

BURLINGTON HIGH SCHOOL

Opportunities in Education

PROGRAM OF STUDIES 2016-17

The **BHS Program of Studies** describes the courses and programs available at Burlington High School in Burlington, Vermont. We encourage students to consider future goals, consult with parents and guardians, make challenging selections, and undertake a reasonable academic load in deciding the mixture of required and elective courses they will take in the coming school year. Please contact teachers and school counselors for assistance in making decisions about which courses can best meet students' interests and needs. *Depending on student enrollments and budgetary restrictions, some courses described below may be consolidated or not offered.*

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SCHOOL MISSION AND EXPECTATIONS FOR LEARNING

Burlington High School is an innovative, equitable, and collaborative community of learners inspiring and shaping a dynamic and sustainable future for Burlington. We build on the diverse cultures, experiences, and interests of our students and community to support student-centered learning and foster intellectual growth. We partner with families and the community at large to help our students develop the skills to become independent, self-directed, and lifelong learners who contribute responsibly to our world.

Our **mission** is to **challenge all students to achieve at their highest levels**. We believe every student must demonstrate the following graduation expectations:

- **Critical Thinking and Problem Solving:** Ask challenging questions, examine authentic problems, and analyze possible solutions.
- **Effective Communication:** Use a variety of methods to express, receive, and respond to information and ideas.
- **Cross-Cultural Understanding and Civic Engagement:** Actively seek to learn about and to understand peoples, cultures, and perspectives and engage in the life of the community and the greater world.
- **Personal Development:** Identify strengths and weaknesses, advocate for health and well-being, make positive choices, and take intentional steps to grow.
- **Curiosity and Creativity:** Explore ideas with an open mind and try new and different ways to approach life and learning.

SCHOOL PROFILE

BURLINGTON COMMUNITY

Burlington High School is located in Burlington, Vermont. With a population of approximately 42,000, Burlington is the largest and most diverse city in the State of Vermont sitting in a unique picturesque location on the eastern shore of Lake Champlain, between the Green Mountains and the Adirondacks.

BURLINGTON HIGH SCHOOL

Burlington High School offers a comprehensive and challenging college preparatory program with an **emphasis on academic excellence and intellectual curiosity**. 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 1,050 that is uniquely and interestingly diverse, an urban school in the midst of one of the country’s smallest and most rural states. All BHS students are required to complete 40 hours of community service as part of the charge “to educate and inspire students to influence and shape the future.” Students 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 (NEASC) and the Vermont Department of Education. Among its professional faculty and administrative staff of about 100, most have pursued graduate study, and nearly 78% hold a Master's Degree or higher. Faculty members are active in regional and national professional organizations.

CURRICULUM

Over 180 course offerings, primarily college preparatory or honors classes, are available.

- Honors level achievement is designated by an asterisk (*) on student transcripts. Grades are *unweighted*.
- Advanced Placement courses are offered in Biology, Calculus, Chemistry, English Literature and Composition, French, Music Theory, Spanish, Statistics, Studio Art, U.S. Government and Politics, U.S. History, Environmental Studies, and World History.
- Qualified students may enroll concurrently in college and university courses.
- Support classes for the more than 140 students learning English for Speakers of Other Languages and for students with learning challenges are also available.
- Students may earn credit through community learning, workplace internships, and peer tutor programs as well as through reading, remedial skills, and support programs such as ASPIRE and 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. 25% of Burlington High School juniors and seniors attend technical center classes.

POST-SECONDARY PLANS

Burlington High School provides comprehensive college and career readiness programming, coursework, and counseling to support the variety of post-secondary aspirations of students. Approximately 78% of BHS graduating seniors reported going on to two-year or four-year colleges, universities, and post-secondary training in 2015.

GRADES 10-12 - GRADUATION REQUIREMENTS

BHS students take a minimum of 24 required and elective courses to meet content learning expectations:

- Construct and interpret the English language in a variety of situations and texts;
- Analyze problems and the role of citizens using perspectives that reflect the differences among cultures and peoples;
- Use a variety of mathematical methods and appropriate technology to solve problems and function confidently in a mathematically sophisticated world;
- Understand and apply scientific and technology concepts to explain and demonstrate an understanding of the world;
- Understand and communicate in at least one language in addition to English;
- Demonstrate an understanding of cultural and aesthetic differences in a variety of art forms;
- Meet the demands of the changing employment market by demonstrating skills and knowledge in career preparation and computer literacy;
- Accept responsibility for personal fitness by demonstrating the relationship between nutrition, physical activity, and personal lifestyles in determining health and life choices.

24 Credits Required for Graduation for 10-12th Grades:

English	4 credits	Health	0.5 credit
Social Studies	3 credits	Business and Technology	1 credit
Mathematics (including Algebra/Geometry)	3 credits	Fine Arts	1 credit
Science	3 credits	World Language (Level 2)	1-2 credits
Physical Education	1.5 credits	Electives	5-6 credits

Plus:

Year End Studies – 1.0 credit (0.25 credit each year)

Community Service – 40 hours

GRADE 9 - NEW PROFICIENCY-BASED GRADUATION REQUIREMENTS

Beginning with the **Class of 2020** (9th graders in Fall 2016) students must meet new graduation requirements. This shift is required by Vermont Act 77 and reflects best practices for students to be prepared for college, careers, and community in our ever-changing world. Instead of a set number of credits and courses, BHS students will now need to **demonstrate they have achieved proficiency in:**

1) **Graduate Expectations** (transferable, cross-subject skills)

- Effective Communication,
- Critical Thinking and Problem Solving,
- Civic Engagement, Cross-Cultural Understanding,
- Personal Development, and
- Curiosity and Creatively; *and*

2) **Content Standards**

- Literacy (including critical thinking, language, reading, speaking and listening, and writing);
- Mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry);
- Scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design);
- Global citizenship (including the concepts of civics, economics, geography, history, and world language);
- Physical education and health education; and
- Artistic expression (including visual, media and performing arts); and

BHS is currently working to design the system by which students will gather and present evidence of proficiency in each Graduate Expectation and Content Standard. **For 2016-17 all 9th grade students will make satisfactory progress towards the new graduation requirements by taking these proficiency-based learning courses:** Humanities (9th grade English and Social Studies – two classes), Biology, Math (generally Algebra or Geometry), World Languages, Health/PE (one semester each), Fine Arts (Art/Music), and one Year End Studies (YES) class.

In the coming years **additional opportunities** will allow students to gain knowledge and skills needed to demonstrate the proficiency-based graduation-level standards through:

- school-based course offerings (including traditional classes updated to meet proficiency standards, career/tech center courses, and independent learning);
- virtual, on-line, dual enrollment college, and early college courses; and
- community, work-based, and experiential learning opportunities.

Overall, the types of high school learning experiences will increase and the ways that students can show what they have learned will be more flexible and tailored to students' interests. The clearly-stated standards that students must achieve in order to qualify for graduation, however, will remain the same.

Students will develop and maintain a **Personalized Learning Plan (PLP)** in order to establish a clear path towards graduation. Students will set and review goals and document progress towards proficiencies in consultation with a teacher/advisor and parents/ guardians. Students will collect high-quality pieces of evidence (e.g. final projects, papers, performances drawn from coursework, YES classes, extra-curricular reflections, and out-of-school learning experiences) in a **digital portfolio** likely housed within the PLP. **Advisories** will provide the time and structure for students to regularly update and reflect on this work. There will likely be some kind of final presentation and reflection near the end of a student's high school experience for students to demonstrate they are ready to graduate.

Particularly in the first few years, most students will still meet proficiency-based graduation requirements through **a typical course load** that includes at least 3 courses of math (through at least Algebra 2), 4 courses of English, 3 courses of science, 3 courses of social studies/history, 1 course of art/music, plus world language, business, other academic electives, and 4 YES classes. As we expand the non-traditional learning opportunities available, we hope to encourage more and more students to take advantage of those options that will allow them to reach proficiency through outside- the-classroom learning.

- Most students still will need at least 3 courses of math (through at least Algebra 2), 4 courses of English, 3 courses of science, 3 courses of social studies/history, 1 course of art/music, plus world language, business, other academic electives, and 4 YES classes to achieve graduation expectations and typical college and career/job requirements. Students still will be required to complete 1.5 PE and 0.5 Health courses per state regulations.
- Some students may need less time to achieve the demonstrations of learning that verify proficient achievement of the graduation expectations and content standards.
- Other students may need more than 4 years and additional supports for learning to meet graduation expectations.
- Students who set a path for college entrance into selective colleges still will need to closely research and track college entrance requirements in order to be prepared for admission and strong performance at the college level.

TYPICAL STUDENT SCHEDULES

Core Curriculum: Grades 9 and 10 serve as the foundation of the Burlington High School program while also allowing students the opportunity to begin to explore other subjects of interest. BHS students entering grade 9 typically enroll in six core classes - Humanities English and Civics/World Societies (team-taught), Biology, Math (generally Algebra 1 or Geometry), World Languages, and Health/Physical Education. Students may also take Music and/or Art; an additional Math and Reading class to

advance skills, an Academic Study to support class instruction, English Language Learning classes, Instructional Services offerings, and other electives. Core curriculum classes provide opportunities for students to begin collecting evidence at a proficient level towards graduation in the areas of Effective Communication, Critical-Thinking and Problem-Solving, Civic Engagement and Cross-Cultural Understanding, Personal Development, and Curiosity and Creativity.

Focused Curriculum: Grades 11 and 12 provide more options and choices for students to complete graduation requirements and to demonstrate proficiency in: Effective Communication, Critical-Thinking and Problem-Solving, Civic Engagement and Cross-Cultural Understanding, Personal Development, and Curiosity and Creativity. Students take additional years in English, Social Studies, Math, and Science; the required Senior Seminar; and other electives including Honors and Advanced Placement classes. Students have the opportunity to participate in rigorous technical programs at the Burlington Technical Center or Center for Technology and in dual enrollment college, virtual learning, and alternative credit options.

<p><u>CORE CURRICULUM - GRADES 9 AND 10</u> English - 2 Credits Civics & World Societies and World/U.S. Studies - 2 Credits Biology, Chemistry, Earth Science, Other Science - 2 Credits Algebra and Geometry - 2 Credits Physical Education and Health - 2 Credits World Language - 1-2 Credits (Level 2) Music or Art - 1 Credit 2 YES Courses (each 0.25 Credits) – 0.5 Credits</p> <p><i>Goal: Complete core requirements and gain foundational knowledge in a variety of subject areas</i></p> <p>At least 12 credits by the End of 10th Grade</p>	<p><u>FOCUSED CURRICULUM - GRADES 11 AND 12</u> English - 2 Credits 20th Century World Studies or AP U.S. History - 1 Credit Physics and/or Other Science - 1 Credit Algebra II - 1 Credit Senior Seminar – 1 Credit Electives – Advanced Placement Classes, Social Studies, Science, Math, Music, Art, World Languages, Business/Tech, Tech Ed, BTC, CTE, PE - 5+ Credits 2 YES Courses (each 0.25 Credits) – 0.5 Credits</p> <p><i>Goal: Focus studies in areas of high interest to prepare for post-secondary studies and employment</i></p> <p>At Least 12 More Credits by the End of 12th Grade</p>
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YEAR-END STUDIES (YES)

During the last two weeks of the school year, all BHS students participate in the Year-End Studies (YES) Program. Students select one (full-day) or two (half-day) **ten-day mini-courses** in order to deepen learning interests and apply academic skills and knowledge. *Required each year for graduation*, these mini-courses provide a variety of new, enriching, and interdisciplinary learning experiences including on-campus seminars, off-campus and field experiences, travel programs, internships, community service and other learning opportunities. Credit recovery opportunities also permit qualifying students to make up academic work and gain academic credit. A culminating showcase of learning allows students, parents, and community members to learn from each other and celebrate YES study accomplishments. Students sign up in December and are informed of their courses in March. For information on this year’s offerings, please see Year End Studies on the BHS website: <http://bhs.bsdt.org>

ADVISORIES AND PERSONAL LEARNING PLANS

BHS students have an advisory period to build connections with other students and teachers and to support each student having a Personal Learning Plan (PLP) to guide their learning opportunities while at Burlington High School and into the future. Generally there are 12-15 students in the same grade level who meet four days a week with an advisor who stays with students at least two years. In general, students will have the same advisor next year as they do this year.

1:1 TECHNOLOGY

All students in grades 9-12 are issued a Chromebook as a learning tool. Providing equitable access to technology and regular opportunities to apply technology skills is part of BHS’s commitment to prepare students for success in the workplace and post-secondary learning. Students must abide by the Acceptable Use Policy and have parent/guardian permission to use Chromebooks at school and home. In August, further information and a schedule of required student/parent meetings for ninth graders and students new to BHS will be published.

COMMUNITY SERVICE REQUIREMENT

All students at BHS must complete **40 hours of community service for graduation**. The hours can accumulate from the summer preceding ninth grade entrance through senior year; however, students should keep track of their hours and submit documentation each year to the Student Affairs Office. *Students may not graduate until all Community Service hours are completed.* The community service requirement allows students to apply their growing skills and knowledge to community issues and problems. Students learn the responsibility citizens have in a democratic society. Students generally complete the requirement by providing volunteer work for non-profit organizations operating in the Burlington community. Students cannot get paid for their work, nor can they fill a position that would normally be a paid job. Many students already do community service through scouting and youth groups or volunteer work with local agencies. Participating in the many area fund-raising walk-a-thons also earns students credit. The United Way has a list of organizations needing help, including the Boys and Girls Club, COTS, the Sarah Holbrook Center, and the King Street Center. For other ongoing information regarding Community Service opportunities, please consult the Daily Announcements Page on the BHS website for service listings.

INFORMATION, CREDITS, AND POLICIES

BE SHARP

To support student success in high school, the BHS school community expects students to **Be SHARP**:

- S**afe (seek help, resolve issues peacefully)
- H**ere (be on time, focus, participate, give 100%)
- A**ccountable (meet deadlines, take responsibility)
- R**espectful (be polite and kind, use appropriate language)
- P**repared (bring books, do homework, manage time well)

During the school year, students are recognized for being SHARP and for their contributions to making the school community welcoming, safe, and respectful for all.

COLLEGE PREPARATORY AND HONORS CLASSES

At Burlington High School courses are offered at the College Preparatory and Honors levels. While the overall curriculum stays the same, the delivery of instruction and the amount of outside and independent work vary.

- Most BHS students take challenging *College Preparatory* courses. Because about 80% of students immediately go on to some type of post-secondary study, students must be prepared for college-level work. Some students may be assigned to take English Language Learning and reading and mathematics supplemental courses to prepare for and support College Preparatory classes.
- Students may also choose to take *Honors* courses that proceed at a faster pace and require more in-depth and independent inquiry. Ninth grade Humanities and Geometry students earn Honors status at the end of the school year after demonstrating their ability to meet core standards with assignments and assessments at an honors level. Juniors and seniors who are ready for college level study and wish to prepare for a national AP exam in order to gain college credit or advanced standing in college may take *Advanced Placement* courses. *Please note: all students who elect to take an AP class must take the national AP test in the month of May.*

In a study of course placement at BHS, 87% of all students took a mixture of College Preparatory or Honors courses depending on their interests and strengths. Some students, for instance, decided to challenge themselves in Science rather than in English, while other students challenged themselves in English rather than Science. Teachers familiar with student achievement levels, including middle school teachers, will make a recommendation for placement in the next sequential course. Student and parent requests may also be made in consultation with the student's Guidance Counselor.

COURSE CREDIT LOAD

All freshmen are required to be fully scheduled for eight blocks with courses and study halls. Most other students also carry a full schedule. All 10-12th grade students *must carry a minimum of six courses*, or their equivalent, each academic semester unless granted prior permission by school administration.

CREDIT FOR BTC COURSES

Students who complete two years of a Burlington Technical Center program may be granted one embedded credit toward Burlington High School graduation requirements in English, fine arts, math, science, or social studies, depending on the program. Courses that count toward distribution credits for graduation are indicated as follows:

[EN] English	[SC] Sciences
[SS] Social Sciences	[FA] Fine Arts
[GW] Global Studies or World History	[HE] Health
[US] United States History	[PE] Physical Education
[MA] Mathematics	

CREDIT FOR COLLEGE COURSES/DUAL ENROLLMENT

BHS students may enroll in campus-based or on-line college courses for high school credit. College credits may be converted to BHS credit providing the course has been approved in advance by the Guidance Director. A three-hour, one semester college course earns 0.5 credit. BHS students may also attend summer college programs intended for high school students. *Per Vermont regulations, every high school student may take up to two college-level courses.* Contact Dhyana Bradley at dbradley@bsdvt.org for more information.

CREDIT FROM MIDDLE SCHOOL

Middle school Algebra and World Language credits do not count towards graduation credit requirements.

CREDIT FROM OTHER PROGRAMS

Students involved in alternative programs conducted through other agencies may receive credit toward graduation. Courses offered by other programs must be approved in advance by the BHS Guidance Director.

DAILY BLOCK SCHEDULE

BHS follows an alternating day schedule: **four courses meet on a Blue Day, and four courses meet on a White Day.**

Courses are 85 minutes long to allow for interactive, focused academic work including labs in science and performance-based learning in all classes. This block schedule allows students to balance homework assignments over several days with supports

offered during the school day. On **Wednesdays there is a late start** that supports teachers participating in professional learning communities to plan and coordinate curriculum, instruction, common assessments, and student interventions. Students have **Advisory** from 1:00-1:35 every day except Wednesdays.

EARLY GRADUATION

Students who qualify may apply to graduate earlier than in four years. In order to graduate early, the student should complete and submit an application form to the guidance office during the semester prior to the semester of graduation. Early graduation students must meet all regular graduation requirements for total credits and distribution of credits. Students who graduate early are not eligible for graduation awards.

ELIGIBILITY FOR SPORTS

All students must carry a minimum of six (6) courses to be eligible for athletics. Students **must also have passed all their classes** during the preceding quarter in order to be eligible for participation in the extracurricular program. **Only quarter grades are used to determine eligibility. FOURTH QUARTER GRADES** from the previous school year will be used in deciding first quarter (fall season) eligibility. Summer school may be used to replace failing grades in some instances. Please contact the Athletic Office for further information.

FIFTH YEAR

Students may apply to stay for a fifth year of classes for academic purposes. Often students are English Language Learner students who wish to pursue additional coursework to prepare for college. Students must agree to continue to follow all school rules and policies in the additional year of study. Applications are available in the Guidance and Counseling Office and must be approved by core teachers, counselors, and the principal.

INDEPENDENT STUDY

Students interested in independent study must sign up for the **Independent Studies class** listed under New, Interdisciplinary, and Other Classes. Students will meet with a teacher to identify objectives and determine the documentation needed to show that those objectives were met. A contract stating the topic to be studied, a schedule of benchmarks and teacher/student conferences, methods of evaluation, grading and awarding of credit will be determined. Please note: *Independent study in music will not satisfy requirements for the VYO or state, regional, or national music festivals and organizations.*

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Students who aspire to practice, compete, and/or receive athletic scholarship as a freshman in college at the Division I or II level are required by the **National Collegiate Athletic-Association (NCAA)** to graduate from high school, take and receive high scores on the SAT or the ACT, and earn a "Core GPA" score for NCAA approved high school courses. *Any student-athlete who is aspiring to play college Division I or II athletics should obtain a copy of the "NCAA Guide for the College-Bound Athlete" in the Guidance Office.*

PASS/FAIL GRADING

A student wishing to take a course for pass/fail must complete the arrangements before the end of the first quarter. The pass/fail option may impact eligibility for the honor roll. Arrangements for this grading option should be made through the Guidance Department.

POLICY ON ADULT ENROLLMENT

Adult students generally access and complete high school education requirements through the **Vermont Adult Learning High School Completion Program**. In some limited instances, adults may enroll in regular BHS high school courses.

Diploma Program

1. Applicants must not have obtained a high school diploma or its equivalent.
2. Students new to BHS who are 19 or older and have earned 7 or more credits in a high school program will be referred to the Vermont High School Completion Program to gain the credits needed for a diploma in a faster and more flexible way.
3. Students new to BHS who are 19 or older who have never attended high school or who have earned 6 or fewer credits in a high school program will be directed to Vermont Adult Learning for programs leading to a high school diploma.
4. Attendance, performance and discipline criteria will be identical to those applied to regular high school students, including maintenance of a minimum course load of six (6) credits.

Post-Graduate Program

1. Adults who are residents of the Burlington School District or other school districts served by the Burlington Technical Center (BTC) and graduates of an approved high school may enroll in BTC day courses on a post-graduate basis at the established tuition rate. Information regarding technical programs may be obtained by calling 864-8426.
2. The same attendance, performance, and discipline criteria that apply to regular students will govern post-graduate students. Post-graduate students who leave school will not have their tuition refunded.
3. For the purpose of this policy, residency shall be determined by the maintenance of a fixed and permanent domicile within the school district continuously for six months prior to the date of application for enrollment. Proof of residency shall be the responsibility of the applicant and not of the Burlington School District.

PROMOTION POLICY

The credit requirements for promotion are as follows:

- 11th Grade to 12th Grade, 18 credits
- 10th Grade to 11th Grade, 12 credits (2 in English)
- 9th Grade to 10th Grade, 6 credits (1 in English)

It is the student's responsibility to know the graduation requirements, monitor progress in meeting them, and assure that all academic records are accurate and complete. Counselors are available to assist students to plan a program of studies and interpret their records.

RE-ADMISSION POLICY

Students over the age of 16 who have left school are encouraged to consider all options in planning their futures. **Students planning to return to Burlington High School must meet with an Assistant Principal to develop a re-entry plan.** The re-entry plan outlines a mutually agreed-upon program designed to help the student succeed in school. The re-entry plan may involve completion of summer school or night school classes, gainful employment, High School Completion Program classes, or involvement in another preparation activity. In order to return to school in September, a student must complete a re-entry plan by September 1. Students who are re-enrolling have two weeks to start school after the school year begins after which time BHS reserves the right not to accept returning students until the next semester. **Since most courses are a year in length, students who choose to re-enter school at the mid-year will have limited course selection options.**

REPEATED CLASSES

A student may take a course again that they have already passed. The student must fulfill all course requirements. While both courses and grades will be recorded on the transcript, only the higher grade will be credited and count in determining grade point average.

RESIDENCY REQUIREMENT

Prospective students must provide evidence that they are residents of Burlington in order to enroll in the school. Eligibility is normally determined at the time that a student registers at BHS. A student transferring from BHS, and not returning before graduation, will be eligible to receive a BHS diploma with prior approval in writing by the BHS Director of Guidance.

SCHOOL CHOICE

Students interested in applying for School Choice to area high schools need to complete and submit a School Choice Application by **March 1st** of each year. 10 new slots are available each year. A lottery will be held if more applications are received than slots available. Students will be informed by April 1 of school choice decisions or thereafter as slots remain available. School choice applications can be found on the BHS webpage at www.bhs.bsdrv.org or contact the Guidance Department at 864-8581.

VIRTUAL LEARNING COURSES

Students may earn high school credit for Vermont Virtual Learning Cooperative courses through the Guidance and Counseling Office. Students may wish to sign up for the Virtual Learning class under Interdisciplinary Courses for support and dedicated time during the school day to work on virtual class assignments.

WEDNESDAY CHOICE TIME/LATE START

Classes begin at 8:50 a.m. most Wednesdays for teachers to plan and coordinate curriculum, instruction, and assessment and work on Vermont school improvement requirements. Many students continue to come in at 8:00 a.m. in order to study in the library, use the computer lab, make up assignments, and participate in student activities including open gym. Please be advised that CCTA bus times do not change on Wednesdays. All students must be in school by 8:45 a.m. in order to be on time for classes at 8:50 a.m.

STUDENT PROGRAMS AND SERVICES

ASPIRE AND ACADEMIC STUDIES

Students who wish to build a study time into their school schedule may sign up for **ASPIRE** Supported Study on a space-permitting basis. This guided study time is dedicated to quiet academic work with tutorial support including supports for 504 students. Students begin with silent reading time followed by time to work on course assignments. Academic credit may be awarded on a Pass/Fail basis. **Academic Studies** are study halls for students to work independently and quietly on academic work. The Acceptable Use Policy on technology use must be followed. *Limited Academic Studies may be available due to scheduling*; generally ninth grade students who do not have full schedules will be assigned when possible to an Academic Study. All students have academic study time built into **Advisories** on Tuesdays and Thursdays from 1:00-1:35.

DRIVERS EDUCATION

BHS offers Drivers Education classes during the school day as well as during the summer. *In 2016-17 we will pilot a 7:00-7:50 a.m. class four days a week before school.* Students must have their drivers' permits and 10 hours of practice driving before the class starts. Limited slots are available; juniors and seniors have priority, and date of birth and length of permit will be

considered when filling the class. Practice driving time will be scheduled after school or during the day depending on student schedules and availability. Contact Bob Hill, rhill@bsdvt.org or the BHS web page for further information.

DUAL ENROLLMENT – COLLEGE CLASSES

Vermont provides two tuition vouchers for high school students to take classes for both high school and college credit at area colleges and universities. Students may need to meet prerequisites including taking the Acuplacer Test. Interested students should contact Dhyana Bradley at dbradley@bsdvt.org or 802-540-0953, or meet with their school counselor.

EDUCATIONAL SUPPORT TEAM

The purpose of the Educational Support Team (as required by Acts 117 and 230) is to ensure that all Burlington students are provided with appropriate educational experiences with the goal of providing for their continuing growth and development, and preparation for independence and productivity as community members. More information about the implementation of Acts 117 and 230 is available from the Principal's office

GUIDANCE AND COUNSELING

The Burlington High School Guidance and Counseling Department provides academic planning, personal counseling, consultation, college planning, career awareness, and prevention education to students and families. Students are assigned a counselor alphabetically according to their last name. This allows for students to have the same counselor for all years at BHS. Please consult the Guidance Office for questions regarding courses and course placement by calling 864-8581. Seniors who want to apply to colleges and need recommendations and transcripts should be in close consultation with their Guidance Counselors throughout the Fall.

HIGH SCHOOL COMPLETION PROGRAM

The Vermont Adult Learning High School Completion is an alternative program for older students and students who wish to leave high school before graduating to work towards a high school diploma in an off-campus and small group/individualized setting. Students who complete BHS credits through this program are eligible to participate in BHS graduation ceremonies. For information, please contact the Guidance and Counseling Office or Vermont Adult Learning directly.

HOMEWORK SUPPORT CENTER

Students may receive support for completing homework and other course assignments in the after-school Homework Support Center located in the BHS Library on Mondays-Thursdays from 3:00-4:30 p.m. Students who are behind in coursework may be referred by teachers to the Center in order to catch up on assignments. Tutors are available to help students understand and complete their work. The Open Access Computer Lab is available for student use during this time.

HORIZON SCHOOL

The Horizon School is an alternative school that allows students to meet BHS academic requirements through small classes and individualized instruction in an off-campus, non-traditional setting. Students who are interested in this program should consult with their school counselor or Ben Johnson, Assistant Principal, at 864-8406 for further information.

LIBRARY

The BHS Library is open from 7:15 a.m. to 4:30 p.m. (3:15 p.m. on Fridays) to support student academic performance through: carefully selected print and on-line resources to support research needs at a variety of reading levels; before and after school hours for homework, tutoring, and research assistance; an Open Access Computer Lab for students to research and complete academic assignments and access technology resources; coordination with classroom teachers to embed library skills within the high school curriculum; a variety of recreational reading materials including English language learner resources; and resources to support Burlington Technical Center students.

ONTOP PROGRAM

The ONTOP (Opportunity Is Now towards Other Possibilities) Program provides individualized academic and case management services to students with identified disabilities who need a structured environment. This alternative program is designed for students who have exhibited significant problems in the regular school setting in completing academic work and following school rules. ONTOP and BHS staff members work closely in coordinating student academic and support services, both in the main program located at the Taft School Building and in the satellite program at BHS. Contact Ben Johnson, Assistant Principal, at 864-8406 for further information.

PARTNERSHIP FOR CHANGE

The Partnership for Change is a student-centered school transformation program funded by the Nellie Mae Foundation. This initiative supports innovative school programming including our ninth grade experience, 1:1 iPad technology initiative, the YES Program, new applied and interdisciplinary classes, and work on personal learning plans. Five elements guide our school transformation work: 1) *proficiency-based learning* (students demonstrate and defend what they learn to a proficient level), 2) *teaching and learning environments* (teaming, interdisciplinary and personalized settings provide new opportunities for learning), 3) *student voice and choice* (students make decisions about their learning), 4) *community-based learning* (students' learning is deepened through community connections), and 5) *family partnerships* (new strategies connect parents to student learning). Want to learn more and get involved? Please go to <http://partnershipvt.org> to learn more.

PLANNING AND IN-SCHOOL SUSPENSION ROOMS

Students who present a behavioral difficulty in class or the school will be assigned to the Planning Room for one or more blocks in order to process issues and make a plan for returning to classes. BHS uses restorative practices to help students reflect on behavioral concerns and issues with staff members, teachers, and administrators and develop plans to adjust and repair their actions. Students may be assigned to the Planning Room during lunch and/or after-school from 3:00-4:30 p.m. as part of their restorative plans. Students whose behavior requires suspension will generally serve that suspension in the In-School Suspension (ISS) room and access academic supports and behavioral interventions to support their return to classes.

SCHOOL-COMMUNITY PROGRAM PARTNERSHIPS

BHS works with a number of community organizations to support student learning and graduation from high school. For information on Job Corps, Youth Build, the Lund Family Center, and other school- community programs, contact the Guidance and Counseling Office at 864-8581.

STUDENT ASSISTANCE AND SOCIAL WORK SERVICES

BHS has a *Student Assistance and Prevention Program* through which students can access drug, alcohol and tobacco counseling services and participate in our school prevention group START. A *School-Based Clinician* also supports student success by working with students and families on issues relating to school attendance and performance.

STUDENTS WITH DISABILITIES OR HANDICAPS

Federal legislation requires that all children with disabilities or handicaps, birth through age 21, receive a free and appropriate public education. Burlington High School wants to locate all children who are disabled or handicapped and who are not presently receiving special education services. BHS begins the transition program for 8th grade middle school students each year in January to facilitate strong communication with students and families. For further information, please contact Ben Johnson, Assistant Principal, at 864-8406.

SUMMER SCHOOL – ENGLISH LANGUAGE LEARNERS

BHS typically offers summer classes for English Language Learner students to advance their studies or retake classes for credit, generally in reading and mathematics to practice and accelerate their learning. Contact the Main Office for further information at 864-8411.

SUMMER TRANSITIONS PROGRAM – READY! SET! WORK!

The Summer Transitions Program is designed to assist eighth grade students transitioning to the high school with extra supports and guidance through community service programs, classes in reading and mathematics, and social and job support workshops. Ready! Set! Work! provides job readiness training and internships to help students going into tenth grade be prepared for future work opportunities. These programs are possible with support from the Vermont Department of Labor.

TECHNOLOGY INTEGRATION AND SUPPORT – 1:1 TECHNOLOGY CHROMEBOOK LEARNING INITIATIVE

The Technology Integration/Support Office located in the Library coordinates distribution, support, training and learning for the **1:1 Technology Chromebook Learning Initiative** at BHS. All 9-12 grade students who follow acceptable use policies will be able to sign out a Chromebook for school and home use with parent/guardian permission. For information call 864-8437.

SCHEDULING AND COURSE AVAILABILITY

SCHEDULING AND MAKING COURSE SELECTIONS

BHS students have a variety of choices and selections for study in 2016-17. ***It is essential that students choose courses carefully.*** Please look through the following learning opportunities and speak to school counselors and parents in order to arrive at a plan of study for the school year. The course selection process which begins in February involves middle and high school teachers recommending appropriate core courses for students in the areas of English, math, science, social studies and foreign language. Additionally, students choose required and elective courses of interest to them. Since classes fill quickly and it is difficult to change requests later, it is important that students make thoughtful choices. Students and/or parents may meet with guidance counselors in February and March to discuss an academic program and its impact on post-secondary plans. Finalized schedules will be mailed in August, and a limited window of time for students to make changes will occur on announced days the first week of school.

BUDGET REDUCTIONS IMPACT

BHS must reduce the number of teachers and thus course offerings in 2016-17 as part of the district budget balancing process. Multiple sections of the same course may be reduced, thus fewer spots may be available for students in those classes. A number of courses listed as offerings in the following pages may also be reduced. BHS will do everything possible to alert students to any reduced offerings and learning opportunities as soon as possible and reschedule students into any classes still available and/or needed for graduation.