



High School Virtual Open House



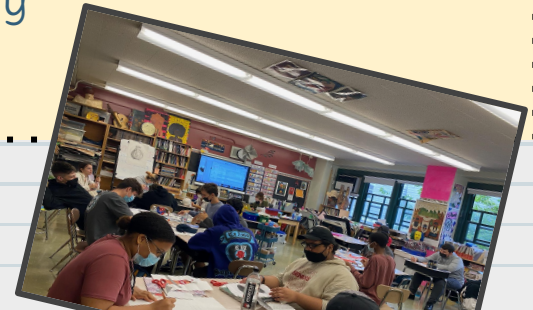
**Every child is our child. Chaque enfant est
notre enfant. Cada niño es nuestro niño.**

BHS at a Glance



- International Baccalaureate MYP & DP
- Project based learning
- Collaborative inquiry
- Equity & social justice focus
- Interdisciplinary learning
- Robust After school offerings
- Dance, STEM, Visual Art & Design, Theatre, Media
- Independent Reading Program Grades 6-10

- French & Spanish
- Advisory
- Restorative Justice
- Student Voice
- Service Learning & Global Citizenship
- Educational Excursions
- Full gym, Auditorium, Dance & Fitness Room, Culinary Kitchen & Library



The Boerum Hill School for International Studies

Mission Statement



The Boerum Hill School for International Studies is a dynamic and supportive learning community. At BHS, students' capabilities and passions are wholeheartedly encouraged and developed. As an International Baccalaureate World School, our classrooms are rich with authentic, project-based, and interdisciplinary learning. At BHS every student is affirmed and deeply valued. We employ culturally responsive, student-centered, and cognitively challenging curricula to empower our students to become inquisitive, knowledgeable, and compassionate global citizens who work to create a just and peaceful world.





Middle Years
Programme

Did You Know??



Diploma
Programme

BHS is 1 of 12 IB Schools
in NYC!



IB for ALL!

Diploma Program (DP): Grades 11-12

Middle Years Program (MYP): Grades 6-10



What is the International Baccalaureate program?



The IB's program is different from other school's curricular programs because it focuses on:

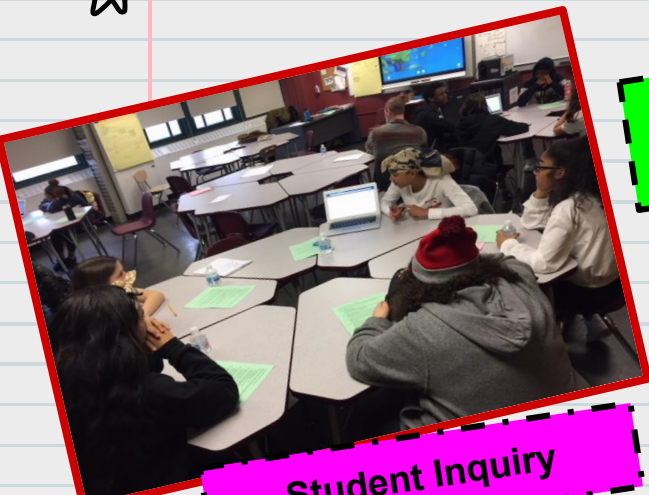
- Depth and complexity rather than breadth and memorization
- Cultivate critical thinking skills
- Develop multilingualism
- interdisciplinary — across subjects connections
- Project based learning
- Real world application
- Capstone projects such as Personal Project and Creativity, Action and Service
- Collaborative classroom experience

Family Resource:
[Click Here](#) for Article
about IB vs. AP

IB Benefit: Students can still take AP exams without taking AP courses! IB courses still prepare students for AP exams



Student Learning & Instructional Program

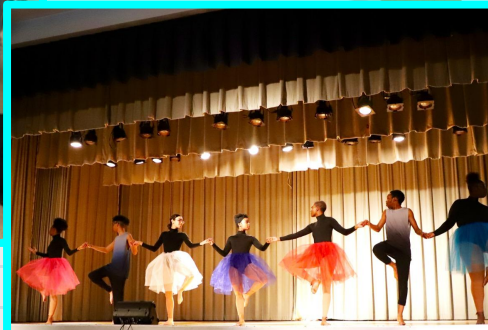
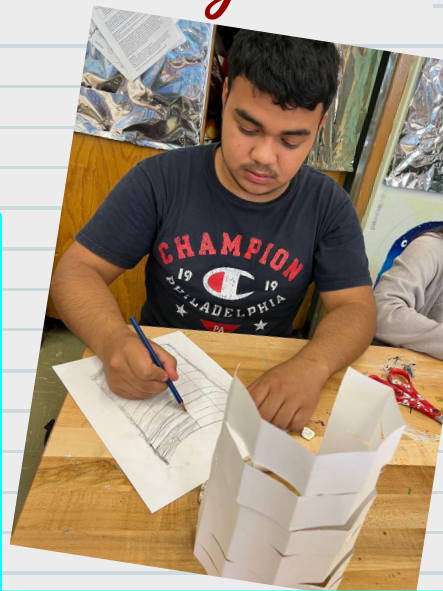


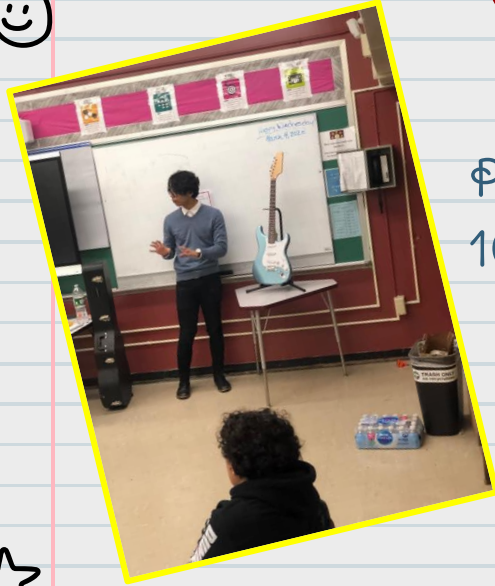
Student Inquiry

Real world application & culturally relevant



Student Centered Discussion





Capstone Projects



Personal Project (Grade
10 / MYP 5)

Creativity, Action and
Service (CAS)

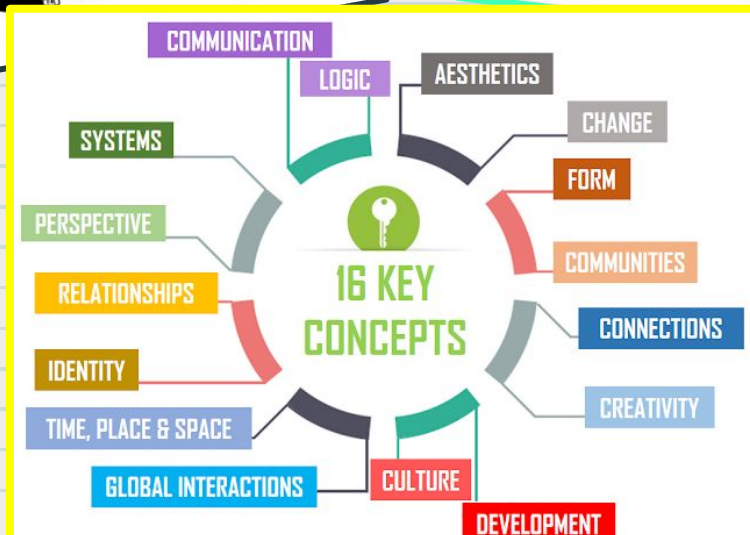
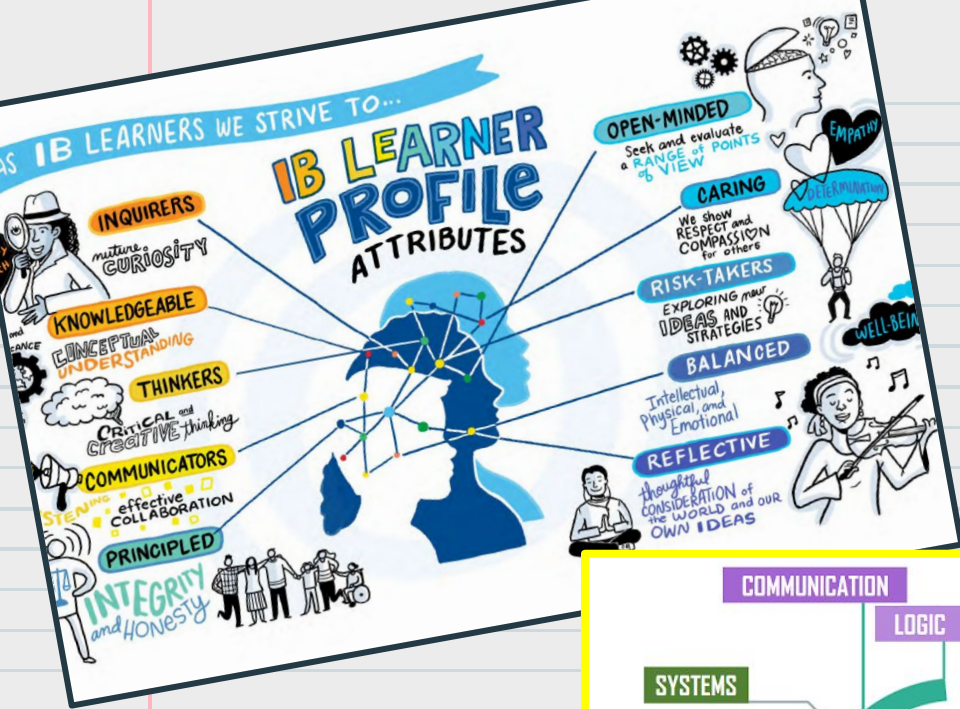
Extended Essay (Grade 11 & 12)



Historical Investigation
(Grade 11/ DP 1)

DP Performance
Exhibits Art and Dance





BHS Family Equity Team Mission Statement

At BHS we stand in solidarity and in opposition to racism, sexism, ableism, classism, ageism, religious discrimination, homophobia, transphobia, xenophobia, and all other forms of oppression. The Family Equity Team recognizes the history in which schools were designed to reproduce privilege. We aim to break with this individualistic, discriminatory, and racist tradition by valuing and making space for the collective goals of our diverse community. This requires a shift in mindset from advocating for *my child* to advocating for *our children*. The BHS Family Equity Team is committed to ensuring that all members of the school community are treated fairly, equitably, and held together in mutual care. We are committed to confronting and dismantling these historical injustices in order to heal, rebuild, and re-envision a school community that nurtures the social, emotional, and educational needs of all. As such, we create a collective space in which each child is supported in realizing their potential. Every child is our child.

–Family workshops that aim at identifying implicit biases, microaggressions, internalized -isms, stereotype threat, deficit thinking, privilege, and at having authentic and real conversations about these.



Course Offerings



Course Offerings

Grade 9	Language and Literature Economics and Government Algebra or Algebra II Environmental Science French (Phase 1 or Phase 4-5) Physical Education Approaches to Learning Advisory Elective Visual Art Culinary STEM Dance	Grade 10	Language and Literature Global History Algebra II or Geometry Living Environment or Chemistry French (Phase 1 or Phase 4-5) Physical Education Approaches to Learning Advisory Elective Visual Art Culinary Dance	Grade 11	DP 1 Language and Literature DP 1 History of the Americas Math Application and Interpretations DP 1 Biology or DP 1 Chemistry DP French Physical Education Advisory Elective Visual Art Culinary Dance	Grade 12	DP 2 Language and Literature DP 2 History of the Americas Math Application and Interpretations or Financial Literacy DP 1 Biology or DP 1 Chemistry DP French Physical Education Advisory Elective Visual Art Culinary Dance Business Management
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Sample Schedule



Start Time: 9:00 am
End Time: 3:20pm

	Monday	Tuesday	Wednesday	Thursday	Friday
1 (9:00-9:48)	L&L 9 Richman 228	Gov 9 Bridwell 225	L&L 9 Richman 228	Alg II 9 Rivera Macri 223	Alg 9 Mobley Innocent 210
2 (9:51-10:38)	Gov 9 Bridwell 225	L&L 9 Richman 228	French P1 Camara Forman 205	Adv. 9 Honorat Library	L&L 9 Richman 228
3 (10:39-11:24)	LE 9 Walcott Thompson 230	Alg II 9 Rivera Macri 223	Alg II 9 Rivera Macri 223	Health 9 Ferguson 128	Gov 9 Bridwell 225
4 (11:27-12:12)	LE 9 Walcott 230	Theater 9 Gilllin Auditorium	Health 9 Ferguson 205	L&L 9 Richman 228	Alg II 9 Rivera Mulvihill 223
5 (12:14-12:59)	Dance 9 Brisport 115	STEM 4 Byrnes 123	Gov 9 Bridwell 225	LE 9 Walcott 336	Alg 9 Mobley Innocent 211
HS Lunch (1:02-1:47)	Lunch/Cafe/Yard	Lunch/Cafe/Yard	Lunch/Cafe/Yard	Lunch/Cafe/Yard	Lunch/Cafe/Yard
MS Lunch (1:50-2:35)	French P1 Camara 226	PE 9 Ferguson	Gov 9 Bridwell 225	French P1 Camara 205	PE 9 Ferguson Gym A
8 (2:38-3:20)	Adv. 9 Honorat 223	Gym A	LE 9 Walcott 336	Span. 9 Tessler 117	Theater 9 Gilllin Auditorium



Special Services



Special Education

- Meet the needs of the student's IEP
- JCT, SETTS, Speech, Occupational therapy, etc...
- # of JCT sections vary per grade

Multilingual Learners (ML)

- Stand-Alone & Push-in services
- Two ML Specialists (1 HS & 1 MS)
- Spanish, Arabic, French, Haitian Creole, Russian, Bengali, Mandarin and Japanese
- Mentor Program between high school and middle school students.



Independent Reading

Every Humanities (grades 6 & 7) and Language & Literature class, grades 8 to 10, offers an Independent Reading Program. Independent Reading is designed to foster a love of reading while simultaneously building students' reading skills. Specific class periods are dedicated to Independent Reading and all students, grades 6 to 10, are expected to read outside of school for a minimum of three and a half hours each week. Students choose their own Independent Reading books with support from teachers and classmates.





Culinary CTE Program

Middle Years Programme (MYP) & Diploma Programme (DP)

- Opportunities for job shadowing, work & internships
- Farm to Table application via our new school garden
- Scholarships to culinary schools
- Eligibility to receive food handling license



Post Secondary Planning at BHS

100%

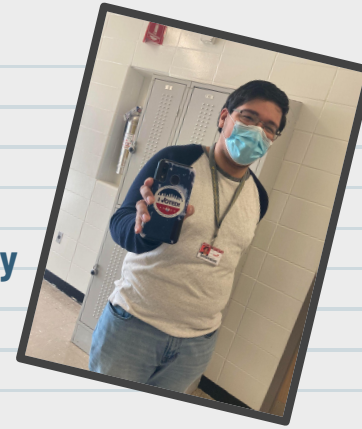
Enrollment in College Level Courses.

ACCESS TO ONE ON ONE COLLEGE
& CAREER COUNSELING

Individual student and family
meetings throughout the DP years

COLLEGE TRIPS

Daytime and overnight trips as early
as 9th Grade!



TRADE SCHOOL TRIPS

Programs with apprenticeship &
intern opportunities

The screenshot shows a digital form titled 'In progress'. It includes sections for 'School report in progress', 'Counselor recommendation in progress', 'Optional report 1 not yet available', 'Optional report 2 not yet available', 'Mid-year report not yet available', and 'Final report not yet available'. The 'In progress' section contains fields for 'Class Rank', 'GPA', and 'Curriculum'. Under 'Curriculum', there is a dropdown menu for 'In comparison with other college preparatory students at your school, how applicant's course selection?' and a radio button option 'Choose an option --'. Below this, there are two questions: 'Is the applicant an IB Diploma Candidate?' and 'Is the applicant an Advanced Cambridge (ACE) Diploma Candidate?', each with 'Yes' and 'No' radio button options and a 'Clear answer' button.



PRE-COLLEGE PROGRAMS

Students have the opportunity to
earn college credit as early as 10th
grade (College Now)





Diploma Options



1

Regents Diploma

**NYS High School
Diploma**

2

Advanced
Regents Diploma

**Advanced NYS High School
Diploma with additional Regents
Requirements**

3

IB Diploma

**Students meet either of the
Regents Diploma or they can
choose to be IB Course
Candidates only.**



The BHS Restorative Justice Team Mission Statement

At The Boerum Hill School for International Studies we support emotionally responsive restorative practices which unify our community and promote a safe learning space for all. We believe that strong relationships increase school connectedness and drive school culture. We model non-violent communication practices as a means to prevent and restore harm. We acknowledge that when a person does harm, it affects the people they hurt, the community, and themselves, and believe that this harm can only be moved towards healing when we provide a platform for communication and ensure an equity of voices.



BHS Advisory Mission Statement

Advisory is a space where students get to know themselves, one another, and adult community members by working together to explore identity, community, and real world issues. It is a place where students are active participants and leaders in creating authentic community. In this space, students build a sense of belonging and connection by challenging one another, deepening their relationships to each other, taking risks, celebrating, and having fun together. By fostering these smaller supportive Advisories, we're strengthening the school community as a whole.





Advisory



IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.



- Foundational restorative justice practices and building school community.
- Meet 1x/week in groups of ~15.
- Practice SEL skills through team building and discussion of topics related to adolescent development, equity, and empathy.
- Use community building circles to ensure an equity of voices.
- Sessions grounded in IB Learner Profile and CASEL SEL Competencies



School Culture





After School Programs

Early Bird (8:15 - 9:00 am): Soccer & Basketball

AFTER SCHOOL CLUBS (3:30pm - 5:30pm):

Theater, Dance, Fitness Club, Literature Magazine, Art Club, Homework Support, Game Club, LGBTQ+ Alliance, Women's Empowerment

PSAL

Basketball, Cheerleading (Boys and Girls), Volleyball, Flag Football (Girls) & PSAL All Access Program Available

We are proud to have partnerships with the 21st Century Grant, & Brooklyn Conservatory of Music whom provide even more fabulous opportunities for our students to enjoy an enriched afterschool experience.



Let's take a virtual
tour!



We wish we could have done this
in-person with you but here's the
next best thing!





Main Entry



Library

GYMNASIUM



FITNESS ROOM ✿





Dance Room





Visual Arts & Design





Culinary Arts Room



→ Auditorium







Schoolyard





Stay in touch!

- <https://www.bhsbk.nyc>
-  @BHS497
-  @BHS_Brooklyn
- Follow us on Facebook
- IBO.org



Applications

K21A K21B

You may apply to one of two programs:

1. K21A: International Baccalaureate AND/OR
 2. K21B: Culinary, Career, & College
- Continuing BHS 8th grade students have weighted preference
 - On average, 55% - 70% of 8th graders continue on into High School
 - We will be accepting 120 ninth grade students for September 2023