

Burlington City & Lake Semester Program Overview for the League of Innovative Schools

Burlington City & Lake Semester Statement of Commitment to Equity and Inclusion

Burlington City & Lake Semester is committed to actively promoting inclusion and equity in all aspects of our program. The following are our guiding principles:

- We honor the inherent dignity and worth of all people.
- We fully embrace and welcome the diversity of our community as expressed through race, ethnicity, socioeconomic status, ability, sexual orientation, gender identity, gender expression, religion, national origin, immigration status, language background, language proficiency, and family structure.
- We make room to hear all voices.
- We build community through practices that nurture trust, develop resilience, and help everyone feel like they belong.
- We incorporate diverse perspectives into the projects and experiences of BCL students.
- We pledge ourselves to ongoing inquiry and dialogue to foster respect, empathy, fairness, and caring that will enrich the lives of students and our community.

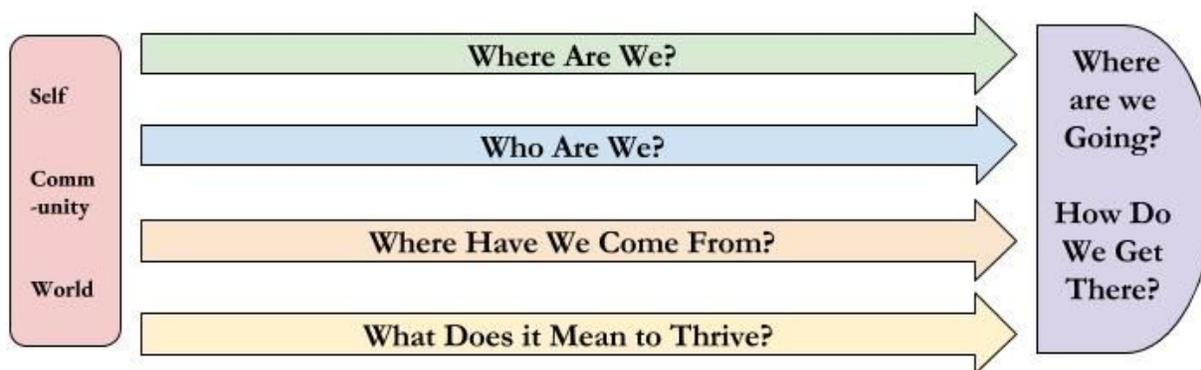
When we fall short of our intentions, we are committed to reflection, learning, and active engagement. We will use restorative practices to rebuild connections and nurture resilience. We believe that these principles are as important for closing the achievement gap as academic-skills intervention.

NOTES:

1. As a program of the Burlington School District, the Burlington City & Lake Semester's Equity & Inclusion goals are fully aligned with BSD's [Office of Diversity, Equity and Community Partnership Strategic Plan for Diversity and Equity 2014-2017 \(Adopted November 4, 2014\)](#)
2. The BCL Project Team has invested significant time in developing our Equity & Inclusion Statement. But the work to make the City & Lake Semester achieve the goals of this statement will require our careful efforts every day. We are committed to doing this work on an ongoing basis, with students and partners in our program and within BSD.

Essential Questions, Themes and Learning Progressions

We have developed the following frameworks for Essential Questions and student Learning Progressions. Essential Questions will be asked on three 'scales': self, community and world. These Essential Questions also link to the course themes of Place, Community & Identity, Citizenship, Social Justice, and Sustainability.



Weeks 1-2	Weeks 2-4	Weeks 5-12	Weeks 13-15
Building	Exploring	Learning, Doing, & Applying	Legacy
Building Community	Mapping Burlington	Collaboration with Community Partners	Reflection on the Meaning of our Experiences
Building Culture	Visiting Places We've Never Been	Thematic, Cross-Disciplinary Learning	Synthesis of Learning
Building Trust	Meeting Professionals and Informants	Hands-On Projects	Envisioning Burlington's Future
Building our Homebase	Understanding Systems (Technical, Economic, Sociological, etc.)	Deep Practice with GX's (Habits of Mind), Applied to Real-World Issues & Problems	Demonstrations of Learning

City & Lake Semester Pilot Year Daily Schedule Plan

2018-2019 BCL Daily Schedule Overview

Blue Day @ Downtown Burlington (Old North End Community Center)	
FULL DAY 8:05 - 3:00	City & Lake Semester (Stucker & McConville)

White Day @Burlington High School	
Advisory (1:00 - 1:35)	BCL Advisory (Stucker & McConville)
Block 4 (1:40 - 3:05)	City & Lake Semester (Stucker & McConville)

The above schedule allows a student to participate in a BCL semester while maintaining up to three other courses at BHS.

Downtown 'City Days' Program Elements

1. Morning Meeting - student-led
 - a. News of the Day
 - b. Appreciations
 - c. Day's Logistics
 - d. Announcements
 - e. Quote of the Day
2. Student Contributions - set-up and cleaning tasks
3. Experiential Learning / Community Partner Visits - Morning Block
4. Lunch
5. Experiential Learning / Community Partner Visits - Afternoon Block
6. Occasional Elements:
 - a. Project Work time
 - b. Fun Block
 - c. 'Circle' - community-building dialogue and activities
7. Closing

Credits to Be Awarded:

In the Pilot Year of the BCL Semester, students in the program will earn

- .5 English
- .5 Social Studies
- 1.5 Applied Research/General Elective

Pilot Project Thumbnails - Fall 2018

Exploring Burlington - Students will gain an understanding of Burlington's people, places, problems and possibilities through direct experience, local media, archival research and interviews with community leaders. Through reflection on what contributes to a thriving community, students will identify needs they can address as citizens.



What makes community thrive? - This unit explores the opportunities and challenges presented by living in a dynamic, pluralistic community, beginning with our own BCL community. Students will deepen their connections with one another and practice interviewing and storytelling with peers. Then, students will study Burlington's Old North End, engaging in dialogue with more than a dozen residents, business owners, and service providers. Finally, students will explore two "case studies" of community dynamics in action: Front Porch Forum and the Isham St. Project - a community-building effort that has brought together UVM, local residents, and the City itself.

People and the Lake - Through fieldwork, interviews with stakeholders and direct experience, students will engage with the varied perspectives and competing interests that influence the health of Lake Champlain. Students will work alongside university researchers as they make deeper connections to human and community health. Students will share their learning with the community and with policy makers through public events and/or digital storytelling.



Arts and Community Vitality - Through encounters with the city's public art and conversations with working artists, students will investigate the role of art in our community as an engine of the creative economy and as an important part of public discourse. Students will use their insights as a group to create or perform a work of 'socially-engaged' art in partnership with a professional artist.