various forms, both written and oral.		
Reading and Writing Poetry	0.5 Credit	Grades 11-12
This elective course is designed to give students an in-depth look at both the reading and writing of poetry. Students will examine works by established poets from various movements and cultures throughout the ages.		
Semantics: Writing with Power	0.5 credit	Grades 11-12
Semantics explores reasons communicating with each other can be so challenging and how we can make it easier. This course will provide students with numerous opportunities to improve and expand their writing skills.		
Shakespeare: Alive and Well on Page, Stage, and Screen	0.5 Credit	Grades 11-12
Shakespeare meant his plays to be watched, not read, but we now have the luxury to do both, and both we shall do. In class, we will read and view movie adaptations of these dramas, works that remain as alive and meaningful today as they were over 400 years ago.		
Speech/Communication: Theory and Practice	0.5 credit	Grades 11-12
Speech class will help students to become better, more effective, and more confident public speakers. This class offers students the opportunity to learn the fundamentals of formal speech and to study the basics of communication theory.		
Spotlighting Justice	0.5 Credit	Grades 11-12
Students will engage in dialogue about topics of race & ethnicity, gender & sexuality, socioeconomic class, stereotypes, and social constructs and apply the lessons learned from these discussions to the many social issues that surround them today.		
World Literature	0.5 Credit	Grades 11-12
World Literature will give you a chance to find out how people from all over the world think about ideas like forgiveness, family, truth and other philosophical ideas.		

9th Grade Earth Science

The 2018-19 school year will include a shift in the BHS Science curriculum. Next year, all 9th grade students will take Earth Science as their first science course. This course will be heterogeneously grouped and will include an earned Honors option. Students with a strong interest in science can “double up” and enroll in Biology or Honors Biology concurrently with Earth Science.

Rationale

The reasons for this change include:

- **Alignment with the Next Generation Science Standards (NGSS).** Earth science is required content. High school level material will be assessed on the new NGSS science assessment and the ACT. Most schools in Chittenden County require Earth Science for 9th graders.
 - **Research shows heterogeneous grouping is more equitable and closes the achievement gap.** We want all students to have access to the opportunity to complete honors level work. Having an earned honors option gives students a chance to try out honors level work before making a decision about pursuing honors or not.
 - **Create more flexible pathways and support students in meeting Proficiency Based Graduation Requirements (PBGR's)** Students in upper grades (11-12) will have more flexibility and choice in science course selection.
-

Criteria for Earning Honors

Students who opt to earn honors in Earth Science will be expected to:

- Know more content in greater depth
 - Do more application of mathematics, data analysis and representation
 - Read and write at a higher level (more in depth analysis, more challenging readings)
 - Set and work toward goals around Habits of Work (autonomy, collaboration, timeliness, self-assessment and reflection)
-

Earth Science at BHS

In Earth Science, we will explore the question “Why are the interactions between humans and Earth’s systems important, both on a local and global scale?” The course is designed to be place-based and NGSS aligned. Students learn Earth Science concepts through the lens of Burlington, Vermont. Some examples include:

- A study of the ecology of Lake Champlain, including trips to North Beach, the ECHO Center and Rubenstein Lab.
- A unit on geology where we work to understand how our region fits into the broader history of our planet. This includes a trip to Lone Rock Point to observe rock formations in our region.
- A study of the interactions of tectonic plates and the patterns at plate boundaries using data from volcanic eruptions, earthquakes, seafloor age, and geographic features (mountains, ocean trenches, etc.)
- An investigation of the data connected with global climate change and its effects on our region.

Science Pathways

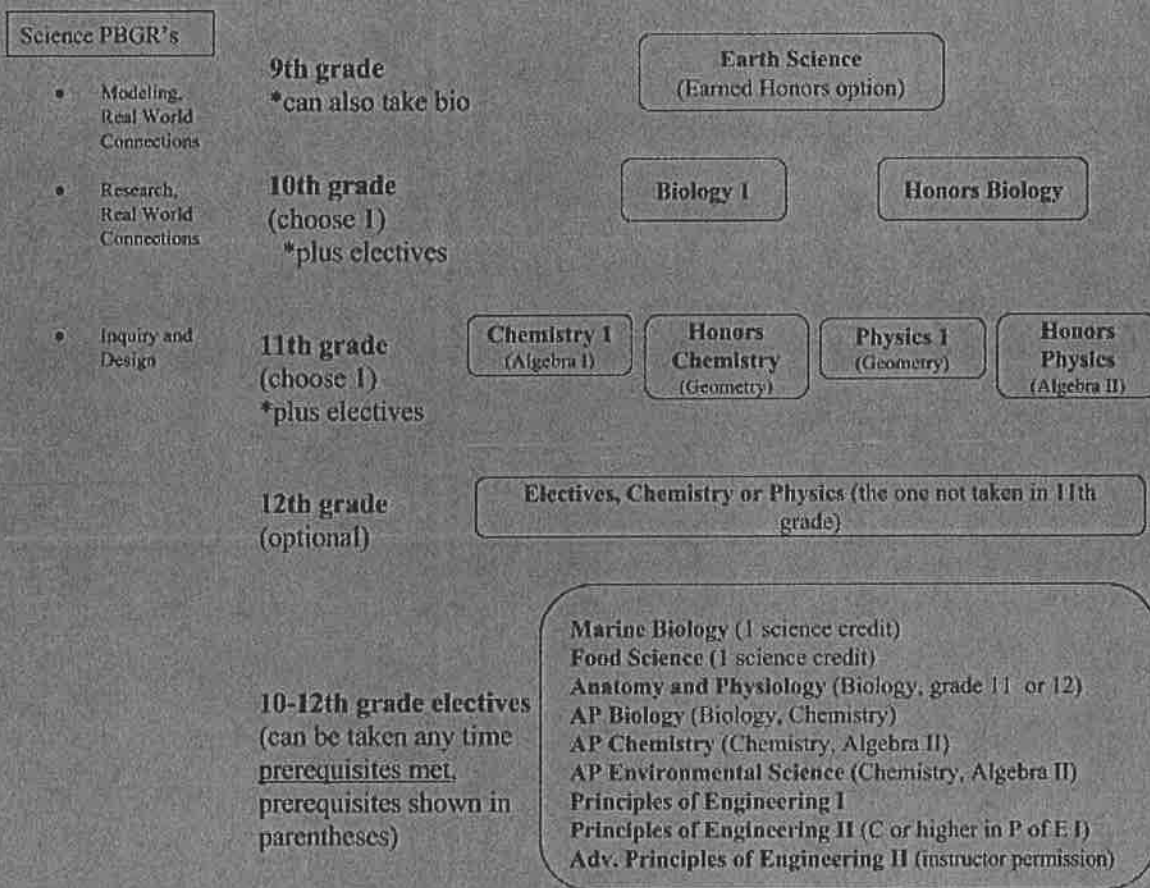
Currently, 3 science credits are required for graduation. Students with an interest in science or a science-related career are encouraged to take at least 4 credits.

9th grade – most students take Earth Science (can opt to earn Honors), some students also take Biology 1 or Honors Biology.

10th grade – most students take Biology 1 or Honors Biology; can take any electives they have the prerequisites for, can take Chemistry or Physics if they have passed Biology.

11th grade – most students choose between chemistry/honors chemistry or physics/honors physics (must meet math prerequisites); students can also take any electives they have the prerequisites for.

12th grade – Students may opt to take more science credits. They can take chemistry or physics or any electives they have the prerequisites for.



FAQ

Can students take Honors Biology in 10th grade if they don't opt to earn honors in Earth Science?

- Yes, they can, however they may struggle if they have not been completing honors level work in 9th grade. Students not opting to earn honors can complete honors challenges at any time. It is unlikely that students who complete few honors challenges will be prepared for honors level work in grade 10.

Doubleing up, is it really possible? Can students do this successfully?

- The option of taking two science classes in one year is not for everyone, but there are students who currently do this successfully, especially in 11th or 12th grade. The number of students who are able to double up and take multiple science classes does depend on having enough teaching staff to offer those classes.

What will the process be for "opting in" for earned honors in Earth Science?

- We will use the same process used in 9th grade humanities. Honors challenges will be available all of first quarter for students to try out by choice. At the end of quarter 1, students will be required to commit to their choice of choosing earned honors or not. This will require a discussion and parent/guardian signature.

Burlington High School Mathematics Department



Middle school teachers are currently recommending students for one of the following classes:

Elements ***Pre-Algebra*** ***Algebra I*** ***Freshman Geometry***

Based on their freshman math course, these are the traditional paths that students progress through at BHS....

9th Grade - Freshman Geometry
10th Grade - Honors/Algebra II
11th Grade - Honors/Pre-Calculus
12th Grade - One or two of the following: AP Calculus/Calculus, AP Statistics, or Math of Money

9th Grade - Algebra I (Eureka 9)
10th Grade - Geometry (Eureka 10)
11th Grade - Algebra II (Eureka 11)
12th Grade - One or two of the following electives... Pre- Calculus, AP Statistics, or Math of Money

9th Grade - Pre-Algebra
10th Grade - Concepts of Algebra I
11th Grade - Concepts of Geometry
12th Grade - Concepts of Algebra II or Applied Personal Mathematics

*Summer Program available at Hunt Middle School to work on pre-requisite skills if a student wishes to enter Algebra as a freshman.

9th Grade - Elements
10th Grade - Pre-Algebra
11th Grade - Concepts of Algebra
12th Grade - Concepts of Geometry or Applied Personal Mathematics

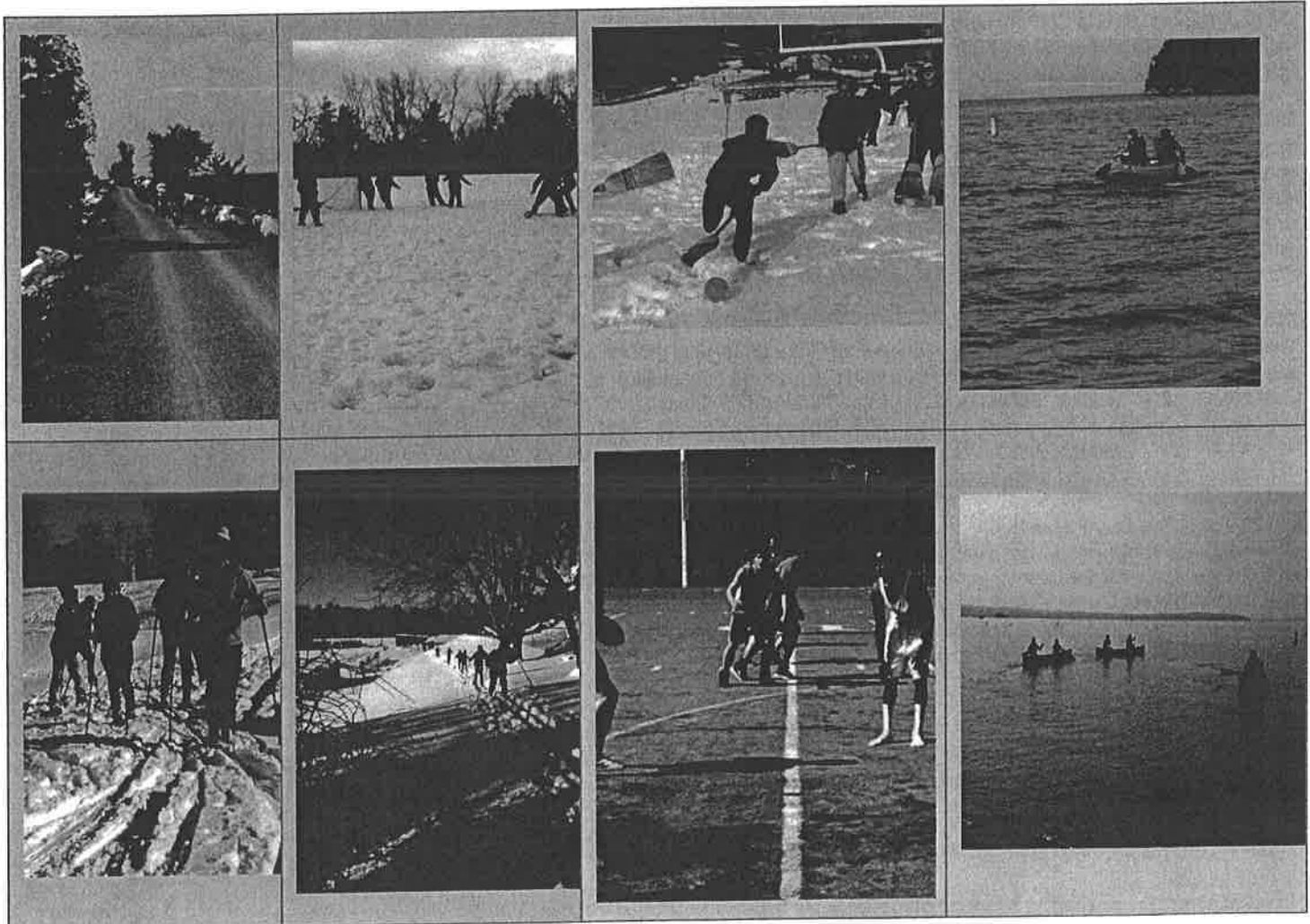
*Summer Program available at Hunt Middle School to work on pre-requisite skills if a student wishes to enter Pre-Algebra as a freshman.

Please contact Lead Teacher Marcel Girouard or guidance Counselor Lise Bruder if you have any questions at mgirouar@bsdvt.org or lbruder@bsdvt.org

Physical Education & Health

Physical Education and Health courses are designed to provide students with the skills and knowledge necessary to lead a healthy and active lifestyle. In Physical Education students are exposed to many different types of activities to encourage a life- long pursuit of personal fitness. In Health, students learn a variety of topics included in the five main units: Mental Health, Nutrition, Eating Disorders, Substance Prevention and Abuse, and Sexuality and Relationships. Students will be provided current factual information to be able to make informed decisions regarding their own health.

BHS Phys Ed and Health Classes		VT State Graduation Requirements
Phys Ed	Lifetime Activities I – fall only (0.5 credit) Team Activities I (0.5 credit) Lifetime Activities II – fall only (0.5 credit) Team Activities II (0.5 credit) Movement Exploration (0.5 credit) PE Capstone (0.5 credit) Sports Conditioning Teaching Team Sports	<p>Physical Education – 1.5 credits</p> <p>Health – 0.5 credits</p>
Health	Health (0.5 credit)	
Electives	International Foods (0.5 credit) Health Survivor Course (0.5 credit)	



COURSES IN PHYSICAL EDUCATION

- 520141 Lifetime Activities I** **FALL ONLY** **0.5 Credit** **Grades 9-12**
This course focuses on lifelong physical activities and development of the skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness. Students will have an opportunity to experience most of the following activities: Canoeing, Team Building/Project Adventure, Ultimate Frisbee, Badminton, Tennis, CPR/ First Aid with AED training, Weight Training, and a Fitness Unit focusing on the five components of fitness. Emphasis is placed on physical literacy and individual goals. This is a proficiency based course and students are required to demonstrate proficiency in all learning outcomes.
Primary Graduate Expectation: Personal Development.
- 520142 Team Activities I** **SPRING ONLY** **0.5 Credit** **Grades 9-12**
This course blends lifelong physical activities with team activities and challenges students to be active and engage in cooperative team activities. Students will be expected to demonstrate knowledge of concepts, principles, strategies and tactics related to a variety of movement patterns. Students will have an opportunity to experience many of the following activities: Snowshoeing, Volleyball, Floor Hockey, Soccer, Softball, Introduction to Biking, Beach Volleyball, Floor Hockey, Basketball, and Team Handball. The focus of physical literate student in this course is to be able to demonstrate personal and social behavior that respects self and others. This is a proficiency based course and students are required to demonstrate proficiency in all learning outcomes. *Primary Graduate Expectations:* Cross-Cultural Understanding & Civic Engagement, Personal Development.
- 520143 Lifetime Activities II** **FALL ONLY** **0.5 Credit** **Grades 10-12**
This course is a continuation of Lifetime Activities I. While Lifetime Activities I is not a pre-requisite, it is strongly recommended students complete Lifetime Activities I prior to this course and are able to successfully ride a bike. Students will have an opportunity to experience a wide variety of outdoor and indoor activities including the following: Biking (road and trail), Personal Fitness, Nerf Tennis, Pickle Ball, Team Handball, Cross-Country Skiing (weather permitting). A highlight of this course is a well-liked biking unit which allows students to learn all aspects of bike riding, repair, and road rules. Students will ride on the bike path, Fort Ethan Allen and through area trails. This is a proficiency based course with focus on recognizing the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Primary Graduate Expectation: Personal Development.
- 520144 Team Activities II** **SPRING ONLY** **0.5 Credit** **Grades 10-12**
This course is for students who want to get outside, be active and have fun. Students will have an opportunity to experience a combination of lifelong and team activities such as: Volleyball, Cross Country Skiing (weather permitting), Exercise Physiology and Weight Training, Sports Conditioning; Floor Hockey, Speedball, Basketball, Archery, and Outdoor Team Games. This is a proficiency based course with a strong emphasis on all of the National PE Standards.
Primary Graduate Expectation: Personal Development.
- 52016 Movement Exploration** **0.5 Credit** **Grades 10-12**
Students will explore movement and dance as lifelong physical activity. This is a non-traditional Physical Education class with a focus on understanding movement and movement patterns along with demonstrating concepts, principles, strategies and tactics related to movement and performance. Students will have an opportunity to experience the following activities: Introduction to Yoga, Pilates, Creative Dance, Tae Bo, P90x, Geo Fitness, and a fitness unit focusing on the fitness/strength components of movement and dance. The proficiencies for this course are based on specific learning outcomes for each unit.
Prerequisite: Completion of Lifetime Activities I. *Primary Graduate Expectation:* Personal Development.
- 52019 Sports Conditioning** **0.5 Credit** **Grade 9-12**
This course focuses on a very active approach to lifelong physical activities. This class is for students who are seeking high level of activity and are self-motivated. This course will focus on the principles of sports training as well as strength training as it relates to cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Students will have an opportunity to experience activities that focus on sport training techniques such as: Trail-blazing and Deep Woods Mountain Biking, Exercise Physiology and Personal Fitness/Weight Training, Competitive Indoor Tennis and Badminton.
GX Connection: Personal Development and Critical Thinking.
- 52020 Teaching Team Sports** **0.5 Credit** **Grade 9-12**
This course is for students who may be interested in coaching and/or teaching physical education. The course is designed for students to learn the concepts and principles of team sports and participate in playing the sports. Students will be responsible for researching and teaching skills for each unit that is covered in this course. Examples of units are: Football, Soccer, Ultimate Frisbee, Basketball, and Badminton. **This is an active class, students must be prepared to play a sport everyday.**
GX Connection: Personal Development
- 52021 PE CAPSTONE** **0.5 Credit** **Grades 11-12**
Students may choose this course as an **independent study** for Physical Education. Students enrolled in this course have the flexibility of designing a plan that fits their needs. This course is ideal for those students who thrive with the opportunity to self-direct their own learning and wish to develop their own path and personal learning plan. In this course students have the opportunity to use outside learning physical activity opportunities and apply them to this course for credit. The focus is becoming physically literate and to be able to demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Regular meetings after school with a teacher and submissions of work will be required for students to demonstrate progress towards meeting course goals.
Limited slots are available; student placement by teacher recommendation ONLY

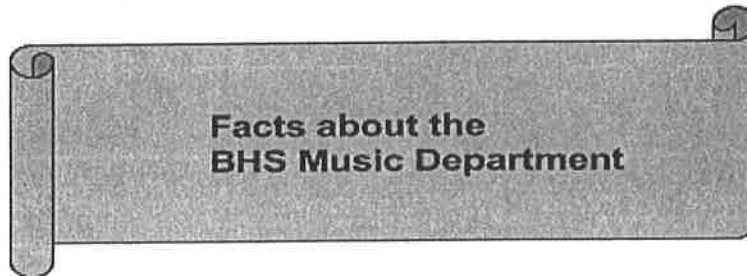
BHS Music Department

Burlington High School has a diverse and dynamic music program that strives to reach the highest level of potential in all students wanting to participate. New for 2018 is the **Performing Arts Academy** at BHS. The Performing Arts Academy has been designed to help those interested in the pursuing performing arts after high school, and to give them a solid foundation to set them up for college readiness after their high school experience. There are multiple tracks that are offered to those students who are interested in applying to the performing arts track: Classical Voice, Classical Instrumental, Jazz Instrumental, Musical Theater Voice.

The 2018-2019 Incoming Freshman Class can apply to be part of the founding cohort of the Performing Arts Academy! Please reach out Mr. Poli, Lead Teacher and Choral Director for further information.

Incoming Freshman Class Offerings

Concert Choir, Freshman Band, String Orchestra, Introduction to Music Theory, Piano I & II, Guitar I & II, Vermont Voices (Auditioned Vocal Ensemble), Jazz Band (Auditioned Instrumental Ensemble), Pep Band



- 1) In the 2017-2018 School year over 330 are actively enrolled in a music course offered at BHS.
- 2) Students enrolled in the Music Program can attend and participate in festivals such as; Districts, All States, New England's, Madrigal Festival, and Jazz Fest.
- 3) The music department's faculty are frequent guest clinicians and conductors for festivals in and out of Vermont.
- 4) BHS Music Program has the most music classes and electives offered in and around Chittenden County.
- 5) A majority of students in BHS Music Program are active members of sports teams, student government and other activities in and around Burlington.

<u>Lead Teacher/Choral Director</u> Billy Ray Poli - bpoli@bsdvt.org	<u>Orchestra Director</u> Kathleen Kono- kkono@bsdvt.org	<u>Band Director</u> Clayton Hamilton- chamlito@bsdvt.org
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COURSE OFFERINGS IN MUSIC

Students must be enrolled in band, chorus, or orchestra in order to audition for and/or participate in the District, All-State and New England Festivals.

52703 String Orchestra **1.0 Credit** **Grades 9-12**
The String Orchestra presents and encourages music performance at Burlington High School. The String Orchestra is open to all qualified students in grades 9-12 who play violin, viola, cello, or string bass. The objective of this course is to study and perform string orchestra literature presenting diverse musical styles and genres. The ensemble is comprised of instruments from the string family including violin, viola, cello, and bass. Students are eligible to represent Burlington High School through music festivals at the state and regional levels. *Prerequisite:* All students are welcome. *Primary Graduate Expectations:* Curiosity and Creativity; Critical Thinking & Problem Solving.

52725 Freshman Band **1.0 Credit** **Grade 9**
The Freshman Band presents and encourages music performance at Burlington High School. The Freshman Band is open to all Grade 9 students who play woodwind, brass, or percussion instruments. This performance ensemble studies music from diverse musical styles and historical periods including modern compositions and lighter popular selections. The Freshman Band is dedicated to the development of individual instrumental technique and large ensemble skills. Students are eligible to represent Burlington High School through music festivals at the district, state, and regional levels. *Prerequisite:* All eligible students are welcome. *Primary Graduate Expectations:* Curiosity and Creativity; Critical Thinking & Problem Solving.

527052 Jazz Ensemble **0.5 Credit** **Grades 9-12**
The Jazz Ensemble presents and encourages music performance at Burlington High School. This co-curricular group meets once a week in the evening, and is open to band and orchestra members who play traditional jazz ensemble instruments. Repertoire includes classic big band charts as well as arrangements by contemporary artists. There is a strong emphasis on jazz styles and improvisation. This performance ensemble participates at the annual Scholastic Jazz Festival at the Flynn Theatre and Jazz on the Marketplace-Discover Jazz Festival. Students are eligible to represent Burlington High School at the Vermont All-State Festival. *Prerequisite:* Audition for Instrumental Instructor in the fall. *Primary Graduate Expectations:* Curiosity and Creativity; Critical Thinking & Problem Solving.

52710 Concert Chorus **1.0 Credit** **Grades 9-12**
The Concert Chorus is open to ninth grade and other new singers who wish to participate in the BHS choral program. In addition to performances, members in this group will engage in a program designed to improve their musical skills in rhythm, reading, and technical proficiency on their voice part. This course will include the study of music theory through instruction and workbook assignments, rehearsal procedure and discipline, attitude, proper practice habits and a variety of issues in becoming a strong asset to the choral program. All students interested in singing are encouraged to sign up for this course, even if you do not presently sing. *Primary Graduate Expectations:* Curiosity and Creativity; Critical Thinking & Problem Solving.

52718 Vermont Voices **0.5 Credit** **Grades 9-12**
Vermont Voices is BHS's most select performing vocal ensemble. One must audition for the ensemble and be invited to participate. The choir takes great pride in their performance standards: any individual desiring to be a part of this ensemble must be totally committed to the vocal art and prepared to commit a substantial amount of time preparing for rehearsals and performance. The intent of the group is very serious, and the rehearsals are demanding and rigorous. The ensemble performs several times a year, culminating with a final performance in June. *Prerequisite:* Meets before or after school; audition required. Membership is open to anyone who is in the BHS Music Department's Major Ensembles (Freshman Band, Concert Band, Wind Ensemble, Senior Choir, and Concert Choir). *Primary Graduate Expectations:* Curiosity and Creativity, Personal Development.

52721 Introduction to Music Theory **1.0 Credit** **Grades 9-12**
This year-long course introduces students to Music Theory. Course topics include reading music in different clefs, learning scales, chords, analysis, and basic music composition and notation. This course is appropriate for musicians at any level. You are not required to play an instrument or perform in a music ensemble. *Primary Graduate Expectations:* Curiosity and Creativity; Critical Thinking & Problem Solving.

527181 Piano Class 1**0.5 Credit****Grades 9-12**

This class is designed to provide introductory piano lessons to students in a group setting. No prior experience is needed. Students will learn fundamentals of piano technique and music history through individual and group settings. 9th graders need recommendation from middle school music teacher. *Primary Graduate Expectations: Curiosity and Creativity; Critical Thinking & Problem Solving.*

527182 Piano Class 2**0.5 Credit****Grades 9-12**

A continuation of Piano 1 for students who wish to further refine their piano technique and study of music theory. *Prerequisite: Piano Class 1 or equivalent. Primary Graduate Expectations: Curiosity & Creativity; Critical Thinking & Problem Solving.*

527021 Guitar 1**0.5 Credit****Grades 9-12**

This introductory semester guitar class is designed for students with little or no guitar experience. Using guitars provided by the school, students will learn the basics of playing, reading, and writing guitar music. In this course, students will play notes and melodies through the range of the instrument, learn about 20 chords, and read music in standard notation, pop chord notation, and tablature. Music will be chosen from folk, classical, rock, and popular styles. *Primary Graduate Expectations: Curiosity & Creativity; Critical Thinking & Problem Solving.*

527022 Guitar 2**0.5 Credit****Grades 9-12**

This advanced semester guitar class is designed for 10th-12th grade students with experience playing guitar and reading music. Students will continue to improve their reading, writing, and playing skills. They will be introduced to playing in different positions, barre chords, transposition, and ensemble playing. Music will be chosen from folk, classical, rock, and popular styles. Students who have not taken Guitar 1 should discuss this choice with a guidance counselor or music teacher before enrolling. *Prerequisite: Guitar 1 or equivalent. Primary Graduate Expectations: Curiosity & Creativity; Critical Thinking & Problem Solving.*

52730 Musical Theater**0.5 Credit****Grades 9-12**

This course will explore all aspects of musical theater. Students who wish to take this course will learn not only the history of musical theater but also what it means to perform, along with some minor technical aspects of the stage. This course will explore the utilization of the acting process through song. Students will address the unique challenges for the performer through work with scenes, ensemble and small group songs, characterizations, vocal work and some light choreography. Students who have never sung and or acted before are more than welcome to join the class with pre approval from the teacher. *Primary Graduate Expectations: Curiosity and Creativity, Critical Thinking and Problem Solving.*

Year End Studies (YES) Session

Overview

The BHS Year End Studies session concludes each school year by offering all students of the BHS community exciting alternatives for learning. These non-traditional courses expand student understanding and inspire new student interests. Intensive, interest-driven opportunities enhance enthusiasm for learning and strengthen relationships within BHS and the Burlington community.

Length of Session

Ten days of classes with an 11th day being a Presentation of Learning day (POL day). The 2018 YES Session will run from May 30 through June 13, 2018. The Presentation of Learning (POL) day will take place from 8:05-1pm on Wednesday, June 13, 2018. The 2019 YES dates are not yet determined.

Options

Students could opt to participate in:

- two half-day courses (morning/afternoon)
- one full-day course (9:30-2:15pm)
- travel learning experience including language and service learning trips (added cost to student)
- BTC class and one half-day YES course
- Independent Study – half or full day - grades 11 and 12 only (restrictions apply, see Independent Study Guidelines)

Registration

Course descriptions will be accessible on the BHS website prior to registration. An online registration form will be available for all students at the end of first semester. Course assignments will be posted the end of March. There is no add/drop period for YES classes.

Attendance

Students must attend and participate in the YES Session. Students must attend 9 of the 10 days of the YES course classes to receive credit. All students must participate in the Presentation of Learning (POL). *Reminder: The YES session is an intensive 10-day session and part of the academic school year, please schedule all appointments before the start of YES or in the afternoons after 2:15pm. Please plan family vacations after the last day school Wed., June 13, 2018.*

Schedule

8:00-9:15 Credit Recovery
9:30-11:30 Morning Course
11:30-12:15 Lunch
12:15-2:15 Afternoon Course
2:30-3:30 Credit Recovery

Full-Day Courses run
9:30-2:15 and include a
lunch break.

Grading

Credit/No Credit

Graduation Requirement

Successful completion in YES Session for each year at BHS is a graduation requirement. **A special note to seniors:** Seniors who fail to earn YES Session credit will NOT be eligible to attend the graduation ceremony or receive their diploma. The senior must successfully complete a YES Session option for credit recovery (see section below).

Options for Students Who Do Not Earn Credit for the YES Session

Students who fail to earn YES credit, can recover the YES Session credit by successfully completing one of the follow:

- To enroll in a college course through College Connections (grades 10-12)
- Attend an academic camp or institute
- Community Service (These hours would not count towards the 40hr graduation requirement.)

Credit Recovery

Credit Recovery is for students who fail a course during the regular school year with an overall average of 53%-59%. Credit for this course is earned pending teacher approval.

BTC Students

Students participating in BTC programs will attend their BTC classes as regularly scheduled AND participate in one YES course. For example, if you take a morning BTC class you will take an afternoon YES course.

Questions?

If you have questions or concerns about YES Session you may email the YES Coordinators Colby Skoglund and Gretchen Muller at: yes@bsdvt.org

How is YES beneficial to BHS?

For the students:

- The YES Session will allow students to finish the school year with something totally new and exciting, focusing on topics that are not offered through other courses during the regular school year.
- The YES Session will expose students to a variety of topics through taking courses and listening to their peers during the Presentation of Learning (POL) day.
- The YES Session provides students the opportunity to work with students in all grade levels. Most classes will be mixed grades 9-12.
- The YES Session provides opportunities for students to work with faculty in a different light. Faculty members are teaching something that as a student you may have never known the teacher had interest or knowledge in.
- The YES Session has a credit/no credit assessment system. Creating a less stressful end to the school year.
- The YES Session will provide opportunity for students who fail a course during the school year with an average of 53% - 59% to recover credit for that course.
- The YES Session provides an opportunity for upperclassmen (juniors and seniors) to self-design a course based on a personal interest through our Independent Study program

For the faculty:

- The YES Session allows faculty to teach content that they have either not had the time or placement to teach.
- The YES Session allows the opportunity for more collaborative instruction. We have several courses that will be co-taught and many are cross-discipline.
- The YES Session will allow the opportunity for faculty members to meet and work with students they may not have had the chance to interact with otherwise.
- The YES Session provides an opportunity for faculty to share their knowledge of their other passions in life.

For the Burlington area community:

- Each course is required to make a community connection. This could be a guest speaker, a visit to an area business, service, or office, volunteering at an elementary school or senior center, or service learning.
- The POL Day will be open to parents and community members (those involved in the community connection listed above) to hear students present what they have learned from their ten-day course experience.



Advisory

EVERY STUDENT CONNECTED

What is advisory for?

The purpose of Advisory is

1. for each student at BHS to have an adult who knows them well, and to provide parent/guardians with a point-person at school for their student.
2. to build community.
3. to support students in working toward their academic and personal goals, as well as their post-high school plans.
4. to support student voice

What do students do in Advisory?

Advisories meet 4 times a week, for 35 minutes. The program follows a predictable weekly schedule. Mondays and Fridays are advisory activity days. Activities include goal-setting, PLP work and post-high school planning, community-building, Community Meeting, discussions & skill-building

On Tuesdays and Thursdays, advisors have 1:1 check-ins with students. This is an important way that advisors build relationships with students, and stay informed about their goals, progress and challenges.

Weekly Schedule

Monday - Advisory Activities
Tuesday - 1:1 check-ins
Thursday - 1:1 check-ins
Friday - Advisory Activities

How are students grouped in advisory?

Students are grouped into advisories by grade level. Most advisories stay together for 9th through 11th grade. Advisories are grouped carefully to represent our school community, with students from all different backgrounds and experiences.

For more information:

- On Facebook: "like" our BHS advisory page
- On Twitter: @bhsadvisory
- Email the Advisory Coordinator, Nadya Bech-Conger bhsadvisory@bsdvt.org
- Email the PLP Coordinator, Gayle Botelho gbotelho@bsdvt.org



BURLINGTON HIGH SCHOOL PERSONAL LEARNING PLANS

Why Do We Have PLPs at BHS?

- 1. Digital Footprint.** The PLP is an online portfolio that builds students' positive "digital footprint."
- 2. Student Choice.** A PLP provides all the reasons why students are capable of making educational decisions. Students are able to advocate for classes or other opportunities while providing evidence through the PLP.
- 3. Everything is in one place.** A PLP is a history of learning, activities, academic work, goals and community service. This is important information to have for classes, internships, colleges, and careers.
- 4. Graduate Expectations.** Students must demonstrate the five BHS Graduate Expectations have been met in order to graduate. The PLP houses the evidence for graduation.

CONTACT INFORMATION

Principal, Tracy Racicot
tracicot@bsdvt.org

PLP Coordinator, Gayle Botelho
gbotelho@bsdvt.org

Asst. Curriculum Director
Victor Prussack
vprussac@bsdvt.org

COMPONENTS OF THE PLP

About Me Page

Goals

Achievements

Learning Outside of
School

Graduation Expectations

PLP INFORMATION FROM THE VT AGENCY OF EDUCATION AT

- PLPs reflect a collaborative planning process by which student pathways to graduation are identified (16 V.S.A. § 941).
- PLPs reflect progress toward proficiency-based graduation requirements (EQS 2120.4) and are meaningful artifacts to and for the student. PLPs adapt, change, and progress along with students; reflect a student's authentic learning; and can act as an exhibition of student growth.

Personal Learning Plans



OWN YOUR FUTURE

Why do we have PLPs at BHS?

1. **Digital Footprint.** The PLP is an online portfolios that builds students' positive "digital footprint."
2. **Student Choice.** A PLP provides all the reasons why students are capable of making educational decisions. Students are able to advocate for classes or other opportunities while providing evidence through the PLP.
3. **Everything is in one place.** A PLP is a history of learning, activities, academic work, goals and community service. This is important information to have for classes, internships, colleges, and careers.
4. **Graduate Expectations.** Students must demonstrate the five BHS Graduate Expectations have been met in order to graduate. The PLP houses the evidence for graduation.

Where are students' PLPs located?

- PLPs are organized in Google Sites.
- Naviance is also used for specific career, skill, and college activities.
- The PLP is accessible by Advisors, Guidance Counselors, Teachers and Parents/Guardians to support students.

How do PLPs help students?

PLPs encourage students to take greater responsibility for their education, be more thoughtful and goal-oriented about the educational choices they make, and use their time in school more purposefully. If students have a clear direction and sense of purpose in their education, they will be more likely to achieve expected learning goals, satisfy all school requirements, and graduate prepared for higher education and careers. Students have the opportunity to explore classes (traditional, online and college), activities, sports, community service, technical center classes, Internships, careers and colleges based on goals and interests.

PLPs help teachers gain a stronger understanding of the interests, learning needs, and aspirations of their students so they can use that information to teach, advise, and support them more effectively. When students reflect on and document their educational history—what they academically achieved, excelled at, or struggled with in the past—teachers learn more about the specific learning strengths and needs of their students.

PLPs motivate students to challenge themselves academically and consider learning opportunities they may not have considered otherwise. For this reason, personal plans may also address learning experiences that occur outside of school, such as internships, college courses, volunteer opportunities, and summer programs.

What words are used to describe my child's progress toward a learning standard or course proficiency?

Exceeding: the student demonstrates deep understanding of the standard by applying and adapting to authentic, atypical, more complex, or unpredictable situations.



Proficient: the student independently demonstrates competence in the standard. They have sufficiently demonstrated their understanding.

Approaching: the student demonstrates basic understanding of the standard either inconsistently, only with supports, or incompletely. More targeted practice is required.

Beginning: the student does not yet demonstrate understanding or demonstrates a limited understanding of the standard. Serious remediation is necessary.

Insufficient evidence: the student has not provided enough evidence to accurately



Scan here for a short video on how to earn a Proficiency-Based Diploma from BHS



FREQUENTLY ASKED QUESTIONS

Are grades going away? No. Grades will continue to be used at Burlington High School for the foreseeable future.

Will the school still compute a grade point average (GPA)? Yes. Proficiency-Based Learning is a change in how the school communicates about learning. It is still possible to compute a GPA and BHS will continue to do so.

Why isn't every teacher doing proficiency based learning exactly the same way?

Teachers have never computed grades in exactly the same way. Neither have they had similar policies in classroom routines or policies. Faculty are currently discussing ways in which they might standardize some aspects of their routines and practices in order to simplify the experience for parents and students.

Will competitive colleges accept a Proficiency-Based diploma? Yes. Colleges have been accepting proficiency-based diplomas for a long time. Many, including Harvard and MIT, have publically stated their support for proficiency-based diplomas.



How does a student earn credit in a Proficiency-Based course? Teachers are figuring out the school wide answer to this question right now. For 2016-2017, students must earn a 60% or higher.

Proficiency-Based Learning at Burlington High School



A Guide for Parents,
Guardians,
and Students

What is Proficiency Based Learning?

Proficiency-based learning is a system that provides more accurate, consistent, and meaningful information about student progress than traditional learning systems. Other names of this system include: standards-based, mastery-based, and competency-based learning. In a fully PBL system students are assessed on their understanding of the content and skills covered in a particular class.



Most of the grade is based on demonstration of knowledge of specific learning targets or proficiencies, therefore a student's grade is a very accurate representation of what a student knows and can do.

The goal of a proficiency based system is to provide an accurate portrayal of student learning and to encourage master of content and skills through plenty of practice and ample feedback. There is an emphasis on growth, and thus students are provided remediation supports and opportunities for reassessment to show a higher level of understanding.

Grading / Reporting System

Teachers use Canvas and PowerSchool to communicate progress. Canvas is the learning management system and allows teachers and students to communicate in an online classroom. PowerSchool is used to communicate grades four times throughout the year. The District is working on creating the Proficiency-Based reporting system. Until then, teachers are reporting and calculating traditional grades. Calculation methods will continue to vary by course.

GLOSSARY OF TERMS

Formative Assessment: Refers to a wide variety of methods that teachers use to conduct evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Course Proficiency: A skill or essential knowledge which students must consistently demonstrate by the end of the year in order to earn "credit" for the course. These are the course standards. Students have as many attempts as they need to meet the proficiency. Ideally, these should connect to the Content-Area Proficiency Based Graduation Requirements or the Graduate Expectations.

Learning Target: These are the "sub-skills" or "stepping stones" to achieving a course proficiency. Instruction is provided on each learning target. Learning targets are assessed in both formative and summative assessments.

Practice: Work that is key to student learning and the instructional process. This work allows for mistakes and encourages students to try new skills. It is generally not used in the overall evaluation of a student's achievement.

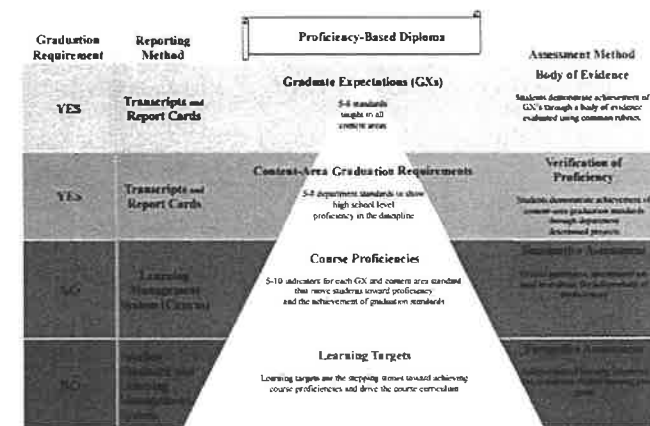


GLOSSARY OF TERMS CONTINUED

Relearning: Extra practice and support are provided when students do not meet proficiency on a course proficiency assessment. This is sometimes provided in class, sometimes asks students to complete work on their own, and is often provided during callback (M-Th, 3:00-3:30) after school.

Formative Assessments: Small, short assessments done during the learning process to check for understanding, give feedback, and make adjustments to the learning process.

Summative Assessment: Used to evaluate student learning, skill acquisition, and academic achievement. Usually at the end of a defined instructional period and used to determine a student's level of proficiency.



Bridge Program Description

Bridge is a program for 9th and 10th graders who are capable of attending and learning in the general education environment, however, their social and emotional needs interfere with their ability to attend to their school responsibilities. Students typically have average or strong cognitive abilities, but due to their emotional needs and environmental circumstances their grades are often impacted by their ability to manage these factors. These students may need additional accommodations, in-class supports, and case management services for them to maintain adequate academic progress in the classroom. Bridge provides supports for students with academic, social-emotional, behavioral, **and** executive functions concerns. For students in the Bridge program general education, 504, and/or special education supports have not been found to be supportive enough for them to maintain adequate progress. However, these students may be able to demonstrate progress with the following additional supports:

Bridge Supports

Academic:

- In-class accommodations and modifications to curriculum
- Paraprofessional support in class (as designated by student's IEP, not a 1:1 para)
- Specialized instruction in content areas related to IEP (Learning Labs)
- Close teacher consultation and communication in regards to student needs
- Flexible scheduling

Social and Emotional:

- Bridge room for social-emotional processing: a "home base"
- Close family communication
- Consultation with outside agencies (clinicians, therapists, physicians)
- Facilitation of trusted relationships with adults and peers at BHS

Behavior:

- Behavioral plan implementation
- Processing behavioral incidents with students
- Check-in-check-out with Bridge staff or designated school staff

Executive Functioning:

- Goal-setting
- Organization of materials
- Planning and prioritization
- Time management

Bridge is NOT

- A self-contained program. Students are taught in general education classrooms.
- A punitive disciplinary setting. Students have access to the Bridge room so that they can access social and emotional supports.
- A permanent educational setting. Students work towards reintegrating back into regular education settings.

Core Beliefs of BCL

- *We believe young people need and deserve to be taken seriously.*
- *We believe learning doesn't have to happen in the classroom.*
- *We believe in the joy of learning.*
- *We believe in the value of all voices.*
- *We believe our futures are interconnected.*
- *We believe that students can have a real impact in the world now.*

Our Mission is to empower young people as citizens, students, and community members through authentic, collaborative real-world learning experiences in and around the city of Burlington.



Burlington High School
52 Institute Road
Burlington, VT 05408
www.btvcityandlake.org

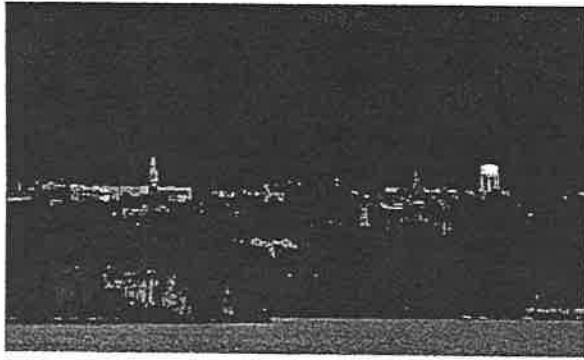
For more information, contact:
Dov Stucker: dstucker@bsdvt.org
Peter McConville: pmcconvi@bsdvt.org

photo credits: Sean Beckett/UVM PLACE Program



**An Immersive
Semester Program**

**Real World Issues
in Burlington**



Next fall, BHS is launching a new program for interested students in grades 10-12: the ***Burlington City & Lake Semester [BCL]***. The program takes students out of the classroom and into the city to study real world issues and take action to improve our community.

While our curriculum will be flexible - ***no two semesters will be exactly the same*** - it will focus on the following themes:

- Sense of Place
- Community & Identity
- Civic Engagement
- Social Justice
- Sustainability

What Will I Be Doing During the Burlington City & Lake Semester?

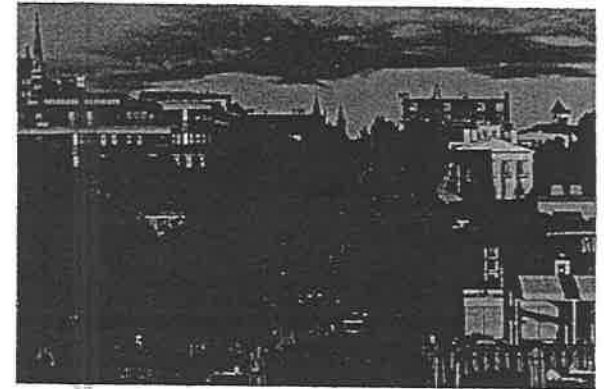
BCL is about real issues and responding to our community's needs and opportunities. Potential projects include:

Creating a short documentary film about Burlington's people and neighborhoods to share with families moving to the city.

Studying the health of Lake Champlain alongside local scientists and presenting results to the Mayor and City Council.

Collaborating with a professional artist to create a lasting piece of art for one of the city's public parks.

Representing Burlington's youth voice in a global sustainability network.



Why would I choose City & Lake?

*We believe that school shouldn't just prepare you for the real world - it should **engage** you in real-world issues now.*

What would my schedule look like?

During your BCL semester, you will meet downtown all day on Blue Days. On White Days, you will meet at BHS for one BCL block, leaving three blocks for you to enroll in additional BHS courses. During your other (non-BCL) semester, you will carry a full BHS schedule.

What credits will I earn?

Students will earn 5 semester (.5) credits:

- .5 English
- .5 Social Studies
- 1.5 General Elective

Students will fill the rest of their semester schedule (1.5 credits) with BHS courses.

Learn more and apply online at btvcityandlake.org.



UVM TRIO Upward Bound

A free college access program for students from limited-income backgrounds who would be first-generation college students.

School Year

- Academic advisement
- Tutoring and SAT prep
- Leadership opportunities
- Job shadows
- College tours
- Financial planning
- Support with applications to colleges and scholarships
- Community service projects

Summer

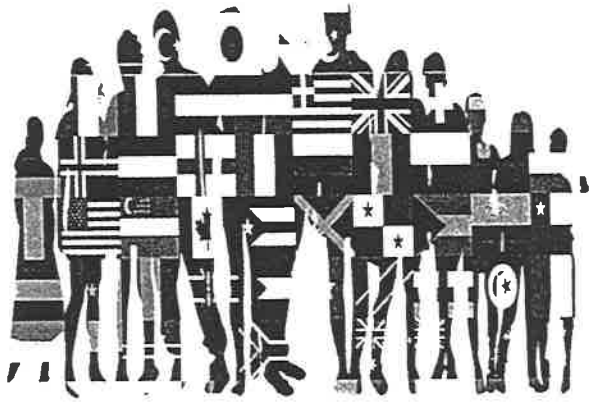
- **Be academically prepared!** Take classes (for 5 weeks)--get school credit + \$15 per week
- **Experience new places!** Travel around the Northeast to tour colleges, see museums, etc.
- **Explore your interests!** Career exploration, internships, job shadows
- Meet new people and take part in fun activities



https://www.uvm.edu/academicsuccess/upward_bound

633 Main Street,
Living/ Learning Commons 234
Burlington, VT 05405
(802) 656-2961
adam.hurwitz@uvm.edu

TRiO
UPWARD BOUND



Clubs & Extra Curricular

Captains Club

DECA

Detour (Literary Mag)

Drama

Interact Club

International Club

Math League

Model UN

Music

National Honor Society

Fitness Center

Poetry Outloud

Register (Newspaper)

Scholars Bowl

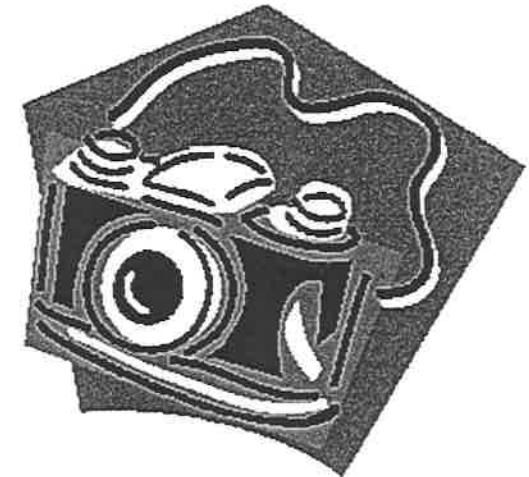
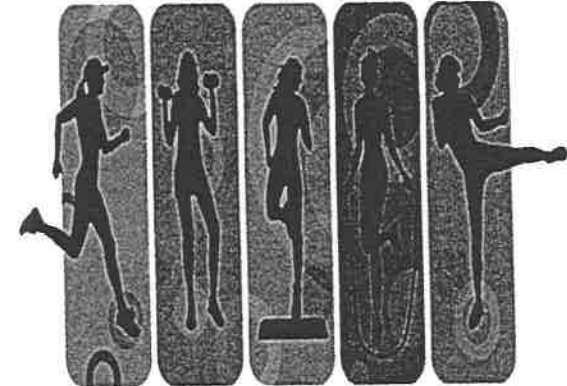
Snowboard Club

Student Council

Student Planning Committee

Yearbook

And More....



Sports Offered at BHS

Fall Sports:

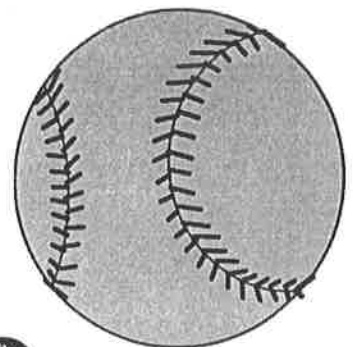
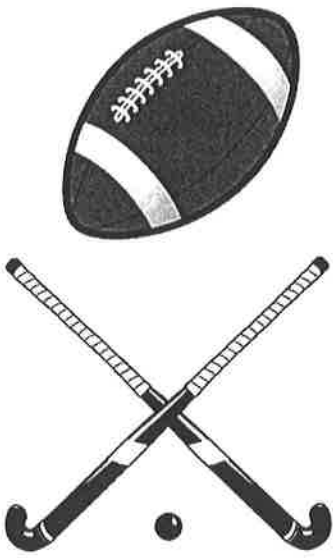
Football
Field Hockey
Boys Soccer
Girls Soccer
Cross Country
Volleyball
Boys Golf
Girls Golf

Winter Sports:

Indoor Track
Alpine Ski
Nordic Ski
Boys Basketball
Girls Basketball
Boys Hockey
Girls Hockey
Bowling

Spring Sports:

Outdoor Track and Field
Baseball
Softball
Girls Lacrosse/ Boys Lacrosse
Unified Basketball
Ultimate Frisbee
Boys Tennis
Girls Tennis





January 23, 2018

Dear BHS Parents/Guardians & Students:

We would like to extend a welcome to all students entering BHS for the 2018-19 school year. We want to share our co-curricular programs that we currently offer. We are proud of our diverse offerings and sure you will have an excellent experience.

In order to participate in athletics at BHS each student athlete must meet the following requirements:

BHS requires any student playing an interscholastic sport to have a "current" physical. A physical is considered current if it is within the last TWO years

ALL required paperwork will be completed on-line via a platform called "Form ReLeaf." This will allow parents to complete forms ONCE. The information will be prepopulated. If you have more than one student OR your student plays more than one sport. Wellness Sports Clearance form still needs to be handed in because of the requirement for the Doctor's signature. Parents will access the site from the BHS Athletic website. Click on * **ONLINE REGISTRATION NOW OPEN FOR FALL SPORTS***

If at any time you need assistance, you can call the FormReleaf Support line at **1-844-367-6735**

Sincerely,

Athletic Department.

Welcome to BHS online co-curricular registration. We hope you will find this process simple, convenient, and time-saving.

Step 1: Visit <https://formreleaf.com/organizations/burlington-high-school> and click "Sign Up" in the bottom left-hand corner - Create an account

Step 2: Login to FormReleaf with the account you just created

Step 3: Under "Programs" at the bottom of the page, click on the 2017 Spring Sports".

1. Click the appropriate sport and fill in all the fields. (any questions with a red star is required in order to complete registration.)
2. When finished, click "Submit" located in the lower right hand corner.
3. When you have completed the online registration process, you will receive a confirmation email.

Please call Tech Support if you need any assistance @ (844) 367-6735.

Unless we have a current BHS Well Exam form on file, print the form and bring it to your physician

[Click here for the BHS Athletics Well-Exam](#)

Thanks...we look forward to serving you. Go Seahorses!

Jeff Hayes

Athletic Coordinator

Jeanne Hulsen

Athletic Director

Who are the Multilingual Liaisons?

Chacha Ngunga– Kirundi, Swahili,

French

Son Do– Vietnamese

Poe Poh– Burmese, Karen

Mohamed Muktar- Maay Maay, Somali

Hawa Abdi- Maay Maay, Somali

Zaharo Adan- Maay Maay, Somali

Noor Bulle– Maay Maay, Somali

Lal Pradhan- Nepali

Krishna Bhandari-Nepali

Ganga Sharma– Nepali



Languages

With the support of Multilingual Liaisons and Contract Interpreters and Translators, BSD can help you communicate with speakers of the following languages:

Arabic
Bosnian
Burmese
Chinese
French
Kirundi
Lingala
Nepali
Maay Maay
Russian
Somali
Spanish
Swahili
Vietnamese

Burlington School District Multilingual Liaison Program

Multilingual Liaison Office—B114
Burlington High School
52 Institute Road
Burlington, VT 05408

Nijaza Semic, Coordinator
802-288-6048

Burlington School District
Multilingual Liaison Program

Guide to Working with Multilingual Liaisons



Facilitating communication in
our multilingual school
community

Working with Liaisons and Interpreters: What You Need to Know

Schools must communicate with parents in a language parents can understand to the extent practicable. In Burlington, where more than 15% of students have a home language other than English, the District employs a number of people to facilitate communication between home and school.

Multilingual Liaisons

Multilingual Liaisons facilitate communication between home and school as well as serve as cultural brokers between New American communities and schools. Multilingual Liaisons have school year contracts and work regular full time or part time hours in schools.

Contract Interpreters and Translators

Contract interpreters and translators work for the District on an on-call basis to interpret or translate as needed. Contract interpreters and translators increase the District's capacity to translate for many parents or in languages with fewer speakers. Contract interpreters and translators are paid by the hour or word and only as needed.

We Can Help You

Interpret
Parent teacher conferences
Phone messages
IEP meetings
Re-entry meetings
Registration

Translate
Special education documents
District calendar and handbook
Policies and procedures
Forms and letters

Support Multilingual Families
Complete forms
Explain how to support their students
Explain US school system
Participate in school events

Advocate for Students & Families
Voice student and family concerns
Access programs and supports

Educate the School Community
Make presentations

Other programs in the district, i.e., EEE, Property Services, BAS, should contact the Multilingual Liaison Coordinator for supports.

Contact Us!

To arrange for translation or interpretation, contact Nijaza Semic, Multilingual Liaison Coordinator, at 802-288-6047 or nsemic@bsdvt.org

How do I get something translated?

1. Write or rewrite the document in simplified English. Limit figurative or idiomatic expression and eliminate jargon. Write the document in a way it could be used again, if possible.
2. Save the document as a Word document and send the final copy of the document to Nijaza Semic.
3. Determine for which languages you need the translation. Remember that not all parents read in their first language; Nijaza will help you determine if the text needs to be communicated in alternate formats.
4. Allow at least a week for one page translations, longer for multipage documents.

Multilingual Liaison Schedule

Each liaison visits schools on a regular basis as outlined by the Multilingual Liaison Schedule that is available for BSD staff.

TYPICAL PROGRESSION OF ELL COURSES

ELP LEVEL	English Language	Reading	Mathematics	Social Studies	Science
Newcomers	Excell	ELL Essential Literacy	ELL Math		
ELP Level 1	ELL English 1	ELL Reading 1 and/or System 44	ELL Math*	ELL Social Studies	ELL Science 1
ELP Level 2	ELL English 2	Basic Reading ELL Reading 7	Elements	American Studies	ELL Science 2
ELP Level 3	ELL English 3	ELL Reading 3 Read 180	Pre-Algebra Algebra	World/US History Support Class	Intro to Chemistry
ELP Level 4	ELL English 4 English Progress Classes	Read 180 2 Strategic Reading 1	*	*	Intro to Physics
ELP Level 5	English Progress Classes	Strategic Reading 2 Reading/Writing Workshop 9-11	*	*	Biology Recitation

* Other classes to be determined by math and language assessments.

ELL English Class Placement Guide

Class	ACCESS	ACCESS W	Also enrolled in ...	For students who are ...
Excell	Below 2 on speaking	1.0-1.9	ELL Literacy	Newly arrived
ELL English 1	1.0	1.0-1.9	ELL Reading	Newly arrived
ELL English 2	2.0	2.0-2.9	ELL Reading	Newer arrived
ELL English 3	3.0	3.0	ELL Reading	Intermediate students
ELL English 4/ Transitional	3.5-4.0	3.0-3.5	ELL Reading	Advanced intermediate students
EPC 9	4.0-4.9	3.5+	English 9 and other mainstream classes	Intermediate or advanced students
EPC 10-12	4.0-4.9	3.5+	English 10, 11, or 12 and other mainstream classes	Students who completed EPC 9 or ELL English 4/ Transitional

ELL Reading Class Placement Guide

Class	SRI / Lexile	F&P Level	ACCESS S	ACCESS R
ELL Literacy	BR0	A-E	Below 2.0	1.0
ELL System 44	BR0-L200	A-M	1.0-3.5	1.0-3.0
ELL Reading 1	BR0-L300	E-L	1.0-3.5	1.0-2.0
ELL Reading 2	L300-L500	J-Q (Gr 2-3)	2.0-4.0	2.0-3.0
ELL Reading 3	L500-L850	N-T (Gr 3-5)	3.0+	3.5+
Basic Reading 1	BR0-L100	A-E	2.0+	1.0-2.0
Basic Reading 2	L100-L299	E-I	2.0+	1.0-2.0
Basic Reading 3				
Supplemental Reading	L200-600+	J-V (Gr 1-5)	3.5+	3.0+
Read Write Workshop Gr 9-11	L700+	T+ (Gr 7+)	4.0+	4.0+

The Burlington High School Drama Club

Overview:

There are three "seasons" of Drama at Burlington High School.

Two seasons, the Fall Musical and the One Act Play Festival are open to all students and no cuts are made. Anyone who wishes to participate and be a member of the cast may do so.

Anyone wishing to participate in stage construction and stage crew is also welcome to join the production.

The Spring Production which is usually a full length play is the only show with a limited cast. Depending upon the play chosen for a particular year, the cast can be from eleven to over forty characters. Anyone who auditions but is not chosen, is welcome to learn other aspects of stagecraft by learning about set design and construction, lighting design and sound.

The Fall Musical

There is a special meeting for all Ninth Graders interested in participating in the musical during Freshman Orientation day (which is always the Wednesday before school begins for everyone else). This meeting takes place at 3:15 in the auditorium. Senior and Junior members of the Drama Club, the Director, Assistant Director, Vocal Director, Lighting Director and Choreographer speak to the students about the Drama Club, answer questions and generally try to make the Ninth Graders comfortable about auditions for the musical.

The next day, Thursday, everyone interested in auditioning for the musical meets at 3:30 in the auditorium. The choice of musical is revealed and the plot is explained and acting audition pieces are given to the students who wish to audition for a featured or leading role. If a student simply wants to be in the ensemble, then they need not take part in the acting auditions. This is the only optional audition. Then, the Vocal Director teaches the students the different audition pieces for the general ensemble, featured and leading roles. This meeting usually lasts until 5:15.

Friday is a repeat of Thursday's meeting in case a student was unable to attend or if students want to review the vocal pieces or ask the Director clarifying questions concerning characters or procedures.

The following Tuesday which is after Labor Day Monday, is usually dedicated to vocal auditions. This audition is required of all interested students. The students have a chance to warm up, ask questions and go over their chosen piece from 3:30-4:00. Then the students will audition. This usually lasts until 5:30. Once a student has auditioned they may leave. If someone has to leave early for one reason or another, they may request to audition early.

Wednesday is acting auditions. This is only for those students who are trying out for featured or leading roles. Again auditions will begin by 4:00 and last until 5:30.

Thursday is dance auditions. Everyone is required to participate in this audition as well. Students are instructed to wear comfortable clothing and shoes such as some sort of sneaker. Flip flops or sandals are not allowed. Everyone will work together with the Choreographer to learn a short routine for at least an hour before the auditions begin. This audition lasts until 5:30.

The cast list for the Musical is posted on Friday and the season begins.

Rehearsal schedules for the musical are posted each Monday morning by 7:30.

Rehearsals last from 3:30-5:30. Individual schedules depend upon the song, the dance number, the scene, or the role that is being rehearsed.

For example, a member of the ensemble might meet on Monday from 3:30-4:30, not on Tuesday but again on Wednesday from 4:30-5:30. It simply depends upon what needs work when.

There are Sunday rehearsals from 1:00-4:00. These rehearsals are very important because this is when we teach new material, review scenes or run the show. The Sunday rehearsals begin toward the end of September.

Dress Rehearsals are the Sunday, Monday, Tuesday and Wednesday before the show. Sunday is the first rehearsal with the orchestra, microphones and complete lighting. It can run a little past 4:00, but we try to keep to our schedule so that students can go home and rest.

The show is always the Thursday, Friday and Saturday before Thanksgiving break.

The One Act Play Festival

This season begins the first week in January after the break. This is another chance for anyone who wishes to be on stage to do so without worrying about cuts.

The festival is a great opportunity for students to be in a play who do not wish to deal with the singing, dancing and demanding schedule of the Fall Musical. It is also a great opportunity for Ninth and Tenth Graders to earn leading and featured roles in plays.

The Festival consists of several plays directed primarily by Senior members of the Drama Club. This provides these students with the rare opportunity to select their own plays, learn about set and lighting design, costumes and sound. They must learn to direct their peers and lead them through the rehearsal process to the performance.

The Festival also provides young playwrights with a venue in which to see their work produced.

The rehearsal schedules are posted each Monday for the week. Rehearsals can be from 3:30-5:30, this depends upon the individual directors who must learn to schedule rehearsals for characters or scenes. There is one Sunday rehearsal just before production week.

The Festival takes place the Wednesday, Thursday and Friday before February break.

The Spring Production

Each Spring the Drama Club presents a full-length play. This could be considered the "varsity" show because the size of a cast will depend upon the chosen play. So, in fact, there are often cuts.

The informational meeting for this production is the day that we return from February break. Auditions will take place usually the following Monday.

The rehearsal schedules are posted each Monday. Rehearsals are from 3:30-5:30.

There is one Sunday rehearsal before production week.

The week of the show is the Thursday, Friday and Saturday of the third week in May.

Technical, construction, lighting and sound crews:

We are happy to welcome anyone interested in the "behind the scenes" aspect of theater. Students will be taught how to build sets, adjust, hang and focus lights, run a soundboard and work backstage during shows.

During the Fall Musical season, we usually have construction and technical sessions on Tuesday, Wednesday and Thursday evenings from 6:00-8:00. Students come for as long as they can on any day that is good for them.

The One Act Festival is not so demanding of time or effort because the shows usually do not require much set construction.

The schedule for the Spring Production is similar to that of the Fall Musical season, however this is totally dependent upon the choice of the show. Some shows do not require much as far as sets and others require entire interior living rooms with balconies.



Expanded Learning Programs 2017-2018

Burlington High School (BHS) After School provides free academic support and enrichment opportunities before and after school at BHS. We run programs from Monday through Thursday. Programs are supervised, and all BHS Handbook policies are in effect. Afterschool programming is available to all BHS students. Participation can be self fulfilling, can provide community service hours, and/or GX evidence. Typically programming meets weekly started after BHS Supper at 3:30pm.

After school programming at BHS are staffed and crafted to create positive professional environments which are conducive to academic and personal growth. We aim to succeed by providing active engagement, skill building, encouragement to succeed, a sense of belonging, active self advocating through collaboration, and self reflection.

New programs have been introduced and we are motivated to start new programming. If you have any questions/suggestions for programming, or if you want to start an afterschool program yourself please contact After School Site Director Franco Salese at FSalese@bsdvt.org.

**Homework Center • Summer Transitions • Afterschool Fitness • Vermont Afterschool Adventures • Jobs Class
Unified Bowling/Basketball • Rowing (Seasonal) • Dance Club • Ultimate Frisbee • Band House
Computer Building Club • GSA/QSA Club • Burlingtones (A Cappella Group) • Refugee Outreach Club
Detour • Above the Influence (ATI) • Information and Technology Club**

"(To have) Happy, safe kids learning and having fun in a vibrant, caring community"

"We are a safe space for kids to explore their interests, get academic support, and have fun!"

"To provide Burlington's students with the skills needed to achieve their goals and contribute meaningfully to their community and world."

"To foster the social and academic success of Burlington youth through quality programming in an environment that creates lasting connections with peers, adults and the community."





Expanded Learning Programs 2017-2018

Homework Center: Monday - Thursday 3 - 5pm in the Library. Maureen O'Sullivan mosulliv@bsdvt.org

Afterschool Fitness: Monday - Thursday 3-4:30 in the Weight Room Brian Williams bwilliams@bsdvt.org

Vermont Afterschool Adventures: Seasonal, time/dates vary. Susan Blethen sblethen@bsdvt.org

Jobs Class: Tuesday - Thursday 3:30-5pm mid October. Partnership with Spectrum. Bridget LaRoche BLaRoche@spectrumvt.org

Unified Bowling/Basketball: Wednesdays/Thursdays 3:30-Varies. Michael Leonard mleonard@bsdvt.org, Meleody Greer mgreer@bsdvt.org

Rowing (Seasonal): Monday and Wednesday 3:15 in front of BHS. Benjamin Mayock benjamin.mayock@gmail.com

Dance Club: Wednesday (Club) 3:30-5pm, Mon-Thurs (Team) Jesse Cope jcope@bsdvt.org

Ultimate Frisbee: Tues - Wed 3:30-5:30 Peter VonDoepp pvondoepp@gmail.com

Information and Technology Club: TBD Franco Salese fsalese@bsdvt.org

GSA/QSA Club: Wednesdays 3:30-4:30 in B209 or at Rock Point. Abbey Baker abaker@rockpoint.org Ashley Hoyt ahoyt@bsdvt.org

Burlingtones (A Cappella Group): Wednesdays 6 - 7:30pm Chorus room Alec - rutherfa@bsdvt.org Kathryn turnbulk@bsdvt.org Emma - chaffeee@bsdvt.org

Refugee Outreach Club: Zoe Moskowitz moskowiz@bsdvt.org, Henry Sheeser sheeserh2@bsdvt.org

Detour: Tuesdays 3:30-5pm Rob Bohn RBohn@bsdvt.org and Matthew Yu MYu@bsdvt.org

Band House: Wednesdays, 4-5:30pm Caleb Humphrey Caleb@bigheavyworld.com

Summer Transitions: Summer (6 weeks), Franco Salese Fsalese@bsdvt.org, Jesse Cope, JCope@bsdvt.org, Allyson Archacki aarchak@bsdvt.org



BURLINGTON TECHNICAL CENTER

HEALTH, HOSPITALITY & HUMAN SERVICES FOUNDATIONAL TECH



- Be creative and innovative in a hands-on environment
- Care for people/animals
- Respond quickly and calmly in emergencies
- Work on a team
- Explore how sciences apply to your community
- Work with people of all ages and backgrounds
- Learn about other cultures
- Participate in community service

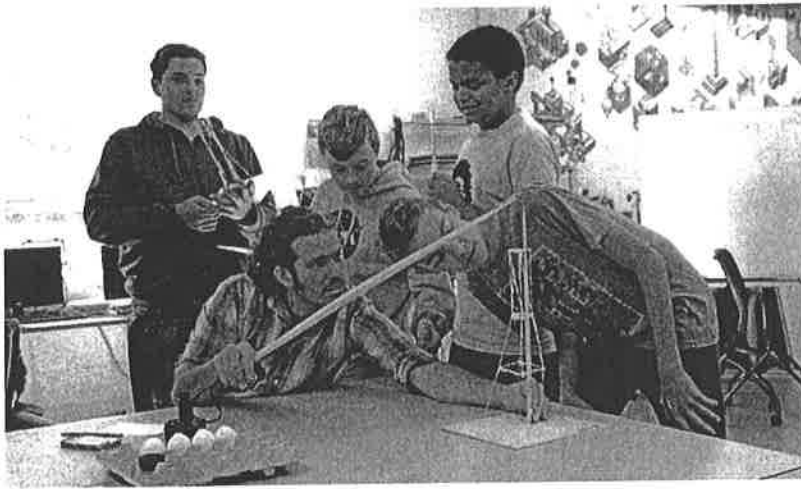
A TECH PROGRAM
FOR
9th & 10th
GRADE STUDENTS!

Personalize your learning experience by exploring several career pathways. Design your high school education around your area of interest. Make connections and learn to work in teams, just like in the real world.

EARN CORE HIGH SCHOOL CREDITS, EARN CPR & FIRST AID CERTIFICATIONS AND LEARN BY DOING!

TALK TO YOUR
GUIDANCE
COUNSELOR TODAY
TO SIGN UP!

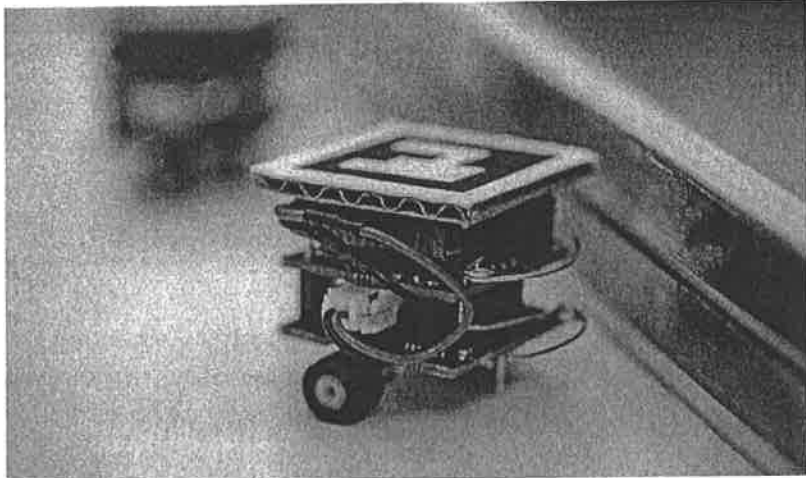




BURLINGTON
TECHNICAL CENTER 

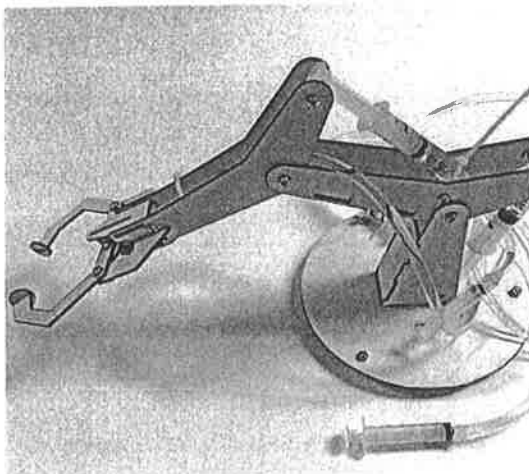
DESIGN TECH FOUNDATIONAL

Work with typography, website management, mechanical drawing, 3D design, hydraulics, leverage and torque, engineering statics, electrical circuits, microcontrollers (Arduino) coding, robotics.



Design Tech Foundational is a program in Studio B, Burlington Technical Centers MakerSpace. Build critical and creative thinking skills through hands on design projects. Areas of interest include art, filmmaking, computer science, and engineering. Successful students will receive one science credit and two elective credits.

**A TECH PROGRAM
FOR
9th & 10th
GRADE STUDENTS!**



**SCIENCE-TECHNOLOGY-ENGINEERING-ARTS-MATH
EARN CORE HIGH SCHOOL
CREDITS AND LEARN BY
DOING!**

**TALK TO YOUR
GUIDANCE
COUNSELOR TODAY
TO SIGN UP!**