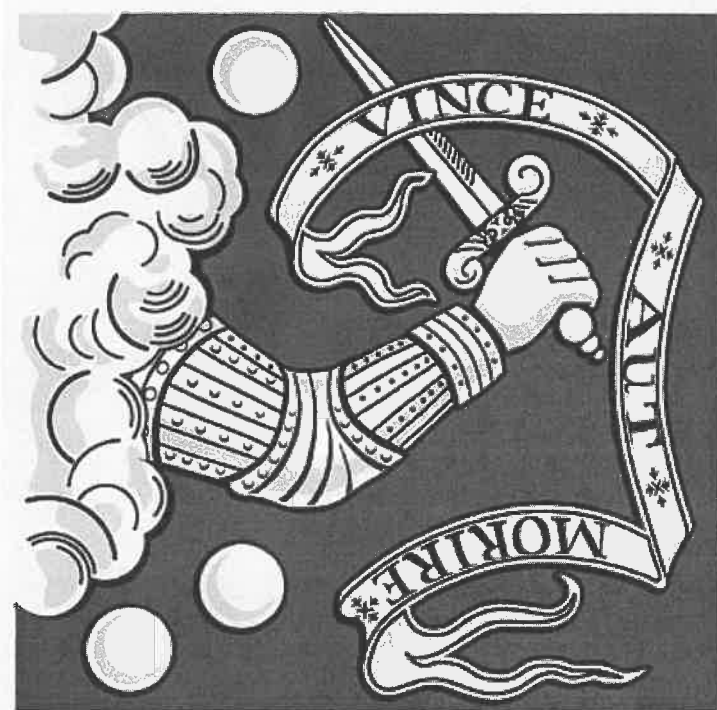


# Bedford High School



## Future First Year Student Informational Packet

Heather Galante  
*Principal*

Thomas Casey    Daniel Hudder  
*Assistant Principals*

Bedford High School  
Bedford Public Schools

9 Mudge Way  
Bedford, Massachusetts 01730



Heather P. Galante  
*Principal*

Daniel R. Hudder  
*Assistant Principal A-K*

Thomas Casey  
*Assistant Principal L-Z*

Dear Eighth Grade Student and Parent(s):

I would like to take this opportunity to welcome you to the Bedford High School Community. We are a school that encourages resourceful thinking, self-advocacy, and good citizenship. Bedford High School regularly ranks as a top school in Massachusetts. We have a talented and dedicated faculty who partner with families to offer a high school experience rich with opportunity. Each year, we strive to challenge, stretch, and support our students as they gain valuable knowledge and life skills. Bedford High School offers a wide range of extracurricular and enrichment activities so that students can enhance their secondary experience. As the Principal of the high school, it is a privilege to work with students through important and formative years of their lives. This year, we are working diligently to make the transition to high school a seamless one. I look forward to meeting the Class of 2028.

Sincerely,

Heather Galante  
Principal  
Instagram: [principal\\_galante](#)

# PROTOCOLS FOR COMMUNICATION

A full list of phone numbers and email addresses for Bedford High School faculty and staff can be found on the website.

## High School Administration

Heather Galante, Principal 781-275-1700 x4401

Daniel Hudder (A-K), Assistant Principal 781-275-1700 x4402

Thomas Casey (L-Z), Assistant Principal 781-275-1700 x4403

Principal's Office	Student Office
Brenda Sweetland x4406 Nancy Powell, Registrar x4407	Amber Loveless-Patterson x4404 Kara Gallagher x4405
Counseling Office	Student Support
Julie DeMatteis, 6-12 Director x4408 Christina Duran, Admin. Assistant x4410	Louise D'Amato, 9-12 Special Ed. Administrator x4424 Kristen Tracy, General Education Supports x4517 Tracy Metivier x4421

## Procedures for Communication: Who to call when...

- **Contact a teacher when...**
  - you have questions about a grade
  - you have questions about an assignment
  - you have questions about placement or level
  - you have a question about a teacher assigned detention
  - you have a question about an incident that occurred in class
- **Contact a counselor when...**
  - you have a question about placement or level
  - you have an academic question or concern
  - you have questions about credits or transcripts
  - you have questions regarding student support services
  - you have a concern about your student that you would like to discuss
- **Contact a Program Administrator (Department Head) when...**
  - you are concerned about the actions of a teacher and have found that direct contact was non-productive
  - you have curriculum questions
  - you wish to change a level in a subject area
  - you wish to volunteer as a resource person in the classroom
- **Contact an Assistant Principal when...**
  - you have a question about an assigned Office Detention or Suspension
  - you have a concern about the action of a teacher that has not been responded to satisfactorily by the Program Administrator
  - you have a concern about your student that you would like to discuss
  - you have questions about an attendance matter
  - you have school policy questions
- **Contact the Registrar when...**
  - you are moving and need information about withdrawing from Bedford High School
  - you have a question about work permits
  - you have a question about financial obligations
- **Contact the Principal when...**
  - you have not received an adequate or helpful response from the appropriate staff
  - you have a suggestion that may improve the school
  - you have a complaint or concern about school policy
- **Contact the Special Education Office when...**
  - you have questions about the services available under Chapter 28
  - you have questions regarding an Individual Educational Plan (IEP)
- **Contact the Athletic Director when...**
  - you want to contact a coach directly
  - you have a question about interscholastic athletic events
- **Contact the Student Office when...**
  - you have a question about an absence
  - you have a general question related to BHS
  - You do not know who to call to get questions answered
- **Contact the School Nurse when...**
  - you have a question about health records
  - there is a medical condition that requires an adjustment in school procedure

## TYPICAL 9th GRADE SELECTION OF COURSES

**Bold** indicates fixed courses for grade 9  
Students will register for a total of 36 credits.

<b>Course I</b> 5.0 Credits	<b>English I</b>
<b>Course II</b> 5.0 Credits	<b>United States History I</b>
<b>Course III</b> 5.0 Credits	<b>Physics</b>
<b>Course IV</b> 5.0 Credits	<b>Mathematics</b>
<b>Course V</b> 5.0 Credits	<b>World Language</b> (Latin, French, or Spanish)
<b>Course VI</b> 2.5 Credits	<b>Sports and Fitness**</b>
<b>Course VII</b> 2.5 Credits	<b>First Elective*</b> (Performing Arts, Technology Education)
<b>Course VIII</b> 2.5 Credits	<b>Second Elective*</b> (Visual Arts, Foods)
<b>Course IX</b> 2.5 Credits	<b>Third Elective*</b> (Business, Computer Science, Robotics)

*\*Elective Requirements: Visual Arts, Performing Arts, and Occupational Education—Students must complete one course in each area during their four years at Bedford High School. Courses shown are for informational purposes only.*

*\*\*Students enrolled in JROTC will earn PE credit*

### The Registration Process:

- 1/26 - 2/9 JGMS teachers input course recommendations
- 2/27 & 2/29 JGMS counselor pushes into S.S. classes to discuss 9th grade at BHS
- 3/7 Future First Years Student Information Night @ 7:00 pm
- 3/8 - 3/15 JGMS students and parents/guardians input course requests at home
- 3/15 Aspen closes for students to enter requests
- 2/27 - 3/15 JGMS counselor helps students complete schedule

**Summer Events** - Look for information in August to be sent home.

- iPad distribution and instructions
- Incoming Orientation for Students new to BHS



## Academic Achievement Center and Literacy

### Faculty and Staff

*Director of Student Achievement:* Kristen Tracy, [Kristen\\_Tracy@bedfordps.org](mailto:Kristen_Tracy@bedfordps.org)

*Teachers:* Lael Backus, Mary Gudaitis-Pyle, Sarah Kane, Molly McLeod, Mina Rosecan, and Kelly Sullivan

*Teaching Assistants:* Heather Coopridner, Jerry Freedman, and Cole Mihalinec

**Our Mission:** The purpose of the BHS Academic Achievement Center is to support learners to develop the skills and knowledge they require in order to independently access their course curricula and attain academic achievement.

### Courses offered:

#### **AAC (Major or Minor) (Grades 9-12)**

**Prerequisite:** Director of Student Achievement approval

AAC provides students with extra help on class work, support with organization and study skill development, reinforcement of course content, and additional MCAS support. Peer scholars work in the AAC to help students with material. Periodic consultations with classroom teachers and counselors comprise an important part of the program.

#### **AAC SCHOLAR (Grades 9-12)**

**Prerequisite:** Faculty or peer recommendation and Director of Student Achievement approval

This program provides an opportunity for students to take a peer leadership role in the Academic Achievement Center at the High School. High achieving students with strong student skills are invited to participate based on recommendations. AAC Scholars are expected to actively impact the atmosphere of the AAC classroom through positive role-modeling, speaking and lifting up, and active leadership. Scholars work with AAC Teachers to identify, enact, and reflect upon their leadership.

#### **INDEPENDENT DIRECTED STUDY (Grades 10-12)**

**Prerequisite:** Faculty recommendation and Director of Student Achievement approval

Students who work independently on their organization and homework can use directed study as time in their day to complete these tasks. Student progress will be monitored to ensure students' success. If students are not successful and able to work independently adjustments to their schedule will be made, to a more intensive academic intervention.

## **MENTORING PROGRAM (Grades 11-12)**

### **Prerequisite: Application and interview required**

This program will provide students with an opportunity to mentor freshman students in an English, math, social studies, or science classroom under the guidance of the classroom teachers. Mentors work with students in small groups and on a one-to-one basis. Mentors are expected to demonstrate behaviors and skills which will assist class members in attaining academic success. In addition, mentors must complete coursework as directed by the teacher. Mentors will also attend an orientation training session before the start of the school year. Mentors are also expected to attend several other meetings throughout the year. Participation in this course is selective and limited to 2 to 6 mentors per academic class. Students interested must complete the application form, secure a teacher's recommendation, and interview with the subject matter Program Administrator. Grades are on a pass/fail basis.

## **READING SKILLS (Grades 9-12)**

### **Prerequisite: Appropriate screenings and reading assessments and Director of Student Achievement approval**

The purpose of the Reading Skills class is to provide direct, explicit, multi-sensory instruction in foundational literacy skills, including phonics and spelling, to those students who require a more intensive instructional approach. Instruction in word attack skills is provided in order to address gaps or weakness in reading skills. Students will work to increase their oral reading fluency by taking part in repeated readings or other oral reading opportunities with a focus on accuracy, phrasing, and expression. Because weakness in word attack and fluency impacts reading fluency and comprehension, comprehension instruction is also a focus in this class, touching on many of the same comprehension skills and strategies addressed in the Reading Strategies course. In addition to whole class direct instruction, students will receive individual feedback and support with applying skills and strategies during student-teacher conferencing.

## **READING STRATEGIES (Grades 9-12)**

### **Prerequisite: Appropriate screenings and reading assessments and Director of Student Achievement approval**

The purpose of the Reading Strategies class is to provide direct instruction in reading strategies to students reading below grade level, with a focus on reading comprehension and vocabulary. Being an active reader, understanding the structure of fiction and nonfiction text, summarizing, determining importance, identifying main ideas and themes, making inferences and connections, understanding the author's craft, and vocabulary development are the main components of this intervention. In addition, this course will infuse fluency work and advanced instruction in word attack skills as needed. During the year, students will practice monitoring their comprehension of grade-level texts, increase their reading stamina, and practice applying reading skills and strategies during independent reading. In addition to whole class instruction, students will receive individual feedback and support with applying skills and strategies during student-teacher conferencing.

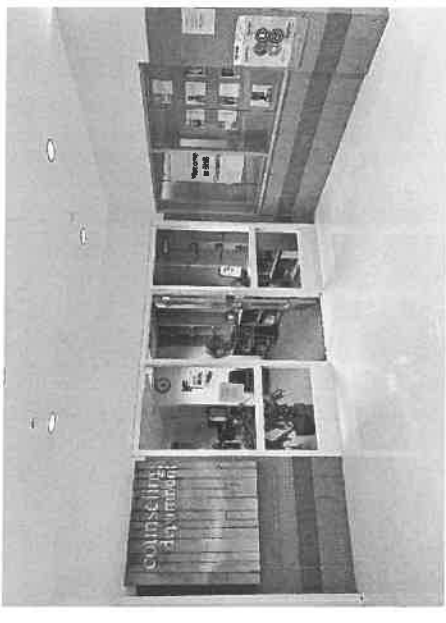
## **TARGETED READING (Grades 9-12)**

### **Prerequisite: Appropriate screenings and reading assessments and Director of Student Achievement approval**

The purpose of the Targeted Reading class is to provide more intensive programming for those students who need an instructional approach and class size than can be achieved in the other courses. This class provides individual or small group direct instruction using a systematic, structured, multi-sensory approach to phonics instruction or a specialized comprehension program that cannot be delivered elsewhere. Areas of instruction include decoding, spelling, and oral reading fluency.

**Questions?** Please contact Kristen Tracy at [Kristen\\_Tracy@bedfordps.org](mailto:Kristen_Tracy@bedfordps.org); 781-275-1700 x4448

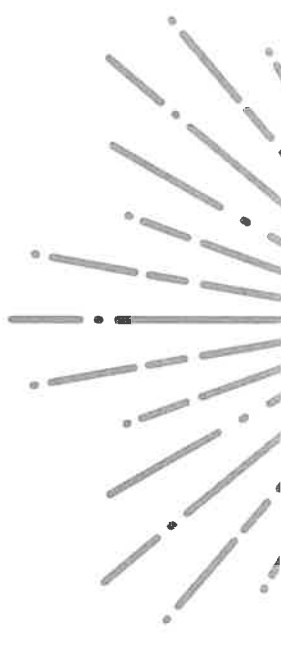
# Bedford High School



9 Mudge Way  
Bedford, MA 01730  
(781) 275-1700

[www.bedfordps.org/high-school](http://www.bedfordps.org/high-school)

[www.bedfordps.org/district/counseling-department](http://www.bedfordps.org/district/counseling-department)



## **Counseling**

Help students resolve personal/ social, academic, and career issues and provide counseling strategies and response crisis.

## **Guidance**

Work with students on academic, career, post-secondary planning, and personal development.

## **Advocacy**

Activities that create a safe and supportive culturally-responsive school environment.

## **Prevention & Intervention**

Behind-the-scenes activities include referrals, consultations, and collaboration with teachers and parents/guardians.

## **Transition Services**

Support the transition to and from BHS.

Welcome to the BHS Counseling Department. High school is a new experience; the school is larger, the curriculum more diverse, and the social and emotional issues facing students are different from earlier years.

The mission of the 6-12 Counseling Department is to promote developmentally-appropriate social, emotional, academic, and career growth for all students. We help students build upon their strengths to develop self-efficacy and resilience, make healthy decisions, and acquire a sense of personal and civic responsibility. Through collaboration within our diverse community, we support access and equity for all learners.

Choices that students make during high school will have an impact on their future after high school. Thoughtful planning with regard to academic and extracurricular activities will help students make the best use of resources available to them.

Decisions students make in personal and social situations can also have an impact on their development as individuals.

The Counseling Team can help students and their families with all of this. We want to be accessible and responsive to you, and encourage you to connect with your school counselor.

## Counselors assigned to students with last names beginning A-K



Alan Chang  
School Counselor  
(781) 918-4412  
alan\_chang@bedfordps.org

Hi, my name is Alan Chang and I'm a graduate of Colby College. I have my Master's Degree in Counseling Psychology and have been at BHS since 2021. My wife works at Davis so we are a full Bedford Education family! A fun fact about myself is I love to travel, I have been to 9 different countries and speak three languages fluently - English, Chinese, Spanish.



Janel Halupowski  
School Counselor  
(781) 918-4413  
janel\_halupowski@bedfordps.org

Hello! I have been working at BHS since 2008 and have a M.Ed. in School Counseling from Salem State. I have 2 daughters, both who have graduated from BHS. I have enjoyed being able to see "both sides" of working with a high school student from grade nine through post-secondary planning.

## Meet the Team



Julie DeMatteis  
Director of Counseling, 6-12

I have a Master's of Education in School Counseling. Although I started at BHS in 2023, I have been working in education since 2002. Before working in MA public schools, I worked in college admissions for 3 years. Some fun facts about me: I am a former Fenway Park tour guide. I was a letter carrier for the USPS and I have travelled to 19 countries.



Brian DeChellis  
School Counselor for  
Hanscom AFB families  
(781) 918-4414  
brian\_dechellis@bedfordps.org

I have a Master's of Education and have been working at BHS since 2008. I was never much of a student while in high school or college. I developed a passion for working with teenagers only after I started working in my community and giving back to those in need.



Charles Alperin  
Adjustment Counselor  
(781) 918-4499  
charles\_alperin@bedfordps.org

I am a Bedford High school graduate and I have been working here in the counseling department since 2001. I have a Bachelor's in Psychology and a Master's Degree in Social Work. In addition to counseling students I really enjoy going into classes and teaching mental health topics to students in the classroom.

## Counselors assigned to students with last names beginning L-Z



Hermance Septembre  
School Counselor  
(781) 918-4411  
hermance\_septembre@bedfordps.org

Hi, I'm Ms. Septembre! I started at BHS in 2020. I have a BS in Biology with a minor in Counseling Psychology and a Master's in Counseling Specialization. My family is passionate about education. Both of my parents are educators and my siblings and I are legacy students from UMass Boston. When I am not working with students, I enjoy spending my time with family and friends, travelling and exploring different sights and musical theater.



Samantha Thyne  
School Counselor  
(781) 918-4432  
samantha\_thyne@bedfordps.org

I have been working at BHS since the fall of 2020. I have a BA in Art Therapy and Master's in School Counseling. In addition to being a counselor, I am also the AP Coordinator, one of the Art Coaches for the Tenacity Challenge and the advisor for the INTERACT Club. When I can, I love to travel. When I do, you can find me hiking and trying new food.

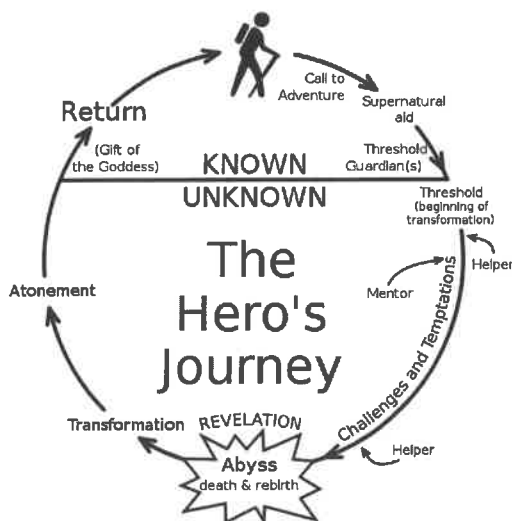


# WELCOME TO THE BHS ENGLISH DEPARTMENT!

The mission of the Bedford High School English Department is to foster a lifelong love of reading and writing. Using a selection of literature that is diverse in perspective and complexity, we support students in developing their critical thinking and close reading skills. By guiding students to understand the relationship between critical reading and effective communication, we will enable them to become curious, well-informed, and empathetic individuals.

## 9TH GRADE ENGLISH INFORMATION

<i>What is the same for all levels?</i>		
<ul style="list-style-type: none"> <li>● Frequent reading and writing assessments</li> <li>● Focus on close reading skills</li> <li>● Use of BHS Guide to Writing and Analysis to build writing skills beginning with the “perfect paragraph”</li> <li>● Themes (e.g. the hero’s journey) and essential questions (“What shapes personal identity?”)</li> </ul>		
<i>What is the difference between levels?</i>		
English I College Prep (CP)	English I Honors (H)	English I High Honors (HH)
<p>Most complex reading and writing tasks are completed during class.</p> <p>The course progresses at a <b><i>student-directed pace</i></b> that allows for skill development, repetition, and practice while covering required topics.</p> <p>Planned for students who have reading and writing skills that are below grade level.</p>	<p>Outside work is supported in class.</p> <p>The course progresses at a <b><i>medium pace</i></b>, covering topics in depth.</p> <p>Planned for students who have reading and writing skills that are at grade level.</p>	<p>There is a significant amount of outside <b>independent</b> work.</p> <p>The course progresses at a <b><i>fast pace</i></b>, covering the greatest breadth and depth of topics.</p> <p>Planned for students who have reading and writing skills that are at or above grade level.</p>



### Minors and Other Opportunities

- Creative Writing
- World Mythology
- Writing Essentials (Grades 9-10)
- Digital Storytelling & Journalism
- Film Analysis (Grades 11-12)
- Poetry: Exploration and Creation (Grades 11-12)

- Stylus (Literary Magazine)
- The Lookout (School Newspaper)
- Annual Poetry Slam

# *Welcome to the BHS JROTC Department!*



## Faculty

Lt Col (Ret) Ken Mierz  
Senior Aerospace Science Instructor  
Office Phone: 781-275-1700, ext: 4495  
Email: [Kenneth\\_mierz@bedfordps.org](mailto:Kenneth_mierz@bedfordps.org)

MSgt (Ret) Charlie Humphrey  
Aerospace Science Instructor  
Office Phone: 781-275-1700, ext: 4476  
Email: [charles\\_humphrey@bedfordps.org](mailto:charles_humphrey@bedfordps.org)



Aerospace Science, or Air Force Junior ROTC (AFJROTC), is a four-year program, **which may be taken in place of Physical Education**. The course is open to all students. Uniforms and books are supplied to each student without charge. Cadets who are eligible can apply for an Air Force Senior ROTC College Scholarship. Those cadets who enlist in the Armed Forces after graduation may be eligible to enter the military at a pay-grade higher than other enlistees. No military obligation is incurred by students enrolled in these courses. There are no prerequisites for enrollment and students may join the program during any year.

AFJROTC is an incredible program and its mission is “To develop citizens of character dedicated to serving their nation and community.” Contrary to common thought, this opportunity is **not** a military recruiting program. AFJROTC works to teach important skills and reinforce personal traits to help make your son or daughter successful in life, no matter what type of career they choose following high school. These life skills are based on the Air Force core values of “integrity first, service before self, and excellence in all we do.”

What will you do in AFJROTC? You will learn important aspects of leadership, followership, adherence to personal appearance and grooming standards, proper uniform wear, and participate in exciting co-curricular activities. These activities reinforce classroom lessons and provide opportunities to lead while learning alongside your peers. Some examples: Drill Team, Saber Team, Color Guard, Academic Bowl, Military Ball, and even Curriculum in Action (CIA) trips! CIA trips merge classroom lessons with the classic school field trip!

# Mathematics and Business

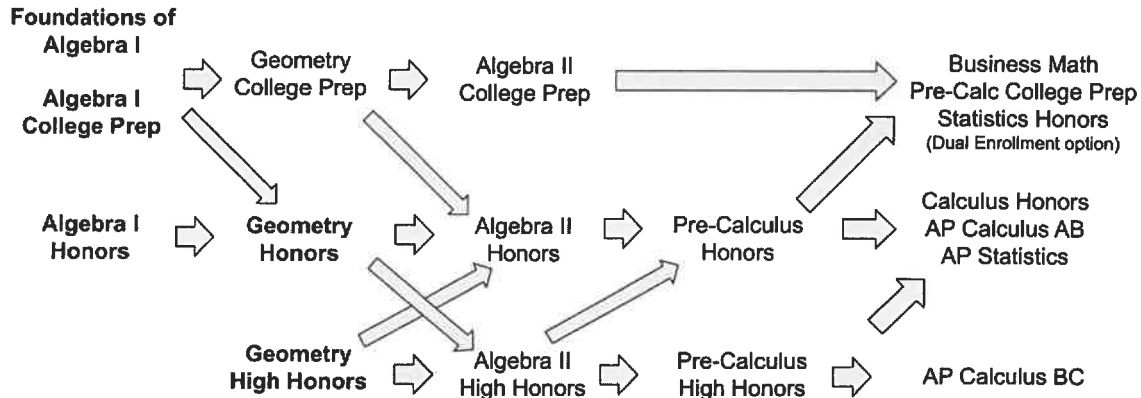
Patrick Morrissey,

Math Program Administrator (781) 275-1700 x 4507 [patrick\\_morrissey@bedfordps.org](mailto:patrick_morrissey@bedfordps.org)

Faculty: Jesse Dix, Amanda Faulkner, Justine Flora, Colleen Irving, Christine Lennox, Jerry Peters, Sam Sprangel, Joy Stark, Melissa Sullivan, Tom Tone, Leah Walton, Courtney White

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## Bedford High School Math Progressions



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Ninth graders will be recommended by their teachers for the most appropriate course and level, and this chart shows typical course progressions for the next four years. Choices in red signify courses taken by 9th graders. Any 9th grader beginning in Geometry has successfully completed a full-year Algebra I course in middle school.

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## Frequently Asked Questions:

**What is the difference between Geometry Honors and Geometry High Honors?** In honors, proofs are typically "fill-in," requiring students to complete the details of the proof given a provided structure of statements and reasons. In high honors students will learn to construct formal, two-column proofs "from scratch," where they are tasked with creating both the statements and reasons themselves. Proofs are integrated into some units in honors, whereas they form the majority of units in high honors. Additionally, Algebra skills and concepts are periodically reviewed throughout the year in honors as needed, while in high honors, a thorough mastery and retention of Algebra I concepts and skills is expected. Both courses are aligned with state standards.

**How can my child get extra support outside of class?** Meeting with the teacher before/after school or during our FLEX block are excellent places to start.

**What Business courses do 9th graders consider taking?** Intro to Business or Intro to Marketing, which can satisfy the Occupational Education requirement, are options that some 9th graders opt for. See the Program of Studies for more information.

**I have a question about my child's recommendation for next year. What should I do?** The 8th grade teachers at Hanscom Middle School and JGMS spend considerable time and thought in making informed recommendations in your child's best interest based on multiple measures. You may contact them first to discuss their recommendation. If you'd like to change the course recommendation, follow instructions from the counseling office about making a change.

**Will my student be able to take challenging courses later on at BHS?** Honors is a pathway to AP Calculus AB, Honors Calculus, AP Stats, and Statistics, and only AP Calculus BC is difficult to take without taking high honors math.

**What is the difference between AB and BC Advanced Placement Calculus? The College Board says...** "AP Calculus AB is an introductory college-level course in calculus that explores the concepts and applications of differential and integral calculus. AP Calculus BC is similar to AP Calculus AB. It explores the same concepts and applications, only it adds a few new topics. In other words, AP Calculus BC covers more content than AP Calculus AB, though both courses require you to apply the same skills."

### **What is Math Essentials?**

This course provides students with math support, especially those with gaps in their prior math knowledge from middle school, and in need of remediation. This 2.5 credit course is primarily intended for 10th grade students in Geometry, and is by teacher recommendation only. Students partially meeting expectations on MCAS or below state benchmarks on internal, school-wide assessments (e.g. Star Math) may be placed in Math Essentials.

### **Are there any math/business clubs?**

**Math Team:** League meets on the first Thursday of each month. New members needed! Adviser: Joy Stark  
**DECA:** Marketing/Business club that attends regional competitions. Adviser: Justine Flora.

**What kind of calculator do you recommend?** A scientific calculator is highly recommended, and a useful tool students will use for many years. We recommend **Texas Instruments TI-30XS Multiview** [first choice] or a **TI-30XIIS** for all 9th graders. Graphing calculators are not required for 9th grade courses. Mr. Morrissey has scientific and graphing calculators to lend to families if need be. AP Calculus, Honors Statistics, and AP Statistics require graphing calculators.

### **Do you recommend any Algebra or Geometry textbooks for additional practice problems?**

A Geometry textbook for supplemental problems is *Geometry for Enjoyment and Challenge* by Richard Rhoad. My favorite Algebra I/II textbook is *Algebra Form and Function* by William G. McCallum and Deb Hallett.

### **What websites do you recommend for online practice?**

I like IXL.com, <https://www.khanacademy.org/sat>, and <https://www.artofproblemsolving.com/alcumus>  
Unlike at JGMS, IXL accounts are not provided to every student. If you'd like one please contact Mr. Morrissey in late August/early September.



# PERFORMING ARTS DEPARTMENT



*Students must take one of these 2.5 credit electives to fulfill their requirement for graduation.  
Please see full course descriptions in the Program of Studies.*



**Music Performance Major** Students enrolled in either two sections of curricular ensembles OR one section of a curricular ensemble & music theory can earn 5.0 credits for a Music Performance Major. Please refer to the Program of Studies for more information.

## ENSEMBLES

Curricular ensembles meet during the school day and perform at least three evening concerts per year. Many of our students participate in ensembles for all four years of high school.

- **Band**
- **Band: Percussion Specialty**
- **Concert Orchestra**
- **Chamber Orchestra**
- **Concert Choir**
- **Honors Choir**

## MUSIC THEORY

Music Theory discusses the concepts, formulas, and rules of Western music similar to the grammatical rules that govern written language. Students must be willing to learn to read music notation as it is an essential skill for success in this class.

- **Basic Music Theory**
- **Advanced Music Theory and Composition**

## INTRODUCTORY CLASSES

These beginning level classes have no prerequisites. Students learn progressive skills during class time.

- **Beginning Band**
- **Beginning Orchestra**
- **Class Piano**
- **Class Guitar**
- **World Drumming**
- **Multimedia Music Production**

## THEATER & DANCE CLASSES

These courses are designed to give students both behind-the-scenes theatrical experiences and skills to use while on stage.

- **Theater Production**
- **Drama**
- **Ballet 1**

## EXTRA-CURRICULAR ACTIVITIES

There are numerous after school opportunities for students to be involved in the performing arts.

<b>Marching Band</b>	<b>Jazz Band</b>	<b>The Musical</b>	<b>Playwright's Festival</b>
<b>String Chamber Group</b>	<b>Pit Orchestra</b>	<b>Advanced Guitar Club</b>	<b>Drama Club</b>
<b>Rolling Tones</b> <i>an a cappella ensemble</i>	<b>The Fall Play</b>	<b>Stage Crew</b>	<b>Rock Band</b>

## DISTRICT MUSIC FESTIVALS

Music students participating in band, orchestra, or chorus are encouraged to audition for the Massachusetts Eastern District Music Festival. Freshmen are eligible to audition at both the senior and the junior levels. Please inquire with your child's ensemble teacher for more information.

## OUR MISSION STATEMENT

The Bedford Public School Performing Arts Department exists to foster cooperation, imagination, confidence, discipline, and self-motivation in students through creating, performing, connecting with, and evaluating music and theatrical works so that all students fully realize their artistic potential and become lifelong patrons of the arts in a global community.

## FACULTY

**Mrs. Nicole O'Toole**  
K-12 Program Director  
nicole\_otoole@bedfordps.org

**Ms. Katrina Faulstich**  
Choruses, Theater & Dance  
katrina\_faulstich@bedfordps.org

**Mr. James Felker**  
Bands & World Drumming  
james\_felker@bedfordps.org

**Mr. Evan Grunwald**  
Music Theory & Guitar  
evan\_grunwald@bedfordps.org

**Mrs. Brianna Creamer**  
Orchestra & Music Technology  
brianna\_creamer@bedfordps.org



# Science, Technology, and Computer Science

Nicole Prince, Program Administrator, ext. 4508

<b>High School Science and Technology Faculty</b>	
Elizabeth Billouin Deb Darlington Joyce Davison Alexis Duffy-Protentis Rich Estes Liza Hansel Liana Heldman	Meaghan Kelly Heather Kurzman Sarah Leshay Nicole Prince Charlie Puopolo Scott Stief Lucas Wickham

## Grade 9 Science

**Physics** is the first required course in the core science series and is followed by Chemistry in Grade 10 and Biology in Grade 11. Physics presents topics in mechanics, electricity, magnetism, waves, and heat. It is taught using a concept-based lab approach while simultaneously integrating the student’s mathematical background to develop a meaningful physics foundation. Physics is offered at three different levels and placement is based on the recommendation of the 8th grade teacher. Differences between levels include the pace of the class and the degree of algebra required. Ninth grade students complete the MCAS Physics Exam in June to meet their State Science HS requirement for graduation.

<b>Grade 9 Electives</b>	<b>Courses After Grade 9</b>	<b>Clubs and Competitions</b> All clubs and competitions are open to all students throughout the year. If a student is involved in sports, drama, or music, they may still be involved in the many clubs and activities.
Manufacturing and Production I Robotics Computer Science Discoveries Computer Science Principles	<u>Grade 10:</u> Chemistry <u>Grade 11:</u> Biology <u>Grade 12 Electives:</u> Astronomy, Forensics, Marine Science, Anatomy and Physiology, Project Physics, <u>AP Courses:</u> Biology, Chemistry, Environmental Science Computer Science, Physics 2, Physics C	Buc Robotics Horticulture Club Women of Science Competition Science Bowl Science Team

## **Grade 9 Technology Electives**

### **Manufacturing and Production Technology I**

This course exposes students to the design and engineering process through the use of tools and machines. A major focus will be placed on the safe and proper use of table saws, jointers, power miter saws, planers, lathes, and a wide assortment of portable power tools. In this course students will have the opportunity to design and build a product(s) of their own selection (furniture, cutting boards, artwork, etc.).

### **Robotics**

Robotics is a hands-on building and demonstration course. Students design, build and program robots to perform specific tasks. The tasks start simple and progressively get more complicated throughout the course. Some of the topics that will be covered are: Simple machines, Gear and Pulley Systems, Transmission Systems, Computer Programming, and NXT-G programming.

### **Computer Science Discoveries**

CS Discoveries is an introductory course designed for students new to computer science and is based on the Code.org program. Mapped to CSTA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user-centered design, and data, while inspiring students as they build their own websites, apps, games, and physical computing devices.

### **Computer Science Principles**

CS Principles is an introductory course designed for students in grades 9-12 who have some interest and/or experience with computer science and/or programming. The course develops a student's understanding of digital representation, the internet, app design, the various tools and methods used to build functioning computer programs, data handling, and cybersecurity in the modern world. The course does not focus on learning a particular programming language, but uses both console programming and app design to familiarize the student with a variety of programming skills.





## Social Studies Department

Bedford High School

Phone: 781-275-1700 ext. 4429

<https://www.bedfordps.org/high-school/social-studies>

### Faculty

Christine Butler,\* Program Administrator

David Boschetto  
Patrick Culhane  
Richard Donnelly  
Elizabeth Goetschius

Cole Mihalinec\*  
James Nagle  
Lisa Predaina  
*\*currently teaches 9th grade*

Milena Rosecan\*  
James Sunderland\*  
Dennis Walsh\*  
John Wysokowski\*

## Social Studies in 9th Grade

### United States History I

The overarching goal for this course is for students to understand that they are part of a democratic society in which the acts of individuals impact the course of history, and that they gain the skills to become responsible contributors to the wider community. The course content focuses primarily on the 1800s, including the early republic, antebellum America, the Civil War and Reconstruction, westward expansion, and industrialization. However, special emphasis is placed on connection to present day and current events. To help develop the skills necessary to productive democratic participation, emphasis is placed on critical thinking skill development including: understanding and diagramming different types of historical reasoning, reading, interpreting, and critically examining primary and secondary sources to assess the effectiveness of the different methods for change, and using critical thinking and research skills to understand and interpret current events related to their study of history. Students will conduct short as well as more sustained research projects. Students will write clear arguments that are well supported by evidence. This course is required for graduation.

## Social Studies after 9th Grade

### Required for Graduation

United States History I  
Modern World History  
United States History II

### Activities

Winter History Fair  
National History Day Competition

### Elective Offerings

Economics*	AP Psychology*
Gender Studies	Real World Social Studies
International Relations	Sociology*
Law*	U.S. Govt. & Politics*
Psychology*	AP U.S. Govt. & Politics*

*\*Eligible for dual enrollment credit at  
Middlesex Community College*



# SPECIAL EDUCATION DEPARTMENT

## At Bedford High School

[www.bedfordps.org/high-school/special-education](http://www.bedfordps.org/high-school/special-education)

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### Faculty

Louise D'Amato, M.Ed.,  
Special Education Program Administrator  
(781)275-1700 x4424  
[louise\\_damato@bedfordps.org](mailto:louise_damato@bedfordps.org)

Kerri Kelleher, M.Ed., Special Educator  
Victoria Breslin, M.Ed., Special Educator  
Sara Scheff, M.Ed., Special Educator  
Kristina Sergi, M.Ed., Special Educator  
Kim Doherty, M.Ed., Special Educator  
Cassie Hinz, M.Ed., Special Educator  
Christina O'Donnell, M.Ed., Special Educator  
Nicole Myles, M.Ed., Special Educator  
Michael Schreiber, M.Ed., Special Educator  
Tami Toomey, M.Ed., Special Educator  
Katherine Wipf, B.A., Special Educator

Tracy Metivier, Administrative Assistant

Lisa Brecher, M.Ed., CAGS, School Psychologist  
Rebecca Mangini, Ed.S, NCSP, School Psychologist  
Sara McCarthy, LMHC, School Adjustment Counselor  
Erin Murphy, LICSW, School Adjustment Counselor  
Jennifer Valleau, LICSW, School Adjustment Counselor  
Elizabeth Aleo, M.S., CCC-SLP, Speech/Language Pathologist  
Jodi DeCleene, M. S. OTR/L, Occupational Therapist  
Margo Stitt, Physical Therapist

Staff Email: [firstname\\_lastname@bedfordps.org](mailto:firstname_lastname@bedfordps.org)

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## Special Education at Bedford High School

Special Education services at Bedford High School are determined on an individual basis through the IEP process as dictated through federal and state regulations. Bedford High School has a diverse population of learners and offers a wide variety of services and supports to meet the needs of these students.

### Transition to BHS:

High School staff work with liaisons and providers from sending schools (John Glenn and Hanscom Middle Schools) to understand specific student needs and facilitate a smooth transition to BHS. For students in specialized programs at JGMS, there are often several group transition activities to visit the corresponding programs at BHS.

### Service Delivery Model:

Services are provided by Special Education Teachers, Related Service Providers, Counselors and Teaching Assistants as needed. Services can be provided within or outside of the general education classroom depending on the individual needs of the student. Most often students receive specialized instruction through Learning Centers. Learning Centers are typically scheduled for 2x70 or 4x70 minutes per six day cycle. These classes are graded on a Pass/Fail basis and count toward the credit requirements for graduation.

### Role of the Liaison:

Every student who receives Special Education services at BHS is assigned a Liaison. The Liaison is a Special Educator who serves as the case manager and main point of contact for caregivers. Depending on the student's needs, the Liaison typically serves as the service provider for Learning Center. Most often the Liaison will remain with the student for the entirety of their time in Special Education at BHS.



**Faculty: Sean Hagan, Program Director, Heather Beattie, Lawrence Sheinfeld & Eileen Wagner**

*Students must take one of these 2.5 credit electives to fulfill their requirement for graduation.*

**For a full description of courses, please see the Program of Studies**

**[Please click here for full course descriptions and examples of student artwork.](#)**

### **ART I**

Art I is organized around a variety of concepts and media to help students express ideas and feelings through the use of elements and principles of design. Students will use a variety of media techniques in the areas of drawing, painting, sculpture, printmaking, ceramics and mixed media. The emphasis of Art I is on skill building and problem solving, while also developing an appreciation and comfort level in creating many genres of art.

#### **Ceramics I**

If your student likes making functional art (art you can use), enjoys working with their hands and doesn't mind getting a little messy, this course is for them. In Ceramics 1, students will learn all about hand building techniques and may even work on the throwing wheel to make bowls, vases or cups. Students learn about the multi-step process of taking clay from its natural state to finished, glazed and fired form.

#### **Sculpture I**

This course will focus on using a variety of traditional and non-traditional art-making materials and techniques to create 3D forms. With an emphasis on using materials in creative, unexpected ways, students will be challenged to question the preconceptions of what can be turned into an artwork and how three-dimensional artwork conveys meaning. Over the course of the year, three-dimensional design solutions may be created with paper, cardboard, wood, wire, string, plastic, fabric, plaster, clay, found objects or other materials. Projects will require students to make personal connections to their artwork and show meaning using their own artistic voice.

#### **Digital Art I**

In Digital Art, students use a variety of tools, including computers, iPads, digital cameras, apps, and key programs such as Affinity Designer and Affinity Photo. Projects may include photo manipulation, collage, varieties of digital mark-making and drawing, video and animation work. The aim throughout the course will be to help students gain skill and confidence with both the technical and the artistic skills involved in making digital art.

#### **Digital Photography I**

In Digital Photography, you will use a variety of image capturing devices, ranging from iPads and camera phones to DSLR cameras (digital single lens reflex cameras), for artistic purposes. You will gain a good working understanding of basic principles underlying all photography, including manual vs. auto camera controls, exposure and image quality, as well as using different kinds of lighting, using simple tools and methods. You will also use Affinity Photo to further refine your images.



PDF Presentation of Art classes for freshmen with student examples  
[https://www.bedfordps.org/sites/g/files/vyhlf2786f/uploads/rising\\_freshmen\\_presentation\\_visual\\_art\\_1.pdf](https://www.bedfordps.org/sites/g/files/vyhlf2786f/uploads/rising_freshmen_presentation_visual_art_1.pdf)

# *Bedford Physical Education & Health*

Throughout Bedford's K-12 Physical Education, Health and Family and Consumer Science curricula students experience a comprehensive and sequential approach. This approach fosters cognitive, social, emotional and physical development and the practice of lifelong wellness. Students will acquire the knowledge necessary to make educated decisions concerning the achievement and maintenance of a healthy lifestyle.

## **Freshman Year Required Course: SPORTS AND FITNESS**

Physical Education classes are designed to practice and develop skills in activities that will help students maintain fitness throughout their life. Early in the fall students' fitness levels will be assessed in the following areas: cardiovascular endurance, flexibility, muscular strength and muscular endurance. From these assessments we will develop a baseline in which we will use to set personal fitness goals. We will explore fitness activities designed to improve all areas of fitness. Our goal is that by the end of the year students will improve their scores on their baseline fitness tests through regular cardiovascular endurance training, muscular endurance training, and activities designed to increase current levels of fitness. Students will be introduced to life-long activities designed to increase their likelihood of exercising in the future. Students will understand the benefits that regular exercise can provide for a person's mental, physical, and social health.

Additional PE and Health Offerings:

- Health (Grade 10 requirement)
- Sports Activities (Grade 11 requirement)
- Lifetime Activities (Grade 12 requirement)
- Peer Leadership

Family and Consumer Science Offerings: (meet Occupational Education requirement)

- Foods and Nutrition 1
- Foods and Nutrition 2

Faculty:

- Laurie Vigna (FAMCO)
- Alexis Duffy (Health)
- Alex McLaughlin (PE)
- Panayiotis Kapanides (PE)
- Ashley Martell (Health & PE)
- Gunnar Olson (PE)

# WORLD LANGUAGES

WWW.BEDFORDPS.ORG/HIGH-SCHOOL/WORLD-LANGUAGE

BEDFORD HIGH SCHOOL

PHONE: 781-275-1700  
EXT.4522



Adam Bailey, Spanish, Program Director (3-12)  
adam\_bailey@bedfordps.org

Anna Bueno, Spanish  
Carlos Caprioli, Spanish  
Lisa Flannery, French  
Adele Kohanyi, French  
Cíntia Laurencio, Spanish

Molly McLeod, Latin  
Steven Mondloch, Latin  
Osvaldo Mejía, Spanish  
Lisa Taub, Spanish

Join a club for **food, fun and festivals**  
Latin Club, le Cercle Français, el Club de Español



You live a new life for every  
new language you speak. If  
you know only one language  
you live only once.

-Czech Proverb-

## 9<sup>th</sup> Grade Courses:

**Students who have not yet  
taken a language, or wish to  
switch languages:**

French I, Latin I, Spanish I

**Students continuing their  
language studies\*:**

French II, French III, Spanish II,  
Spanish III, Spanish III-advanced,  
Spanish for Native/Heritage  
Learners\*

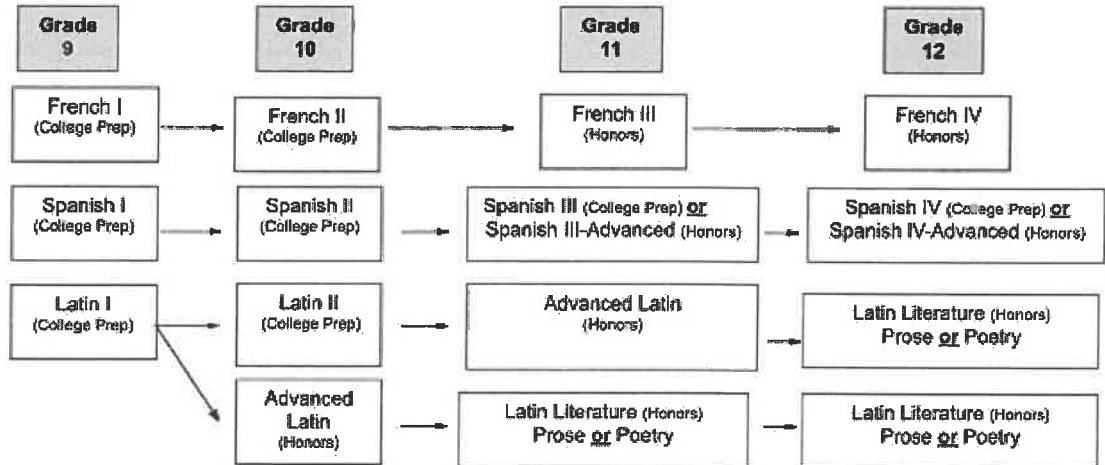
**\*Course placement is based  
upon demonstrated proficiency  
and teacher recommendation.**

**\*Spanish speaking multilingual  
students who have not taken a  
language are encouraged to  
take this course.**

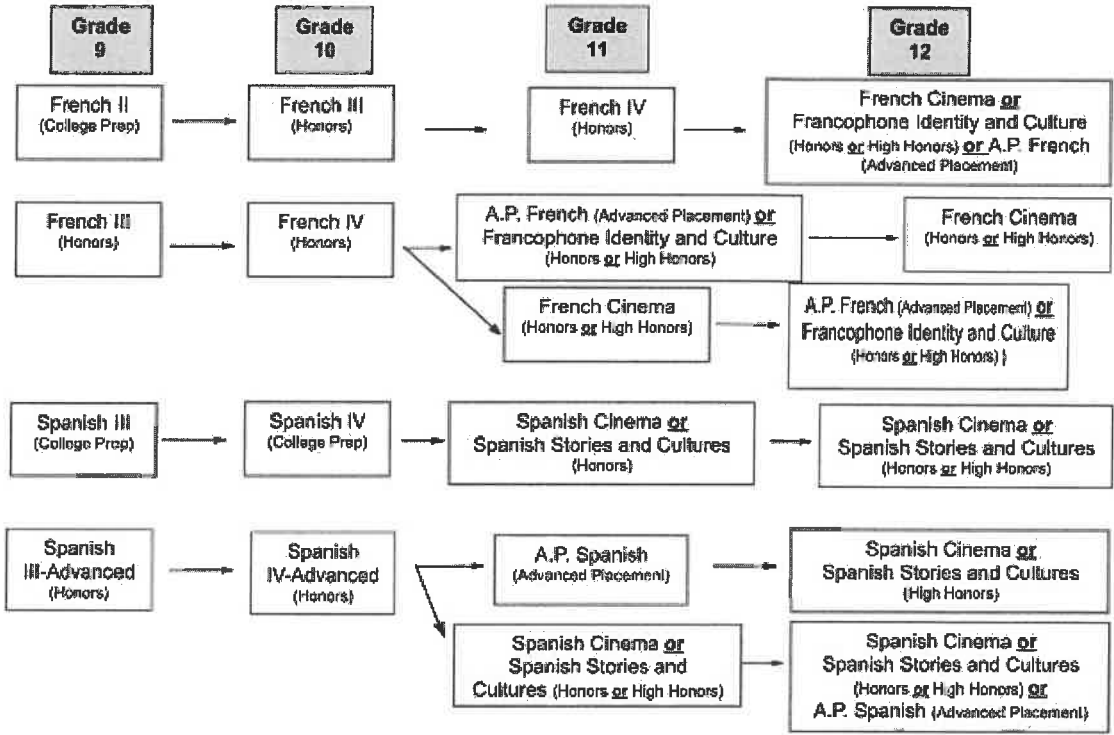
(see curriculum map on other side)

# World Language Course Sequence Chart

## Students beginning a world language at the high school:



## Incoming freshmen with a minimum of three years of French or Spanish:



## Massachusetts State Seal of Biliteracy

The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition of having studied and attained proficiency in two or more languages by high school graduation. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual. The State Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.





# Clubs & Organizations

GET INVOLVED



Club	Contact	What we do!	Meetings
<b>Armenian Club</b>	<u>Carlos Caprioli</u>	Promote and discuss the past, present and future of the Armenian community and culture in the United States.	1 Wed/Month after school in C-206
<b>Art Club</b>	<u>Sean Hagan</u>	Student artwork for the BHS community	After School on Tuesdays
<b>Asian American Club</b>	<u>Carlos Caprioli</u>	Discuss and promote awareness of Asian Americans	After school
<b>Atmosphere Committee</b>	<u>Janel Halupowski</u>	Promote a positive BHS Community Spirit and maintains the Appreciation Station in the Counseling Department	Before school 1x/month as scheduled
<b>Bellachords</b>	<u>Katrina Faulstich</u>	Bella Chords is a student-run all-female acapella group	Wednesday after school from 1-2:30
<b>BHS Now</b>	<u>Jill Butler</u>	BHS Now show crew helps create material for BHS morning news	Flex block and before/after school (when needed)
<b>Book Baddies</b>	<u>Nicole Myles</u>	This is a new student run book club. Everyone who enjoys reading should consider joining. The club will select a new book each month. There will be 2 meetings a month to discuss.	Flex Block and Afterschool 2x/month exact days TBD
<b>BSU: Black Student Union</b>	<u>Anna Septembre</u>	The Bedford High School BSU is an organization that works to empower and provide a positive channel of space for BIPOC students to contribute to the school community Fundraising for events- Excellence Week, Black History Month, community service, Create a space for conversation, growth and action	Flex 2x/month
<b>Bucapella</b>	<u>Katrina Faulstich</u>	The student-run all-male acapella group	Sunday nights from 8-9
<b>Chemistry Club</b>	<u>Heather Kurzman</u>	The Chemistry Club is a small group of students interested in the subject matter -- learning applications of chemistry beyond the scope and sequence of courses taught at BHS. Interested members can	Flex block

		register for the Chemistry Olympiad Exam Competition; some club meeting time is devoted to preparing for the exam.	
<b>Chess Club</b>	<u>Bill Berlino</u>	All students and at all levels are welcome - no experience necessary!	Flex Block
<b>Class of 2024</b>	<u>Jill Butler &amp; Nicole Myles</u>	Promote community spirit through events and fundraising for class activities	TBD
<b>Class of 2025</b>	<u>Cassie Hinz &amp; Katie Wipf</u>	Promote community spirit through events and fundraising for class activities	TBD
<b>Class of 2026</b>	<u>Alexis Duffy-Protentis &amp; Alex McLaughlin</u>	Promote community spirit through events and fundraising for class activities	TBD
<b>Class of 2027</b>	<u>Kristina Sergi &amp; Alexa Torres</u>	Promote community spirit through events and fundraising for class activities	TBD
<b>Coffee &amp; Tea Club</b>	<u>Liz Marcotte</u>	This club meets Friday mornings before school in H203. It is a chance for students to sample coffee and tea, gather with good company, and have a great start to your Friday morning!	Weekly on Friday mornings in H203; we also have a google classroom for announcements.
<b>Culinary Club</b>	<u>Laurie Vigna</u>	Practice cooking and baking techniques. Preparation of fun and delicious recipes (sweet and savory) with friends and Chef V.	
<b>Culture Through Calligraphy</b>	<u>Heather Beattie</u>	Learning the calligraphic techniques of different cultures and creative community bonding	Monday after school in A106 (Ceramics Room)
<b>DECA</b>	<u>Justine Flora</u>	DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.	After school
<b>Democrats Club</b>	<u>Jim Nagle</u>	The BHS Democrat club is meant to be a space open to anybody to discuss current events and the Democratic Party. While aimed at more liberal and progressive students the club is available to anybody who wants to join. The club hopes to be a place of open and constructive conversations to help enrich American politics.	2X month. Afterschool on Tuesdays. A201D.
<b>Drama Club</b>	<u>Katrina Faulstich</u>	We perform a play in the fall, musical in the winter, playwrights festival in the spring, 2 cabarets, and run various theater workshops throughout the year.	We have rehearsals after school
<b>Drill Team</b>	<u>Charlie Humphrey &amp; Ken Mierz</u>	Learn and perform Military Drill and Ceremonies.	Tuesday and Thursdays 6:30 AM to 7:30 AM
<b>Environmental Club</b>	<u>Christine Lennox</u>	Promoting Environmental Awareness and enjoying the environment	Various mornings and afternoons



<b>French Club</b>	<u>Lisa Flannery</u>	This club aims to expose students to various cultures of the francophone world and extend their learning of French beyond class.	Every other Tuesday in room C201
<b>Front End Programming Club</b>	<u>Sarah Leshay</u>	The Front-End Programming Club is a student driven group that learns programming skills and applies them to different coding challenges. Students can be involved with any level of knowledge.	Tuesdays until 3:30 pm in C108
<b>Ground Up</b>	<u>Heather Galante</u>	Bedford High's student-led committee focused on implementing the goals of <u>Challenge Success</u> to build a positive and inclusive student atmosphere. We collaborate with the high school administration on school wide efforts and ideas.	
<b>History Day Team</b>	<u>Pat Culhane</u>	Competition of Historical Research Projects.	As Scheduled
<b>Horticulture Club</b>	<u>Elizabeth Billouin</u>	The BHS Horticulture club is a place for all students interested in plants, gardening, farming, agriculture and landscaping. The goal of the club is to educate both its members and the public on sound horticulture practices, plants and planting techniques. We would like to help individuals understand modern farming practices and hope to help our community grow a stronger connection to their food. This year the club would like to use the greenhouse in H107 to grow some starter plants and flowers that would be available for sale in the spring. The proceeds from the sale would be used to fund future activities of the club including planting equipment and supplies, potential community service activities (buses), and possible guest speakers.	Meetings will be held every Tuesday in room H107 from 2:30-3:15
<b>HOSA Future Health Professionals</b>	<u>Annamarie Vaughan</u>	The HOSA club is for students interested in entering the healthcare/health sciences field. HOSA provides opportunities for students to gain the skills, knowledge and experience needed for entry into healthcare.	2x/month during Flex block.
<b>Jazz Ensemble</b>	<u>Jim Felker</u>	The Jazz ensemble is an after-school group that performs arrangements of jazz and popular tunes, and explores creativity and improvisation on instruments.	Monday afternoons, 2:30-3:30. Late October-June
<b>Jewish Student Union (JSU)</b>	<u>Charles Alperin</u>	The JSU is both a supportage group for Jewish students and also a welcome place for allies. The group celebrates together, plays games, and eats together. In addition, the group is a safe space to talk about social issues both within the community and globally.	Flex blocks on announced days through Google Classroom.
<b>Knitting Club</b>	<u>Heather Kurzman</u>	The Knitting Club is a way for kids interested in knitting or crocheting to gather and socialize while creating projects. The club can decide whether we donate the items to Bridget's Cradle, Knots for Love, or other charitable organizations. No experience required.	Flex block in E101.

<b>Korean Club</b>	<u>Jill Butler</u>		TBD
<b>Latin Club</b>	<u>Molly McLeod</u>	Celebrate and learn about the culture and history of ancient Rome. All are welcome to come help cook Roman cuisine, reenact the death of Julius Caesar, or serve as a model in our annual toga competition, to give just a few examples of our activities.	As scheduled
<b>Latino Student Union</b>	<u>Carlos Caprioli</u>	We believe when students find a safe community, they succeed. We desire to cultivate, empower, and support Latino students at Bedford High School in the fulfillment of their academic potential. This union welcomes those from any race or ethnicity who want to support the goals of Latin-American students.	
<b>Lookout Student Newspaper</b>	<u>Tim Dolan</u>	We investigate and report on news relevant to BHS students.	2x month in B209 2:30-3:30 pm
<b>Marching Band</b>	<u>Jim Felker</u>	We play, we march, we perform, we have fun!	Seasonally
<b>Math Team</b>	<u>Joy Stark</u>	We compete once a month, October-April in the Massachusetts Mathematics League	Competitions are the first Thursday of every month. Practices are 1-2x/month after school in B105
<b>Middle Eastern Culture Club</b>	<u>Jill Butler</u>	We aim to foster understanding and appreciation for the rich diversity of traditions, history, and artistry across the Middle East. Through events, discussions, and activities, we aspire to create a welcoming space where students can explore, learn, and celebrate the vibrant tapestry of Middle Eastern cultures, promoting unity and cross-cultural awareness within our high school community. We hope to educate people on the vast and beautiful cultures of the Middle East.	Monthly, Wednesdays after school in B208
<b>Model United Nations</b>	<u>Kristina Sergi</u>	Students meet to hone their conference skills and prepare documents for in- or out-of-school conferences, as well as engage in on-topic activities to build additional relevant skills.	
<b>National Honor Society</b>	<u>Anna Septembre</u>	An organization for students that demonstrate high leadership, character, scholarship, and service standards.	After school
<b>Ping-Pong Club</b>	<u>Carlos Caprioli</u>	Play ping-pong.	1x/ month Friday after school in the cafeteria
<b>Recycling Crew</b>	<u>Christine Lennox</u>	Collect recycling from the school.	Wednesday from 1-1:30
<b>Relay for Life</b>	<u>Mina Rosecan</u>	The Relay For Life committee works to plan fundraisers and raise money as well as awareness on behalf of the American Cancer Society.	1x/month in the cafeteria during Flex.
<b>Republican Club</b>	<u>John Wysokowski</u>	Discuss and promote the Republican Ideals	As Scheduled

<b>Robotics</b>	<u>Sarah Leshay</u>	Design, program, and build autonomous VEX robots for competitions among local/national/international high schools.	Monday, Tuesday, Thursday after school; some competitions on Saturdays in November and January
<b>Rock Band</b>	<u>Evan Grunwald</u>	Once a week rehearsals where we build a repertoire of songs - goal is to play a few concerts a year.	As Scheduled
<b>Rolling Tones</b>	<u>Katrina Faulstich</u>	Rolling Tones is the all gender a cappella group at BHS. You must audition to be a part of this group.	Monday nights from 7-8:30, plus various performances throughout the year
<b>SAGA</b>	<u>Lisa Flannery &amp; Jill Butler</u>	SAGA is a group whose mission is to create a safe space for all students regardless of gender identity or sexual orientation, and to spread awareness of these issues.	TBD
<b>Science Bowl Team</b>	<u>Liana Heldman</u>	National competition related to STEM Fields	Scheduled days from Late Nov - March
<b>Science Team</b>	<u>Scott Stief, Heather Kurzman, Lucas Wickham</u>	We compete in monthly meets as part of the West Suburban Science League (WSSL). Events in the meets include pencil and paper tests, lab-based tasks, and pre-build engineering events.	Practices are usually held Tuesdays and Thursdays after school
<b>South Asian Student Union</b>	<u>Kamal Hassan</u>		
<b>Spanish Club</b>	<u>Cintia Laurencio</u>	Practice your speaking skills by having conversations with the other club members on a variety of topics and playing games. Celebrate the culture of Spanish speaking countries by learning about their holidays, songs, and cooking traditional foods.	Once a month, after school in C210
<b>Stage Crew</b>	<u>Katrina Faulstich</u>	Stage Crew builds the sets for the fall play, winter musical, and spring playwrights festival.	Monday, Wednesday, Friday from 2:30-6. Every day after school as we approach productions.
<b>Step Team</b>	<u>Lisa Flannery</u>	We work on creating step routines to perform at school events. We also work to create a space where students can express themselves.	TBD
<b>String Club</b>	<u>Brianna Creamer</u>	String Club is a small group of string students that meet to learn a select piece of music meant for a chamber orchestra, quartet, trio, or duo. Prior strings or piano experience is necessary	Tuesdays 2:30-3:30
<b>Student Government</b>	<u>Olivia Cigna</u>	Student Government is a club designed to have school-based discussions, increase school spirit, and make decisions about BHS school culture. Elections for officer positions are held in the Spring.	Mondays from 2:30-3:30 in B208

<b>Students Against Destructive Decisions (S.A.D.D.)</b>	<u>Charlie Humphrey</u>	Back in the 90's there was a program called Students Against Drunk Driving or SADD, now the program has expanded to meet a greater need of prevention and awareness, now called Students Against Destructive Decisions.	Once per month, creating PSA's, posters for awareness and general knowledge
<b>STYLUS (Literary/Art Magazine)</b>	<u>Larry Sheinfeld</u>	STYLUS is the BHS magazine for creative writing and visual art. Everyone at BHS is invited to contribute stories, poems, and other creative writing, as well as art. We give authors thoughtful and constructive feedback, work to publicize the magazine and its efforts, have fun coming up with creating writing prompts and challenges, run occasional workshops, and produce both electronic and print versions of the magazine. New members are always welcome!	Generally, Mondays 2:30 to 3:30 in A-108
<b>Tenacity</b>	<u>Kasie Costopulos &amp; Allyson Hayden</u>	The Tenacity Challenge is an academic scholarship competition for Latinx and African American students. Teams of up to six students compete in four events: Math Quiz Bowl Challenge, Literature Response Challenge, History Argument Challenge, and Art Challenge. Teams compete against teams of other schools from across the state in late April.	After school Thursday, Flex blocks, and additional after school days as needed. (Preparation begins in October and the event is in April.)
<b>UNICEF Club</b>	<u>Kelly Sullivan</u>	Promote and support UNICEF Initiatives.	After school --Days TBD
<b>Women of Science</b>	<u>Scott Stief</u>	Women of Science is a scholarship competition that is meant to encourage and empower young women to pursue careers in STEM fields. Teams of 3 compete in a day of rigorous science based events and have an opportunity to interact with practicing Women of Science from around the state.	Preparation begins in October and the event is in the beginning of December
<b>Yearbook</b>	<u>Christine Lennox</u>	September through March we gather pictures, interviews, and whatever else happens at BHS to publish a book that records all the memories for that year.	Flex, after school