2 EDUCATIONAL PROGRAM

2.1
EDUCATIONAL PROGRAM

Introduction & District/School Configuration:

Burlington Public Schools (BPS) is a high performing school district that is committed to providing an inclusive, safe and healthy learning environment for all.

Burlington High School is a diverse, public, 4-year college preparatory high school with a strong, 1:1 technology focus. Our core values of empathy, responsibility, respect, and independence guide our practices and decision-making and are key to the success of our students. The vast majority of our teaching faculty and staff members hold advanced degrees of a master's degree or higher.

In addition to Burlington residents, each year BHS also accepts up to 25 School-Choice students and up to 10 international exchange students (included in graduation data). We also house several specialized programs to address the unique needs of Burlington students including: Simon Youth Academies (high school diploma evening education program and- beginning Fall 2023- a day program for a subpopulation of SLIFE/English Language Learners) and the Connections Life Skills Program.

Burlington High School is validated by the Massachusetts Department of Education and is accredited by the New England Association of Schools and Colleges (NEASC).

The town of Burlington is a dynamic, suburban New England town of approximately 26,000. Located 13 miles northwest of Boston on "America's Technology Highway", the I-95/ Route 128 inner-loop, Burlington is home to many of the region's finest healthcare, research and development, restaurants, and high tech companies, raising the daytime population to over 150,000. Our increasingly diverse community is primarily composed of professional families vitally interested in supporting academic excellence.

Situated in northeastern Massachusetts, Burlington High School (BHS) is a two-story building that sits on a 42-acre campus on 123 Cambridge Street (Route 3A, about one-quarter mile from the town center, and is surrounded by conservation land and playing fields. Burlington High School is also home to the school district's administration offices, a LABBB high school program, our community access television station, a early childhood program, and our maintenance department. We have recently relocated our central student information/registration office with a the addition of a Welcome Center and Community Care Program to help the newest members of our community feel like they belong.

The town of Burlington occupies 11.88 square miles: 50.5% residential, 19.4% commercial/business/industrial, 16.4% open space, and 13.4% public facilities. A suburban industrial town, Burlington is situated at the intersection of Routes 128 and 3,

from which the town draws its regional commercial strength. With the construction of Route 128 in the 1960s, Burlington established itself as the center of the regional technology boom, and continues to be a premier location for technology and biotech industries. Over the past two decades, Burlington has experienced explosive retail and commercial growth, with 1,470 business establishments in Burlington currently employing over 40,000. Burlington is also home to the renowned Lahey Clinic and Medical Center, a teaching hospital which services more than 3,000 patients each day. According to the 2020 US Census Bureau, Burlington has a total population of 26,377 with a median income of $133,966. 10,0596 families with 5.2% of the population living below the poverty level.

Education is the largest governmental expenditure for the town: For the budget year FY 2022, the total projected school budget was $79,817,285,00. Burlington Public School's expenditure per pupil was $25,297**.** Fees for transportation, sports, and activities are not assessed to students in the Burlington Public Schools.

At Burlington High School, according to the 2023 data provided by the Massachusetts Department of Elementary and Secondary Education (DESE), 1005 students were enrolled, with 26 families living below the poverty level. The racial/cultural/ethnic makeup of the district is approximately 80.7% White, 14% Asian (including 9% Asian Indian), 9% Black or African-American, 13% Hispanic or Latino, and 2% other race.

Burlington has one public high school for grades 9-12, with a total population of approximately 970 students. There is one middle school for grades 6-8, four elementary schools for grades K-5, and one pre-K school. The LABBB collaborative, a regional program for special-needs students, also as several classrooms at Burlington High School.

As of October 2024 101 high school aged residents were enrolled outside of BHS: 102 in private schools, 8 home schooled, 16 out of districts and 118 vocational students. In 2024, 17 non-resident underclass students attended Burlington High School, as well as two foreign-exchange students through the Educatius Program.

The academic year is divided into two semesters. Semester courses earn 2.5 credits, while full-year courses earn 5 credits. Students are required to earn 110 credits in order to graduate from Burlington High School, and must include four years of English, four years of mathematics, three years of social studies, three years of science, two years of world languages, four semesters of physical education, and two semesters of health. In addition, students must choose 10 additional elective credits. Courses are offered at varying instructional levels to meet the needs of all students at Burlington High School, and include Advanced Placement (AP), Honors, College Prepand and Foundational

courses. Special Programs also exist, including Virtual High School (VHS) and dual enrollment courses with Middlesex Community College and UMASS Boston, Lasell University, and Bunker Hill Community College in which high school students simultaneously earn high school and college credits. For example, BHS offers Honors Calculus and Honors Psychology (Computer Science in both of which are listed as Middlesex Community College courses.

There are currently18 AP subjects taught at BHS and we offer 3 VHS AP classes. 54 individual AP classes, and 324 students enrolled in AP classes. In 2024, 306 students were enrolled in AP, and 753 enrollments. We have noticed a steady increase in enrollment over the past few years. Having a space to offer the AP exam to students would be very helpful as well. At this time we use the library space, but an area that could accommodate 50 to 60 students testing would be a great benefit. This space could certainly be a multi use space as AP exams are only offered in May.

Burlington High School has a very low drop out rate of 0.4%, due in large part to the existence of the Simon Youth Academy in Burlington (formerly the Burlington Evening Academy). According to the 2023 data, the graduation rate at Burlington High is 98.2%, while the attendance rate for the student body is 93.4% with an average of 7 days absent.

Serving the needs of the students at BHS is approxiately 99 teachers, seven full-time administrators plus other non-professional and building service staff. At the time of this writing, there is a 13:1 student-to-teacher ratio school-wide. Burlington High School offers programs which connect students with local business and community leaders and residents in a variety of disciplines, such as an in-house Career Day and Senior Internship Program. This Internship Program allows the opportunity to experience real-world professional environments. After the internship concludes, students showcase their experiences in a presentation in a Career Fair/Job Fair setting.

Burlington offers multiple educational opportunities for students and the community. The Burlington Education Foundation (BEF) raises funds from businesses and individuals to provide Burlington educators with funding for innovative curriculum enrichment programs through such events as the BEF 5k road race, trivia nights, and raffles. Burlington High School offers.

Students are recognized through various outlets throughout each school year, on a monthly, seasonal, and annual basis. Some recognition programs include, athletic awards, marching band awards annually, student of the month awards, Inspiration Awards, and regional superintendents' and principals' awards. The school also holds a book awards ceremony each spring for students in their junior year. There is an induction ceremony each year for the National Honor Society, following the national guidelines. Ninety

percent of the Burlington High School Class of 2023 planned to attend institutions of postsecondary education: 76 percent to four-year colleges and universities, 9 percent to two year colleges, and 4 percent to other schools. The remaining 10 percent of students plan to attend college prep schools, career education, enrolled in the military, or seek employment.

Burlington High School Vision of Learning and Portrait of a Graduate

BHS students are challenged to become the best version of themselves by developing and exhibiting accountability, adaptability, and tenacity in their academic, social, and civic interactions.

Burlington High School's mission is to develop lifelong learners and engaged community members who think creatively and critically and respect human differences in an increasingly diverse society. To achieve this vision, BHS developed strategic objectives that guide the school's teaching and learning process.

Academic

- ➢ Students will generate their own questions and investigate independent topics.
- ➢ Students will work both independently and collaboratively to solve problems.
- ➢ Students will act with integrity in all academic endeavors.

Social

- ➢ Students will demonstrate strength of character.
- ➢ Students will exhibit respect for themselves and empathy for others.

Civic

- ➢ Students will actively and responsibly participate as members of a local, global, and digital.

These objectives, developed in 2015, helped inform Burlington's more recent work on the BHS Portrait of a Graduate. The Portrait of a Graduate (POG) is a promise the BHS community makes to all of its students. Increased access to the resources and spaces that support the school's focus on deep learning, transfer skills, and learning relevance—for teachers and students alike—will enhance the community's ability to meet that promise.

Burlington Public Schools
Portrait of a Graduate

The Burlington Public Schools portrait of a graduate is a guiding vision to support students in developing skills and mindsets that foster well-being and success. The vision is designed as a continuum promoting lifelong learning and growth.

Critical Thinking

Students analyze, evaluate, interpret, and synthesize information to form an argument, solve a problem, or reach a conclusion.

A BPS graduate works to

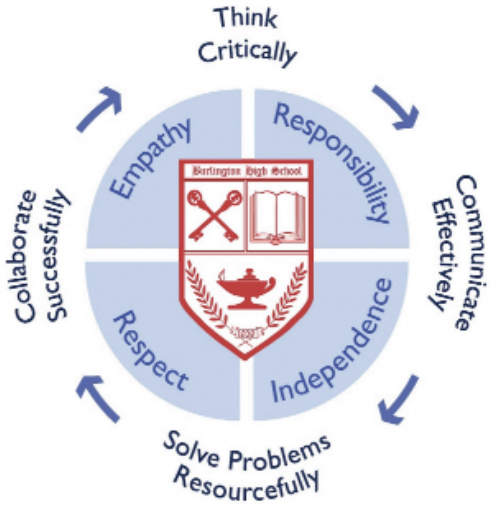
- evaluate, analyze, and synthesize information
- ask thoughtful questions
- engage in self reflection
- seek and understand multiple perspectives

Effective Communication

Students communicate effectively through writing, speaking, visuals, mathematical expressions, and various forms of media.

A BPS graduate works to

- articulate thoughts and ideas with purpose
- contribute productively to academic exchanges
- demonstrate interpersonal communication skills



Successful Collaboration

Students with diverse strengths and perspectives work together effectively to enrich learning, address problems, and complete tasks.

A BPS graduate works to

- organize and delegate tasks
- seek and offer help
- address and resolve conflicts

Resourceful Problem Solving

Students recognize obstacles and their causes, define and implement solutions, and evaluate the impact of those solutions.

A BPS graduate works to

- identify and define problems
- design and implement solutions
- check solutions for impact

This vision of a graduate is a promise that each member of the school community makes to all students.

Critical Thinking

Evaluates, Analyzes, and Synthesizes Information

- Identifies, evaluates, and cites relevant sources
- Interprets and identifies main ideas and supporting details to follow a line of reasoning
- Uses evidence to make connections between multiple sources, draw conclusions, and create new understandings

Asks Thoughtful Questions

- Asks various types of questions appropriate for the situation (e.g., clarifying, broadening, justifying, factual, hypothetical, etc.)
- Generates inquiries and investigates independent topics to expand understanding
- Demonstrates curiosity when presented with new concepts and different ways of thinking

Engages in Self Reflection

- Reflects on information received through observations and experiences
- Seeks and responds to feedback in order to set and meet individual and collective goals
- Assesses approaches to learning and identifies ways to improve and progress

Seeks to Understand Multiple Perspectives

- Acknowledges how different circumstances, experiences, beliefs, biases, abilities, and cultures can influence understandings, feelings, and actions
- Identifies and examines whose perspectives are conveyed, what relevant perspectives are missing, and why

Successful Collaboration

Organizes and Delegates Tasks

- Works with others to collectively define roles, goals, resources, and action steps
- Actively contributes ideas to support and enhance team success
- Evaluates progress, maintains group accountability, and works with the group to adjust the plan as needed

Seeks and Offers Help

- Recognizes individual strengths and challenges when contributing to the group
- Productively and thoughtfully provides, receives, and responds to constructive feedback

Addresses and Resolves Conflicts

- Listens to understand others' perspectives
- Identifies sources of conflicts when they arise
- Approaches disagreements with an open mind

Effective Communication

Articulates Thoughts and Ideas With Purpose

- Speaks and writes with clarity and purpose—to inform, persuade, motivate, entertain, and/or collaborate
- Incorporates technological skills, digital tools, and various media forms when appropriate
- Expresses thoughts and ideas accurately, meaningfully, and creatively

Contributes Productively to Academic Exchanges

- Employs active listening strategies to enhance understanding
- Generates, supports, qualifies, and challenges claims with reasoning and evidence
- Acknowledges and seeks to understand multiple perspectives

Demonstrates Interpersonal Communication Skills

- Interacts respectfully with people of different experiences, abilities, and backgrounds
- Identifies intent and impact of communication
- Acknowledges the impact of communication on others
- Self-advocates with an understanding of self and situation

Resourceful Problem Solving

Identifies and Defines Problems

- Identifies and defines problems (e.g., personal, technical, intellectual, community, societal)
- Breaks down problems into components

Designs a Solution

- Develops and articulates short- and long-term goals to meet desired outcomes
- Prioritizes tasks and creates an effective action plan
- Generates solutions by brainstorming strategies and challenging assumptions
- Takes intellectual risks and approaches challenges with creativity

Implements a Solution

- Manages time effectively
- Applies decision-making skills purposefully
- Perseveres and engages in productive struggle
- Coordinates resources (e.g., research, materials, collaborative partners) to solve problems

Checks the Solution for Impact

- Collects and analyzes relevant data and feedback
- Uses data and feedback to assess the plausibility and potential impacts of their solution
- Articulates what information and sources were relevant to developing a conclusion
- Explores new approaches when necessary

As we look ahead to the work we want students to engage in when we fully implement the Portrait of a Graduate, we need to ensure the skills outlined in the vision are authentically embedded in all aspects of the school. The Portrait of a Graduate will be part of Burlington High School's academic and elective courses, the BSmart speaker series, career-development programming, school community-building activities, student clubs and athletic offerings, counseling and services, and MTSS implementation. The Portrait of a Graduate is connected to all the work and learning of teachers and students at BHS. A new facility must be designed to align with BHS's core values and P.O.G.

Burlington High School's Academic Offerings

Burlington High School (BHS) aims to enhance its academic offerings by evolving its structure and facilities to support 21st-century learning and career readiness. Currently organized by departments, the school faces challenges due to outdated facilities, which inhibit interdisciplinary collaboration and project-based learning. Teachers and administrators are eager to adopt a more flexible building design that encourages innovation, social-emotional support, and collaboration among students and teachers.

Key challenges and aspirations include:

1. **Current Facility Limitations**:
    - Lack of space for large interdisciplinary collaboration.
    - Inadequate areas for project-based learning and career exploration.
    - Limited teacher collaboration spaces.
    - No specific spaces for private academic or emotional student support.
2. **Vision for a New Facility**:
    - **Flexible Classroom Spaces**: Rooms that can adapt to various learning needs and methods.
    - **Collaboration Spaces**: Designated areas for students to work together on projects.
    - **Project-Based Learning Rooms**: Spaces where students can engage in hands-on, interdisciplinary learning.
    - **Teacher Planning Rooms**: Spaces for faculty collaboration across disciplines.
    - **Privacy and Support Rooms**: Dedicated areas for students requiring extra academic or emotional support.
    - **Flexible Conference Rooms**: Spaces for student meetings, parent conferences, and innovation labs.

A new high school facility at Burlington High School will offer teachers enhanced opportunities to innovate in their teaching methods and collaborate across disciplines, creating a more dynamic and engaging learning environment for students. The improved infrastructure would help remove many of the barriers currently limiting educators, allowing them to fully integrate 21st-century skills into the curriculum, support students to meet the expectations outlined in the Portrait of a Graduate, and better prepare students for college and careers.

Here's how a new high school would transform teaching at BHS:

1. Interdisciplinary Teaching and Collaboration

- **Integrated Curriculum Design**: With flexible and adaptable spaces, teachers from different departments could team up to design and deliver interdisciplinary courses that integrate subjects like science, math, technology, art, and humanities. This would help students see the connections between disciplines, promoting deeper understanding and critical thinking, and highlighting the need to build the transferable skills outlined in the Portrait of a Graduate.
- **Collaborative Teaching**: Teachers could co-teach more easily, bringing their expertise together in larger, adaptable classrooms. For instance, English and history teachers could design joint projects around literary and historical analysis, math and science teachers could develop real-world problem-solving scenarios, humanities teachers could collaborate with computer and technology instructors to combine the technical and world-building aspects of game design.
- **Shared Projects and Assignments**: Teachers could work together across subjects to design project-based assignments, fostering skills such as collaboration, creativity, and communication. These larger projects would span multiple disciplines, requiring students to apply knowledge from different fields to solve complex problems. For example, humanities, technology, and science teachers could develop projects that require students to explore the ethics and impact of scientific and technological innovations and design plans to address the unintended consequences of such innovations.

2. Project-Based Learning (PBL) and Hands-On Activities

- **Designated Project Rooms**: New spaces would allow teachers to facilitate more project-based learning. With dedicated rooms for hands-on activities, students could work on long-term projects and experiments without needing to break down and reset materials daily.
- **Access to Makerspaces and Innovation Labs**: Teachers could incorporate real-world problem-solving with access to labs equipped with technology like 3D printers, robotics kits, and other engineering tools. These labs would allow for the

development of STEM (science, technology, engineering, and math) skills in an engaging, applied way.
- **Collaborative Student Workspaces**: In a reimagined building, teachers could assign group projects that take place in collaborative spaces, allowing students to brainstorm, design, and execute ideas with access to resources and teacher support. This would foster independent, student-driven learning.

3. Personalized Learning and Support

- **Flexible Learning Environments**: Teachers would have access to rooms designed for personalized learning. These spaces could be arranged to accommodate small-group instruction, individualized support, or quiet study areas where students receive targeted help based on their specific needs.
- **Privacy Rooms for One-on-One Support**: Educators could have private rooms to provide additional academic support, therapeutic, or counseling for students who need emotional or social help. This would allow teachers to engage students in a more personalized, supportive manner.
- **Flexible Schedules and Team Teaching**: Teachers could plan more flexible learning experiences, where students might not follow a rigid class schedule but instead work at their own pace or rotate between different activities, enabling personalized instruction for a wider range of learning styles.

4. Innovative Pedagogical Approaches

- **Use of Technology**: With improved technological infrastructure, teachers could incorporate digital tools and platforms more seamlessly into their lessons. This might include flipped classrooms (where students learn content online and use class time for discussion or projects), virtual reality experiences, or global collaboration projects connecting students with peers around the world.
- **Real-World Problem Solving**: In innovation labs or flexible learning environments, teachers could simulate real-world professional challenges. For example, teachers could create scenarios where students work as teams to solve community issues, using skills from various academic areas.
- **Integration of Fine and Performing Arts Across the Curriculum**: The new facility could allow for greater integration of arts into all subjects. For instance, teachers might design projects where students produce a theatrical performance based on historical events, or create visual art inspired by scientific principles. This would encourage more creative, experiential learning.

5. Teacher Collaboration and Professional Development

- **Teacher Collaboration Spaces**: With dedicated planning rooms, teachers would have the opportunity to collaborate more effectively during their preparation periods. These spaces would facilitate cross-departmental meetings, where teachers could share strategies, plan interdisciplinary units, and reflect on student progress collectively.
- **Professional Learning Communities (PLCs)**: The new facility could foster regular professional development opportunities, allowing educators to come together in flexible conference rooms to attend workshops, discuss best practices, and plan new approaches to instruction.
- **Collaborative Planning Across Grades**: With more structured spaces for collaboration, teachers could meet to vertically align curriculum across grades, ensuring smoother transitions for students as they progress through high school.

6. Enhanced Flexibility in Teaching Methods

- **Agile Classroom Design**: Teachers could arrange classrooms in various ways to support different instructional methods, from traditional lectures to small group work, hands-on activities, or individualized instruction. Movable furniture and adaptable spaces would let teachers shift between teaching modes quickly.
- **Exploration of Multiple Career Pathways**: A modern building could support diverse pathways for students, such as career and technical education (CTE) or early college programs. Teachers could design career exploration activities and internships, helping students connect academic work to real-world professions.
- **More Outdoor Learning Opportunities**: If designed with outdoor spaces in mind, a new high school could allow teachers to integrate outdoor education into their lessons. Environmental science classes, for example, could conduct hands-on fieldwork outside, while art or literature classes might find inspiration in nature.

A new Burlington High School facility would empower teachers to implement these innovative teaching strategies, resulting in a more engaging, personalized, and interdisciplinary learning environment. With the right spaces and resources, BHS educators could fully embrace 21st-century teaching and learning practices, ensuring students are better prepared for both college and career pathways.

Burlington High School Schedule:

After a couple of years of research, analysis, and community discussion Burlington HIgh School moved to a later start time for the high school. Our day used to begin at 7:30 a.m. and ended at 2:00 p.m. Currently, the school day begins at 8:40 and ends at 3:00. The

schedule consists of 7-periods that rotate on a 7-day schedule with each period meeting 5 days per cycle.

Sample Schedule:

BHS Bell Schedule 2023/2024

	Day 1	Day 6	Day 4	Day 2	Day 7	Day 5	Day 3
A	1	6	4	2	7	5	3
B	2	7	5	3	1	6	4
C	3	1	6	4	2	7	5
D	4	2	7	5	3	1	6
E	5	3	1	6	4	2	7
	Drop 6, 7	Drop 4, 5	Drop 2, 3	Drop 7, 1	Drop 5, 6	Drop 3, 4	Drop 1, 2

BHS's schedule allows for a delayed start approximately once per month for teacher collaboration days.

In order to promote an environment that fully addresses and supports the overall well-being of the Burlington High School community, BHS added a Flex Block. This time on Tuesday, Wednesday, and Thursday provides a systematic opportunity for students to access interventions and supports such as:

- Focused Extra Help/Skill Development
- Social-Emotional Support
- Homework, Classwork, and Make-up Work Completion
- Group Projects
- Peer Tutoring
- Enrichment Opportunities

BHS Counseling Services:

The Burlington High School Counseling Department's mission is to support students in their academic, career, and personal development, fostering social and emotional growth through various counseling methods and partnerships with school, home, and community. We strive to empower students to achieve their highest potential, both personally and

academically, and encourage them to be lifelong learners and engaged global citizens in an increasingly diverse society. We meet with students in a variety of methods, usually 1:1 and/or small or larger group meetings. We currently use a conference room space, auditorium and/or our office to conduct these meetings.

The Counseling Department hosts events throughout the year to keep parents involved including the Counseling Breakfast Series and several parent/student planning nights. Planning nights are also shown on BCAT. While some topics are geared toward specific grade levels, others can be applicable across grade levels, such as "Dealing with Stress and Coping Strategies", "the Course Selection Process," an "Overview of Standardized Testing," and presentations on the basics of Financial Aid.

When thinking about how we function in relation to the school building, our hope is with a new building we could have the ability to be in an area that allows for visibility amongst the student and staff population, but still have private office space for 1:1 meetings. Additionally we interact with our tutoring program quite a bit, and being in an area in which we could interact would be of great benefit. Since registration is another area the Counseling office is responsible for, having access to a main entrance would be helpful as well.

Another area that we devote efforts to is parent outreach, we host breakfast and other events throughout the year. Having a space that allows us to still provide this service would be important.

BHS LIBRARY & MEDIA CENTER:

Centrally situated in the main level of the high school, the BHS Library serves as a school community Hub. The library is open for student and staff use before, during, and after school.

Vision
The vision of the Library Programs of Burlington Public Schools is to foster a lifelong love of reading, develop critical thinking, communication and collaboration skills, and promote responsible digital citizens who can effectively and efficiently use information.

Mission
By fostering a love of reading, providing essential resources, developing critical 21st century skills, and supporting all learners, the mission of the Library Programs of Burlington Public Schools is to provide an equitable, safe, collaborative environment for all students and staff where students become critical thinkers, researchers, learners, and innovators, who respect human differences in an increasingly diverse society.

Objectives

The Library Programs shall:

- Support and enrich the curriculum;
- Encourage empathy and respect for all;
- Promote student interest in reading across genres;
- Provide resources and activities that support the interests, abilities, and learning needs of all students and staff that develop critical thinking, collaboration, communication, problem solving, research skills, and participation in society;
- Provide a flexible and inviting physical space that optimizes learning opportunities and fosters life-long learning.

Current Resources

- The library is staffed by a certified library teacher, licensed by the Massachusetts Department of Education, who is supported by one full-time library / media assistant.
- The library houses two main class areas (front of library / back of library), a comfortable seating / study area, comfortable individual seats throughout the library, a computer lab, a workroom / maker studio, a circulation desk, and an office. Teachers can reserve the lab or learning spaces in the library for classes.
- Students are able to utilize the workroom/maker studio to create and record class projects.
- Patrons can check out a large array of books, eBooks and audio books for independent reading, as well as research.
- The library's Sora eBook and Audiobook collection is available to all students and faculty using their school gmail.
- The numerous databases offer thousands of articles, biographies, images, videos, maps, graphs, primary sources, timelines, and test prep to support student learning both in the library and remotely.
- Teachers can sign out a classroom set of chromebooks for projects, papers, and assignments.
- If a student forgets their 1:1 iPad, daily iPad loaners are available on a first-come-first served basis and must be returned by the end of the school day (15 total).
- Students and faculty have continued access to a New York Times Digital Subscription and online film streaming services.
- Printing is available via student and teacher devices or from the chromebases in the library. The library has one color printer and one black-and-white printer / scanner / fax.
- The library also has a Smart TV and two smaller TVs for presentations (1 in the lab)

- Students interested in helping support the library can sign up for a Library Field Study.
- Students can charge their devices at charging stations in the library.
- The library also has headphones, projectors, audio speakers, assorted adapters, label microphones, etc. for check out.

Facility Needs

In alignment with our objectives and mission, the library requires a flexible and inviting physical space that optimizes learning opportunities and fosters life-long learning. Flexible spaces need to allow for collaborative and independent learning for students and classes. The library needs:

- Shelving to accommodate approximately 18,000 books
- Book display areas / end caps
- Maker studio and equipment
- Computers for printing, library circulation, student sign-ins, catalog book look-up stations, etc.
- Additional color printer; Our current color printer is overtaxed and there is often a long line of students and faculty waiting to print.
- A color scanner / printer
- Improved sightlines; The current L-shaped layout of the library and placement of the circulation desk makes it very difficult to observe and to supervise all students in the space. A new layout should allow for sightlines from the library circulation desk.
- Improved acoustics
- Comfortable / varied seating; Our comfortable seating is widely used by students looking for a place to read or work independently and/or collaborate with peers.
- Quiet study areas
- Computer Lab: This flexible classroom space is often booked for information literacy lessons, research projects, testing, recording for projects, small group work, meetings, etc. The space would benefit from a wall-mounted TV and/or Smart TV, lightspeed, flexible work station tables and chairs
- Two class spaces; The library is regularly used for multiple classes, Book Clubs, Faculty Meetings, extracurricular activities, and professional development opportunities. Each space needs to be outfitted for presentation needs: Mounted projectors and screens that can be lowered and raised as needed, microphones, speakers, better acoustics, moveable seating, and moveable tables (due to testing, meetings, etc., the space needs to be more “moveable”).
- Storage: The library needs closed door / lockable storage for electronics, supplies, carts, materials, etc. The librarian’s office has become a dumping ground for storage as no real storage / book processing space currently exists.

- Office: Needs shelving and storage, a place to collaborate with teachers on lessons, a desk to work, etc.
- Improved charging stations. Currently students can only charge at the charging stations when in the library because otherwise their iPads / phones would be left unattended. Ideally there would be charging stations that allowed students to lock up their devices and return for them later (i.e. after lunch); students also need charging ports near the comfortable seating / ample electrical outlets
- Natural lights / openable windows
- Regulated temperature to preserve books in quality condition

Nursing:

Although the school's health services provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments, there is no formal, ongoing use of relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

The school is staffed with two full-time registered nurses to meet the needs of BHS students along with those enrolled in the LABBB Program, a collaborative special education program serving students from the towns of Lexington, Arlington, Burlington, Bedford, and Belmont. The health services has a full-time secretary. If the nurse is absent from the building, a substitute nurse is called to fill in for the day. If the nurse is in the building, but out of the nurse's office, she carries her cell phone/walkie talkie so she can be contacted immediately. All the teachers have the nurse's cell phone number in order to be able to reach her in an emergency and can call the front office to have the nurse contacted via the walkie talkie. The school nurse works alongside the health and physical education department to provide preventive health services, including screening for hearing and vision.
Substitute nurses assist in these required screenings.

The nurse also consults with the guidance department and administration in referring students for services to address issues of mental or emotional health. The nurse provides all classroom teachers with packages (i.e., gloves, band-aids, gauze, etc.) for maintaining universal precautions in the classroom in the event of a medical incident, EpiPen training, and student-specific medical information for field trips. The school nurse works directly with students with medically related absences or athletic injuries to ensure a smooth transition back into school, including sending accommodations to teachers, providing elevator access, following up with outside medical professionals, and having follow-up conversations to monitor and to communicate students' progress.

The school nurse maintains records for each student including up-to-date physicals and immunizations, parent-completed informational pink cards, and Aspen notes accessible by teachers for relevant student health information. Direct intervention services include emergency treatments ranging from minor cuts and scratches to evaluation of more severe injuries, and other emergency responses, including triage, if necessary. The school nurse serves on the at-risk, 504, and response to intervention (RTI) teams and is prepared, when necessary, to make appropriate referrals to medical specialists, e.g., gastroenterologists, orthopedics, gynecologists, etc.

The nurse also serves on the school's crisis response team. Training has been provided for all school nurses regarding timely response to referrals. The school nurse uses the school database, Aspen, to access student information and to input data. Over the past two years, there were more than 10,000 individual visits to the school nurse for a variety of issues, ranging from receiving band-aids to meeting with the school nurse regarding emotional issues. The nurse records data on the number of visits by students and continuously, if informally, assesses how to make improvements in the program. She also strives to provide input to teachers and educators regarding how best to help students achieve the school-wide expectation of a healthy lifestyle. Surveys indicate that the students, staff, and parents are aware of and comfortable with accessing school health services. The nurse plays the central role for coordinating and providing health services. In addition to direct medical services, the school nurse is involved in working with other support staff to determine what services would enable individual students to succeed in reaching their full potential in achieving the school's 21st century learning expectations. She also works with the physical education department to provide opportunities for students to learn about healthy choices. She is provided with support in completing some of the required screening mandates through the hiring of substitutes, but the daily operational and administrative duties assigned to the nurse are very challenging. The professionalism and dedication of the existing staff are apparent and the school's health services provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments; nevertheless, once a formal process is in place ongoing relevant assessment data, including feedback from the school community, to improve services, students will be more effectively supported to achieve the school's 21st century learning expectations.

Multi Tiered System of Supports:

The support staff for identified students include eight special education teachers, one instructional assistant, five guidance counselors, two school psychologists, three social workers, one full-time speech and language pathologist, three academic tutors, one teacher for English language learners (ELL), and two clerical support persons. The

district director of special education who is located at the central office, coordinates all personnel in the areas of special education.

The assistant superintendent, also located in the central office, oversees Section 504 of the Americans with Disabilities Act (ADA) for the district. Responsibilities are delegated to the guidance director and five guidance counselors. The assistant superintendent also oversees ELL teachers for the district as well as the Simon Youth Academy (Evening Program), which has a director and eight teachers. Special education teachers share pertinent IEP information with classroom teachers and consult regularly with general education teachers regarding intervention strategies. General education teachers have not had many opportunities for professional development in the areas of differentiation and providing social-emotional support to all students. The ELL teacher works in a limited number of classes for students identified as ELL, and teachers infrequently collaborate with ELL staff.

Burlington High School has replaced the College Prep II sections with foundational courses, a substantially separate model. All students in foundational classes (formerly referred to as College Prep II courses) are placed in these classes based on needs identified through the IEP process. These classes are co-taught by a general educator in the appropriate content area working in partnership with a special education teacher. These substantially separate classes are offered in core classes only for grades 9, 10, and 11. The classes are small with often fewer than ten students and contain only students with IEPs. The co-taught classes provide accommodations, modifications, differentiation, and individual support such that most students do not need daily academic support outside of the general education programming. Students in these classes are placed in elective classes with the general student body at Burlington High School. Students placed in substantially separate classes may be enrolled in as few as one or as many as four substantially separate core classes depending on the recommendations articulated in their IEPs.

Burlington High School uses a variety of assessment tools and community feedback to evaluate programming and to make necessary changes. The coordinated program review (TFM) and school-wide improvement plan (SIP) were the impetus to changing enrollment in CP II classes. Data from the home language survey (HLS) given to the families of students new to the district is used to identify English language learners, and students are administered the World-Class Instructional Design and Assessment to determine eligibility for ELL services.

Teachers of current and former ELL students complete academic progress reports to determine interventions as needed in classes. Teachers report a need for more support for ELL students enrolled in regular education classes without the ELL teacher. Because

support services for identified students including special education, Section 504 of the ADA, and English language learners have a sufficient number of certified/licensed personnel and support staff who collaborate and provide professional development with most teachers, counselors, targeted services, and other support staff and provide inclusive learning opportunities for some students, as well as perform ongoing assessments, using relevant data and feedback from the school community to improve services, families can be assured that most students have the supports needed to achieve the school's 21st century learning expectations.

Special Education:

The Special Education Department at Burlington High School is responsible for ensuring all students who require special education services in order to maximize their learning are identified and their individualized learning needs are met in the least restrictive environment possible. The Department encompasses highly specialized programming and robust direct specialized services, including occupational therapy, physical therapy, speech and language therapy, counseling, transition support, assistive technology, executive functioning support, social skills support, academic support, social/emotional support, and language-based skill development and support.

- **Specialized Programs:**
    - **The Bridge Program:** The Bridge Program is a structured, mixed-grade therapeutic program for students who need therapeutic and academic support in English, Math, Science, and Social Studies in a small, emotionally, and physically safe environment. Within the program, ACT, CBT, and DBT skills are implemented individually and within small groups. ACT uses acceptance and mindfulness strategies, together with commitment and behavior change strategies to increase psychological flexibility. DBT focuses on self-acceptance and change in order to bring about positive changes. CBT focuses on psychological problems based on faulty or unhelpful ways of thinking and/or on learned patterns of behavior. The Bridge Program requires an open resource center space with connected offices/classrooms for small group and individual counseling services.

    - **The Connections Program:** The Connections Program at Burlington High School offers small group, special education classes in core subjects, life skills, activities of daily living, and transition skills for students with intellectual and developmental disabilities. Connections students access the general curriculum through entry points with focus on functional life skills. Students have opportunities for inclusion throughout their school day and after school through specials, electives, advisories, and extracurricular

activities. The Connections program requires a large classroom space, a full kitchen, laundry, and an adaptive restroom.

- **Academic Support Program:** The Academic Support Program emphasizes study skills, self-advocacy, and academic skills for students. The academic support assists students with academic and functional skills. Special Education Teachers and specialists are responsible for remediation in deficit areas, addressing transition and self-advocacy, preparation for standardized testing and executive functioning skills. Due to learning styles, abilities, and needs, a variety of instructional strategies are utilized. This Program requires a large resource room space with areas for separate and small group assessment/testing.
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- **Direct Services with Specialized Classrooms:**

  - 4 Foundation-Level Classrooms
  - 1 Speech and Language Therapy Room: for language therapy & social symbolism groups.
  - 1 Phonetic-Based Reading Classroom: This Structured Literacy support encompasses direct, systematic, and sequential phonetic, morphemic, and comprehension-based instruction. Students learn and apply essential skills and integrated strategies using research based principles. Through the use of high interest texts, students are explicitly taught active literacy-based skills. Students-will be presented with the metacognitive and strategic reading strategies needed for growth in the reading process. The Accelerated Reading class is comprehensive and focuses on several reading domains including: decoding, fluency, structural word analysis, morphology, vocabulary development, and text-based comprehension strategies.
  - 2 School Psychologist Offices/Classroom Space for individual and small group social/emotional support and Psychological Evaluations.
  - 1 Adjustment Counselor Office/Classroom Space for individual and small group social/emotional support and Psychological Evaluations.

- **Additional Special Education Required Spaces**
  - Testing Rooms: Small group testing spaces and special education evaluation space.
  - Conference Space for student/parent meetings and collaboration
  - 8 Special Education Teacher work spaces/offices for report writing, curriculum modification, conferencing, and collaboration.

- OT/PT Office/Classroom Space with specialized equipment needed for these specialized therapies.

Other Specialized Support Programs

- **Academic Achievement Center:** The Academic Achievement Center is designed to strengthen students' academic abilities across all subject areas. This program helps support student learners to develop the skills and knowledge they require to independently access their course curricula and attain academic achievement. Students in this course will have a daily work plan to identify academic tasks and content they need support in, and implement appropriate strategies to complete these tasks. Taught strategies include weekly executive functioning practices, time management assistance, organizational tools and support to maintain academic progress. The Academic Achievement Center requires a large resource center space with connected offices/workstations for small group and individual testing. The AAC also requires an office/work room for the Tier II Adjustment Counselor to work with students in a small group setting.

English Language Arts:

The English Department views their role in each student's growth as facilitators of critical reading, thoughtful and informed dialogue, effective real-world writing, and confident presentation. Through rigorous exploration of fiction, nonfiction, poetry, memoir, film, and art, they work to promote open thought. Consistent with Burlington High School's mission statement and Portrait of a Graduate vision, the department explicitly teaches skills to ensure students can think critically, solve problems resourcefully, collaborate successfully, and communicate effectively. Additionally, English teachers spend significant time working with students to ensure they understand and practice the school's core values of empathy, respect, responsibility, and independence. Their hope for BHS graduates is that they leave their school with strong literacy skills, an appreciation for the contributions and experiences of others, and the ability to impact change as confident, capable, active community members.

The department teaches core literacy classes for each grade level, two Advanced Placement courses, and a variety of electives, including Introduction to Film and Media Studies, Creative Writing, Leadership and Social Change, Drama, Journalism, Public Speaking, Writing Fellows, Expository Writing, and Yearbook Production.

Teachers use the dialogic classroom model in most classes. This approach requires students to engage in academic exchanges and civic discourse, which involves seating conducive to productive discussion. They also build project-based learning into their course design, with projects ranging from publishing a class essay collection to

developing and presenting a proposal that supports progress in meeting the Global Goals. As digital literacy becomes increasingly more important, teachers also work with students to create effective, engaging, responsible content for digital spaces. Intentional classroom design with enough space to support whole-group and small-group discussion, stations for instructional differentiation, and areas for project-based learning would support student growth and deep learning. The Department is interested in running course-specific discussions addressing unit-based essential questions. Having a discourse lab or similar space would support this effort.

In all grade twelve classes, students complete a long-term, research-based, independent inquiry project to help them explore topics of interest. The project requires students to demonstrate their understanding and apply essential skills by engaging in significant multi-genre research and creating a product that centers 21st-century modes of storytelling. Student products range from podcasts, documentaries, and works of fiction to art exhibits, graphic novels, and original albums. This effort requires students to access resources like audio/visual editing programs, cameras, recording labs, microphones, drawing and photography studio equipment, and more. The project is part of the department's efforts to support students in reaching the Portrait of a Graduate vision.

To ensure students have real-world experiences in their elective classes, the department requires specific spaces. Students in the Writing Fellows program spend time each year setting up a welcoming writing center where students can access peer support and engage in literacy activities. Student journalists have been creating a weekly news broadcast, *The Devil's Sunrise*, in collaboration with the local cable television station, which is housed in the building. They also use the art department's Mac Lab to design the print version of the quarterly newspaper. Similarly, yearbook production students use the Art Department's spaces and resources to complete the annual student yearbook. Film students create short films to demonstrate their understanding of different techniques and genres. Drama classes once used the lower library as a space for student rehearsals and performances; though, now that space is designated for other academic and social purposes.

The English department also engages students in after-school activities, including the Drama Club, The Devil's Advocate (journalism club), The Devil's Playlist (music appreciation and analysis club), Poetic Ramblings (poetry slam team), Girl Up (an international organization supporting gender equality), National English Honor Society, Idle Hands (improv club), Collab (art and literary magazine), and Tenacity Challenge (an annual academic scholarship competition for teams of Latinx and African-American students). Student experiences in many of these activities would be enhanced by the development of appropriate spaces, such as a black box theater and an audio/visual lab.

Social Studies:

Consistent with the school's mission and 21st Century Learning Skills, students enrolled in all Social Studies courses are presented with the opportunity to develop skills that teach them accountability, adaptability and tenacity in their academic, social, and civic interactions. Through participating in the Social Studies curriculum, students will be taught to generate their own questions regarding the content of each course, including, but not limited to, the themes of personal and public identities; concern for sources and their relevance; change over time; cause and effect; hypothesizing; compare and contrast; and local, state, national and global challenges. Students will be provided with opportunities to investigate independent topics of interest relating to history, geography, civics and economics. Students will work both independently and collaboratively to solve problems. Lastly, students will be held to high standards of both personal and academic behavior, which will serve to encourage them to act with integrity in all academic endeavors and to exhibit respect for themselves and empathy for others. To continue our work towards these objectives, we hope that **all students and staff** have access to spaces and classrooms that are equitably sized, have windows and proper ventilation, and allow for furniture arrangement that encourages collaboration (more on this below). We also require classrooms with ample, well placed electrical outlets to support charging student and teacher devices.

The department teaches core history classes for grades 9-11 (US History I and II, and World History II), several Advanced Placement courses, and a variety of electives, including but not limited to Feminism, US Government, WWII: A Military Perspective, Sociology, and Psychology.

Teachers use the dialogic classroom model in most classes. This approach requires students to engage in academic exchanges and civic discourse, which involves seating conducive to productive discussion. They also build project-based learning into their course design, with projects ranging from mock trials to trade route tours to museum exhibits. Intentional classroom design, with enough space to support whole-group and small-group discussion, stations for instructional differentiation, and areas for project-based learning would support student growth and deep learning. The Department is interested in running course-specific discussions addressing unit-based essential questions. Having a discourse lab or similar space would support this effort.

Mathematics:

The BHS Mathematics Department focuses on preparing students for lifelong mathematical competence and sound logical reasoning skills as well as being engaged

community members by giving them a foundation of knowledge and practical experiences in which they apply that knowledge to solve problems using current and relevant technologies and methods.

The Mathematics Department strives to offer courses that challenge and engage all learners. We offer curriculum aligned with the Massachusetts State Frameworks as well as the College Board's AP Curricula for appropriate courses. We strive to lead our learners towards achievement of BHS's Portrait of a Graduate skills including effective communication, successful collaboration, critical thinking and resourceful problem solving. To continue our work towards these objectives, we hope that **all students and staff** have access to spaces and classrooms that are equitably sized, have windows and proper ventilation, and allow for furniture arrangement that encourages collaboration (tables rather than rows, etc). We also require classrooms with ample electrical outlets to support charging student and teacher devices.

Practically speaking, teachers have expressed the hope for:

- Storage in the classroom (bookshelves, closets, etc) for both personal items and curricular tools such as calculators, textbooks and manipulatives
- Higher quality whiteboards that maintain the ability to be cleaned and written on throughout the year (and beyond)
- Magnetic whiteboards and/or walls
- Thoughtful installation of teacher telephones to be away from the classroom door to allow for privacy when speaking to families and other parties on the phone
- Designated spaces for separate and small group testing
- Thoughtful design of "dead space" so there isn't wasted space that goes unsupervised where students can hide during the school day
- Digital and hard-wired/connected clock system. Some classrooms have no clock, and those that do are all on their own battery operated and unreliable. A centralized and unified digital clock system would be a great improvement and help to keep the whole school on the same page.

Robotics:

Robotics has one classroom (LL4) that opens into the lower library. We use the entire lower library for our meetings, and that feels cramped. Driving the robot around can be dangerous if people aren't paying attention and walk too close to it. We've put a few holes in the walls. It needs around 30'x30' of space to move around.
The classroom is used as a shop. There's a lot of sawdusts and metal shavings that end up tracking into the LL and getting stuck in the carpet. We also end up using the LL for

some shop work and that makes a mess too. We recently got new shop equipment that is also going on rolling carts so we can tuck them out of the way when not in use.
We have a lot of stuff stored in the basement, in a custodial closet in a hallway nearby, and in an alcove of the lower library. We also have stuff stored on rolling carts that we pull out of the shop every meeting.

Requests
Having a larger shop that's attached to a large (and carpeted) open space is really important to us. Having breakout space nearby would be great too. The noise of the shop and the robot driving around make it hard for other groups to work. Storage space that accommodates lumber and large field elements with a computer lab nearby

World Language:

The World Language program offers four languages: French, Italian, Latin, and Spanish. The program contains levels of instruction so that students may progress at a pace compatible with their aptitude.

The curriculum of the World Language Department is aligned with the Massachusetts State Frameworks and the National Standards in World Languages. The aims of language study are to master the skills of effective communication (reading, writing, listening and speaking), and to develop an appreciation for other cultures. Instructional materials include texts, videos, audio and technology resources to complement each language program. The classroom learning environment is built around a community approach where students are encouraged to build relationships through effective communication. Furthermore, World Language classes provide meaningful opportunities for output where students are expected to participate and take risks when speaking and writing in the target language. World Language instructors seek a classroom learning environment that provides a large enough space to arrange desks and chairs in a variety of ways to encourage one on one conversations, small group discussions, and team centered learning tasks.

A minimum of two years of a single World Language offered at Burlington High School in consecutive years is required for graduation from Burlington High School. Two years of a single language is required for admission to the Massachusetts State Colleges. It should be understood that this is the minimum requirement and that most colleges give preference to students with extensive secondary school World Language preparation. For this reason, the World Language Department offers a four or five year course sequence and recommends that students continue their study for as long as possible.

Consistent with the school's mission and 21st Century Learning Skills, students enrolled in all World Language courses develop skills that teach them accountability, adaptability and tenacity in their academic, social, and civic interactions. Students will acquire skills to generate their own questions regarding course content, including, but not limited to, the themes of personal and public identities, contemporary life, family and community relations, and world challenges. Students will be provided with opportunities to investigate independent topics of interest relating to culture, history, and the language being taught. Students will work both independently and collaboratively to solve problems regarding current events and topics of debate. Lastly, students participate in a classroom environment where they are nurtured to act with integrity in all academic endeavors and to exhibit respect for themselves and empathy for others.

Performing Arts:

Currently housed in a "Music Wing". It is beneficial to be backstage and the soundproof wall and we enjoy the following elements:

Chorus / Orchestra Room
Band Room, Offices
Music Theory Room
Percussion Room
Practice rooms
Dressing rooms.

The size of the auditorium is 800 seats. The orchestra pit benefits many rental groups and is used during the Spring Musical as well as the Summer theater.

Our current space would be enhanced with the following items:

- A recital hall or small theater space would be an excellent addition
- Flat floors in band and chorus room
- Music theory room expansion adding a recording studio (a flat floor will eliminate the need for the percussion room).
- Acoustic improvements in the chorus room
- Window blinds in band room
- Windows in the chorus room
- Scene shop improvements, i.e. sinks
- Dressing room upgrades with lighting, plumbing
- Recording mics in band and chorus room
- New microphones in auditorium, the wireless system is outdated, parts are not available

- New amplifiers
- New center speakers
- Moving lights
- LED Follow spots

Visual Arts:

The Art & Design program helps young people develop their visual literacy (their understanding and appreciation of artistic concepts such as the principles of design), creative problem solving, design-thinking (a focus on the *process* of making), and technical skills (craftsmanship). In these active, hands-on courses, they develop their knowledge, understanding, and skills in various materials and techniques through class projects, exercises, and outside assignments. They collaborate, share and discuss their work in critiques, and prepare their work for exhibition. They are encouraged to build portfolios of their work.

In our art classes, students develop their Studio Habits of Mind, which are valuable skills in today's world, aligning with the skills of our school's Portrait of a Graduate. They develop their craft, becoming more skillful in using different tools, materials, and artistic processes. They learn the proper maintenance for tools, materials, and their workspace. They begin to see and embrace problems as opportunities, develop their focus, and persist and persevere at tasks. They envision and imagine, thinking creatively, developing their ability to come up with new ideas. They learn to plan well. They express themselves, making art that conveys ideas, feelings, or personal meanings. They observe, looking closely and carefully at things. They become more and more sensitive to the natural environment as they work from observation, memory, and imagination. They reflect on what they and their fellow artists have done. They learn how to look at and talk about art. They stretch and explore, reaching beyond what they thought they could do. They learn to embrace opportunities, discover through play, and learn from mistakes. They work and interact with one another in the community that is the art class, and they have a chance to share their work with their wider communities of school and family. Art-making is an enriching experience that can help to develop a well-rounded person *(Studio Habits of Mind comes out of the framework of Studio Thinking designed by practitioners at Project Zero at Harvard's School of Education.).*

Consistent with the school's mission and 21st Century Learning Skills, Art & Design students are engaged in modes of artistic and creative expression and critical thinking every day. They are presented with extensive opportunities for growth in creating, presenting, responding, and connecting. Students are encouraged to develop skills that teach them accountability, adaptability and tenacity in their academic, social, and civic interactions. Students will work both independently and collaboratively to solve artistic

and conceptual problems, acquiring skills to generate their own questions and investigate independent topics of interest related to the concepts being taught. They will synthesize and relate knowledge and personal experiences to make art, and they will convey meaning through the presentation of artistic work. Students will apply a variety of problem-solving strategies, which may involve generating and conceptualizing artistic ideas through writing or brainstorming; organizing and developing these ideas through drafting, revising, and refining for presentation; working spontaneously and experimentally; and processing feedback from peers.

Students will participate in a classroom environment where they are nurtured to act with integrity in all academic endeavors and to exhibit respect for themselves and empathy for others. They will learn to speak honestly and respectfully to classmates and respect their opinions in discussions and in group critiques of student work. They will interpret meaning and intent in artistic work, and they will use the vocabulary of art in a way that demonstrates informed, critical decision-making, applying criteria to evaluate artistic work. They will exhibit responsible citizenship by maintaining their tools and work space; assisting and serving as resources for classmates; and considering the relevance of art in a local, global and digital society. Students will relate their artistic ideas and works with societal, cultural and historical context to deepen understanding, studying the work of famous artists and artwork from different cultures and eras.

For students in all grade levels who are new to art at the high school, their journey in the art program starts with our foundation courses: Studio Art, Studio Art Honors I, Drawing & Painting I, Sculpture, Clay Studio I, Computer Graphics, Graphic Design I, Photography I, or Web Design. These courses are designed to give students an introduction to our core disciplines while they develop their understanding of artistic concepts and learn the essentials of visual communication. These foundation courses are appropriate for students of all grade levels who are entering the visual arts for the first time.

Studio Art Honors courses (I, II, III, and AP) offer experiences with a wide range of 2D and 3D materials and both traditional and new processes. All Studio Art Honors courses are full-year, honors level courses. In Studio Art Honors I, students first establish a strong foundation of skills and artistic understanding to build upon in the following years while also having the opportunity to discover new abilities and areas of interest. Participation in honors-level work is an opportunity for students to gain additional experience, strengthen their skills at a more rapid rate, and build their portfolios.

In all four years of the Studio Art Honors program, students solve visual challenges in drawing, painting, sculpture, printmaking, mixed media, and design. Art appreciation and the study of art historical works are incorporated throughout each year-long curriculum.

Continuation in Studio Art Honors courses leads to AP Studio Art, in which students are encouraged to take one of the AP Studio Art exams. Enrollment in the Studio Art Honors courses are highly recommended for students considering post-secondary study after graduation. All AP Studio Art students are also encouraged to enroll in an additional art course in their senior year. Students interested in furthering their studies in Architecture, Graphic Design, or Fashion Design beyond high school are encouraged to take as many art courses as possible to create a strong portfolio of work, which is needed for college applications. Honors students are engaged in the study of a wider and richer range of content. Third and fourth years are offered in several artistic disciplines. All learning becomes more independent and personalized as students progress.

List of art courses:

Studio Art (CP) (Full Year) - Gr 9, 10, 11, 12
Studio Art Honors I, II, and III
AP Studio ArtPhotography I, II, III, and IV
Computer Graphics
Graphic Design I, II, and III
Drawing and Painting I, II, and III
Sculpture
Clay Studio I, II, and III
Architecture
(We have also run Fashion Design and Web Design courses in recent years.)

Facilities needs:

There needs to be enough storage space in each classroom for every individual student to store their work from day to day. We use drawers, flat files, or wider “cubbies”. For Ceramics, Sculpture, and Architecture classes, there must be sufficient space to work on and store 3 dimensional work.

For Studio Art, Drawing & Painting, windows should be large and plentiful, preferably floor to almost-ceiling as they are now, as observational drawing is often dependent on good natural light. Track lighting should be installed in each to be able to be adjusted when artificial light is necessary. Daylight bulbs should be used.

The ability to move furniture easily is advantageous. We sometimes need to switch from still life setups to room for figure drawing, and from using tables to using easels, or make room for larger collaborative work.

There should be cabinets/shelves, or room for them, deep and wide enough to stack different sizes of paper (18 x 24 or larger) and canvas for easy access.

There should be at least two sinks in every classroom, for more time-efficient clean up at the end of each class period.

The clay studio should be located on the first floor for safety reasons and easy access to the outside, particularly for lessons and projects involving the Raku process and glaze spraying, and for mixing materials without creating dust in the classroom.

The kiln should not be facing a wall shared with other classrooms so as not to create high heat in adjacent rooms. Being on an outside wall would be much safer.

Our photography courses are all hybrid courses: both chemical/darkroom/analog photography and digital. For photography, the general classroom space should have access to enough computers for every student (currently capped at 18) and open tables for laying out work, discussions, and critiques. We also need a studio for lighting (still lifes, portraits, etc.) and a walk-in darkroom with enough stations for everyone in the class. A specialized darkroom sink is needed, as well as a specialized film-development sink for the classroom.

We currently have two labs of Apple computers, with large-format photo printers and laser printers. One of these labs takes up part of the photography classroom, and is dedicated to our photo classes. The other lab is used for Computer Graphics, Graphic Design, honors-level studio art classes on occasion, and is often used by the Journalism classes and Yearbook.

Space is needed in the studio art rooms for large tables for laying out common materials, turning in work, as well as for light tables or printmaking equipment.

We have a dedicated gallery which would still ideally be located in a central location. We need a large space for exhibitions, as well as display panels in other locations in the school.

We need plenty of storage in easily-accessible locations for equipment such as easels, painting tables, display panels, dress forms, etc. Currently we have such space in both the Math wing and the History wing, where our art classes are located. In addition to storing equipment such as listed above, more dedicated storage would be ideal for use as a reference poster library (that other departments can use as well to "check out"/borrow art and posters.

Ideally, all art classes would have easy access to the outdoors, for certain photographic processes, certain ceramics processes, drawing and painting from nature, using aerosols for “fixing” drawings, etc.

Plenty of outlets are necessary for flexible lighting arrangements and for electric equipment for processes such as encaustic painting. Pull down outlets are used in one of our classes for that technique, which apparently requires more than standard power (20 amp instead of 15?).

There should be a dedicated space to photograph art for portfolios, with lights, table and tripod able to be permanently set up for students to use to document art throughout the day..

Classrooms should be flexible but roomy, for example: A classroom with room enough for easels, drawing boards, and drawing benches, and adjustable ceiling spotlights; moveable display walls, and metal walls to use magnets to hang and critique art. Our classrooms currently have sound board/homasote on some walls, and we would like to retain this to pin work directly on the walls for critiques.

Science:

The Burlington High School Science Department provides students with education in fundamental, core concepts in biology, chemistry, and physics while also providing college level coursework in these areas through our AP and dual enrollment course offerings. In addition to the core science topics, we also offer a wide range of science electives to further develop student understanding of science and its applications in the world around them with courses such as astronomy, human anatomy and physiology, environmental science, forensic science, geology, meteorology, and emergency medicine. Our students have the ability to choose between a broad range of course pathways to develop their skills and curiosities, preparing them for college science coursework and professional opportunities in STEM fields.

Consistent with our mission and 21st Century Learning Skills, science students will develop through inquiry an understanding and awareness of science and its relevance upon their lives, their community and the world. Students will be able to generate their own insights, concerns, and inquiries, for example, on how new developments in science affect their lives and community especially over time. They will learn causes and effects; hypothesizing; and comparing and contrasting. They will be able to understand local, state, national and global challenges. Students will independently and collaboratively investigate current topics in science and develop their own ideas as to how to address

these problems. We expect Burlington students to become lifelong learners and, as voting citizens, have an understanding of science and its impact on their world.

To achieve these goals, the science department requires a large physical space outfitted with ample room for conducting collaborative work, hands-on investigations and experiments with up to date safety features. This is all in addition to traditional classroom space. To provide engaging hands-on opportunities for students, adequate space for preparation and storage of chemicals and equipment is needed to allow faculty to execute planning and experimental design, set-up, and clean-up in a safe environment. The types of laboratory experiences students may encounter include: chemical reactions, heating or cooling substances with flames or hot plates, dissections, and analysis and measurements with equipment such as: microscopes, colorimeters, motion detectors, multimeters, photogates, balances, thermometers, and meter sticks. Chemistry and physical science spaces may require ventilation for chemical reactions and chemical storage areas, as well as proper ventilation for dissections. Designated sinks for cleaning glassware and equipment are also essential. These spaces also require safety showers and eyewash stations or sink attachments. Work stations in most science classrooms require electrical outlets, sinks, and ample counter space for collaborative experimental planning, set-up, and data collection. Abundant storage both locally within classroom spaces and in spaces accessible to multiple teachers is imperative, as well as areas to prepare chemicals or equipment for student use in hands-on investigations. Life science courses also require common access to refrigeration for biological specimens. Additionally, physics and physical science spaces may require open spaces with flexible furniture arrangements for experimentation with projectile launches, small vehicle travel, and hanging and/or swinging objects (for circular motion or simple harmonic motion).

Health and Physical Education:

The Health and Physical Education Department currently has 6 teachers, 3 health teachers, and 3 physical educators. Burlington High School students are required to take 6 semesters of classes within our department for graduation. This equates to servicing approximately 675 students each semester between Health and Physical Education. Freshman and Sophomores spend the entire year taking classes in the department, 1 semester each in health and physical education. Juniors and Seniors are enrolled 1 semester each, in physical education and health education respectively. Our teachers offer a variety of courses. In Physical Education we are making efforts to move to an elective based model, including personal fitness, lifetime activities, competitive games, and challenge by choice. Health Education offers semester classes for Freshman, Sophomores, and Seniors. The Senior course offerings provide choice between Wellness 2, Nutrition in Today's World, and Sports in Society.

Physical Education teachers at Burlington are keenly aware of how lucky they are to access the variety of teaching spaces available at BHS. Most of the spaces have undergone some kind of renovation in the past 10 years, however, they are still somewhat dated. Health Education classrooms are adjacent, by stairs, to the gym spaces. Because of the proximity to the gym spaces the classrooms are used by athletic teams most days after school. The locker rooms are especially outdated and have not been renovated during the past 25 years. The lack of collaboration and storage space for physical education teachers outside of the locker rooms creates a difficulty when planning and setting up for activities. The male teachers have to ask the female teacher to access storage in the girls locker room, and vice versa. Ideally storage and collaboration space would be adjacent to the gym/lobby area. There is a similar concern in the health department, with lack of collaboration space and storage. All supplies are in shared space with athletics or physical education.

At Burlington High School the gym spaces serve our physical education classes, our athletic programs and the community. Community use includes voting, recreational programming, and other various community events. Having a space that is separate for large (non-athletic/recreational) community events/meetings would be ideal for us, it allows us to capture 2-3 days around the event that are often used to set-up and break down.

1. Spaces

- **Gymnasium**: Maintain both gym spaces, and add an indoor track, along with permanent markings for court sports in the non-varsity gym space. Add storage for PE equipment, portable bleachers, track equipment. Installation of partition curtains in all gym spaces to provide smaller/separate spaces for instruction.
- **Collaboration Space:** A department office that can be accessed from the gym space/lobby, allowing collaboration for teachers in both the Health and Physical Education department.
- **Fitness Center**: Maintain and renovate this space, add additional cardio equipment, create space for circuits and storage for equipment (plyo boxes, stability balls, mats)
- **Outdoor Facilities**: Space for outdoor sports like soccer, addition of tennis courts and outdoor basketball courts. Create an area that can be used for street hockey, and an area that is safe for archery. Maintain the Project Adventure course and add permanent outdoor storage facility for Project Adventure.
- **Yoga/Dance/ Aerobics Studio**: A space with a suitable floor and mirrors for dance and aerobics classes. This should also have a sound system and ample space for movement.

- **Wrestling Room:** Currently the Health and Physical Education Department utilizes this room during the day for various activities. This space could be replaced with a multipurpose room for our purposes, or with use of the athletic rooms during the day.
- **Health Classroom**: Classrooms for Health Education with flexible seating arrangements, interactive technology, and resources for teaching topics like nutrition, mental health, and wellness.
- **Kitchen Area:** To support Nutrition education, along with laundry facilities for miscellaneous items from the kitchen area.
- **Athletic Rooms:** Ample space for teams to meet, view film, etc, that is not a classroom.
- **Updated Locker Rooms:** provide locker rooms that allow for single stall bathrooms that are large enough for students to change. Access to "team rooms" from the main Gym/Lobby area. This will help facilitate team/coach meetings without traffic through the locker rooms.

2. Accessibility

- Facilities should be accessible to students with disabilities. Allowing for participation in Physical Education and Health regardless of physical ability.
- Single stall bathrooms large enough for students to change for participation in various activities.

3. Storage

- Indoor and outdoor secure storage areas for sports equipment, fitness gear, and athletic equipment.
- Indoor storage for health education supplies/equipment that is on the same floor as the classrooms.

4. Community and Parental Engagement

- **Open Spaces**: Areas that can be used for athletic and community events or family fitness activities, promoting broader community engagement in health and fitness.
- **Parent Education**: Opportunities for parents to engage in health and wellness programs or workshops, fostering a holistic approach to student health.

Integrating these elements into the design and planning of a new school building ensures that the Physical Education and Health department can effectively promote students' physical fitness, health awareness, and overall well-being.

Business

- Classrooms together
- Classrooms near school store
- Ventilated space for machinery used to manufacture merchandise
- Department storage needed for school store stock, DECA related materials, Business National Honor Society materials, and Business Pathways materials

Child Development

- Preschool specific classroom equipped with a sink and bathrooms attached for the smaller people
- Storage space needed for materials
- Classroom space for high school students when engaging with curriculum without preschool students present

Computer Science:

Burlington Public Schools is committed to provide outstanding access to educational technology devices, applications, and the internet via our 1:1 iPad Learning Program and Digital Literacy and Computer Science (DLCS) curriculum.

The BPS Digital Literacy and Computer Science curriculum leads to active, infused, collaborative, and authentic learning experiences using technology as a tool. Our program focuses on critical thinking and problem solving in order to help students ask the right questions and develop solutions to problems.

Student choice and leadership is emphasized via various grade level applications. Students use applications that provide opportunities to grow academically and engage with the global community. We encourage students to seek opportunities to create, invent, or support concepts or creations using personal initiative. Students use technology to explore and investigate personal interests and we work to foster curiosity and imagination.

A critical component of our DLCS Curriculum is helping students understand and practice appropriate and safe uses of information and technology. This is necessary to demonstrate personal responsibility for lifelong learning and communication using technology. These skills are critical for the success of our students in school and beyond.

Students explore how to use and access technology hardware and applications by working to create a positive attitude toward using technology that supports collaboration, learning, and productivity.

We also help students use technology to engage in the information literacy process in order to access, evaluate, organize, and communicate information and ideas.

Our CSforALL Computer Science program engages students with digital tools and resources to investigate real-world issues, answer questions, or solve complex problems leading to the potential participation in the Burlington High School Innovation Career Pathway.

Computer Science courses are available to all students at BHS. The Computer Science program features courses designed to prepare students for college and careers in data science, information technology, programming, and engineering. Courses are led by Massachusetts licensed educators and supported by district initiative to bring CS Education to all BPS students.

Computer Science currently is served by two classrooms but will likely need to expand in future years based on the enrollment and interest in the CSforALL program. CS classrooms should be designed to support programming, engineering, digital design, and collaboration.

BHS has one of the largest and most successful internship programs in the state for CS students. Each spring students are able to work with mentors from local and national organizations and companies. This program provides students with real world experience that prepares them for college and opens the door for potential career opportunities. The internship program is flipped and mentors join students at BHS. This program currently meets in AREA123 but could use a larger space geared toward presentations and collaboration.

Alternative Education Programs:

Overview: The Simon Youth Academy at Burlington High School is an alternative education program within the Burlington Public School System and is partnered with The Simon Youth Foundation, a national 501(c)(3) nonprofit, whose mission is to help disadvantaged youth reach graduation day and have the opportunity to pursue their dreams through education. The Simon Youth Academy at Burlington offers educational programming to service disenfranchised students who are at-risk of dropping out of school by offering alternative high school instruction within several flexible pathways.

Program Descriptions: One pathway at the Simon Youth Academy at Burlington is designed to meet the needs of students who are not thriving in a traditional daytime setting. The program provides a hands-on, discussion-based, and interactive approach to the high school curriculum; it offers students the opportunity to earn their High School

diploma by attending classes in the evenings while maintaining a job for a minimum of 25 hours per week. The program meets Mondays through Thursdays from 5:15 pm to 8:15 pm at Burlington High School. All course work is completed within this time frame (no homework or test preparation). Therefore, **daily attendance is mandatory** for student success and meeting state guidelines for graduation requirements. Additionally, our evening program is available to students enrolled at Burlington High School who are in need of credit recovery.

In order to attend the program full-time, students must meet the following criteria:

- Junior or Senior status (minimum of 60 credits)
- A passing score on all three MCAS exams
- No outstanding behavioral issues from day school
- Dependable transportation to and from school each night
- Proof of a job for a minimum of 25 hours per week
- Ability to work both independently and in a team environment; comfortable with participating in classroom discussions
- If the student receives specially designed instruction and/or related services to access the curriculum, a Team Meeting has been held to discuss the student's service grid
- Parental/Guardian approval
- School administration approval

Another alternative pathway at the Simon Youth Academy at Burlington is designed to meet the specific needs of our English Language Learners who are unable to complete the traditional high school curriculum. This program meets daily from 11:15 am to 3:00 pm. Similar to our evening program, all course work is completed within this time frame (no homework or test preparation). Therefore, **daily attendance is mandatory** for student success and meeting state guidelines for graduation requirements.

In order to attend the program full-time, students must meet the following criteria:

- Student is identified as an English Learner that has completed one year of the English Learner Education program at Burlington High School
- Student has had limited or interrupted formal education (SLIFE)
- Priority given to older students
- Undercredited/not on track to graduate
- Employed and job is impacting their ability to engage in school
- Proof of a job for a minimum of 20 hours per week
- Team recommendation including content teacher, ESL teacher, and counselor
- Parental/Guardian approval (if under 18)
- School administration approval

- Willingly agrees to follow Academy expectations

The Simon Youth Academy at Burlington would benefit from a dedicated space outfitted with 2 large classroom spaces, several smaller breakout rooms and staff offices, a life skills room with kitchen and laundry access, and a separate exterior entrance/exit.

Student Help Desk:

The Help Desk/Tech Exploration classroom serves as the initial tech support area for the school, and is currently located in the back of the library. The location of the room is good, but the program has outgrown its space. Ideally, it should still be located wherever the future library is, and should also be situated closely to the IT department since the Help Desk class, teacher, and students work closely with IT.

The Help Desk/Tech Exploration Program needs multi-purpose rooms or partitions that aren't like traditional classroom spaces. Ideally, having a makerspace style area which includes places for students to design and build things is important. It would also be helpful to have studio style spaces so students can use various audio visual equipment, computer equipment, and other hardware for the work they do, which includes things like drones, robotics, video game design, and music and video production.

The Help Desk or Tech Exploration Program also needs locked storage for equipment including laptops, drones, robotics devices, and peripherals. The current space stores dozens of robotics devices and drones without storage.

ESports Team Space:

The Burlington High School esports program (Red Devils Gaming) is a state leader in innovation, combining the excitement of competitive gaming with the valuable life skills derived from traditional sports and educational initiatives. The program has been built over several years, beginning as an after school club and growing into a fully competitive team sport led by the BHS Athletic Department and BPS EdTech Team. Our goal has always been to create a competitive and collaborative esports program that will provide students with the opportunity to learn competitive gaming and production and open the door to potential college scholarships in esports athletics.

Successful esports programs must consider a variety of factors, including game selection, equipment needs, physical space, and support structures.

The BHS esports program aims to provide students with a structured environment where they can develop their gaming skills while also learning important life lessons. Esports

fosters teamwork, strategic thinking, time management, and communication skills. Moreover, it can offer students a sense of belonging and an opportunity to excel in a non-traditional sport, potentially leading to college scholarships and career opportunities in the growing field of esports and gaming.

The BHS esports program offers a diverse selection of games to cater to different interests and skills. Selecting age-appropriate games that promote positive values and strategic depth is crucial for maintaining a healthy and educational environment.

A well-equipped esports program requires high-performance gaming devices and peripherals. This includes high-end gaming PCs or consoles capable of running competitive games smoothly. PCs should have powerful CPUs, GPUs, ample RAM, and fast storage solutions. High-refresh-rate monitors (144Hz or higher) with low response times to ensure a smooth and responsive gaming experience. Quality gaming keyboards, mice, headsets, and controllers tailored to the specific needs of each game genre. Reliable and high-speed internet connections to minimize latency and ensure stable online gameplay.

The BHS esports program currently uses AREA123 which was created to be an esports arena and professional development space. Red Devils Gaming practices and competes in the space. The physical space for an esports program should be designed to facilitate both practice and competition. Key considerations include a dedicated space with enough room to accommodate multiple gaming stations, ensuring each player has sufficient personal space. Comfortable chairs and desks designed for long gaming sessions. An area equipped with streaming and recording equipment to broadcast matches and allow spectators to watch live, fostering a sense of community and excitement around the program. A separate area for team meetings, strategy sessions, and reviews, promoting team cohesion and effective communication.

A robust support structure is vital for the success of an esports program. BHS has two experienced coaches who provide technical training, strategic insights, and personal development guidance. Coaches also focus on promoting a healthy balance between gaming, academics, and personal life. Coaches also manage schedules, coordinate competitions, handle logistics, and liaise with other schools and organizations.

A high school esports program, when well-designed and supported, can offer students a unique and enriching experience that goes beyond gaming. By providing the right games, equipment, physical space, and support structures, BHS can build upon our program which prepares students for future challenges, both in and out of the digital arena. Ultimately the Red Devils Gaming will provide students with an opportunity to learn

about esports game play and production with the potential to earn college scholarships through the rapidly growing esports college programs in the county.

LABBB Programming:

LABBBW is very fortunate to have three classrooms available at BHS to support our thirty plus students who present with moderate intellectual, social, emotional and neurological impairments. Using specialized curriculum and small group instruction, the specific learning needs of each of our students is supported . This program runs for 11 months and supports students aged 14 through 22 years of age. This programming is designed specifically for students who benefit from a functional academic curriculum, significant focus on social/pragmatic language development, and continued development of executive functions.

Several students who participate in this program participate in inclusion opportunities and classes at BHS. Programming also focuses on functional living skills, offers a community based curriculum with training in vocational skills and supports experiential learning. Our interdisciplinary therapeutic supports are a hallmark of our programing. LABBB school team supports students/parents (guardians) and school districts to help prepare students to transition to life post 22: This process is facilitated based on each individual student's vision and long term goals. Focus areas include Community Based Day Program, 688 referrals, partnering with Adult Agencies, Vocational Opportunities, Recreational Offerings and overall functional independence. Students have benefitted from having access to a kitchen area to support the development and carry over of functional living skills. Having authentic living spaces in the new school will help these students transition into life post 22.

Other Programs Currently House at the Burlington High School Campus:

Instructional Technology Support:

Burlington High School is home to our districtwide BPS Technology Department. This department includes the IT Team and EdTech Team which support both the technical needs and educational needs of students, staff, and community members in all Burlington schools. The Technology Department currently has 12 members and plans to expand in coming years.

The IT Team supports over 5000 devices, network infrastructure, phones, printers, and classroom presentation systems. The IT Team currently has 5 members including network/systems administration and IT technicians.

The IT Team needs office spaces tailored to IT tasks, such as troubleshooting, network monitoring, and administrative work. Large Conference Room video conferencing equipment, whiteboards, and presentation tools.Department meetings, strategy sessions, and collaborative projects. Flexible seating arrangements for planning and collaboration. Counter or desk, seating for visitors, and storage for equipment and supplies. Server/Network Room which is climate controlled, security, racks for servers and networking equipment, and cable management systems as well as housing and maintaining essential IT infrastructure. Secure storage space including shelving units, lockable cabinets, and space for storing hardware, software, peripherals, and supplies.

The EdTech Team supports instructional technology via the BPS Digital Literacy and Computer Science (DLCS) program. This team currently has 7 members which provide professional development, computer science instruction, digital literacy lessons, and coordination for digital learning initiatives for all schools in Burlington. The team includes the Director of Technology Integration and (6) Digital Learning Coaches. The Technology Department also has an administrative assistant who supports the technology, library, computer science, and esports programs in the district.

The EdTech Team needs office spaces tailored to planning and collaboration. The EdTech Team meets regularly to develop lessons and professional development. The team also works closely with teachers to co-teach and develop activities around digital literacy. Flexible space for collaboration and meeting is critical in order to allow the team to work with staff and students. The team often meets with other educators, vendors, and local technology partners both virtually and in-person to further develop the DLCS program in our schools.

Central Office:

Burlington High School is home to the district superintendent's office. The current office has a large waiting area with a work area and file cabinets and a separate office space with a conference table for the superintendent. It would be beneficial if the new space had a separate file room and a separate bathroom for visitors. In many cases the first impression of the district is made in the superintendent's office.

In addition to the Superintendent there is an Assistant Superintendent's office for Learning. The current space has a waiting area with an assistant work space, a book/copy room, and several offices. There are currently sound proofing issues and insufficient space for book storage and teacher meetings. Curriculum Coaches currently share one of the office spaces.

Operations Office:

The operation department consists of 2.5 employees, outside of the 5 full time maintenance staff.; The Director of Operations and 1.5 administrative assistants. This department is housed in approximately 350 square feet in the central office.

The maintenance department consists of 5 full time employees. The maintenance shop is located in the high school building, between the science center and the IT/Student information offices. The shop itself consists of approximately 4000 square feet, and has two overhead garage doors. Inside the shop you will find dedicated wood and metal fabrication areas, and also an area for door hardware and sign making.

Business Office:

Family and Community Welcome Center and Cambridge Street Closet:

The Cambridge Street Closet aims to create a safe space for all students to shop for donated clothes regardless of their identities. The Cambridge Street Closet possesses several racks and bins of donations, including baby clothes, boys' and girls' clothes, mens' and womens' clothes, and various hygiene products.
At the Cambridge Street Closet, our main objectives are to:
- Provide students with easy access to basic needs, such as clothing and hygiene products.
- Encourage donations from the community.
- Inspire diversity, inclusion, a passion for service, and a desire to help the world around us among our student body and community.

Our needs:
We are requesting sufficient wall space so that we can attach three sections of clothing racks on three out of the four walls. Additionally, we have two shelves that have two drawers each for children's size clothing. Also, we will need space to have a five tiered bookcase that is tall and narrow to display various toiletries, such as shampoo/conditioner, deodorant, toothpaste, etc. A wish is to one day have access to a washer and dryer near or next to the closet in order to wash and dry the donated clothing items before putting them on display.

Science Center:

The Burlington Science Center is part of the Burlington Public School System and acts as a central hub to support science with focus in grades K-5. The Science Center supports

K-12 Science for the Burlington Public Schools Science by providing numerous resources. Our main objectives are to:

- Develop and maintain an active science curriculum through supporting teachers and students in their science learning.
- Provide science curriculum and materials enriched with using science practices.
- Expose students to a variety of sciences: physical, earth, life, and technology & engineering.
- Spark students' curiosity and inspire a passion for science and nature and investigating the world around them.
- Provide experiences difficult for a classroom teacher and lessons on current scientific events.

The Science Center provides a large number of unit based Science Kits to support the K-5 curriculum and houses them in a large area of the Science Center. Kits are delivered from our hallway close to the outer door area through the interoffice school to the classrooms at 4 elementary schools using the town mail vehicle. We also supply science materials to the K-12 classrooms. These include special items such as skeletons, microscopes, telescopes and taxidermy.

The Burlington Science Center also is unique and has a large animal center that houses approximately 60 different types of live animals. We hold both Massachusetts and U.S. Fish and Wildlife permits/licenses to utilize protected wildlife for educational purposes. The animals are cared for by Director Wendy Pavlicek, assistant Sarah Fleischmann and the assistance of High School Science Center Aides. Animals are loaned out to classrooms, used as classroom pets and featured in educational programs. The animals are also fostered and cared for by Burlington families during vacations, holidays, and the summer. This center includes a small kitchen area with a large sink (2 preferred). We have lots of electrical outlets for animal lamps and heating pads.The Science Center also includes 2 bird of prey enclosures and a tortoise enclosure/fenced area outside the school by the cafeteria.

The Science Center has 3 staff & prefers 3 parking spots (close to door for ease of loading live animals, cages, kit boxes and program materials).

We also have a storage room next to the center that houses kit and program supplies and a basement storage area.

Some other resources we provide are:

- Curriculum training on science units
- New teacher training/workshops here at the center
- Coaching and curriculum support within the classroom
- Special classroom programs (IR sandbox, blow up planetarium, beehive lessons)

- Field trips
- auditorium/assembly programs
- Growing challenges

We have a working relationship with Burlington Community Organizations (Conservation Commission, DPW, Water Department, Recycling Committee, Board of Health, Rotary, Garden Club, Boy Scouts and Girl Scouts, Animal Control). We are also a town resource for wildlife questions and concerns. We often collaborate with other school districts about science in our schools.

Collaborative Care Clinic:

Collaborative Care (CoCM) is an evidence and research-based behavioral health model that integrates primary care, care management, and consulting psychiatry. CoCM breaks down silos between primary care and behavioral health by enabling routine mental health screening of patients, dedicated behavioral health support, and coordination across other systems including school,special care, and outside behavioral health services. When adapted to pediatric populations, CoCMinvolves educational professionals and parents as core components of the process. Rather than relying on caregivers to play liaison among professionals, the care team connects directly with the child's school system. Layering education and learning concerns into the discussion allows the care team to consider behavioral health progress with a holistic and child-centered lens.

Burlington High School is the first school in Massachusetts to pilot and incorporate this model. The pilot for this model launched in the fall of 2024.

Burlington Early Childhood Center (BECC):

The Burlington Early Childhood Center (BECC) is the public integrated preschool for the town of Burlington. We support children ages 3-5 of all abilities in both general education and special education settings. We also provide support in the areas of speech-language, fine motor, and gross motor development. Total enrollment for the 2023-24 school year was 126 students. Our largest yearly enrollment was 170 students. Students may attend the BECC once they turn three years of age. The BECC has a constant influx of students throughout the school year through early intervention (EI) as well as the referral process if they qualify for special education services. THe BECC is the start of students' journeys through their education in Burlington The BECC is currently housed within Burlington High School.

OUR MISSION:

The Burlington Early Childhood Center (BECC) is committed to providing a developmentally appropriate curriculum for every child. Our curriculum promotes our students' cognitive, language, social-emotional, and fine and gross motor skills. Our students are provided with a range of enriching experiences to promote a lifelong love of learning to reach their full potential. We are committed to providing a safe, nurturing, and supportive environment for all students, families, and staff.

CORE VALUES:
The Burlington Public School District is committed to
- Developing all students' potential for excellence.
- Providing a program of study that has the same academic objectives for all students.
- An educational environment reflecting sensitivity to students' differing styles and intellectual development.
- Creating a learning environment that values human differences, fosters a sense of belonging, & promotes cultural proficiency.

CURRENT STAFFING:
OFFICE STAFF:
Director = 1
Team Chair = 1
Administrative Assistant = 1
School Nurse (RN) = 1

INSTRUCTIONAL STAFF:
Classroom Teachers = 7
Instructional Assistants = 15
Speech Language Pathologists = 2
Occupational Therapist = 1
Physical Therapist = 1
School Psychologist = 1
ELL Teacher = 1
BCBA = shared district wide

EDUCATIONAL AND BUILDING SPACE:
Currently, the BECC has the following spaces:
8 classrooms
1 speech room
1 motor room (OT and PT share)
1 ELL room
2 outdoor playgrounds/play spaces

1 indoor play space

Office - consists of two spaces with
1 director's office
1 team chair office
1 school psychologist office
1 main office for administrative assistant
1 health/nurse office
1 conference room

Other spaces:
2 individual staff bathrooms
2 student bathrooms (2-4 stalls each)
1 custodial closet
1 kitchen/workroom
1 storage room

BUILDING LIMITATIONS:
The BECC has been creative with the space that it has. However, it is not sufficient to support high quality programs and services. We have cut space from some rooms in order to make room for expanding programs/needs. Our classrooms also have open air spaces at the tops of the walls which compromise acoustics for all students, particularly those with hearing loss and attentional difficulties. The BECC does not have a dedicated waiting room. Because we have students who come in with their parents/caregivers for evaluations and services only, we need a welcoming and private area for families to wait. The main entrance for the BECC does not have an ADA accessible entrance. Currently, we need to use the ramp to a classroom with an outside door or two other classrooms with outside doors to accommodate individuals with motoric difficulties.

One idea to keep in mind for planning is the call for Universal PreK which our current Governor has already called for in gateway cities. Several districts in the Commonwealth are implementing or planning to implement Universal PreK for students ages 4 and up. We need to plan for this.

Priorities:

Drop-off/Pick-up:
Currently our students are transported to and from school by bus or parent vehicle. It is a live drop-off/pick up. The drop-off/pick-up area is in the fire lane by the entrance and playgrounds, and it is in open traffic to anyone coming into the high school. We would need a dedicated spot away from regular traffic.

Entrance:
-2 door safety entrance that is visible by sigh line and camera - currently we only can see who is by camera if someone rings the bell
-ADA accessible entrance at main entrance

Main Office:
-One main office suite for director, administrative assistant, team chair, health office/suite, kitchenette, conference room (for parent and staff meetings and collaboration)
-waiting room
-restroom

Playgrounds:
As play is one of the most important aspects of early childhood, the BECC has two age appropriate outdoor playgrounds and one indoor play space that is used for inclement weather. We would need this to be replicated in any new space with a larger indoor play space.

Classrooms:
-at least 10 needed
-2 sinks in each room - 1 for staff, 1 child size for students
-20 cubbies in or outside each room
-interactive whiteboard
-adequate storage space for materials (cabinets, shelves)
-closets

Support Staff Space:
-office space for each therapist apart from therapy rooms for report writing, planning and privacy for conversations
-speech room - room large enough to have 2-3 groups of students working at a time
-motor room - room for OT and PT to deliver therapy with developmentally appropriate equipment
-EL - smaller classroom space
-school psychologist - office with testing space and space for small groups instruction
-BCBA - small office to work out of when at BECC

Health Office/Suite:
-sink
-storage
-easily accessible to a bathroom

Staff Kitchen and Lunchroom:
-we use this not only for staff lunch/breaks, but for creation of educational materials and cleaning (e.g., stove and dishwasher)

Staff Work Room

Storage Area

Evaluation Space:
-3 spaces needed - smaller areas than classroom

Calming Space

Bathrooms:
-student - either shared between two classrooms or 2-3 at various locations
-dedicated staff bathrooms
-visitor bathrooms by office
-office bathroom - accessible from health office

Private area for nursing mothers - small space

Burlington Cable Access Television (BCAT):

BCAT is Burlington's PEG Cable Access Facility. We operate 3 channels:
Public: Community created programming, coverage of local events, local news and news generated programming.
Education: Coordination and coverage of school events, educational programs, school produced programming, coverage of school committee and school building committees, and programming produced by our BHS TV club.
Government: Coverage of local government meetings, coverage of town meetings and government produced related programming.

BCAT is committed to fostering a welcoming environment where residents can obtain hands-on training in video production. Free access to professional television equipment gives volunteer producers and organizations the opportunity to create community programming that is unique and locally relevant. BCAT provides an invaluable opportunity to utilize television production equipment and a medium to share ideas, information, and creative expressions. We also host after school video clubs throughout

the school year for middle and high school students. Our high school club collaborates with the journalism club who also meet at BCAT on Thursdays.

Our facility needs are as follows:

- A Main Studio: 900 sq ft
- Studio B Green Screen Studio: 400 sq ft
- 1 Control Rm: 200 sq ft
- 5 Staff Offices or 2 Collaborative spaces: 600 sq ft
- 1 Director's Office: 200 sq ft
- 2 Edit Suites: 200 sq ft
- 1 Podcast Studio: 100 sq ft
- 1 Equipment Rm: 100 sq ft
- 1 Robotics Rm:100 sq ft
- 1 Server Rm: 100 sq ft
- 1 Engineering Rm: 150 sq ft
- 1 Kitchen Area with Sink Capability: 150 sq ft
- 1 Bathroom: 50 sq ft
- 1 Community Rm: 700 sq ft
- Prop/Set/Equipment Storage: 450 sq f

General Description of Burlington High School Grounds:

Site description:
The Burlington High School site consists of 42 acres of land. The High School Facility (360,000sq/ft) sits on one corner and practice fields, game field, parking and road access comprise the remainder of the site. The site is bordered by wetlands and residential housing. There are no known environmental or other issues that would impact the identified project. The site is not shared.

Building Envelope:
The building envelope primarily consists of poured concrete and cement masonry block (CMU) walls constructed in 1970-71. Aluminum Framed window units and doors with low E glass windows replacing original installation in 2000. The roof is a fully adhered rubber membrane roof replaced in 2011.There are no known problems or deficiencies in the building envelope.

Mechanical / electrical systems:
The existing system (HVAC) has exceeded life expectancy for all boilers, air handlers and compressor units. The current control system is no longer supported (MS DOS) and

is non functional. The existing fresh air supply and exhaust does not meet current ASHRE guidelines for air exchange. There are no economizers within the existing plant to maximize energy savings. The backup generator does not “pick up “current needs during emergency situations. The electrical service and distribution appear to be adequate for current needs, the dry type transformers located within the facility to provide 120/208 power are original installation (1971) and have reached or exceeded life expectancy.

Building Interior:
Interior walls are CMU block construction between corridors and classrooms. Most classroom to classroom walls are CMU block construction. There exist some drywall construction and movable partitions in selective classrooms. Ceilings are metal spline tiles in all corridors and acoustical tile and exposed concrete in classrooms. Floor finishes consist of VCT tiles in all classrooms and corridor areas. Lighting is original, consisting of fluorescent four foot tubes in most areas. The facility has two gymnasium areas comprised of CMU block walls, wood or rubber composite floors and tectum deck ceilings.

Programs and operations:
Burlington High School (Grades 9-12) offers a full complement of course offerings in-line with the Massachusetts Department of Elementary and Secondary Education (DESE). Students can participate in college preparatory courses in all disciplines. Honors, Advanced Placement (AP), and Dual Enrollment classes are available to all students who meet the requirements. Currently, there are no square footage constraints, but there are operational constraints preventing the offering of up-to-date science programs at Burlington High School.

Educational spaces:
Burlington High School has sixty-one (61) general classrooms measuring approximately nine hundred square feet each and eleven (11) dedicated science classrooms averaging fourteen hundred square feet each. All classrooms and science rooms are original construction (1971). Burlington High School also has dedicated Art (5), Music (2), Special Education (6), Physical Education (2) and Computer rooms available for academic programs. Currently, the school has one library media center (Upper Library) measuring approximately seven thousand (7000) square feet that houses the school’s library/media collections and student computers and a lower library room of approximately four thousand (4000) square feet for student research and study. Generally, the building is originally constructed with replacement of mechanical, electrical, and plumbing (MEP) components as required due to age. Most educational surfaces, whiteboards/chalkboards and display areas are for the most part original (1971).

Capacity and Utilization:

The facility is currently utilized primarily as a grade nine to twelve high school. Enrollment for grades 9-12 and preschool for this school year (2034/2024) currently is 975 students. The facility also houses the Burlington School Department Central Office (12,900 sq /ft) and a System run integrated preschool program (12,900 sq /ft). The building is fully utilized meeting the space needs of all students and currently is not experiencing overcrowding. Science classrooms however are out of date and deficient in regard to the State's STEM expectations and standards.

Maintenance and Capital repair:
The Burlington School Department currently employs a crew of thirty two custodians system-wide with twelve custodians assigned to Burlington High School. The custodial assignments utilize three overlapping shifts so as to maximize efficiency and ensure a clean learning environment. General maintenance and repairs are performed by outside trade contractors under a Buildings and Grounds budget. Fiscal 2016 School Department budget earmarked $ 638,200 for repairs and supplies for school facilities. In addition to the Buildings and Grounds Budget each principal is allocated a small sum for school based capital projects, Burlington High School receives $20,000. In addition to the operating budget the School Department has a ten year capital plan. Working with the Town Administration the School Department prioritizes capital needs with available capital monies and submits warrant articles. During the last eighteen years Burlington has invested in excess of eight million dollars on capital projects at Burlington High School (See Chart) This has been accomplished without the need for a Debt exclusion or override:

•	1995	Expansion Joint Repairs	$25,000
•	1996	Minor Roof & Flashing Repairs	$125,000
•	1997	Roof Top Condenser Replacements	$120,000
•	1997	Air Conditioner Replacement	$488,000
•	1997	Gym Floor Refinish	$25,000
•	1998	ADA Improvements	$60,000
•	2000	Window Replacement	$1,022,000
•	2000	Bathroom Renovation	$15,000
•	2001	Auditorium Sound System	$54,000
•	2001	Outdoor Track Replacement	$450,000
•	2005	Auditorium Chair Replacement	$210,000
•	2007	Generator Replacement	$165,000
•	2008	Auditorium Lighting Control	$40,000
•	2009	Fitness & Locker Rooms Renovations	$98,000
•	2010	Varsity Field Renovations	$1,800,000
•	2011	Roof Replacement	$1,131,700
•	2014	Elevator Installation	$895,000

•	2014	Pavement Replacement	$1,000,000
•	2015	New Front Entrance	$285,000
•	2016	Re-tube of Boilers	$150,000
•	2016	Performing Arts Improvements	$80,000
		Total	$ 8,238,700

Priorities:

The Town of Burlington and the Burlington School Committee have invested considerable funds in the maintenance and repair of the Burlington High School Facility as shown by the list of capital improvements attached. The scope of the requested project is for the replacement of all Heating, Ventilation, and Air Conditioning equipment. The existing equipment is an original 1971 installation that has exceeded its life expectancy. The existing boilers (3) have required increasing amounts of repairs (tube replacement) each summer and during the heating season are not meeting efficiency goals resulting in increased cost. The existing controls (MS DOS) are no longer supported and at this point function solely as a time clock, not allowing individual room control from a central point. Due to current construction, to accomplish this work, all hallway ceilings must be removed to access existing duct work and VAV boxes. The lighting in hallways and classrooms are original installation, although ballast and sockets have been retrofitted to a more efficient standard utilizing Utility rebate programs. The existing facility has no fire suppression (sprinkler) and the fire alarm system should be addressed to bring it up to today's standards. The individual classrooms require updating of teacher accessories (Whiteboards, Tackboards & Storage) which are original installation in most classrooms. A recent survey of teaching staff showed that major concern of sound transference through "movable walls" constructed in 1972 were the highest priority. Other concerns were additional electrical outlets for technology, new ceilings for sound proofing, new classroom accessories (Whiteboards, Storage) and air quality. The science labs are original installation and should be addressed so as to meet current standards of curriculum delivery. The existing MSBA Standard for science classrooms recommends 1440 nsf for 24 students. Burlington Science labs have a net square footage of 1400 nsf . We currently have an average class size of 18.63 for science. Sixteen of our 57 (16/57) science offerings have a class size of greater then 22 students, with no class size greater than twenty four. Renovation of existing space will provide the Science Department to have larger, more flexible space for these larger classes, better prep and chemical storage and better delivery of curriculum The existing science lab configuration does not offer the flexibility of movable teaching stations, capability of both "lecture and lab" and appropriate student station arrangements as outlined by the MSBA Guidelines for Science Labs. Additionally, a conclusion in the Neasc Report for Burlington High School dated November 8, 2017, "The configuration of these (science) labs impedes

teaching and stifles learning, thus inhibiting students to achieve the school's 21st century learning expectations which focus on collaboration, problem solving, and effective use of digital resources". The science areas are spaces of concern in terms of safety as well as being adequate for students to have access to achieving the school's 21st century learning expectations. Due to the outdated fixed furniture and the fixed set up, most of the science rooms do not allow for students to work collaboratively, pursue active engagement in the curriculum, and have access to technology and lab equipment. While the teachers continue to offer a current curriculum and integrate technology, many have had to take it upon themselves to outfit their space with lighting, storage, and furniture to enhance the learning space. Most (Science) classrooms are dark interior spaces without windows. There is a lack of outlets that leads to issues with equipment and technology. In most cases, the lab sinks are not in working condition, and, despite not being in use in most rooms, there are gas jets that interrupt the work space. The current set up of the rooms with obsolete, fixed in-place furniture and inadequate ventilation, plumbing, lighting, and electricity creates teacher, rather than student-centered spaces and hinders the ability of the staff to adequately deliver a 21st century curriculum in the science areas. Casework and utilities are currently not located on the perimeter of labs, as recommended, but existing building construction does allow basement access for relocation. The science labs have the potential to meet all MSBA "Requirements" and most MSBA recommended "Best Practices" with renovation. The existing electrical system has adequate capacity to meet the anticipated need but has issues in some areas regarding equipment age and functionality. Existing disconnects and transformers should be assessed to ascertain remaining life expectancy. Motors and Motor control systems do not meet current energy standards resulting in increased demand from utilities. Generator capacity should be addressed as the existing unit picks up minimal load during emergency situations. In general the existing physical plant from the surface does not represent its age of forty plus years. Custodial, Maintenance and Teaching staff take great pride in the appearance of the facility. The heart (Electrical), lungs (HVAC) and bloodstream (Ductwork / Controls) are tired and worn down from age. To revitalize these components, along with other areas identified, will allow the Burlington Community to continue to offer an educational opportunity that is the envy of other Districts and will extend the useful life of this facility for another fifty years. From the Burlington High School NEASC report (Nov, 2018); "When the funding is secured to address the science labs, performing arts areas, and HVAC system, the site and plant will be able to provide adequate and appropriate space to ensure full implementation of high quality educational program and services for all students."

The School Department continues to provide adequate funding to maintain current systems within its operating budget by increasing funding for repairs / maintenance at the expense of funding for educational purposes. We have engaged in an aggressive coil cleaning program so as to maintain efficiency of air supply to all areas. Existing controls

are beyond repair and function solely as a time clock, individual room controls are controlled by pneumatic thermostats which do not provide central control resulting in increased utility cost. The Department has installed new windows and new roof w/ increased insulation that helps minimize increased cost of utilities caused by the inefficiency of the heating plant. Classroom interiors are addressed on an individual basis through a work order program (School Dude). Electrical repairs are handled through the same work order system on an as needed basis and funded by the Building and Grounds operating budget.

Public safety and public health concerns: The current facility lacks a fire suppression system and the current HVAC system is becoming unserviceable. The indoor air quality does not meet current ASHRA standards due to antiquated equipment and controls.

Energy Efficiency: The current HVAC system consists of original boilers, air handlers, ductwork, and associated piping(1971) all of which are beyond their serviceable lifespan and in need of replacement. The facility lacks a modern control system, necessary for a facility of this size to be energy efficient. To complete this work it will necessitate the removal and replacement of affected ceilings, lighting and other affected systems.

From an instructional standpoint, the lack of flexibility in the current science classrooms/labs inhibits lab experiences with real-world applications and collaborative team work. The facility is limiting our science offerings because of an outdated teaching environment that discourages collaboration and investigation. During a site visit, an MSBA Board Member commented that our science classrooms looked like they were from the 1960's and that there was no way for us to deliver a 21st Century Science curriculum to our students in their current configuration.

The identified program also impacts the educational process in relation to providing an adequate and comfortable learning environment. With no central control there is no way to monitor and control environmental functions within the facility. Excess cost to maintain and operate an inefficient system diverts funds that could be used for educational needs. Existing equipment does not meet current design standards. Please see Engineering evaluation of HVAC systems completed by BLW Engineering in March of 2016

More importantly the scope of our project goes beyond an accelerated repair. There are communities that have fully replaced High Schools that opened the same year as Burlington High School at great local and state expense. We are looking to reinvest in a sound building with updates that allow the delivery of present state standards. Our science classrooms are significantly deficient to accomplish this task. Your support of

this request will extend the life of a functioning high school at a significantly lower cost than replacing it with a new high school.

Building Limitations:

While Burlington High School site and plant has adequate space, it is currently not sufficient in some areas to support the delivery of high quality school programs and services. The results of the Endicott survey report conducted during the last NEASC visit found that 53.9 percent of students view the school's faculty as adequately supporting its programs and service(e.g. classrooms, computer labs, the library/media center guidance office, gym, auditorium, and cafeteria). In the same
survey, 33.3 percent of staff agree that the physical plant and site supports the delivery of high quality programs and services and 39.7% of parents agree that the school's physical plant is conducive to education.

There are areas that have been recently renovated, including the creation of new spaces in several departments to create more instructional areas, including the fashion design room; flexible spaces in the English and math hallways; renovation of the gym areas, athletic training rooms, and athletic locker rooms; rubberized flooring on the stairs; renovated staff and student bathrooms; and fresh paint in most areas of the building. There is also adequate and suitable outdoor space, including safe and secure parking for staff, students, and visitors. The cafeteria, student dining services, and food preparation areas are sufficient in size and adequately equipped.

Student art is displayed in and out of the many display cases throughout the building. Flexible seating areas in common areas with comfortable furniture add to
the welcome feeling in the building. The visual and performing arts programs have adequate space with recent renovations to the stage floor in the auditorium, and there is a flexible set up in the departments for instruction and the storage of student work.

However, there are infrastructure issues in the performing arts classroom areas. The current soundproofing is inadequate, creating a need for ear protection, which is less than optimal in a music class. In addition, due to the lack of soundproofing, the location of the music office between two classrooms makes it difficult to collaborate and attend to administrative tasks.

The administration is committed to the addition of Lightspeed Audio systems to enhance learning for students identified as needing those services. Each summer the system is installed in classrooms where students in need of audio enhancement will attend class the following year. All classrooms in the lower grades in Burlington are equipped with

Lightspeed Audio systems. Ideally each instructional area in the building will be equipped with audio systems to serve the needs of all students.

While there is adequate and suitable space for administrative offices and the health suite, there is a lack of space for private conferences in the guidance suite and other areas with concern to student privacy, which was especially evident in the Bridge program.

There is an adequate number of classrooms for teachers. Most departments have their own department work rooms; however, many staff members indicate there is insufficient space for teacher/department collaboration.

The building is 46 years old, and has several exterior doors. The custodial staff is in charge of making sure all doors are secure after the start of the school day. The administration indicated that only 3 entrances are open for students and the public to enter during the school day. However, exterior doors are often propped open during the day. Last year, there was a new entrance ramp and security door added to the main entrance of the building.

There is a video buzzer system and clear sight lines from the main office, which allows for added security for persons entering the school. There are 16 exterior security cameras, and 3 interior security cameras that are connected to both the Burlington Public Schools Central Office as well as the Burlington Police Department. The administration indicates that additional interior and exterior security cameras would enhance the safety and security of specific areas of the building. In addition, teachers are concerned about the locking mechanisms on
classroom doors, which break and prevent them from being able to secure classrooms.

There are problems with the outdated HVAC system, which fails to provide appropriate ventilation, temperature control, and air quality. The science areas are spaces of concern in terms of safety as well as being adequate for students to have
access to achieving the school's 21st century learning expectations. Due to the outdated fixed furniture and the fixed set up, most of the science rooms do not allow for students to work collaboratively, pursue active engagement in the curriculum, and have access to technology and lab equipment. While the teachers continue to offer a current curriculum and integrate technology, many have had to take it upon themselves to outfit their space with lighting, storage, and furniture to enhance the learning space. Most classrooms are dark interior spaces without windows. There is a lack of outlets that leads to issues with equipment and technology. In most cases, the lab sinks are not in working condition, and, despite not being in use in most rooms, there are gas jets that interrupt the work space. The current set up of the rooms with obsolete, fixed in-place furniture and inadequate ventilation, plumbing, lighting, and electricity creates teacher, rather than

student-centered spaces and hinders the ability of the staff to adequately deliver a 21st century curriculum in the science areas.

Another major area of concern is the antiquated HVAC system, the building's oldest major piece of operational equipment, which has been in place since the construction of the school in 1972. While the maintenance department does everything it can to keep this equipment well maintained and functioning, it is evident from the inconsistencies in temperature and the air quality throughout the building that the system is no longer serving the school appropriately. The administration has pursued a plan to secure funding for this improvement as evidenced by the MSBA report, but has not been successful in the past twelve years. It continues to be an area of need to be addressed, according to the school's targeted two and five-year plans.

The school implemented a 1:1 technology program several years ago, but teachers and students are concerned with consistency of maintenance and support for the technology. The administration in its two and five-year plan states they plan to develop short and long-range technology plans that build upon the successes of the 1:1 learning program and address instruction, assessment, curriculum, and infrastructural needs in the area of technology.

When the funding is secured to address the science labs, performing arts areas, and HVAC system, the site and plant will be able to provide adequate and appropriate space to ensure full implementation of high quality educational programs and services for all students.

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student’s achievement of the school’s 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who: deliver a written, developmental program

meet regularly with students to provide personal, academic, career, and college counseling engage in individual and group meetings with all students
deliver collaborative outreach and referral to community and area mental health agencies and social service providers use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who: provide preventative health services and direct intervention services use an appropriate referral process conduct ongoing student health assessments use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who: collaborate with all teachers, counselors, school adjustment counselors targeted services, and other support staff in order to achieve the school's 21st century learning expectations provide inclusive learning opportunities for all students perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.