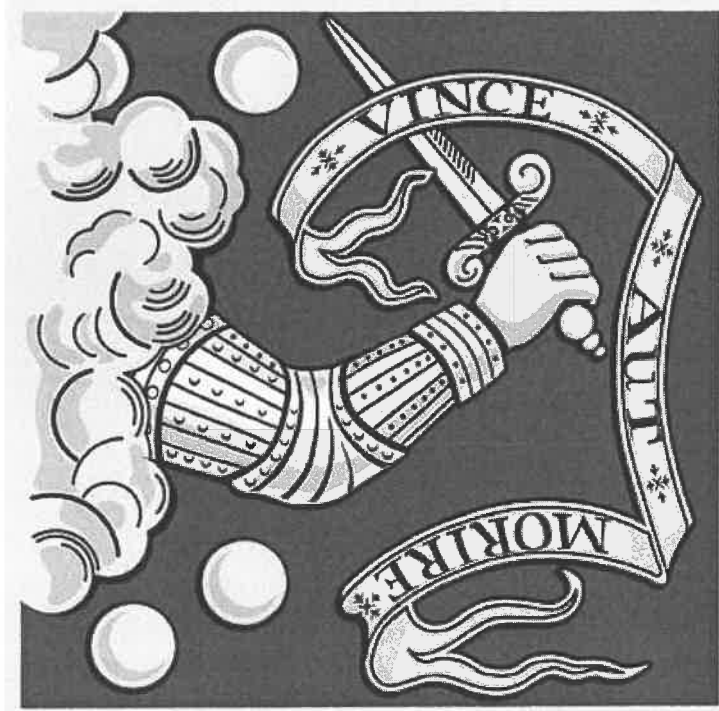


Bedford High School



Incoming Freshman 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 wish both students and parents the best as the middle school years come to an end. I look forward to meeting the Class of 2025.

Sincerely,

Heather Galante
Principal
Twitter: @bhs_galante
Instagram: principal_galante

TYPICAL FRESHMAN SELECTION OF COURSES

Bold indicates fixed courses for grade 9
Students will register for a total of 35 credits.

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

The Registration Process:

- 2/10 8th Grade student meeting with counselors to discuss 9th grade at BHS
- 2/24 8th Grade Information Night @ 7:00pm
- 2/4 - 3/4 JGMS teachers input course recommendations
- 3/6-3/16 JGMS students and parents/guardians input course requests at home
- 3/19 JGMS Principal Round Table with Heather Galante
- 3/19 Aspen Closes for students to enter requests
- 3/17-4/2 JGMS counselor helps students complete schedule
- 4/1 Level Change/Override Forms Due to Program Administrators

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

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

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

Mrs. Heather Galante, Principal 781-275-1700 x4401

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

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

Principal's Office	Student Office
Ms. Brenda Sweetland x4406 Ms. Nancy Powell, Registrar x4407	Ms. Sandra Turner x4404 Ms. Donna Higson x4405
Guidance Office	Student Support
Ms. Alicia Linsey, Director x4408 Ms. Kristin Ferrari x4409 Ms. Meredith Tobe x4410	Ms. Michelle DellaValle, Special Education x4424 Ms. Kristen Tracy, General Education Supports x4517 Ms. Elizabeth Wilson, Secondary Literacy x4539 Ms. 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 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 questions about credits earned at Bedford High School
 - you want to inquire about credits received from another school
 - 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



Academic Achievement Center

Faculty and Staff

Director of Student Achievement: Kristen Tracy, Kristen_Tracy@bedfordps.org

Teachers: Josh Spirn and Stephen Van Arnam

Teaching Assistants: Brianna Cora, Jerry Freedman, and Shyanne Pires

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.

Who might be referred to AAC?		
Those Who Need Global Student Skills	Those Who Need Assistance in Math/Science	Those Who Need Assistance in English/History
<ul style="list-style-type: none"> • Organization • Time Management • Tracking • Self-Regulation 	<ul style="list-style-type: none"> • General Math or Science Academic Support • Moved up in Math or Science • Needs MCAS prep in Math or Science 	<ul style="list-style-type: none"> • General English or History Academic Support • Moved up in English or History • Needs MCAS prep in English

Questions? Please contact Kristen Tracy at Kristen_Tracy@bedfordps.org; 781-275-1700 x4448

The BHS Counseling Department

Welcome to BHS! Our counseling services are dedicated to the whole student and their life in high school. A school counselor is a highly skilled professional with extensive training in human behavior and development, personal counseling, interpersonal skills and future planning. Counselors work with students on developmental issues, personal concerns, academic planning and course selection, transition, and future planning.

A student is assigned a counselor upon entering the high school, and remains with that counselor until graduation. Counselors and teachers work together closely to make the high school experience a rich and rewarding one for each student. The school counselor is interested in assisting students to achieve their potential academically while encouraging social and extracurricular experiences that provide personal growth. Personal counseling, the foundation of our counseling program, also includes the support of our adjustment counselors/social workers for students who are in need of regular, ongoing individual counseling.

As a support person for the student and for their family, the counselor is often the first person a parent contacts regarding any questions/concerns. Counselors respect the confidentiality of the relationship they form with a student and their family. They seek to understand the expectations and concerns a parent has for their child and advise accordingly. Members of the counseling department encourage parents to contact them with any questions or concerns they may have related to their adolescent's success at BHS.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Fall Individual Appointments Every freshman has an individual appointment with their counselor</p> <p>Fall Small Groups Get to Know Your Counselor, BHS Resources, How to Access Counseling Services</p> <p>Screening, Brief Intervention, and Referral to Treatment (SBIRT)</p> <p>Spring Small Groups and Individual Appointments Academic Advising & Course Selection</p>	<p>Fall Classroom Signs of Suicide Prevention Program (SOS) with Health and Counseling</p> <p>Winter Small Groups and Individual Appointments Academic Advising & Course Selection</p> <p>Spring Small Groups Career Exploration Interest & Personality Inventories</p>	<p>Winter Small Groups Post-Secondary Planning College Search Process</p> <p>Winter/Spring Individual Appointments Individual post-secondary planning follow-up</p> <p>Spring Individual Appointments and Small Groups Academic Advising & Course Selection</p> <p>Spring Small Groups Post-Secondary Plans Recommendations Essays</p>	<p>Fall Individual Appointment Post-Secondary Planning</p> <p>Fall Group Post-Secondary Planning</p> <p>Spring Individual Appointments Confirm post high school plans</p>

Counseling Seminars



FRESHMEN COUNSELING SEMINAR

The primary focus of the program is the orientation of freshmen to Bedford High School. Students meet during the first semester to become familiar with their new school, get to know each other, and build a relationship with their counselor. Counselors review supports and resources, getting involved at BHS, goal-setting, and decision-making. Students learn about study skills, time management and other topics of importance to ninth graders. Students are led through interactive activities designed to foster empathy, resilience, and an affirmative school community.

SOPHOMORE COUNSELING SEMINAR

This second semester program focuses on self-discovery, decision-making skills and self-assessment. Students register accounts in Scoir and will then take the YouScience career interest and aptitude inventory exploring their personality types and explore career clusters associated with their results. Students will review college majors and explore paths pertaining to these careers revealed from the assessment. Students are encouraged to assess their strengths and weaknesses by developing personal and academic goals. Counselors work with sophomores to formulate a plan to reach these goals.

JUNIOR COUNSELOR SEMINAR

This second semester program focuses on post-secondary planning with particular emphasis on the college search process. Through a systematic approach, students will come to understand the post-secondary search process (college, gap year, technical/certificate programs, employment, apprenticeships, military, etc.), factors in admissions decisions (what colleges are looking for), developing a college list (what students are looking for), request teacher recommendations and create a balanced college list. Techniques for investigation, tours, interviews and narrowing down one's list of post-secondary options are discussed so that students are prepared to make the best use of the summer for continuing their research. Students meet with their counselors in Jan/Feb at the beginning of the process and again in April mid-way through the planning process.

SENIOR COUNSELOR SEMINAR

In the first term of the year, students planning to attend college after high school review and revise their previous choices and finalize their plans. Counselors walk students through the post-secondary planning process (including the college application process) from start to finish. The program provides students with the information and skills necessary to make appropriate decisions based on their unique goals, expectations, and needs. Students who wish to pursue other options upon graduation will work with their counselor individually, to develop their post high school plans.

Adjustment Counseling Services

In 9th grade Health and English classes students talk about stress management and the function of counseling as a means of self-care. Students reading All-American Boys learn about institutional racism, stereotyping, and PTSD with the goal of teaching empathy and describing positive coping and resources for those who are living with trauma and how to help those who are feeling marginalized.

Every Sophomore participates in an interactive conversation about anxiety, depression, and stress. Students learn whom they can talk to if they need additional support for themselves or a friend. This lesson prepares them for the Signs of Suicide Prevention Program (SOS) which is designed to help students identify signs of depression and suicide ideation in themselves and their peers. Every sophomore is also part of an interactive conversation about safe dating and sexual assault. Students also learn how to be an upstander.

Psychology class, which is available to juniors and seniors, incorporates co-teaching from an adjustment counselor on subjects such as group therapy. They facilitate an experiential group where students role play different mental illnesses and others play the role of therapists with the goal of teaching empathy and group dynamics.

The Adjustment Counselors assist in the SBIRT program which is an educational program that helps identify risks of substance abuse through early intervention.

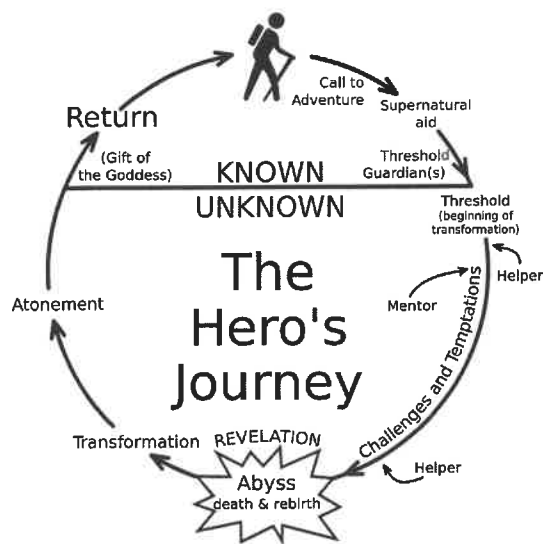
Adjustment Counselors also provide 6-8 week counseling groups. Topics vary annually according to student need; previous groups have focused on social skills, 9th grade transition support, connection, grief, and anxiety. This year, given the increased isolation caused by hybrid and remote learning models, they are also running groups specifically aimed at increasing meaningful connections with peers and trusted adults in the school.

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.

Faculty	Minors and Other Opportunities
<p>Bill Berlino Jillian Butler Timothy Dolan Joel Hebert Sarah Kane Anya Kennedy Jared Lasonde Patti Messenger Elizabeth Marcotte (PA) Dan Niven Kelly Sullivan Victoria Wolk</p>	<p>Creative Writing World Mythology Writing Essentials (Grades 9-10) Digital Storytelling & Journalism Film Analysis (Grades 11-12)</p> <p><i>Stylus</i> (Literary Magazine) <i>The Lookout</i> (School Newspaper) Annual Poetry Slam</p>

9th Grade English Information



Course placement is based upon demonstrated proficiency and teacher recommendation.

What is the difference between levels?

- reading level of some texts
- amount of reading completed outside of class
- pace and structure of skill development, especially with writing

What is the same for all levels?

- close reading skills
- BHS Guide to Writing and Analysis
- themes and essential questions
- core texts

Welcome to the BHS JROTC Department!



Faculty

Lt Col (Ret) Ken Mierz
Senior Aerospace Science Instructor
Office Phone: 781-275-1700, ext: 4591
Email: Kenneth_mierz@bedfordps.org

MSgt (Ret) Charlie Humphrey
Aerospace Science Instructor
Office Phone: 781-275-1700, ext: 4518
Email: charles_humphrey@bedfordps.org



The Air Force Junior Reserve Officer Training Corp (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!



Bedford High School Library

<https://sites.google.com/bedfordps.org/bhslibraryhome/home>

The Bedford High School Library exists to support students and teachers in their learning and teaching, to inspire lifelong readers and learners by encouraging curiosity and critical thinking, and to construct personal knowledge through the generation of products, content and creative expression.

Hours: Open every day school is in session. Open late until 3:30 PM Mondays, Tuesdays and Thursdays.

Staff: Christy Walker Magoon - BHS Librarian

Email: christine_magoon@bedfordps.org

Twitter: @BedfordHSLIB

Visiting the Library & Resources

The BHS Library is a welcoming, inclusive, and academic space that serves multiple purposes. Academic purposes may include: research, homework, group or individual projects, reading, study, makerspace, or a quiet space.

The BHS Library has a wide variety of print (including high-interest Young Adult and non-fiction books), Overdrive eBooks, online databases, audio resources, and makerspace materials. **The BHS Library Fab Lab** includes access to a 3D printer, vinyl cutter, sewing machine, audio/visual equipment, and soon will include a glass kiln and heat press!!

Borrowing

- Most materials may be checked out.
- If we do not have what you need, Ms. Walker can check with the Bedford Public Library (Minuteman Network) or the Boston Public Library. All BHS students have access to free public library cards.
- Fines are not charged for overdue items. Students are expected to return materials in a timely fashion.
- Replacement charges are assessed for lost or damaged materials.

Other Library Services

The BHS Library encourages students to use the library in an interactive way, including hosting music performances, exhibiting artwork, earning community service hours, gaining course credits as a library intern, and following their curiosity to solve complex problems.

The library prides itself on its student-friendly policies. If you have suggestions and/or would like to request something, please contact the BHS Librarian, Christy Walker.



Bedford Public Schools
Secondary Literacy Department
Phone: 781-275-1700 ext. 4539
<https://www.bedfordps.org/high-school/reading>

Faculty
Elizabeth Wilson, Program Administrator
Stephanie Forrest, Literacy Specialist, Bedford High School

The Secondary Literacy Department supports the mission of the Bedford Public Schools by helping students read actively and purposefully so that they can extend their comprehension of texts and become deeper thinkers and more effective communicators. We conduct literacy screening and diagnostic testing and recommend reading classes as appropriate. We work with content-area teachers to help integrate intermediate and disciplinary literacy instruction in all classes. We provide all struggling readers with instruction that is individualized, based on data and research, so they can become proficient readers. The courses we offer include:

Reading Strategies

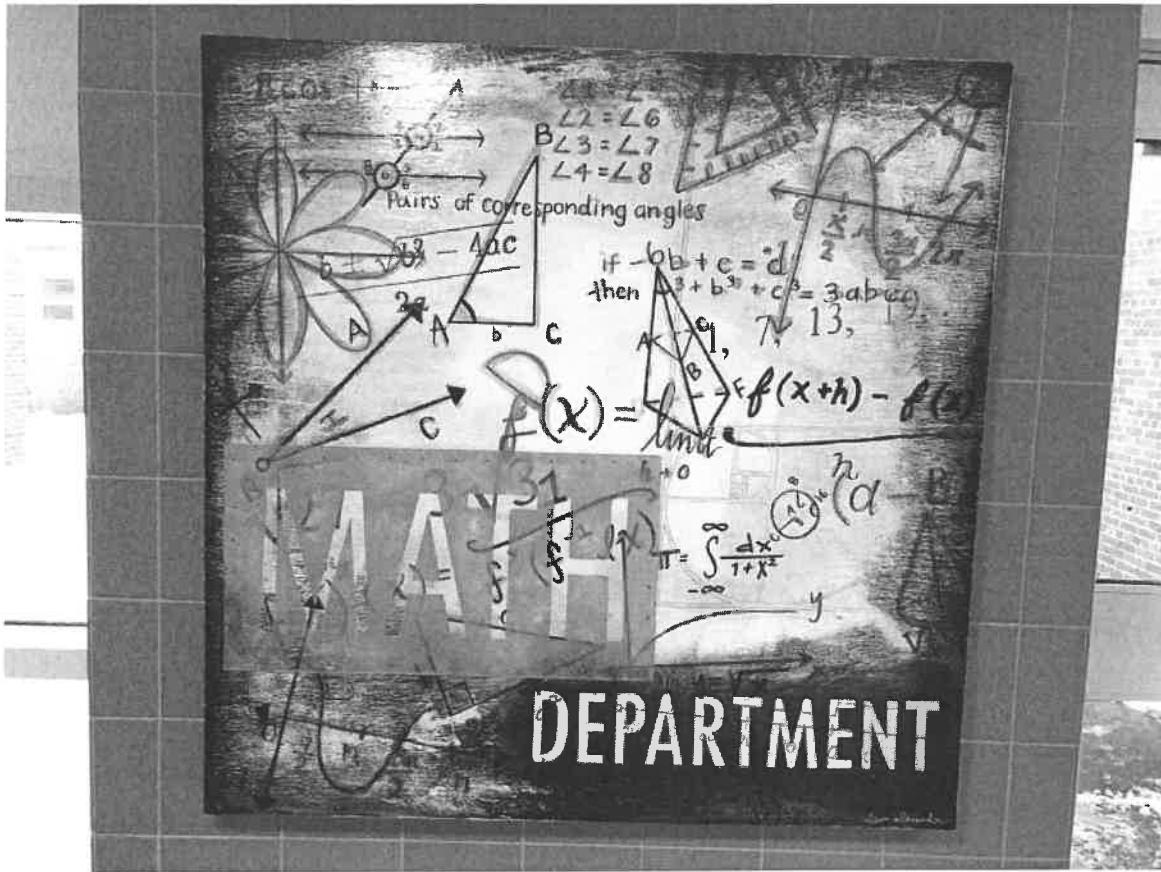
The purpose of the Reading Strategies class is to provide direct instruction in reading strategies to students reading below grade level, with a focus on reading comprehension and vocabulary. Being an active reader, understanding the structure of fiction and nonfiction text, summarizing, determining importance, identifying main ideas and themes, making inferences and connections, understanding 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 and selecting "just right" texts, increase their reading stamina, and practice applying reading skills and strategies during independent reading.

Reading Skills

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 listed above. In addition to whole class direct instruction, students will receive individual feedback and support with applying skills and strategies during student teacher conferencing.

Targeted Reading

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 cannot 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. Groups are no larger than 3 students.



Freshman Courses: See the Program of Studies for course descriptions.

Math: Foundations of Algebra I, Algebra I, Continuing Algebra I/Geometry, or Geometry

Business: Intro to Business, Intro to Marketing [answer below is A]

Clubs:

Math Team: League meets on the first Thursday of each month. New members needed! Adviser: Ms. Sullivan

DECA: Marketing/Business club that attends regional competitions. Adviser: Ms. Flora.

Contact:

Patrick Morrissey, Math Program Administrator (781) 275-1700 x 4507 patrick.morrissey@bedfordps.org

Which of the following equations represents a linear function?

A) $y = \frac{x}{12}$

B) $y = \frac{1}{2}x^2$

C) $y = 3^x$

D) $y = x(x + 3)$

Mathematics and Business

Welcome to BHS!

I have a question about my child's placement for next year, what advice do you have? The 8th grade teachers at Hanscom Middle School and JGMS spend considerable time and thought in making informed placement decisions in your child's best interest based on multiple measures. When in doubt, contact them first to discuss placement.

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 freshman. Graphing calculators are not required for freshman courses. Mr. Morrissey, the department head, has scientific and graphing calculators to lend to families if need be. Senior year courses AP Calculus, Honors Statistics, and AP Statistics require graphing calculators.

How can my child get extra support outside of class? Meeting with the teacher before/after school or during our FLEX block (this year it's called Remote Conferencing) are excellent places to start. Student peer tutoring through National Honor Society is also available.

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?

IXL.com: Online practice through Pre-Calculus. Used extensively at JGMS and in some courses at BHS.

Khan Academy and College Board

Partnership: Excellent practice for PSAT and Algebra/Geometry courses at BHS. A little practice built up over time can be impactful.

<https://www.khanacademy.org/sat>

Alcumus is a free, online database of Algebra and Geometry problems

that make students think.

<https://www.artofproblemsolving.com/alcumus>

8th MCAS Question: (B) is answer
Ask your child to explain to you this very challenging MCAS problem.

Which of the following is an irrational number?

- A. $\sqrt{0}$
- B. $\sqrt{3}$
- C. $1.\overline{36}$
- D. -0.19



PERFORMING ARTS DEPARTMENT



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



MUSIC CLASSES

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.

Band is open to all students who play band instruments. Skills necessary for ensemble performance will be stressed. These include the development of technical ability, tone production, and sight-reading. Grades will be based upon rehearsal demeanor, concert evaluation, and skills based tests.

Concert Orchestra is a general level ensemble open to any students who play orchestral stringed instruments. Skills necessary for ensemble performance will be stressed. These include the development of technical ability, tone production, and sight-reading. Grades will be based upon rehearsal demeanor, concert evaluation, and skills based tests.

Chamber Orchestra Chamber Orchestra is an auditioned, performance-based ensemble that performs advanced level repertoire. String students will be chosen based upon assessments of musical independence, and advanced technique skills (phrasing, vibrato, shifting, and musicality). A full course description is in the Program of Studies.

Concert Choir is a general level choral performance group, exploring literature from a wide range of styles and time periods. Vocal health and skills are emphasized including appropriate breathing, posture, tone production, sight-reading, and part-singing skills. No previous vocal experience is expected. Grades will be based upon rehearsal demeanor, concert evaluation, and skills based tests.

Honors Choir Honors Choir is an auditioned ensemble that performs a sizable repertoire of high-caliber choral literature from a wide variety of musical genres and periods. Singers will be chosen based upon assessments of vocal independence, harmonization abilities, and sight-singing skills. A full course description is in the Program of Studies.

Beginning Band This course is for students who do NOT already play a concert band instrument and would like to start at the high school, OR for students who play an instrument but would like to explore a different band instrument. Grading will be based on completion of lesson book units and classwork.

Beginning Orchestra This course is for students who do NOT already play a string instrument and would like to start at the high school level, OR for students who already play a string instrument but would like to explore a different string instrument. Grading will be based on completion of lesson book units and classwork.

Class Piano teaches basic piano skills to all students. Proper playing technique is covered as well as note reading in both clefs. Musical skills such as rhythm, harmony, and melody are also covered. Students are not required to have any previous piano skills.

Multimedia Music Production Here students will learn and use industry-standard music notation and sequencing software. Using MIDI (musical instrument digital interface) keyboards, students will compose original music and arrange familiar tunes. In addition, students will use sound editing software, create a podcast, and add a soundtrack to a video clip.

Basic Music Theory teaches concepts including note reading and writing, rhythms, scales, triads, four-part harmony, transposition, and basic composition. Emphasis is placed on ear training through listening and the dictation of rhythm and melodies. Notation and symbols as formalized by J. S. Bach as well as contemporary notation will be utilized.

World Drumming is the exploration of percussion instruments and traditions from a variety of cultures from around the world. This is a course where students use hands-on participation to communicate through percussion instruments, perform in “drum circles,” and provide accompaniment for other performance arts. No drumming experience is necessary to take this course, only a willingness to experience new things.

Class Guitar teaches basic guitar skills to all students. Students in this course do not need to have prior guitar experience. Those who do will be required to learn more advanced concepts in conjunction with the basic skills learned by all. Proper playing technique is covered including note reading and chords. A guitar will be provided during class time.

THEATER & DANCE CLASSES

Theater Production In this hands-on course students will learn the ins and outs of what goes into producing a show from the perspective of the performers, the technical crew, and the director. To achieve this, students will work on productions of several short, non-musical plays. All students will act in, design technical elements for (lights, sounds, sets, and costumes), and direct the plays.

Drama This course serves as an introduction to stage and theater terminology, character development, blocking, direction, and playwriting. Students will learn acting and directing techniques through hands-on activities such as improvisation and group and individual performances.

Ballet This beginning ballet course is open to all. Students interested in pursuing acting, musical theater, or dance must have experience in ballet as it is the foundation on which musical theater and other dance forms are based. In this class students will learn classical ballet technique, the history of ballet, and the language of ballet. Students will dance every class and will need appropriate ballet shoes and comfortable clothing. Information, including shoe scholarships, will be given during the first week of school.

EXTRA-CURRICULAR ACTIVITIES

Marching Band	Jazz Band	The Musical	Rolling Tones <i>a cappella ensemble</i>	Pit Orchestra
Playwright’s Festival	The Fall Play	Stage Crew	Music Improv Club	Drama Club

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 student’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
Program Director
nicole_otoole@bedfordps.org

Ms. Katrina Faulstich
Choruses & Theater
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
brianna_creamer@bedfordps.org



Science, Technology and Computer Science Department

Michael Griffin, Program Administrator Science ext. 4508



Science

Physics is designed to present topics in mechanics, electricity, magnetism, waves, and heat. It will be taught using a concept-based

lab approach while simultaneously integrating the student's mathematical background in order to develop a meaningful physics foundation. This course is the first in the core science series. Students complete the MCAS Physics Exam in June to meet their State Science HS requirement for graduation.

High Honors - This course will include an intensive and in-depth study of the topics listed above as well as other topics that are not specifically listed in the State Standards. Students selecting this course should be able to solve problems by applying algebraic methods and analyze text for conceptual and computational understanding. Taken concurrently with Geometry.

Honors - This course will include an in-depth study of the topics listed above. Students selecting this course should have reading and math skills at grade level.

College Prep - This course will concentrate on the State Physics Standards. The program assumes that students are developing basic algebraic skills.

Science and Engineering Practices College Prep This course is designed to develop the science and engineering practices through a lab based program. Students will develop and apply their knowledge through the eight science and engineering practices. Students enrolled in this course will take the STE MCAS Exam in Grade 10.

Beth Billouin – Biology, Anatomy & Physiology
Deborah Darlington – Physics, Biology, Astronomy
Alexis Duffy – Biology
Erin Eggers - Biology
Richard Estes – Chemistry, Marine Science
Liana Heldman - Chemistry
Linda Herlihy - Biology, Chemistry

Technology Education

Drafting and Technology

This course introduces the student to the methods used by industry to communicate technical ideas. The student will develop skills in visualization, drawings, measurement and dimensioning, and the proper use of drafting tools and equipment. This course provides an excellent background for any student interested in the fields of engineering, manufacturing, or construction.

Manufacturing and Production Technology I This course will emphasize the Engineering and Design strands and standards that fall under the Massachusetts Science and Technology Curriculum Frameworks. The students will design, plan and manufacture products through a variety of manufacturing processes.

Robotics

Students design, build and program robots to perform specific tasks. The tasks start simple and progressively get more complicated throughout the course. Please see the full description in the Program of Studies.

Computer Science Discoveries

CS Discoveries is an introductory course designed for 9-10th grade 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.

Science Staff

Heather Kurzman – Chemistry, Forensic Science
Sarah Leshay – Biology, STEM
Amber Loveless-Patterson - Computer
John O'Connor – Robotics, Drafting, Computer
Michelle Pietrangelo – Chemistry, Marine Science
Scott Stief – Physics, Astronomy
Lucas Wickham - Physics

Science Clubs and Competitions

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. Each club coordinator understands the busy schedules students have and encourages students to participate in a science activity beyond the classroom when they can.

Science Team

Liana Heldman and Scott Stief

The Science Team participates in the West Suburban Science League and the Science Olympiad. There is one meet per month and practice sessions occur during X-Block, After School, and at night.

Buc Robotics

Sarah Leshay and John O'Connor

The Robotics team participates in various Robotics competition and Vex Challenge. Students in the club design, build, and compete with their robot in two regional events.



Environmental Club

Michael Griffin

The environmental club coordinates recycling efforts at BHS and looks at ways to reduce the impact of the school community on the environment. Other activities include gardening, hiking, camping and various other outdoor activities.

Additional Clubs and Competitions:

New England Science Bowl
Envirothon
Women of Science Competition

Bedford High School Science Courses

Core Science Curriculum: Physics, Chemistry, Biology

Advanced Placement:

Biology, Chemistry, Computer Science Principles and A, Physics 2, Physics C (Mechanics and E&M), Environmental Science

Science Electives

Astronomy, Anatomy and Physiology, Environmental Science, Forensic Sciences, Marine Science,

Technology Courses:

Robotics I-IV, Drafting, Manufacturing and Production Technology

Computer Courses:

Advanced Placement Computer Science Principles and AP Computer Science A

Please visit the Program of Studies for more information on all STE Offerings



Social Studies Department

Bedford High School

Phone: 781-275-1700 ext. 4460

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

Faculty

Christine Butler,* Program Administrator

David Boschetto
Kasie Costopulos
Patrick Culhane
Richard Donnelly

Elizabeth Goetschius
Michael Grassi*
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

Modern World History
United States History II

Activities

Winter History Fair
National History Day Competition
International Economic Summit

Elective Offerings

Economics*
Gender Studies
Government*
Law*

Psychology*
AP Psychology*
Real World Social Studies
Sociology*

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



SPECIAL EDUCATION DEPARTMENT

At Bedford High School

www.bedfordps.org/high-school/special-education

8th Grade Information Video

Faculty

Michelle DellaValle, M.Ed.
Special Education Program Administrator
(781)275-1700 x4424
michelle_dellavalle@bedfordps.org

Ann Breckenridge, MAT, Special Educator
Victoria Breslin, M, Ed., Special Educator
Celia Dill, M.Ed., Special Educator
Cassie Hinz, M.Ed., Special Educator
Nicole Myles, M.Ed., Special Educator
Lael Piehl, M.Ed, Special Educator
Christina O'Donnell, M.Ed, Special Educator
Michael Schreiber, M.Ed., Special Educator
Tami Toomey, M.Ed., Special Educator
Katherine Wipf, Special Educator

Lisa Brecher, M.Ed., CAGS, , School Psychologist
Rebecca Mangini, School Psychologist
Ella Bitman, LICSW, School Adjustment Counselor
Erin Murphy, LICSW, School Adjustment Counselor
Charlene Abebe, LCSW, School Adjustment Counselor
Sarah Berejik, LMHC, School Adjustment Counselor
Elizabeth Aleo, M.S., CCC-SLP, Speech/Language Pathologist
Jodi DeCleene, M. S. OTR/L, , Occupational Therapist
Margo Stitt, Physical Therapist

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. Services at BHS are aligned and coordinated with those at JGMS. 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, Speech Language Pathologists, Occupational Therapists, Teaching Assistants and Counseling Staff as needed. Services can be provided within or outside of the general education classroom depending on the individual needs of the student.

Often, students receive specialized instruction through Learning Centers. Learning Centers are scheduled to be 2x70, 4x70 or 6x70 minutes per six day cycle. These classes are graded on a Pass/Fail basis and count toward the credit requirements for graduation.

JOIN US on March 3rd at 6:00pm to learn more about Special Ed Services at BHS
<https://bedfordps-org.zoom.us/j/85313605370?pwd=cnhJaoxER3hISk1ueHhzS2MwVopOUTo9>
Meeting ID: 853 1360 5370 Passcode: 295959

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)
- Dance
- Cross Training
- Healthy Behaviors
- Peer Leadership
- Sports Activities
- Lifetime Activities

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

- Foods and Nutrition 1
- Foods and Nutrition 2
- Fashion Design 1
- Fashion Design 2
- Early Childhood Education

Faculty:

- Ryan Kilian (PE)
- Ashley Martell (Health & PE)
- Roseanne Ham (Health & PE)
- Gunnar Olson (PE)
- Sandy Arena (FAMCO & Health)



World Language Department

Bedford High School

<https://www.bedfordps.org/high-school/world-language>

phone: 781-275-1700 ext.4522

Faculty:

Dana Curran, Spanish, Program Director (3-12)

Kimberly Alexander, Latin

Anna Bueno, Spanish

Carlos Caprioli, Spanish

Lisa Flannery, French

Cíntia Laurencio, Spanish

Francine McColgan, French

Tara McKenna, Latin

Osvaldo Mejía, Spanish

Lisa Taub, Spanish

Karen Santos, EA – Language Lab

9th 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.

Clubs:

Latin Club: Meets to celebrate and learn about the culture and history of ancient Rome. Club highlights include: cooking Roman cuisine, reenacting the death of Julius Caesar, and an annual toga competition.

Advisor: Mag. McKenna

le Cercle français: Meets to organize events, cultural experiences and food pertaining to the francophone world.

Advisor: Mme. Flannery

el Club de español: Offers students the opportunity to use Spanish outside the classroom, and participate in celebrations pertaining to the Spanish-speaking world.

Advisor: Sra. Laurencio

Seal of Biliteracy:

The MA Seal of Biliteracy recognizes the value of language diversity and honors the multiple cultures and languages in a community by providing a means to recognize high school graduates who attain high functional and academic levels of proficiency in English and another language, meaning that those students can function in those languages in authentic, real-life situations. Seniors who meet all graduation requirements, in addition to the language requirements will be eligible for a biliteracy award.

The BHS World Language Department offers courses in French, Latin and Spanish. These courses are designed to enhance language acquisition, promote critical-thinking skills and foster an understanding of diverse peoples and cultures. In an increasingly globalized and multicultural society, there are clear practical benefits to speaking more than one language. Bilingualism has become essential in today's interconnected world and opens doors to career opportunities in a variety of different fields. As such, students must complete two years of the same language to fulfill the graduation requirement.

In French and Spanish, the goal is to develop conversational proficiency that would allow students to use the language in daily life situations. The focus is on communication and the key components of speaking, listening, reading and writing the target language. In Latin, the focus is on the written word. Students study grammar, vocabulary and history in order to translate the works of a variety of Roman authors. Emphasis is also placed on the connections between Latin and other languages, especially English. The study of Latin creates a strong foundation for continuing studies in history, literature, science and English.



Faculty: Mr. Sean Hagan, Program Director, Ms. Katie Sussman, Mr. Lawrence Sheinfeld & Ms. Eileen Wagner

2021 Courses: *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.

Digital Art I

In Digital Art, students use a variety of tools, including computers, iPads, digital cameras, apps, and key programs such as Adobe Photoshop 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.

Photography I

This course introduces students on how to take photographs with a 35mm film camera, how to develop the film and then printing images through the use of an enlarger in the darkroom. This highly technical class includes projects in areas such as: the development of semi-abstract images, descriptive and interpretive visual essays, environmental studies, and portraiture.

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 Photoshop and/or Affinity Photo to further refine your images.

Many thanks to the Bedford Education Foundation for funding the Nikon DSLR cameras used in this class!



Club	Contact	What we do!	Meetings
Art Club	Sean Hagan	Student artwork for the BHS community	Flex 2.
Asian American Club	Dan Niven	Discuss and promote awareness of Asian-Americans	After school.
Atmosphere Committee	Janel Halupowski	Promote a positive BHS Community Spirit	Before school.
Bellachords	Katrina Faulstich	Bella Chords is a student-run all-female acapella group.	Wednesday after school from 1-2:30
Best Buddies	Karen Santos	High school students are paired with LABBB students to form a lasting relationship.	After school and evenings
BHS Jazz Ensemble	Jim Felker	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
BHS Live	Jill Butler	BHS Live show crew helps create material for BHS morning news.	Flex block and before/after school (when needed)
Bucapella	Katrina Faulstich	The student-run all-male acapella group.	Sunday nights from 8-9
Chamber Ensemble	Brianna Creamer	Chamber Ensemble 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
Class of 2021	Charlie Humphrey & Zuzka Blasi	Promote community spirit through events and fundraising for class activities.	Occasionally
Class of 2022	Janel Halupowski & Nicole Myles	Promote community spirit through events and fundraising for class activities.	One to two times a month before school
Class of 2023	Beth Billouin & Cassie Hinz	Promote community spirit through events and fundraising for class activities.	
Class of 2024	Nicole Myles & Jill Butler	Promote community spirit through events and fundraising for class activities.	

Computer Science	Jerry Freedman	Computer Architecture, Programming, memory management and discrete math	Every other Thursday afternoon
Culinary Club	Sandy Arena	Learning to be safe, sanitary, productive and independent in the kitchen. Students will learn to read and alter a recipe and produce sweet and savory recipes that they can make at home using a variety of cooking methods.	We haven't set a schedule yet. Every other week after school.
DECA	Justine Flora	DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.	After school
Drama Club	Katrina Faulstich	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.
Drill Team	Charles Humphrey & Ken Mierz	Learn and perform Military Drill.	As Scheduled
Environmental Club	Michael Griffin	Promoting Environmental Awareness and enjoying the environment	Various mornings and afternoons
French Club	Lisa Flannery	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
Garden Club	Michael Griffin	Work in the greenhouse and courtyard to help green the school	Meets second and fourth Tuesdays after school 2:30-3:30
Guitar Club	Evan Grunwald	One hour, once a week club focusing on a weekly guitar technique, song, or skill	Mondays
History Day Team	Jim Sunderland	Competition of Historical Research Projects.	As Scheduled
Improv Club	Evan Grunwald	This club teaches the skills to learn how to improvise musically - how to think about scales as a vehicle for expression, being able to deduce what notes/scales to use in a given situation	As Scheduled
Interact Club	Christy Walker Magoon	Interact Club is a student-led division of the Rotary Club. It is a service organization devoted to volunteer work for the school and community. All are welcome to attend.	Monthly at 7:15 am in the library
Interactive Gaming Club	Breana Daniell	RPG (role playing games Ex: Dungeon & Dragons) Tabletop, Card (Magic The Gathering, Pokémon) and small hand held (DS or Switch). A chance for kids to play games, socialize, build relationships as well as improve their skills at leading and instructing.	Every Monday 2:30-4:00 or if there is a Monday holiday on Tuesday in the front cafeteria
International Economic Summit/ Inquiry	Richard Donnelly	Activity in which students engage in a simulation of international trade and global relations.	After school in the months from November to February.
Korean Club	Jill Butler	Learn and experience the Korean Culture.	2 times a month after school from 2:30-3:30 (typically Thursday)

Latin Club	Tara McKenna	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.	After school on Tuesdays, about twice a month
Lookout Student Newspaper	Tim Dolan	We investigate and report on news relevant to BHS students.	2x month in B209 We alternate AM & PM meetings to accommodate student schedules.
Marching Band	Jim Felker	We play, we march, we perform, we have fun!	Seasonally
National Honor Society	Amanda Faulkner	An organization for students that demonstrate high leadership, character, scholarship, and service standards.	After school.
PAW	Eileen Wagner	Protecting Animal Welfare - The club meets to talk about current animal welfare issues, ways to help animals in our community, and plan a trip. Last year we went to the Lowell Humane Society.	As Scheduled
Ping-Pong Club	Carlos Caprioli	Play ping-pong.	1x/ month Friday after school in the cafeteria.
Recycling Crew	Michael Griffin	Collect recycling from the school.	Wednesday from 1-1:30
Republican Club	John Wysokowski	Discuss and promote the Republican Ideals	As Scheduled
Robotics	Sarah Leshay & John O'Connor	Design, program, and build autonomous VEX robots for competitions among local/national/international high schools.	Monday - Thursday after school. Some competitions on Saturdays in November and January.
Rolling Tones	Katrina Faulstich	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.
SAGA	Lisa Flannery	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.	Every other Tuesday in C201
Science Bowl Team	Michael Griffin	National competition related to STEM Fields	Scheduled days from Late Nov - March.
Science Team	Liana Heldman & Scott Stief	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.
Spanish Club	Cintia Laurencio	Use the Spanish language outside their classroom, read books and sing songs in Spanish to the families and their children in our community, celebrate the culture of Spanish speaking countries by celebrating their holidays and learning different types of dances.	Twice a month, after school

Stage Crew	Katrina Faulstich & Hayden Bauer	Stage Crew builds the sets for the fall play, winter musical, and spring playwrights festival.	At night from 5-9, sometimes after school
Student Atmosphere Committee	Janel Halupowski	We work to make the school a more friendly place. We run activities such as Compliment Cards and community service activities.	Once a month before school
Students Against Destructive Decisions (S.A.D.D.)	Charlie Humphrey	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.
STYLUS (Literary magazine)	Larry Sheinfeld	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, run occasional workshops, and produce both electronic and print versions of the magazine. New members are always welcome!	Every Thursday (except in very rare cases) from 2:30 until 3:30 in A-108
Upcycle/CEEEO Club	John O'Connor & Michael Griffin	The group competes in a reuse competition where we are given materials to make new things.	Late winter to Spring
Women of Science	Scott Stief	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.
Yearbook	Karen Santos	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.