



**BOSTON
ARTS ACADEMY**

2024-25

Student Handbook

Table of Contents

Head of School's Welcome	3
Faculty/Staff Listing	4
Emergency Protocol	6
Fire Drill/Safety Procedures	6
Who to Contact When...	6
Boston Arts Academy	7
Mission	7
Shared Values	7
Habits of the Graduate	7
BAA, ESL, and Inclusion	9
Boston Arts Academy and Notification of Teacher Certification	9
Parents/Caregivers	10
Student Government	11
Health and Wellness Team	12
Health Services	14
School Counseling Team	15
Advisory at BAA	17
Student Schedule	17
Assessment	19
Promotion Policies	20
Promotion Policies in the Academics	20
Summer School and Promotion	21
Standardized Tests	22
Dual Enrollment	22
Open Honors	22
Graduation Planner	23
Attendance Policy	24
Community Standards	25
Bullying/Cyberbullying	31
ARTS CURRICULA	35
Dance	35
Visual Arts and Design	42
Theatre	54
Music	62
ACADEMIC CURRICULA	69
What is Open Honors?	70
Math Curriculum	70
Science Curriculum	70
Humanities Curriculum	71
Language Arts and Literary Arts (English) Curriculum	72

World Language Curriculum	73
BAA Physical Education Curriculum	74
Service Learning Benchmark	75
BAA Library and Virtual Learning Commons	76
Boston Pilot Schools	78
What Are Pilot Schools and What Is Their Purpose?	78
Five Pilot School Areas of Autonomy	78
ProArts Consortium	79
Governance	79
Board of Trustees	80
BAA Fundraising	80
Admissions	82
Proper Tech User Agreement - from the BPS Handbook:	85

Head of School's Welcome

Dear Boston Arts Academy students, families, and community partners,

Our community handbook is an important resource, and we hope you find it helpful. Inside this book (and on our [website](#), where the handbook is also uploaded), you'll find not only details about our schedule, courses, staff, school policies, and community standards, but also insights into our history, mission, and vision as a school

We ask that all students and all families become very familiar with this handbook. The policies and values outlined are essential to student success and family engagement.

When we began the school in 1998, we had a very specific purpose. We wanted to create an arts school—the only public high school for the visual and performing arts in Boston—that supported and challenged a diverse group of Artist-Scholar-Citizens. The handbook represents the voices of all our community, teachers and staff, and also students and families. We ask family members to participate in our Family Council, which plays a vital role in our school community. Information about the Family Council is in this handbook and in the school main office. We are the school we are today because of the support and contribution of families, and we hope you will join us at an upcoming meeting.

Welcome new students and families, welcome back to those of you returning, and have a wonderful year!

Sincerely,

Tyrone Sutton
Head of School

Faculty/Staff Listing

Administrative Team

Tyrone Sutton, *Head of School*
Alicia Eberle, *Assistant Head of School*
Yarima Ariza, *Director of Professional Learning and Instruction*
Joy Bautista, *Dean of Student Achievement*
Maha Chourafa, *Dean of Educational Planning*
Jasmine Francis, *Office Manager and Assistant to Head of School*
Amaly Miranda, *Secretary*
Christina Rodríguez, *Admissions Manager*
Stacy Selman, *Family Liaison*
Maura Tighe, *Artistic Director*
Edgar Vasquez, *Dean of Students*

Dance Department

William McLaughlin, *Department Chair*
Amber Laberge
Tatiana Obeso

Music Department

Michael Bradley, *Department Chair*
Mariana Green-Hill
Seungok Lee
Christopher Lee Rodriguez
Brian Paulding
Christopher Rivelli
Molly Jo Rivelli
Max Ridley, *Adjunct*
Joshua Jackson, *Adjunct*

Theatre Department

Kadahj Bennett, *Department Chair*
John ADEkoje
Juanita Rodrigues
Dan Jentzen
Jenna McFarland-Lord
Annie Le, *Adjunct*

Visual Arts & Design Department

Samuel Mendoza, *Department Chair*
Rimi Mallick
Kathleen Marsh
Gretta Olton
Elisabetta Polito
Guy-Michel Telemaque
Gustavo Barceloni, *Adjunct*

Language and Literary Arts Department

John Cheesman
Ghia McLean
Jennifer Rose-Wood
Lindsey Souza
Samantha Vicente
Justin Byrd, *English as a Second Language Support*

Humanities Department

Raúl García, *Department Chair*
Sonya Brown
Rainbow Chen
Paul Decamp
Yejide Najee-Ullah

STEAM Department (Science, Technology, Engineering, Arts & Math)

Dr. Amanda Hanna, *Department Co-Chair*
Stephanie Loneck, *Department Co-Chair*
William Barrett
Rachel Biemer
Jean Binjour
Nadjya Facey-Maccow
Chadwick Johnson
Stephanie Loneck
Dr. Victor Mateas
Ashleigh Randolph

World Language Department

Emily Melo, *Department Chair*
Dr. Christopher Aviles
Cara Whiting

Special Education Department

Nicole Mullen, *Department Chair*
Jacalyn Emerson, *COSE, Special Ed*
Barbara Gharthey
Gina Higgins
Michael Phaneuf, *Reading Interventionist*
Valerie Sherman, *COSE, Special Ed*
Karimah Williams
Derek Allen, *Paraprofessional*
Mina Guity, *Paraprofessional*
D'Amoura Rackard-Stukes, *Paraprofessional*
Max Dalhstrom, *Paraprofessional*

Health & Wellness Team

LynRabea Bean, *Clinical Coordinator*
Jocelyne Aboujaoude, BSN, RN, MEd, *School Nurse*
Ana Carvalho, *Social Worker*
Ceshada Chambers, *Social Worker*
Jamieson Mazzola, *Bridge Program Support Specialist*
Nicholas Merry, *School Psychologist*
Dr. Lea Petrovic, *Child Psychologist, Boston Children's*
Molly Donehoo, *Italian Home for Children*

Climate Team

Roodly Charitable, *Associate Dean of Students*
Alicia Eberle, *Assistant Head of School*
Stacy Selman, *Family Liaison*
Edgar Vasquez, *Dean of Students*

School Counseling Team / College & Career

Analisa Fazio
Atiera Smith
Sabina Miranda
Ahsad Harvey, *Freedom House*
Jadyn Washington, *College Advising Corps-BU (CAC)*
Rasheed Selman, *Freedom House*
Erica Telisnor, *HERC*

Library

Rose Marz, *Library Director*

Admissions

Christina Rodríguez, *Admissions Manager*

Production & Event Coordinator

Juaquin Cruz

Technical Director

Daniel Jentzen

Technology Coordinator - Student Chromebooks

Derek Allen

Interns

George Badlissi, *HWT intern*
Nat Brennan, *Visual Arts Intern*
Alejandra Gomez, *Music Intern*
Eva MacDonald, *HWT intern*
Catherine Shattuck, *Library intern*

Assessment and Testing Coordinator

Alicia Eberle, *Assistant Head of School*

MTSS Coordinator

Joy Bautista, *Dean of Student Achievement*

Emergency Protocol

You will be asked to fill out an emergency form at the beginning of each school year, in which you will identify individuals who may pick your student up at school.

In the event of a local emergency or disaster situation while school is in session, please help us care for all students:

Remain calm.

Do not call the school (keep the home and school lines open).

Listen to local news and/or watch television.

Follow pick-up procedures.

You will be asked to identify yourself with a photo ID when you pick up your student

Fire Drill/Safety Procedures

Each classroom is equipped with fire drill evacuation illustrations identifying routes out of the school building.

In the event of a threat inside or outside of the school, the school has a Safe Mode protocol that the whole school practices during the school year.

Who to Contact When...

This list is meant to help students and families decide to whom they should go for help and important information. Please note that in most cases, the first person to contact is a student's advisor. Except where noted, the people listed below can be reached by calling the Boston Arts Academy phone number: **(617) 635-6470**. Parents/caregivers are also encouraged to contact Tyrone Sutton, Head of School, with any concerns.

STUDENT ACHIEVEMENT CONCERNS

- Advisor (Primary Contact)
- Ms. Bautista (Secondary Contact)

ADMISSIONS

- Ms. Rodríguez

ARTS-RELATED CONCERNS

- Advisor (Primary Contact)
- Arts Department Chair
- Ms. Tighe

CONFLICTS WITH OTHER STUDENTS

- Mr. Vasquez
- Mr. Charitable
- Ms. Eberle

COUNSELING AND MENTAL HEALTH

- LynRabea Bean (primary contact)
- Joy Bautista, (secondary contact)

DUAL ENROLLMENT and INTERNSHIPS

- Counselor - Ms. Horne, Ms. Miranda, or Ms. Fazio

FAMILY ENGAGEMENT and RESOURCES

- Ms. Selman

SCHEDULE CONCERNS

- Advisor (Primary Contact)
- Counselor - Ms. Horne, Ms. Miranda, or Ms. Fazio
- Ms. Chourafa

ATTENDANCE AND TRANSCRIPTS

- Advisor (Primary Contact)
- Ms. Chourafa

MEDICAL CONCERNS

- Ms. Aboujaoude, Nurse

SAFETY CONCERNS

- Mr. Sutton
- Ms. Eberle
- Mr. Vasquez

FAMILY RESOURCES

- Ms. Selman

FUNDRAISING

- Mr. Sutton

GOVERNANCE/VISION

- Mr. Sutton

Boston Arts Academy

Mission

Boston Arts Academy, a pilot school within the Boston Public Schools, is charged with being a laboratory and a beacon for artistic and academic innovation. Boston Arts Academy prepares a diverse community of aspiring artist-scholars to be successful in their college or professional careers and to be engaged members of a democratic society.

Shared Values

As an arts high school, we promote and engender:

- Passion with balance
- Vision with integrity
- Diversity with respect
- Community with social responsibility

Habits of the Graduate

Our values are encapsulated in the BAA Habits of the Graduate - RICO:

Refine

Have I conveyed my message?

What are my strengths and weaknesses?

Invent

What makes this work inventive? Do I take risks and push myself?

Connect

Who is the audience and how does the work connect? What is the context?

Own

Am I proud of the work I am doing? What do I need to be successful?

Vision with Integrity

What it looks like Inside the classroom/studio/rehearsal space:

- Setting goals and consistently maintaining high standards towards those goals
- Owning your process, your choices, and your behavior
- Creative risk taking
- Stretching yourself
- Having a vision of where you want to go and who you want to be, and making daily choices to make that vision a reality

What it looks like beyond the classroom: hallways, shared spaces, and in the surrounding neighborhood:

Community with social responsibility

What it looks like Inside the classroom/studio/rehearsal space:

- Participation and active engagement
- Punctuality
- Respectfulness
- Courteousness
- Focus
- Everyone is taking a role, especially a leadership role, that matters
- Collaboration
- Appropriate electronics use only

What it looks like beyond the classroom: hallways, shared spaces, and in the surrounding neighborhood:

<ul style="list-style-type: none"> ● Demonstrating integrity in your actions: honesty, decency, fairness, high standards for self and others ● Understanding and representing the values of BAA ● Upperclassmen mentoring underclassmen ● Being welcoming to others: other BAA students, visitors, members of the CASH community ● Being part of a positive contribution to the Fenway neighborhood 	<ul style="list-style-type: none"> ● Committing to support the health of BAA's community: participating in circles, advisories, and other school-wide community-building activities ● Supporting others to make good choices ● Making way for others in the hallway ● Throwing away trash and recycling ● Using school-appropriate language ● Representing the BAA community well in the neighborhood
<p>Passion with Balance</p> <p>What it looks like Inside the classroom/studio/rehearsal space:</p> <ul style="list-style-type: none"> ● Preparation (be on time, do HW, practice skills, come with materials) ● Consistency (continually holding self to high standards) ● Punctuality ● Following through ● Refining <p>What it looks like beyond the classroom: hallways, shared spaces, and, in the surrounding neighborhood:</p> <ul style="list-style-type: none"> ● Being in the hall appropriately: with a pass, for a particular purpose, only during appropriate times ● Maintaining school-appropriate volume in public spaces ● Being mindful and respectful of the Fenway neighbors 	<p>Diversity with respect</p> <p>What it looks like Inside the classroom/studio/rehearsal space:</p> <ul style="list-style-type: none"> ● Seeking and seeing other perspectives ● Asking Questions ● Empathy ● Respectful and thoughtful expression of your opinions using respectful language ● Collaborating with others, including and especially those different from you <p>What it looks like beyond the classroom: hallways, shared spaces, and in the surrounding neighborhood:</p> <ul style="list-style-type: none"> ● Respecting BAA's diversity: respect students from other neighborhoods, cultures, and majors ● Respecting physical and personal boundaries of all people ● Respecting <i>all</i> teachers and staff in our building ● Respecting the Fenway neighborhood

BAA, ESL, and Inclusion

Boston Arts Academy is proud to be the first Boston Public School named an inclusion high school. Our application and audition process is academic blind; our students come with a wide range of academic strengths and needs. Our commitment is to support and to challenge each student. We have created several structures that enable us to better address the individual needs of each child. These structures include but are not limited to the following: Special education teachers servicing students in a “pull out”/Learning Center model or “pushing in” to classes in a co-teaching model, ESL classes taught by an ESL teacher, ESL instruction through a “push-in” support model, and Language Arts and Literary Arts (LALA) teachers supporting ESL through the curriculum. In addition, we support certification paths through which several of our regular education teachers are pursuing an additional certification in Moderate Special Needs 5-12 and/or English as a Second Language teaching, our summer reading and math interventions, and advisory system. We welcome and service applicants with identified learning needs of all kinds. Families with further questions should feel free to contact Joy Bautista, Dean of Student Achievement.

Boston Arts Academy and Notification of Teacher Certification

We are a dynamic school, with curricula created and taught by a dynamic faculty. We want students to understand the interdisciplinary nature of all disciplines. This is why we teach “Humanities” as an integrated approach to Language Arts and History. This is why our students learn science and math through our innovative STEAM approach, which explores the connections between biology, chemistry, technology, engineering, math and the arts! Our goal is to foster connections between arts disciplines and academic disciplines, all while building our students critical thinking, creativity and communication skills. Those connections are what prepare the artists-scholars we describe in our mission.

We have hired a diverse faculty with diverse interests and strengths to implement that mission. There are times in this school - purposefully and by design - where teachers teach out of their certification. For example, because we believe reading and writing are powerful skills that inform and support all disciplines, some of our teachers teach reading in the summer or an Interdisciplinary Language Arts and Literary Arts class. Not all of these teachers, however, have English certification from the state of Massachusetts. Given our mission and vision, some of our teachers teach a subject in which they do not have certification. And in order to prepare our students with a deep knowledge and skill base in their arts, we have also created courses (for example technical theatre) where no state certification exists.

Our Board has made an important decision: We will not be sending you letters when teachers are teaching outside of their state-described certification. We are proud of the qualifications of our staff, and they are described in detail in individual biographies available on our website.

Parents/Caregivers

Boston Arts Academy depends on the commitment and involvement of parents and caregivers to help students achieve their goals to become successful

Parents' and Caregivers' main responsibilities are:

- To stay involved in their students' education and to communicate regularly with Boston Arts Academy faculty members.
- To attend the Parent/Caregiver orientation meeting in September.
- To attend two family conferences per year (one in the fall and one in the spring) about academic, artistic and wellness progress. These conferences are held with the student, parent/caregiver and advisor. The fall narrative conference focuses on the students' advisory narrative reflections and academic, artistic and wellness goal setting. The spring conference focuses on students' progress toward goals, transcript, & graduation planner review and summer planning. These conferences are not for individual meetings with teachers. Parents/Caregivers can always make an appointment with an individual teacher at any time via email or TalkingPoints
- To attend Reflection Conferences at the end of the school year.
- To read and regularly review this handbook.

There are many other ways for parents/caregivers to be involved:

- Attend School Parent Council (SPC) Meetings
- Attend BAA Board Meeting
- Attend Open House
- Attend Equity Roundtable Meetings
- Volunteer with student performances/exhibitions/reviews
- Volunteer with events/shows
- Assist with fundraising and networking with other parents/caregivers, and community
- Assist with political action initiatives

Boston Arts Academy would not exist without the support of our students' parents/caregivers. We need their continued energy and commitment as we continue to build our school and community.

Parents and Caregivers

Please be aware of your right to elect to **not** have your student's information released to Military Recruiters. Please see the school secretary for the form.

2024-2025 Student and Parent/Caregiver Mandatory Meetings

Senior College & Career Night	Thurs. Sep.19
Family Back to School Night, Gr. 9-11	Thurs. Sep.19
Senior Families Financial Aid Seminar	TBD
Family Conferences	Mon. Nov 29
Family Conferences	Thurs. Apr 27

Dates are subject to change. Please check the weekly bulletin or the BAA website calendar for the most up-to-date information.

The role of the **Family Liaison** is to act as a liaison between the school and the Family Council, support families to actively participate in their student's educational life as well as the BAA community, and promote the school-wide use of effective family engagement strategies.

Please feel welcome to contact

Stacy Selman, Family Liaison

sselman@bostonpublicschools.org

(617) 635-6470

Student Government

Student Government is an opportunity to develop leadership skills and provide a valuable service to Boston Arts Academy community. Student Government is divided into three branches; the Executive Officers, Arts Representatives, and Class Representatives.

Executive Officers

The Executive Officers oversee all Student Government activities and communication with the student body, the faculty and the Governing Board. Elections are held in May or June of the prior year.

Arts Representatives

The Arts Representatives represent each major within Student Government and represent student academic and artistic concerns to the faculty. Arts Representative Nominations and elections are held at the beginning of each school year.

Class Representatives

The Class Representatives represent each grade level within Student Government and organize grade-level and school-wide activities and fundraising. These students also serve on City and State-wide Youth Councils. Class Representative Nominations and elections are held at the beginning of each school year.

Student Organizations

The National Honor Society (NHS) is an organization that recognizes exceptional high school students. The purpose of the NHS is “to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools”(NHS Constitution). Students who excel academically and demonstrate an interest in service are eligible to participate in the NHS. Induction into NHS requires the student to maintain a Grade Point Average (GPA) of 3.0 or higher, attend at least 80% of NHS meetings at BAA, and participate in group and individual service projects for at least 50 hours throughout the year. Induction happens in the spring after participants have fulfilled their service requirements.

Student Affinity Groups, Support Groups and Enrichment Programs for 2024-25 include:

- Anime Club
- Asian-American Club
- National Honor Society
- Restorative Justice Circle Leaders
- Students Alliance For Equality (S.A.F.E.)
- Student Government
- Video Game Club

**If you are interested in starting a new club, please speak to [Ms. Eberle](#).*

BAA's Student Alliance for Equality (S.A.F.E.)

The Student Alliance for Equality at Boston Arts Academy invites all students (heterosexual, Gay, Lesbian, Bisexual, Transgender, Questioning, or Queer) to discuss their feelings and fears regarding identity, sexual orientation, and gender identity in a safe place.

The mission of S.A.F.E. is to fight prejudice and discrimination, which impact the lives of everyone in the student body. S.A.F.E. is student run and is advised by a faculty member who offers resources, support, facilitates discussions. S.A.F.E. is designed to help reduce anti-gay violence, harassment, and discrimination by educating the school community about homophobia and by encouraging a greater degree of understanding from students and school personnel.

Health and Wellness Team

The Health & Wellness Team (HWT) is staffed by licensed mental health professionals, a school nurse, health educators, and clinical and nursing interns. As a collaborative team, we strive to support both the medical, mental health, and social-emotional needs of all students to ensure that they are able to fully access their education.

CLINICAL SERVICES

The Wellness Office offers a range of clinical services to students and their families including crisis intervention, short-term counseling support, group counseling, family support, coaching/mentoring, and case management support. These services are provided to support students' emotional functioning and academic success and are available to all students free of charge. Students can talk to a clinician at any time during the school year, and we work with students to ensure that they do not miss critical class/instruction time. We have found that when students have a space to talk about their concerns, they are better able to focus on their education. Information that a student shares with our clinical team is kept confidential, and we can only share that information with parents/caregivers if the student gives permission; except if the student has suicidal or homicidal thoughts or has reported self-harm. Additionally, Massachusetts law defines us as mandated reporters, and as a result, we are required to report any past or current physical or sexual abuse and/or neglect to the appropriate agencies.

Parents/Caregivers must provide written consent in order for their child to be seen for ongoing counseling services.

If a student's behavior requires an immediate assessment by our clinical team, the student will be evaluated and then referred for appropriate services. In these situations, it may not be possible to obtain parental consent prior to assessing the student.

When needed, HWT staff works with students and families to obtain clinical services that are based in the community. We have also partnered with local agencies that can bill a student's insurance provider for clinical services provided at school.

PREVENTION SERVICES

The Health & Wellness Team (HWT) is committed to early identification and treatment of psychological and social emotional concerns. We have developed a number of initiatives that allows the HWT to better understand our students and to consult with teachers and departments about a range of student concerns. These initiatives include:

- Administering a Personal Wellness Assessment to all **new** students, which helps us to determine the level of services that will benefit each student.
- Administering the BAA Teen Health Survey, an anonymous survey, to **all** students. The information from this survey helps us to better understand the needs of our students, to improve the services we provide, and to be more targeted in seeking grants and other funding that will support students' needs.
- Collaborating with teachers to teach, co-teach and/or support classes around social-emotional learning.
- Working closely with Arts and Academic teams to identify and address various student concerns.

Our clinical staff includes licensed clinicians and clinical interns:

CLINICAL STAFF

- LynRabea Bean, LSW *Clinical Coordinator and Chair of Health and Wellness Department*
- Jocelyne Aboujaoude, BSN, RN, MEd, *School Nurse*
- Ceshada Chambers, LCSW, *Social Worker*
- Ana Carvahlo, LICSW, *Social Worker*
- Lea Petrovic, Ph.D., *Psychologist, Children's Hospital*
- Jamie Mazzola, *Bridge Academic Specialist*
- Nicholas Merry, *School Psychologist*
- Molly Donehoo, LICSW, *Social Worker, Italian Home for Children*
- Royal Nunes, *Health Educator, Boston Public Health Commission (BPHC)*
- Rasheed Selman, *Success Coach, Freedom House*
- Ahsad Harvey, *Success Coach, Freedom House*
- Eva Macdonald, *HWT intern*
- George Badlissi, *HWT intern*

RECORD-KEEPING

The Wellness Office clinicians are required to document their meetings with students including: (a) dates of attendance; (b) interventions used; and (c) the student's response to interventions. We use an electronic health record system that is only accessible by Health & Wellness Staff. Additionally, the Health & Wellness records are kept separate from the student's academic file.

RE-ENTRY PROTOCOL

When a student has been absent from BAA due to hospitalization (e.g., inpatient or partial), medical or psychological (e.g., Counseling and Intervention Center, Department of Youth Services, etc.) reasons, we require the following information in order to ensure the student's safe return to the BAA community:

1. A letter from the hospital or agency stating the student has been cleared and is safe to return to school;
2. Treatment Summary or Discharge Summary that outlines the care the student received and any services that have been recommended; and
3. A re-entry meeting with Health & Wellness staff, parents/caregivers, and the student to identify in-school resources and to develop a plan to transition back to the BAA community.

BRIDGE PROGRAM

The BRIDGE Program provides therapeutic and academic support to students who have had a leave of absence due to significant psychological/medical concerns. Following a re-entry meeting, we may offer this program to students who are at-risk of failing courses or at risk of requiring an out-of-school placement. The program model, Building Resilience to Youth in Transition (BRYT), was developed by the Brookline Community Mental Health Center.

The BRYT model is geared toward supporting students who have missed a significant number of school days due to significant emotional and/or physical health reasons. The primary goal of the transition support classroom is to provide students with access to clinical, academic, artistic, and case management support, while adjusting back to the BAA community. The program staff will provide clinical support as needed, and will serve as a liaison between teachers and students, school and family, and school and hospital programs.

BOSTON PUBLIC HEALTH COMMISSION PARTNERSHIP

The Boston Public Health Commission (BPHC) Health Resource Center (HRC) is a collaboration between the Boston Public Health Commission and Boston Public Schools to bring comprehensive health education to BPS high school students. The primary focus of the HRC is to provide evidenced based classroom education addressing healthy decision making, healthy relationships, and sexual health, including prevention of Sexually Transmitted Infections (STIs), HIV and unplanned pregnancies. The Health Educators assigned to BAA are on-site two days/week. When the Health Educators are not providing classroom education they are available in their office to address student questions or concerns and to link them to community resources. HRC also makes condoms accessible to students whose parents have not opted them out of the service. In addition, the HRC provides on-site STI testing for certain STIs.

WORK PERMITS

Work permits are required for all students under the age of 18. Work permits can be issued by emailing the request and details of the job to Mr. Vasquez at: evasquez@bostonpublicschools.org.

Health Services

The School Nurse is a member of the Health & Wellness Team (HWT), and as a result, works collaboratively with HWT to support student health and wellness. The School Nurse also attends the weekly HWT Case Management meeting to identify new student concerns and to provide updates and feedback on interventions with students.

Medical Forms

Students are required, by the State of Massachusetts, to have annual physical exams and current immunization records. Up-to-date copies of physicals and immunization records must be submitted to the School Nurse each year. These records will be kept in a secure location in the Nurse's Office.

The School Nurse works closely with students and parents/ caregivers on an individual health basis by being aware of student health needs, health conditions, and current medications. Health condition forms are distributed at the beginning of the school year and need to be completed and returned to the School Nurse promptly to ensure the safety of each student.

Prescription & Over-The-Counter (OTC) Medications

Students are not permitted to carry prescription or over-the-counter medications on their person during the school day. All prescription medications that are scheduled to be administered during the school day, must be administered by the School Nurse. Parents/Caregivers should contact the School Nurse to ensure compliance with this policy.

Compliance with Nurse's Orders

The School Nurse will contact parents/caregivers when there are concerns about a student's health/wellness. In some situations, the School Nurse may request that a student be seen by a doctor before the student is allowed to return to school. In those cases, the parent/caregiver must provide proof of medical care before the student is allowed to return to school.

The School Nurse is a mandated reporter, and if a parent/ caregiver fails to obtain appropriate medical treatment for a student, the School Nurse/Health & Wellness Staff may be required to contact the Department of Children and Families to file a report for medical neglect.

MEDICAL ABSENCES AND DISMISSALS

If a student is to be dismissed due to illness, they must be seen by the School Nurse prior to dismissal. Additionally, the School Nurse must approve all medical dismissals and must speak directly to the parent/caregiver to obtain permission before a student can be dismissed. In situations where the School Nurse is concerned about a student's safety, the School Nurse may require that the parent/caregiver pick-up the student from the Nurse's Office. Please note that a student's stating that a parent/caregiver has given permission to leave school will not be accepted.

Medical excuse notes for illness must be submitted to the Registrar within 5 days of the illness. Medical excuse notes can be submitted ahead of time for scheduled appointments.

The Registrar and School Nurse are to be made aware of all extended absences related to illness and/or medical procedures (e.g., surgery) with a doctor's note as per the attendance policy.

School Counseling Team

School counselors are professionals who help students to succeed academically, support social-emotional learning, and navigate their post-secondary plan. School counselors help students create goals, mindsets and behaviors. At BAA, each student is assigned a school counselor by their art major. The school counseling team consists of three counselors, Ms. Miranda, Ms. Fazio, and Ms. Horne. Our team partners with College Advising Corps and Boston Private Industry Council (PIC).

MISSION STATEMENT

Our mission is to empower high school students to thrive academically, socially, and emotionally while equipping them with the skills and resources necessary to navigate the transition to life beyond graduation. Through personalized support, comprehensive guidance, and collaboration with students, families, educators, and community partners, we foster an inclusive and supportive environment where every student can explore their passions, set goals, and develop a clear plan for their future endeavors. Our commitment is to provide students with the tools and knowledge to make informed decisions about post-secondary education, career pathways, and personal development, ensuring they are prepared to succeed in their chosen paths and contribute positively to society.

Ms. Miranda: Theatre & Dance (smiranda@bostonpublicschools.org)

Ms. Fazio: Music (Vocal & Instrumental) & Multimedia Entertainment Production (afazio@bostonpublicschools.org)

Ms. Smith: Visual Art and Design (ahorne@bostonpublicschools.org)

College Advising Corps (CAC-BU): This is a full time staff who supports juniors and seniors with their post-secondary planning, FAFSA application, college essays and scholarships.

Boston Private Industry Council (PIC): This individual is in the school building two times a week to support career-development, resumes, interview preparation, and jobs.

WHAT IS A SCHOOL COUNSELOR?

School counselors are professionals who help students to succeed academically, support social-emotional learning, and navigate their post-secondary plans. School counselors help students create goals, mindsets, and behaviors. At BAA each student is assigned a school counselor by their art major. The school counseling team consists of three counselors, Ms. Miranda, Ms. Fazio, and Ms. Horne. Our team partners with College Advising Corps and Boston Private Industry Council (PIC).



Areas of Support

- Student Check-in's
- Dual Enrollment
- SAT, PSAT, AP
- Academic counseling
- Credit Recovery: Summer school & Night school
- Classroom push-in lesson
- College & Career Exploration
- Graduation Requirements
- Enrichment Opportunities
- College application & process
- Course selection process

For any questions please email baa-guidance@bostonpublicschools.org

College and Career Center

We are very pleased to have a College and Career Center funded by a federal Perkins Grant. This College and Career Center has information about post-BAA college and career opportunities. Student's can access this additional support and space to get guidance

on their post secondary planning options with our College and Career Advisor.

College and career preparation is also woven through the curriculum, particularly through arts, academics, advisory and additional opportunities.

Listed below is an outline of the college & career exploration process from grades 9- 12.

<p><u>9th Graders</u> 9th Grade Academic SMART Goal Complete Career Cluster Finder Attend BAA's College & Career Fair Transcript & GPA Review Create a resume</p>	<p><u>10th Graders</u> College visit Take the PSAT (Sign up only) Attend BAA's College & Career Fair Transcript & GPA Review Create a resume</p>
<p><u>11th Graders</u> Attend BAA's College & Career Fair Go on at least one college visit Take the PSAT in the Fall (Sign up only) Take the SAT in the Spring (Sign up only) Attend Junior Family College & Career Night Attend college financial aid workshop with families Complete a draft of the college essay in LALA Research colleges and begin building a college list Request letters of recommendation Begin meetings with the school counselor regarding the post-secondary plan</p>	<p><u>12th Graders</u> Attend Senior Family College & Career Night Schedule appointments with your school counselor to finalize the college list and application schedule Complete the student brag sheet Confirm teachers recommendations Attend BAA's College & Career Fair Go on at least one college visit Attend college financial aid workshop with families Complete college essay Apply for outside scholarships Complete senior exit survey before graduation</p>

Advisory at BAA

BAA Advisory Program is a school-wide wellness initiative that provides students with academic, artistic and community support in a small group with an adult advisor. Most advisories have about 12 students in grades 9 through 12, all from the same major, with one advisor. Advisory meets twice a week, on Mondays and Fridays, and the class is graded on a pass/fail basis, mostly based on attendance. Advisors stay with each student for their entire four-year career.

The advisor's role is to develop meaningful relationships with each advisee and their parent/caregiver to support their academic and artistic progress/achievement and promote individual and community wellness.

Advisory is Graded Pass/Fail

To pass students need to:

- Attend regularly to receive important school wide, arts major specific and grade-level specific information and information about upcoming special events, leadership opportunities and artistic and academic opportunities
- Participate in community service learning
- Participate in college visit exploration day
- Lead November, April, and June Family Conference about their progress on outcomes with their parent/caretaker and advisor
- Review their transcripts and update their graduation planners

Advisory is a place to get support, give support and build community!

Student Schedule

GRADE 9 & 10 - STUDENT SCHEDULE FOR 2024-25											
		Monday		Tuesday		Wednesday		Thursday		Friday	
A	8:00	A (80 min) Academic	A	8:00	A (50 min) Academic	A (50 min) Academic	A (50 min) Academic	B	8:00	B (80 min) Academic	
				8:50	B (50 min) Academic	B (50 min) Academic	B (50 min) Academic				
C	9:20	C - Arts (80 min)	C	9:45	CD - Arts (105 min)	CD - Arts (105 min)	CD - Arts (105 min)	D	9:25	D - Arts (80 min)	
									9:50		
ADV	10:50 11:35	ADVISORY (45 min)	D	11:35				F	10:50	F (80 min) Academic	
E	11:35 12:15	E (80 min) Academic	E	11:35	LUNCH (45 min)	LUNCH (45 min)	LUNCH (45 min)	ADV	12:10	ADVISORY (25 min)	
					12:20	E (50 min) Academic	E (50 min) Academic		E (50 min) Academic		12:15 - 12:40
G	1:40 1:45	G (80 min) Academic	F	1:15	F (50 min) Academic	F (50 min) Academic	F (50 min) Academic		1:10	STAFF MEETNG	
									1:20		G (50 min) Academic
H	3:05 3:10	H (50 min) Arts or PE	H	3:05	H (50 min) Arts or PE	H (50 min) Arts or PE	H (50 min) Arts or PE		3:00		
									4:00		

**Some students will be required to attend these blocks as needed in the art department for:

After 4pm	** Productions / Rehearsals / Exhibitions / Installations / Run-throughs
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STUDENTS

Gr.9 & Gr.10 have academics in A, B, E, F, G

Gr.9 & Gr.10 have ARTS in CD block and some H blocks depending on term and major

GRADE 11 & 12 - STUDENT SCHEDULE FOR 2024-25

		Monday		Tuesday	Wednesday	Thursday		Friday
A	8:00	A (80 min) Academic	A	8:00 A (50 min) Academic	A (50 min) Academic	A (50 min) Academic	B	8:00 B (80 min) Academic
			B	8:50 B (50 min) Academic	B (50 min) Academic	B (50 min) Academic		9:20
C	9:20	C (80 min) Academic	C	9:45 C (50 min) Academic	C (50 min) Academic	C (50 min) Academic	D	9:25 D (80 min) Academic
	9:25		D	10:40 D (50 min) Academic	D (50 min) Academic	D (50 min) Academic		10:45
ADV	10:45	ADVISORY (45 min)	E	11:35 E (50 min) Academic	E (50 min) Academic	E (50 min) Academic	F	10:50 F - Arts (80 min)
	11:35		F	12:30 LUNCH (45 min)	LUNCH (45 min)	LUNCH (45 min)		12:10
E	11:35	LUNCH (40 min)	E	12:30 LUNCH (45 min)	LUNCH (45 min)	LUNCH (45 min)	ADV	12:15 12:40 ADVISORY (25 min)
	12:15							12:40 - 1:10 LUNCH (25 min)
	12:20	E (80 min) Academic	F	1:15 FG - Arts (105 min)	FG - Arts (105 min)	FG - Arts (105 min)		1:10 STAFF MEETNG
	1:40		G	2:10 FG - Arts (105 min)	FG - Arts (105 min)	FG - Arts (105 min)		
G	1:45	G - Arts (80 min)	G	2:15 H (50 min) Arts or PE	H (50 min) Arts or PE	H (50 min) Arts or PE		3:00
	3:05		H	3:10 H (50 min) Arts or PE	H (50 min) Arts or PE	H (50 min) Arts or PE		
H	3:10	H (50 min) Arts or PE		4:00				
	4:00							

**Some students will be required to attend these blocks as needed in the art department for:

After 4pm

**Productions / Rehearsals / Exhibitions / Installations / Run-throughs

STUDENTS

Gr.11 & Gr.12 have academics in A, B, C, D, E

Gr.11& Gr.12 have ARTS in FG block and some H blocks depending on term and major

ASSEMBLY DAY			
A	8:00	A (45 min) Academic	A (45 min)
	8:45		
B	8:50	B (40 min)	B (40 min)
	9:30		
C	9:35	CD - Arts (85 min)	C (40 min)
	10:15		
D	10:20		D (40 min)
	11:00		
Assemblies	11:05	Assemblies (55 min)	
	12:00		
Lunch	12:00	LUNCH (45 min)	LUNCH (45 min)
	12:45		
E	12:50	E (40 min)	E (40 min)
	1:30		
F	1:35	F (40 min)	FG - Arts (85 min)
	2:15		
G	2:20	G (40 min)	
	3:00		
H	3:05	H (50 min)	H (50 min)
	3:55		

Assessment

Assessment Philosophy

The Boston Arts Academy assessment and graduation process prepares students to do the kinds of work required in college and the workplace. Students graduate by successfully demonstrating their skills and knowledge through portfolios, exhibitions, and performances.

BAA also has made a commitment to communicating with families about student progress. Families will receive assessment information at least six times during the school year: four (4) report cards and two (2) conference reports. Families are encouraged to contact a student's advisor for additional information.

We are actively working on the digital documentation of our outcomes, rubrics, and assignments.

Assessment Glossary

Terms and Semesters BAA sets its own calendar and operates on a four-term, two-semester schedule. Term and semester dates do not necessarily correspond to the regular BPS schedule.

Mid-Term Progress Notices are done approximately four weeks into each new term. Teachers fill these out on students who are not meeting course requirements or expectations. Families receive these notices through email. Copies of these notices also go to the Student Support Team and to the student's advisors.

Exhibition A method of authentic assessment in which students demonstrate knowledge and skills through a project or presentation. Parents and community members are always welcome at exhibitions.

Family/Narrative Conferences happen twice a year after Term 1 and Term 3. At both conferences, the student and the family member meet with the advisor.

MAP Growth testing is a computer adaptive assessment that thoroughly measures reading comprehension. It assesses where a student is on a long-term trajectory of growth in reading and math achievement and provides learning statements on what a student is ready to learn next. It is available for grades 9-11. MAP Reading and Math Growth is administered in Fall, Winter, and Spring.

Grades In most cases, coursework will be given traditional letter grades. Teachers/Faculty will provide students with grading formulas in course syllabi. The grading scale is as follows:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

Report Cards are sent quarterly. They are official grades that go on the transcript. Report cards are emailed to families and students 4 times a year.

Transcripts are official documents listing a student's coursework and grades. Transcripts also come with a "Transcript Attachment" that outlines our course offerings. Students may request an official transcript from the Registrar in the main office. Please allow two business days for processing. Seniors can also access their transcript on Naviance, and all students can ask their advisor for an unofficial copy of their transcript.

Rubric A rubric is a specific set of criteria that describe expectations for good work. Rubrics set a scale [**most commonly 0= missing; 1= Not Yet Proficient; 2= Getting there; 3= Proficient; 4= High Performance**] and give concrete descriptions of what work at each level looks like.

Syllabi Each instructor provides a syllabus at the beginning of each new course. Syllabi include grading formulas and expectations.

Promotion Policies

Summary of Graduation and Promotion Requirements by Grade Level	
A student will NOT be promoted to the next grade if...	
Current 9th graders	<ul style="list-style-type: none"> In June 2025, they have not passed all core arts classes with a 60% or higher* and/or In August 2025, they are missing 4 or more academic credits
Current 10th graders	<ul style="list-style-type: none"> In June 2025, they have not passed all core arts classes with a 60% or higher* and/or In August 2025, they are missing 5 or more academic credits from grades 9 and 10
Current 11th graders	<ul style="list-style-type: none"> In June 2025, they have not passed all core arts classes with a 60% or higher* and/or In August 2025, they are missing 5 or more academic credits from grades 9, 10, and 11.
A 12th grader will not graduate in June if, by the last day of Term 4 (currently May 30):	
Current 12th graders	<ul style="list-style-type: none"> They have not passed all arts classes with a 60% or higher and/or They have not passed 4 math, 4 LALA/English, 3 Science, 4 Humanities/History, and PE class with a 60% or higher, and/or They have not completed 75 hours Community Service, and/or They have not completed MCAS requirements <p>Students missing academic and/or community service hours can complete these requirements in summer school, fall night school, and/or dual enrollment (if eligible)</p> <p>Students missing arts credits will return to BAA in September to complete their arts requirements. An arts plan with a timeline will be developed and communicated.</p>

*If a student fails a non-core arts course, they must make it up by meeting outcome requirements through either summer project, passing a final exam, or completing a qualifying summer program. A detailed explanation of promotion and graduation requirements by major can be [found here](#).

Promotion Policies in the Academics

English Requirements

A student must have four English credits to graduate from the Boston Arts Academy. English curricula are specifically connected to a student's year in their major. Unless a student is repeating an entire grade, a student (in most cases) will be promoted to the next level of English even if they fail one year. However, a student who fails an English course must make up the missing credit.

A student may make up a missing English credit in summer school if the following are true:

1. The student has passed one term OR the student's final average is at least 50% AND
2. The student has not missed more than 30 days of school.

If either of these statements is not true, the student will be required to take a summer BPS online course ("Credit Recovery"), attend BPS night school ("Twilight School") if it is available, take the Creative Writing elective for 2 semesters, or repeat this course.

Humanities Requirements

A student must pass 4 Humanities courses to graduate from the Boston Arts Academy.

If a student earns a failing final grade in Humanities 1, 2 or 4, the student has passed one term OR the student's final average is at least 50% AND

2. The student has not missed more than 30 days of school.

If neither of these statements is true, the student will be required to take a summer BPS online course ("Credit Recovery"), attend BPS night school ("Twilight School") if it is available, or repeat the course.

Humanities 3 Benchmark Requirement: If a student does not pass Humanities 3 class or the Humanities benchmark in the 11th grade, they will repeat it in their senior year. They will need to take an online history course for their 4th Humanities requirement instead of Humanities 4. This can be taken during the summer after their 11th grade year, or during their 12th grade year.

Math Requirements

A student must have four math requirements to graduate from Boston Arts Academy. Seniors who completed AP Statistics in their junior year will take a dual enrollment, college math class their senior year.

If a student earns a failing final grade in any math course, the student may make up the credit in summer school if the following is true:

1. The student has passed one term OR the student's final average is at least 50% AND
2. The student has not missed more than 30 days of school.

If neither of these two statements is true, then the student will take a BPS online course ("Credit Recovery"), or attend BPS night school ("Twilight School") if available.

World Language Requirements

In most cases, students must have two high school world language requirements to graduate from Boston Arts Academy. The two year requirement must be filled within the same language. Students will be placed according to the BAA Initial Placement Assessment. Students coming from Boston Latin may transfer one year of 8th grade world language credit.

A student must pass one level of a language before moving onto the next. In most cases students may not make up world language requirements during the summer; students must make up world language requirements during the school year. If a senior is missing a world language credit, night school or summer school may be an option. To be eligible for summer school, the student must have fewer than 30 unexcused absences for the course and at least one of the following must be true:

1. The student has passed one term **OR**
2. The student's final average is at least 50%

If neither of these statements is true, the student will be required to repeat this course or an equivalent before they graduate.

Science Requirements

A student must have three laboratory science requirements to graduate from the Boston Arts Academy. If a student earns a failing final grade in any science course, the student may make up the credit in summer school if the following is true:

1. The student has passed one term OR the student's final average is at least 50% AND
2. The student has not missed more than 30 days of school.

If neither of these two statements is true, then the student will take a BPS online course ("Credit Recovery"), or attend BPS night school ("Twilight School") if available. Although the BAA graduation requirement for science is 3 laboratory sciences, many scholarship and college programs are looking for four science courses on a student's transcript. Consequently, all students are expected to take 4 science courses if it fits into their schedule

All students must pass science MCAS to earn a Massachusetts diploma. Most students will take the Physics MCAS exam. Some may take the Biology MCAS exam.

Summer School and Promotion

Most Boston Arts Academy students do some kind of arts or academic enrichment program in the summer. Some students will be required to do academic work in order to be promoted. For arts, students must complete arts requirements by June, unless there is an exception made by the Arts Department chair.

Please note: The following are general guidelines regarding summer school and promotion. In all cases, the Administration will make individual arrangements with students regarding summer school and promotion.

When a student takes a summer course to make up a credit, both the school-year grade (F+) and the summer school grade (Pass or Fail) appear on the student's transcript. We do not "re-average" school-year grades.

Seniors missing requirements for a June graduation, will meet with a Dean to create a graduation plan.

Where funding and staffing are available, students will take courses on the BAA campus. BAA may also require students to attend the Boston Public Schools summer school or BPS night school (juniors and seniors, with potential for 10th graders if additional seats are available).

Standardized Tests

Standardized tests are just one way—often a very limited way—to measure student achievement. We use these tests only as part of our assessment process at Boston Arts Academy.

Most colleges, universities, and scholarship programs require one of two standardized tests: the Preliminary Scholastic Aptitude Test (PSAT) and the Scholastic Aptitude Test (SAT). Accordingly, Boston Arts Academy students will take these two tests.

The Massachusetts Department of Education requires us to administer the Massachusetts State Assessment Test (MCAS). Students are required to receive a passing grade on the MCAS in order to receive a high school diploma in the state of Massachusetts.

Students identified as English Learners (ELs), are tested annually to measure their English language development with the ACCESS test. This information is used to determine when additional supports are no longer needed, or if a student requires more support to ensure English language development progress.

Students enrolled in Advanced Placement (AP) courses at BAA (currently AP Biology and AP Statistics) have the opportunity to take the AP exam. Some colleges extend college credit or an advanced level for high scores on these exams.

Dual Enrollment

We are fortunate to have strong relationships with area institutions of higher learning—in particular, the institutions of the ProArts Consortium - that allow our students to take college courses for free. The ProArts colleges that offer Dual Enrollment are MassArt, Berklee, Boston Conservatory, Emerson, and Boston Architectural Center. Juniors and seniors with strong grade point averages may apply to take these courses. Additionally, the Boston Public Schools has dual enrollment partnerships with Bunker Hill, Roxbury Community College, Suffolk University, Ben Franklin Institute of Technology, UMass Boston, Cambridge College and Fisher College. Interested students should see Ms. Bautista for details on eligibility requirements and an application. Applications are due in November and May for the following semester. Students who take dual enrollment courses sign a very specific contract that outlines their commitments both to the cooperating college and to Boston Arts Academy. Students should ensure that college courses do not conflict with their BAA arts and academics schedule.

Open Honors

In our heterogeneously grouped classes—Humanities, Language and Literary and Language Arts (English), Math, and Science—students have the opportunity to earn “Open Honors” distinction. Students may self-select to apply to receive honors. Students applying for honors must complete additional assignments, projects, and/or other major assessments, and fulfill additional requirements for exhibitions in order to be considered for the “honors” designation. Students’ transcripts will reflect the honors credit. Colleges look for students who maximize their opportunities—“Open Honors” is one such opportunity.

Graduation Planner

	Grade 9	Grade 10	Grade 11	Grade 12
Arts Major	<input type="checkbox"/> Earned 60% or better	<input type="checkbox"/> Earned 60% or better <input type="checkbox"/> Completed Sophomore Review	<input type="checkbox"/> Earned 60% or better	<input type="checkbox"/> Earned 60% or better <input type="checkbox"/> Completed Arts Major Exit Requirement
English	<input type="checkbox"/> Passed English	<input type="checkbox"/> Passed English	<input type="checkbox"/> Passed English	<input type="checkbox"/> Passend English
Humanities	<input type="checkbox"/> Passed Humanities 1	<input type="checkbox"/> Passed Humanities 2	<input type="checkbox"/> Passed Humanities 3 <input type="checkbox"/> Passed Hum.3 Paper Benchmark	<input type="checkbox"/> Passed Humanities 4
Math	<input type="checkbox"/> Passed Math	<input type="checkbox"/> Passed Math	<input type="checkbox"/> Passed Math	<input type="checkbox"/> Passed Math
Science	<input type="checkbox"/> Passed Physics	<input type="checkbox"/> Passed Biology	<input type="checkbox"/> Passed Chemistry	<input type="checkbox"/> Passed Senior Science <input type="checkbox"/> Exempt
World Language	<input type="checkbox"/> Passed 1 yr World Language <input type="checkbox"/> Exempt	<input type="checkbox"/> Passed 2nd yr of the same World Language <input type="checkbox"/> Exempt		
Physical Education	<input type="checkbox"/> Passed one semester of Physical Education	<input type="checkbox"/> Passed one semester of Physical Education	<input type="checkbox"/> Passed one semester of Physical Education	<input type="checkbox"/> Passed one semester of Physical Education
Community Service Benchmark	<input type="checkbox"/> Completed 25 hours Community Service and logged in Innerview	<input type="checkbox"/> Completed 25 hours Community Service and logged in Innerview	<input type="checkbox"/> Completed 25 hours Community Service and logged in Innerview	<input type="checkbox"/> Completed 25 hours Community Service and logged in Innerview OR <input type="checkbox"/> Implemented Senior Grant Project
MCAS	<input type="checkbox"/> Passed Science	<input type="checkbox"/> Passed ELA <input type="checkbox"/> Passed Math		

Attendance Policy

- Students are expected to be in school every day, and in class by the time 1st period begins (8:00 am Monday through Friday). Daily attendance is recorded in the first period.
- Students arriving after 8:00am must sign in at the tardy computer.
- When a student is marked Absent for the day or tardy from their 1st period class, the automated phone system will call the primary phone number of the student to notify the parent/guardian. **Parents/guardians, please update your contact information with the BAA Main Office as soon as it changes or by emailing baa-info@bostonpublicschools.org.**
- We expect students to attend all of their classes. Students who “skip” classes may be subject to disciplinary action.
- When a student is absent, the parent/guardian must send a note to the main office, or an email to baa-attendance@bostonpublicschools.org explaining the reason for the absence **within five days** of the absence. The registrar will give the note to the appropriate administrator to be approved or not approved as an excused absence.
Notes sent after five school days will not be honored.
- Students are expected to be on time to all of their classes.
- Having an excused absence does not mean that a student is excused from doing the work for the class they've missed. Students are responsible for all work they have missed even during excused absences.
- If a course meets less than four days per week, then the number of allowable absences and tardies will be prorated and a lesser number will be allowed.
- According to Boston Public Schools, **outside performances** are not considered an excused absence. However, this policy may be appealed with the Dean of Students at least one month prior to the potential performance. Outside performances must be in the student's major and the student must be in good standing academically and artistically in order to be considered for an appeal. If a student's performance or exhibition demands are so extensive that they cannot comply with the Boston Public Schools attendance policy, the student may have to consider a delayed graduation date or a transfer to an alternative program.
- The student's assigned School Counselor has the final approval of college visits. Students must submit documentation of the visit, and the School Counselor will determine if the visit is an excused absence.
- All early dismissals must be approved by school personnel. Students are required to bring a note the day prior, or the day of, from their parent/guardian with a telephone number for early dismissal for appointments.
- If students are feeling ill, they must see the school nurse in order to receive approval for early dismissal.
- Students who are dismissed early for any reason must sign out in the first floor Office after receiving staff approval.
- 10th, 11th and 12th grade students are expected to return on time from off-campus lunch. Students who return late from off-campus lunch will be required to sign-in at the tardy computer. Students' families will be notified via Talking Points message. Students who return late 3 or more times will lose the privilege of off-campus lunch for a week. Students who continue to return from off-campus lunch late are subject to the code-of-conduct and progressive discipline policy.
- You can review our ACA-18 attendance punctuality policies and procedures [here](#)

Community Standards

At Boston Arts Academy, we adhere to the BPS Code of Conduct as well as the following standards, designed to support our shared values. These standards were created by committees of students, parents, faculty, and Board members and are reviewed annually.

Respect for Cultural Diversity

Boston Arts Academy is a rich community that includes people from all cultural backgrounds. Students have the opportunity at the Arts Academy to learn from their peers—and that opportunity extends to matters of language, race, gender, sexual orientation, class, religions, disabilities and other cultural traditions. Students are expected to offer the same kind of respect they would demand from others and may suffer disciplinary action if they fail to do so.

Restorative Justice

BAA is committed to building and maintaining a safe healthy school community where community members respect and support each other and all members take ownership and accountability for their conduct, behavior and actions through our Restorative Justice (RJ) model. The entire community will learn about the values and principles of RJ during advisory. BAA students, across all majors, will have the opportunity to be in RJ circles. The student facilitators will listen to the student's perspective, discuss other ways they may have managed the situation and determine the best way the student can make amends or give back to the community in some manner. This approach is not to be punitive, but rather an opportunity for a community member to take ownership of their actions and make things right again in the community and/or with the parties involved. Students have the right to opt out of a RJ circle and the discipline and consequences will be managed by the Dean of Students. The Dean of Students will also determine if a situation is NOT appropriate for a RJ Circle and they will manage directly.

Progressive Discipline at BAA

All students are expected to practice and model Boston Arts Academy shared values and community standards at all times (Pg 5, 75). Students, if you do not conduct yourself in a manner consistent with our shared values and our community standards, you will be subject to disciplinary actions. In many cases, teachers will handle disciplinary consequences in their classrooms and will follow up with a call home.

Teachers may make disciplinary referrals if they believe the issue is something that needs to be addressed beyond the classroom. For serious infractions, teachers may ask the student to leave the classroom immediately (which students **must** comply with), or teachers may ask that the issue be addressed by an administrator after the incident. The Boston Arts Academy administration (Assistant Head of School and Deans) may also decide that something needs to be addressed beyond the classroom.

Below, please find the progressive discipline steps at Boston Arts Academy that are consistent with the BPS [Code of Conduct](#).

Serious and egregious offenses will go directly to step 3.

Step 1: First Behavioral Referral

- You will have a conference with the Assistant Head of School or a Dean.
- Your parents/caregivers will be called.
- You will be asked to participate in a mediation or restorative justice circle.
- You will be asked to make a restorative action to the community.

*If you go 10 consecutive school days with no more referrals, you will be removed from the Discipline Track (a clean start). Refusal to participate will automatically initiate a Disciplinary Hearing to consider **suspension, long-term suspension, or disciplinary transfer/alternative program placement.***

Step 2: Second Behavioral Referral

- You will have a conference with the Assistant Head of School or a Dean.
- You and your parents/caregivers will be asked to have a meeting with the Head of School or a Dean.
- You will be asked to participate in a mediation or restorative justice circle.
- You will be asked to make a restorative action to the community.

*If you go 10 consecutive school days with no more referrals, you will move back to step 1. Refusal to participate will automatically initiate a Disciplinary Hearing to consider **suspension, long-term suspension, or disciplinary transfer/alternative program placement.***

Step 3: Third Behavior Referral or Egregious Offense

- You will be removed from the classroom or the school as deemed necessary and have an immediate conference with the Assistant Head of School or a Dean on the next school day.
- Your parents/caregivers will be contacted consistent with the BPS Code of Conduct.
- You and your parents/caregivers will have a meeting or Disciplinary Hearing to *consider suspension, long-term suspension, disciplinary transfer/alternative program placement*, or other disciplinary actions.
- The disciplinary hearing will be conducted consistent with the BPS Code of Conduct. The hearing could result in *suspension, long-term suspension, disciplinary transfer/alternative program placement*, or other disciplinary actions.
- If you are a sophomore and/or junior and you are suspended, you will lose the privilege of attending prom.
- If you are a senior and you are suspended, you will lose the privilege of attending prom and graduation. You may request an appeal hearing for the loss of those privileges in May of your senior year.

If you go 10 consecutive school days with no more referrals, you will move back to step 2.

Prom Contingency and Graduation Ceremony

In the event that a junior or senior is found not to be in compliance or is in violation of the school's Community Standards or the BPS Code of Conduct that results in a disciplinary action, not limited to a suspension, such student will not be allowed to participate and/or attend BAA's prom that year. In addition, the student will not be allowed to participate in and/or attend the graduation ceremony.

Seniors will be given the opportunity to appeal the school's decision at the end of the school year by doing the following:

- Not be found to be in violation of the school's Community Standards and the BPS Code of Conduct for the remaining part of the school year.
- Write a letter requesting an appeal to Administration by a date to be determined.
- Write a two-page letter stating why the appeal should be considered. In the letter they must answer the following questions:
*What have they learned from their behavior? How did their behavior impact them and others?
How has the consequence helped transform their actions?*

After submitting a request for an appeal, the student will be informed if an appeal request was granted and they will be notified of a specific date, time, place to appear for the Appeal Hearing. The day of the appeal the student must come in with their parent/guardian (mandatory) and will present their case in front of a panel of BAA faculty. Following the hearing, a final decision will be provided to the student within one school week.

Talent Show Contingency

BAA's annual talent show is sponsored and hosted by the Student Government. In order to participate, students must meet the following eligibility requirements:

1. All members of a group must be present for the audition.
2. Written lyrics, spoken word, etc. need to be submitted at the time of audition.
3. Recorded music needs to be submitted prior to audition (if you are asked to make any edits, the edited version must be submitted the following day.)
4. Participation in the Talent Show is a privilege. To participate you must have passing grades in all of your arts and academic classes during semester 1/term 1 and term 2 and have not violated a community standard that resulted in disciplinary action. (Refer to page 83 in the handbook to review policy.) Please do not audition if you have failed one or more of your classes during semester 1/term 1 and term 2. This only wastes people's time and causes tension between group members. **NO EXCEPTIONS.**

Hazing Policy

Hazing (a crime in Massachusetts) is any action taken or situation created intentionally that 1) causes embarrassment, harassment or ridicule or 2) risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate. Any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of a person's legal obligation to report to law enforcement authorities if they know that someone is a hazing victim or is at the scene of such a crime.

Sexual Harassment

Sexual harassment is a serious crime and can result in severe disciplinary action. Any improper language or behavior that victimizes a member of our community because of gender or sexual orientation is forbidden. Such behavior may also be

grounds for legal action and fines through the civil justice system. The message to students here is simple: Do not use suggestive, rude, or offensive sexual words, gestures, or actions in any way, at any time, while you are a member of the Boston Arts Academy community. If you are seen, heard, or reported committing such an action, you may be charged with sexual harassment.

Inappropriate physical contact

Members of the BAA community are asked to refrain from inappropriate physical contact and may be subject to disciplinary action if they fail to do so.

Appropriate audience behavior

Members of the BAA community are expected to support each other during performances and assemblies by practicing appropriate audience behavior. Members of the BAA community who cannot do so will be excluded from performances and assemblies.

Leaving the class/performance/assembly on request

The teacher always has the right and the authority to ask a student to leave the room for unsafe, egregious, and/or significant disruptive behavior, and the student must do so immediately and without disruption. Students asked to leave must go directly to the main office where they will wait to meet with the Dean of Students. Students who do not go directly to the office may be considered for a meeting with the Dean of Students, a Disciplinary Hearing, participate in restorative practices and/or mediation. After the incident, students have the right to appeal to the Dean of Students, an Advisor, or a member of the Health & Wellness Team.

Performances and exhibitions outside of the Boston Arts Academy

Students must communicate with the chair of their major about all outside arts activities in which they are involved. Students may not always know what projects may be legitimate professional experiences nor may they understand the amount of hours or time conflicts involved. For that reason, we require all students to clear their potential involvement with the department head in the student's major art discipline.

Media Policy

Boston Arts Academy reserves the right to use media of students, including the display, distribution, publication, transmission, or other use of photographs, images, audio, and/or video taken of students for use in materials that include, but may not be limited to, printed materials such as brochures and newsletters, videos and digital media such as those on the Boston Arts Academy website.

Open/Closed Campus

Boston Arts Academy has an "open campus" policy for eligible students who have a class or an event off-site. Similar to a college campus, they may leave the building for a class off-campus and return for their next class.

During lunch some students may have the privilege of an open campus depending on the grade level and the day of the week. The Head of School and Dean of Students will make that decision.

Students who abuse this policy may lose the privilege and/or may be disciplined within the [BPS Code of Conduct](#).

Visitors

All visitors must identify themselves, show photo identification, and give the reason for their visit before being granted access to the building. If they do not have a photo ID, a school administrator or their designee should be advised and talk with the individual requesting access. (Please see Superintendent Circular SAF-12)

Identification Cards

All Boston Arts Academy students are issued a Boston One Card ID. The Boston One Card combines the student's MBTA pass, school ID, library card and community center card into one card. This card must be with students at all times. The first card is issued at no cost to the student. If the card is lost or stolen, the student will be expected to pay \$5 for a new card. Students must show their ID card if asked by any staff member (Boston Arts Academy staff or building-wide staff). Failure to do so is grounds for disciplinary action.

Before-school and After-school Hours

All students may be allowed access to the computer lab and library space before and after school hours ONLY, under the direct supervision of an Arts Academy faculty or staff member. In order to be in the building before or after school, students must also be on a list provided to security by a staff member.

Off-limit Areas

Students may only use the designated staircases. [Advisors will give students more explicit information as to which staircases are designated for use.] Students are not allowed in faculty spaces without permission.

Passing time between classes

There is sufficient time between classes for students to use the bathroom, retrieve materials from their lockers, and get to their next class on time. During class time, students will be allowed to leave only during real emergencies. "Emergency" will be defined by the teacher.

Pass Policy

Students are to remain in their classroom **the first and last 15 minutes of the class period**. Students are required to have a pass when leaving class to go to the bathroom, Nurse's Office, Health & Wellness Office, Library, or any other area during class time. Only one student may be out of the classroom at a time. Classroom breaks will take place in the classroom. Teachers are provided with passes and must ensure that students have a pass before leaving their classroom.

Appropriate cell phone use

Students may only use their cell phones in the cafeteria before school or during the student's lunch period within the cafeteria. Cell phones should not be used outside of the cafeteria and may be confiscated after the first warning. Cell phones that are used or that ring during school time may be confiscated. Students may not engage in text messaging during school time; cell phones being used for that purpose may be confiscated. Cell phones are not appropriate in the library at any time. At the 1st infraction, the student will be asked to put the cell phone away. At the 2nd infraction, the cell phone is confiscated; the student will pick up the cell phone in The Dean of Students' office at the end of the day. At the 3rd infraction, the cell phone is confiscated, and the parent must come to school to pick it up. At the 4th infraction, the cell phone is confiscated and returned to the student in June.

Appropriate use of personal electronic devices

Personal electronic devices [headphones, laptops, tablets, iPods, smart phones, etc.] are appropriate only when required for class assignments. At the 1st infraction, the student will be asked to put the item away. At the 2nd infraction, the item is confiscated; the student will pick up the item in Mr. Vasquez's office at the end of the day. At the 3rd infraction, the item is confiscated, and the parent must come to school to pick it up. At the 4th infraction, the item is confiscated and returned to the student in June.

Arts Spaces

Arts spaces cannot be used by students without explicit permission and supervision from the appropriate arts department. This includes dance studios, practice rooms, and the recording studio.

Hallway Spaces

So as not to disturb classes or other activities, and to keep everyone safe: students may not play music on a speaker, play a musical instrument, bounce basketballs, or ride skateboards in the hallway.

Lockers

Every student will be issued an assigned locker during their tenure at BAA.

Computer Policy

Only students with a signed, timed, and dated pass from a staff member and staff may use school computers. Students may use school computers only with staff supervision; if there are no staff members in the room, students may not be using the computers. Students may not do any of the following: break into others' accounts; knowingly introduce or create viruses; eat or drink in the computer labs at any time, before, after, or during school. Students must also adhere to the etiquette rules posted in the computer labs. Students who do not adhere to this policy will lose their computer privileges.

Internet policy

It is a privilege to use the Internet. Students must sign the BPS Internet Policy Statement and must adhere to it. Students are not allowed to access inappropriate and/ or blocked sites, play computer games, send or receive inappropriate and/or offensive language via private messages or posts, or go onto personal social media sites on school computers at any time, before, after, or during school.

Boston Arts Academy is committed to media literacy and utilizing 21st Century tools to prepare our students to safely, productively, and ethically use media and technology within our globalized culture. It is a general BAA policy that staff will not “friend” current students on social networking sites (such as Facebook). Students should be aware that pages on these sites are public; students should be careful to make sure their pages do not contain information or images that are questionable. A lewd or sexually explicit text and/or media message transmitted via cell phone or electronic device, otherwise known as “sexting,” is strictly prohibited and may be grounds for disciplinary and/or legal action. Students may be disciplined for inappropriate or offensive speech or expression if the speech or expression causes substantial disruption to the educational environment, interferes with the rights of another, or is a true threat. In some cases, students may face legal consequences through the justice system if they disregard these important boundaries. Boston Arts Academy expects that students cultivate themselves as artists, scholars, citizens through appropriate inquiry and presentation in the virtual community.

Elevators

Students must have a pass from the nurse in order to use the elevator. Names of students who have permission to use the elevator will be posted in the elevator.

Copier use

Students are only allowed to use the copier in the library. Teachers should not send students to the copy rooms.

Appropriate attire

Students are expected to dress appropriately for the class they are attending. (Leotards, for example, are appropriate for dance class but not for Humanities.) Midribs and T-shirts decorated with images of controlled substances, weapons, or offensive language are never appropriate in the school building, before, during, or after school. In BAA parlance, students may not show any of the “**6 bs**”: **bras, bellies, butts, breasts, backs; or boxers/briefs**. Students will be told to remove or change inappropriate attire, or will be sent home to change into appropriate attire before returning to school.

Changing in Appropriate Areas

Students may only change clothes in designated areas. Students who change clothes outside of designated areas will be subject to disciplinary action.

Food and drinks

Food and drinks are not allowed in computer labs.

Food is also not allowed in the library, but covered drinks are allowed in spaces away from the computers.

Loss or damage to school property

A student may have the opportunity to check out school property (library materials, texts for classes, or cameras, for example). The student is responsible for that property and for the cost of replacing the property if it is lost or damaged. In the case of loss or damage, the student will be billed for the replacement cost. The student may not elect to replace the equipment on their own.

Loss or damage to personal property

Boston Arts Academy is not responsible for lost, damaged, or stolen personal property. If students are found to have stolen or purposefully damaged property belonging to the school, another student or staff member, disciplinary action will be taken. If a student believes that they have lost a personal item, they may check the lost and found in the main office.

Signs and announcements

No signs or announcements may be put up on the student bulletin boards without first being initialed by Mr Sutton or Mr. Vasquez, who will check for appropriateness, grammar, and spelling. This policy includes signs for school business (including performances), bake sales, parties, etc. Signs and announcements without Mr Sutton’s or Mr. Vasquez’s initials will be taken down.

Profanity

Students are expected to use proper language. Profanity is not allowed unless artistically appropriate. "Artistically appropriate" will be defined by a staff member.

Censorship

BAA is committed to a process of exploring the tensions between the right of free expression and the responsibility to be respectful to all members of a community. Arts Academy staff may censor excessive and/or gratuitous profanity, vulgarity, or sexual content, in course material or in student work. Parents, caregivers, and students should be aware, however, that the Boston Arts Academy does not always censor material used in classes or in productions.

Smoking, Vaping, and E-Cigarettes

Boston Arts Academy supports the BPS Tobacco-Free Environment policy. The policy bans the use, consumption, display, and promotion of all tobacco products and nicotine delivery devices on school property and within 50 feet of school property by students, parents, staff, and visitors. Tobacco products and nicotine delivery devices include, but are not limited to: cigarettes, cigars, chewing tobacco, snuff, vaporizers, e-cigarettes, JUUL, vaping liquid, vaping salts, lighters, matches, pipes, and papers. Maps of the school property with a 50 feet buffer zone around the school are available for reference. According to the BPS policy, BPS students are prohibited from possessing, using, consuming, displaying, or selling any tobacco products or tobacco paraphernalia at any time on school property, at off-campus or school-sponsored events, during extracurricular activities, or within vehicles located on school property. The BAA Security Staff will enforce this policy. Students violating this policy will undergo disciplinary actions, which may include suspension.

Weapons and Drugs

Per BPS policy, weapon possession and drug possession are cause for expulsion. Coming to school in possession of a weapon and/or in possession of drugs, drug paraphernalia, or under the influence of drugs will not be tolerated at BAA. Drug paraphernalia includes, but is not limited to: lighters, pipes, grinders, bongs, rolling papers, vaporizers, and any other item that is deemed inappropriate for school.

Examples of offenses for which students may be suspended or expelled:

Theft and vandalism

Theft and the deliberate destruction of property (school property, staff property) is not tolerated at the Boston Arts Academy; however, Boston Arts Academy does not have the capacity or responsibility to attempt to recover all lost or stolen property. We take destruction or theft of others seriously. Students will receive disciplinary action and/or may be suspended for such behavior.

Plagiarism

The deliberate use of other's ideas or Artificial Intelligence (AI) without proper credit or permission, is theft. We will not tolerate any of the following kinds of plagiarism:

- Quotations not cited. A direct quotation from an author must be placed in quotation marks and then referenced in the bibliography or works cited.
- Paraphrasing not cited. Paraphrasing a passage or presenting someone else's ideas in your own words but failing to give the proper references or citations to the original author is plagiarism.
- Web papers. Using a paper, or a portion of a paper, that was found on the Web and claiming it as your own work is plagiarism.
- Using Artificial Intelligence (AI) writing as your own work is plagiarism.

If the student is not sure whether or not they are plagiarizing; they can seek support from their teacher(s), librarian, or any administrator.

When a student has been alleged of plagiarizing, an investigation will be conducted followed by a Disciplinary Hearing. The hearing will include the student accused of plagiarizing, parent/caregiver, and the Dean of Student Achievement. The hearing may also include the Dean of Students. If the student is found to have plagiarized, appropriate Restorative Justice (RJ) practices will be considered, with the goal being to restore the harm done to self and/or the community. The Dean of Students will determine if a situation is NOT appropriate for Restorative Justice practices and they will manage directly.

We also understand that citing sources is a learning process. Consequently, BAA agrees with the following statement from Kent State University: "Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts [...] to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately." In such instances, students will be required to re-work the assignment.

Emergency Suspension, or Expulsion:

State law permits the principal or head of school to expel a student for:

- *Bringing to school a dangerous weapon or a controlled substance*
- *Assaulting an educational staff person*
- *Being convicted of a felony, under certain circumstances*
- *Threats to another person*

The Code of Conduct says a student will be expelled for:

- *Harming or attempting to harm another person with a weapon*
- *Bringing to school a firearm (or a dangerous object for a second time)*
- *Possessing, selling, or distributing controlled substances*
- *Failing to attend Succeed Boston as assigned.*

The Code of Conduct says a student may be removed for an emergency suspension or suspended or expelled for serious offenses, including:

- *Hurting another person (or threatening to hurt another person)*
- *Bringing to school a weapon or dangerous object of no reasonable use*
- *Using a mock gun in a threatening manner*
- *Damaging or stealing private or school property (or threatening to do so)*
- *Sexually harassing another person*
- *Using racial or ethnic slurs, profanity, or obscene language*
- *Disrupting school or classroom activity Refusing to identify themselves*
- *Leaving the school without permission or cutting classes excessively*
- *Plagiarism*

Bullying/Cyberbullying

Definition and Prohibition

Bullying is defined as a repeated act by one or more students by means of written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim:

- Causing physical or emotional harm to the victim or damage to the victim's property;
- Placing the victim in reasonable fear of harm to themselves or of their property;
- Creating a hostile or volatile environment at the school or disrupting the orderly operation of the school.

If any one person thinks or knows of someone being bullied, or are being bullied themselves, it is strongly encouraged that they report it to a trustworthy staff in the building. It is mandated that all staff in the school building who know of or witness a student that may possibly be bullied, report their suspicion to school administration for an initial investigation into the report.

Cyberbullying is when children/teens and/or adults bully each other using the internet, cell phones, or any other form of electronic communication, which could include:

- Sending inappropriate and/or aggressive text, email, or instant messages;
- Posting inappropriate and/or aggressive pictures or messages about others online;
- Using someone else's username to spread rumors or lies about someone.

BAA strictly prohibits bullying and will take disciplinary action for anything that affects the school environment or creates a hostile environment at school for a victim of bullying. This includes all acts of cyberbullying, including those perpetrated off campus or on personal devices.

For more information about cyberbullying, please go to www.bostonpublicschools.org/antibullying for online resources and information or access the superintendent's circular at [this link](#).

Procedures for Reporting Bullying/Cyberbullying

All members of the Boston Arts Academy (BAA) community (staff, students, and parent/guardians) have an obligation for the better good of the community to report any incident of bullying and retaliation. BAA faculty and staff are required by law to report any incidents that may constitute bullying or retaliation. Faculty, staff, students, and parents/guardians are strongly encouraged to share incidents with a report that may be made anonymously through the following avenues:

- Notifying Mr. Vasquez (evasquez@bostonpublicschools.org) Mr. Charitable (rcharitable@bostonpublicschools.org)
- Calling BAA's main number at 617-635-6470
- Contacting the Safe Space hotline at 617-592-2378

Please refer to the Bullying and Intervention Incident Reporting Form which is available on request in the main office or on our website at www.bostonartsacademy.org. BAA will not pursue a disciplinary action against a student or students solely based on anonymous reporting. Upon receiving such reports, Mr. Vasquez or designee will promptly conduct an investigation into the reported allegation within 1 to 3 school days. Mr. Vasquez or designee will track all submitted reports.

Anonymous Reporting for Bullying and/or Retaliation

Persons submitting the Bullying and Intervention Incident Reporting Form should include all relevant information which may include: first and last name, location, time, place, and witnesses. Completed forms may be placed in a blank envelope in Mr. Vasquez's mailbox or can be dropped off in our suggestion mailbox located in the Main Office. Upon receiving the completed form, Mr. Vasquez or designee will conduct an investigation.

APPENDIX A - BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporting/Person Filling the Report: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a: Student Staff member (specify role) _____

Parent Administrator Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time when Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other

Name: _____ Student Staff Other

Name: _____ Student Staff Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____

(Note: Reports may be filed anonymously.)

10. Form Given to: _____ Position: _____ Date: _____

APPENDIX A

Signature: _____ Date Received: _____

II. INVESTIGATION

1. Investigator(s): _____ Position(s) _____

2. Interviews:

Interviewed aggressor Name: _____ Date: _____

Interviewed target Name: _____ Date: _____

Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

3. Any prior documented incidents by the aggressor? Yes No

If yes, have incidents involved target or target group previously? Yes No

Any previous incidents with findings of BULLYING, RETALIATION? Yes No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: Yes No

Bullying Incident documented as _____

Retaliation Discipline referral only _____

2. Contacts: Target's parent/guardian Date: _____

Aggressor's parent/guardian Date: _____

3. Action Taken: Loss of Privileges Detention STEP referral Suspension

Community Service Education Other _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: Date _____

If principal was not the investigator)

Signature and Title: _____ Date _____

ARTS CURRICULA

The arts curriculum at Boston Arts Academy is designed to accommodate both the student who is interested in a life in the arts and the student who prefers learning in an artistic environment. Through the artistic process, students prepare for careers in the arts and fields as diverse as biology, engineering or beauty school. Each department has developed pathways to their respective visions of the graduate, and our students then transition to arts-based colleges, liberal arts colleges, universities and trade schools.

Students at Boston Arts Academy are immersed in the technique and habit of their art form, eventually envisioning and creating their own works. In the lower house, students focus on acquiring and building skill that is applied in exhibition and performance. As upperclassmen, students continue building skills and developing their artistic voice in class while engaging in art world experiences that prepare them for professional and college-level arts programs.

Preparation in the arts at BAA also leads to understanding the different roles within the arts. Students learn about the thriving world of the creative economy and the jobs that it provides through internships, on-site visits, professional gigs and partnerships. At BAA, we provide a means of learning to and through the arts. Students have the opportunity to work with professional artists on staff as well as visiting artists, master classes and looking at/attending the work of preeminent artists from around the world.

We are proud of the student performances and exhibitions that deliver excitement for the audience as well as the artists themselves. These performances and exhibitions are the result of countless hours of preparation over days, months and years and represent our commitment to and collective love of art.

Dance

Dance Department Faculty

William McLaughlin, *Department Chair, Modern Faculty*

Tatiana Obeso, *Ballet Director, Ballet Faculty*

Amber LaBerge, *Modern Faculty*

Joh Camara, *Visiting Artist West African*

Erin Washington, *Visiting Artist*

Mission Statement and Philosophy

The mission of the Dance Department, at Boston Arts Academy, is to provide a rigorous and comprehensive program of study in dance. The curriculum is designed to offer professional training in dance that prepares students for further studies at post-secondary institutions, or careers in dance. In addition to technique and dance styles, students study composition, dance history, dance science, dance production and technologies. The curriculum is designed to provide students opportunities to develop discipline, technical skills, composition skills as well as a deeper understanding of body-mind connection. It is our mission to challenge students' creativity and critical thinking, through the exploration of embodied knowledge.

In order to prepare our students for post-secondary education in dance and dance careers, the technical training for dance majors is focused primarily on classical ballet and modern dance, which is supplemented with styles class, such as Hip Hop, Commercial Dance, West African Dance, and somatics studies. Students are placed at the level best suited to their technical development.

Students also have multiple opportunities to connect with professionals in the field of dance, through numerous master classes in partnership with cultural institutions such as the Boston Conservatory at Berklee, Boston Children's Hospital Sports Medicine, Celebrity Series of Boston, Earl Mosley Institute for the Arts and Global Arts Live. We also connect our students to competitive summer programs, as well as the National and the Regional High School Dance Festival and post-secondary institutions for continued studies in dance.

In Upper House, students are offered the opportunity to choose a pathway that best suits their interests and future goals. These pathways include: Contemporary Dance, Commercial Dance and Dance Science.

Lower House Program of Study

GRADE 9 COURSE OF STUDY

Ballet Technique Level 1 or Level 2
Modern Technique Level 1 or Level 2
Orientation 1
Dance Science
Improvisation
Dance Styles
Repertory
Pre-Pointe (by audition)

GRADE 10 COURSE OF STUDY

Ballet Technique Level 1 or Level 2
Modern Technique Level 1 or Level 2
Orientation 2/Dance Science
Improvisation Composition
Repertory
Pre-Pointe (by audition)
Dance Styles/Pre Pathway Prep - Contemporary Dance, Commercial Dance, Dance Science

Upper House Program of Study

GRADE 11 COURSE OF STUDY

Ballet Technique level 3, or level 4
Modern Technique level 3, or level 4
Honors Dance
Fitness and Conditioning
Dancer Wellness
Pointe (by pre-screen)
Dance History
Choreography (required and pre-requisite to Senior Dance Project)
Repertory
Dance Pathways - Contemporary Dance, Commercial Dance, Dance Science

GRADE 12 COURSE OF STUDY

Ballet Technique level 3, or level 4
Modern Technique level 3, or level 4
Honors Dance
Dancer Wellness
Pointe (by pre-screen)
Senior Dance Project (graduation requirement)
Repertory
Pathways - Contemporary Dance, Commercial Dance, Dance Science

ASSESSMENTS

Dancers will be assessed according to the BAA Dance Department's Outcomes. Assessments are ongoing, accumulative and reflect the Boston Arts Academy's grading policy.

GRADUATION WITH HONORS IN THE ARTS REQUIREMENTS

- Students must have a minimum GPA of 3.5 in their dance courses in Junior and Senior year to be eligible and must

maintain the 3.5 GPA.

- Students must successfully complete and achieve a grade of 3.5 in Junior Choreography and Senior Dance Project.
- Students must participate in at least one main stage production.
- Students must have achieved a level of “proficient” for the Sophomore Review.
- Students must successfully complete the Senior Dance Project.
- Optional path to Graduation with Honors in dance is completing Honors dance in Grades 11 and 12 with a minimum GPA of 3.5 in dance.

IMPORTANT HEALTH INFORMATION FOR ALL DANCE MAJORS

HEALTH FORMS

In order to participate in all dance activities at BAA, all students must have documentation of a physical examination completed by their doctor before the first day of school. Failure to provide a completed physical examination will result in exclusion from curricular classes, rehearsals and performances, which will jeopardize students' grades.

To ensure the safety of the dance majors, the nurse has a special health form that is used to inform dance teachers of the limitations that some students might have due to health or physiological conditions, such as asthma and scoliosis. Students must fill out and return the form by the required deadline.

ORTHO-CLINIC AUTHORIZATION

BAA's Dance Department has developed a partnership with Boston Children's Hospital's Sports Medicine Division. Through this partnership, we are offering monthly Ortho-Clinics. For students to participate in the Ortho-Clinic, parents and guardians must submit a signed authorization form, prior to participating in this service. Students will receive their authorization form, for signature, the first week of school.

CORE BELIEFS AND VALUES

The Dance Faculty at Boston Arts Academy believes that every student can succeed both artistically and academically. With this belief comes the expectation that each student will work hard to fulfill the commitments of a professional training program. Seriousness of Purpose is a major conviction of every professional dancer and each of our BAA students will be expected to demonstrate a continued growth and commitment to their own Seriousness of Purpose. As dancers, we perform and behave with diligence and respect, and we bring integrity to all our endeavors.

To succeed in the Dance Department at Boston Arts Academy is to demonstrate a sense of discipline and daily motivation to learning. Expectations include, but are not limited to adherence to the following:

DANCE UNIFORMS

For students to receive maximum support and feedback, proper dance attire is required for every dance class. Students are expected to be dressed professionally for dance class with appropriate clothes, shoes, and hairstyles: outerwear is not permitted in class (i.e. T-shirts, leg warmers, shorts, jewelry, etc.). Students are assessed on professionalism and adherence to dress code. Dance Majors must have proper dance attire before the first day of school.

The Dress Code is as follows:

Female

- Lower House - Tank Top Black leotards. No spaghetti strap, halter, or low-back leotards.
- Upper House - Tank Top Black leotards. . No spaghetti strap, halter, or low-back leotards.
- Ballet Class -
 - Tights - Students are required to wear footed ballet tights in all ballet classes. Recommended: BodyWrappers tights, Style #C80 or C81. It is recommended students wear ballet pink tights or choose the color which is closest to their natural skin tone or the color in which they feel most comfortable. No visible undergarments should be showing and no rips or tears in attire. .
 - Ballet Slippers - Students are required to wear ballet slippers in all ballet classes. Recommended: *So Danca* stretch canvas split sole slippers, Style #SD-16 or #SD-18: It is recommended students wear ballet pink slippers or choose the color which is closest to their natural skin tone and select the ballet tight color they feel most comfortable.
- Modern Class - black leotard with black tights. Tights must stop at the ankle. Leggings are not allowed.

- Please use appropriate support garments. There should be no visible undergarments. Students are required to have appropriate dancewear that will accommodate support garments.
- Due to the nature of dance class, which includes partnering and floor work, fingernails cannot be longer than fingertips.

Male

- Black or white leotard or tightly fitted tank top tucked into tights.
- Heavy-duty black tights and dance belt.
- Modern - footless black tights
- Black or white ballet shoes (white socks with white shoes).
- No boxer shorts or underwear are to be worn under tights.
- Dance belts are required for protection and dancer safety.

Gender Inclusivity: Students who identify as non binary may choose a gender neutral dance attire that reflects the dress-code listed above. Please see faculty for support, if needed.

Note: For a uniformity and clear body line, and to offer the maximum approach to receiving feedback from faculty, shorts are not allowed. Also, runs and holes in dancewear are viewed as unprofessional. The Dance Department has a limited stock of dance supplies available for purchase. If items are not available, see the vendors listed in this handbook to purchase items. No jewelry is allowed in dance class.

HAIRSTYLES

- In order to see the contour of the spine and provide maximum feedback, hair must be pulled away from the face and off the neck, and securely fastened in all classes.
- No bonnets or scarves allowed. Such accessories distract from the aesthetic and overall professionalism of the class. Please see faculty for assistance on how to secure hair in place, if needed.
- If a student requires a head covering due to religion, please inform the instructor.

HYGIENE

- Because dancers are often engaging in challenging physical work in close proximity to one another, it is important to practice good personal hygiene.

PERSONAL NEEDS

We recommend you keep personal items in your dance bag, including: deodorant, small sewing kit, small first aid kit, Ace bandage, hairnet, bobby pins, and other personal items you may need.

Recommended Dancewear Suppliers:

Dancers Image

(20% discount for BAA students with ID)

1355 Washington Street, Newtonville, MA

(617)964-4070

Online Resources: discountdance.com

REPERTORY CLASS AND REHEARSAL

Dance Department dress code is required for all Repertory Classes and/or rehearsals, including student led productions.

ATTENDANCE AND PARTICIPATION POLICIES

Dance training at BAA is both rigorous and accumulative. Students are required to:

- Maintain regular attendance and participation.
- Students who do not maintain regular attendance and do not meet daily outcomes will receive a grade of Incomplete.

POLICY REGARDING NON-PARTICIPATION

Non participation, due to injury, will only be excused with a note from a physician.

Non participation in daily technique class will result in exclusion from rehearsal that day, which may affect participation in major performances. Non-participation, due to tardiness or lack of dance attire, will significantly impact students' ability to meet required outcomes. Please check ASPEN regularly to assess progress, as well as participation.

INJURY AND ILLNESS

Students with injuries that prevent them from participating in some aspects of class are still required to participate to the best of their ability. Students must make up classes missed due to short-term illness or injury. Students with prolonged non-participation, in excess of **THREE CONSECUTIVE DAYS**, are required to bring in a note from a physician stating the medical problem and specific limitations.

It is recommended that students maintain physical fitness while observing due to injury and document all physical therapy visits, while implementing physical therapy exercises during dance class. Injured students are required to attend monthly ortho-clinics held at BAA which are sponsored by Boston Children's Hospital Sports Medicine.

CLASSROOM NORMS

- The DANCE studios are used by the whole department. Students are required to clean-up at the end of each class properly and thoroughly.
- Chewing gum is strictly forbidden in the dance studios.
- Students should obtain permission to leave the studios from faculty, and sign out before leaving.
- Students should come to class prepared dressed in proper dance attire: Changing in
- Keep all street clothes, books and non-dance materials in your locker.
- Keep all cell phones out of sight and turned off or on silent. See Boston Public Schools cell phone policy.
- Do not bring jewelry, large sums of cash or other valuables to school/dance class.
- Articles left in the studios for more than a week will be discarded.
- Food and drinks are prohibited in the studios. Bottled water is the exception. and it is highly recommended Dance Majors provide their own water bottle.

Dance studios are the places where dance majors spend a lot of time training their bodies, creating new work and refining their craft. Treat these spaces with respect. They should reflect a positive working environment and cleanliness is very important in terms of health and creativity.

TIMELINESS

Dance classes begin on-time and all students are expected to be dressed and prepared for the day's lesson, prior to start time.

PROFESSIONALISM

Dance majors are assessed on their ability to participate in each and every class in positive ways. Fellow dance majors and dance faculty are to be treated with mutual respect. Boston Arts Academy Dance Department offers a professional training program and dancers are expected to exhibit professionalism throughout all aspects of their training and performing. Please refer to the Boston Public Schools's code of Conduct for additional details.

BATHROOM POLICY

- Students should use the bathroom before or in between classes only.
- Students are allowed to use the bathroom in the middle of a dance class only for extreme emergencies. In these rare cases, students must sign out when leaving and sign in upon return.

CELL PHONE USE

Cell phone use in the dance studios is strictly prohibited. There are to be NO VISIBLE CELL PHONES in the dance studios. This includes all cell phone use such as charging of cell phones, messaging notifications and checking of text messages. If students need to contact parents or guardians during dance class, they may do so through the main office. PLEASE REFER TO THE BAA SCHOOLWIDE CELL PHONE POLICY FOR ADDITIONAL DETAILS.

USE OF THE SHOWER ROOMS AND LOCKERS

- The shower rooms are the dressing rooms for dance majors. Dance majors have the responsibility of keeping them neat, clean,

and odor free. Eating and drinking in these rooms are prohibited.

- Changing of clothes is restricted to shower rooms and bathrooms only.
- Each student will be assigned a locker. It is the expectation and the responsibility of each student to lock all personal items in their locker in the dressing rooms. It is recommended that students do not bring valuables to dance classes. Any personal dance items needed for dance class will be stored in storage compartments or designated areas in the dance studios.

REHEARSALS AND PERFORMANCES

Dance Department events at BAA must be our students' first priority. Participation in outside events will be allowed only if:

- Cleared with the BAA Administration and Dance Faculty.
- The student has a good grade average in both arts and academics.
- The schedule does not conflict with classes, rehearsals and BAA events.
- If cast in a mainstage production or choreography residency, students may be required to be available for rehearsal until 6:00 PM on weekdays and 10:00 - 2:00 on Saturdays. Details of commitment will be communicated prior to students auditioning for being cast.

Dance Department performances fall into two main categories:

1. mandatory curricular performances;
2. main-stage Spring Fest performances where participation is by audition or invitation only.

MANDATORY CURRICULAR PERFORMANCES

Little Dancer Mainstage Performance

BAA Arts Festival - June

Junior Choreography - Graduation Requirement (mandatory for 11th grade)

Senior Dance Concert - Graduation Requirement (mandatory for 12th grade)

Africa Lives - 9th grade

By Audition or Invitation Only:

Gala performance

Performances for outside events, such as conferences, professional collaborations and festivals

SpringFest Dance Concert

PROFESSIONALISM

Dance majors participating in Boston Arts Academy Dance Department performances are required to maintain professional decorum throughout the rehearsal and performance process. As ambassadors of the Boston Arts Academy, students are expected to:

- Be on time
- Maintain professional decorum
- Attend all rehearsals, dress rehearsals, and performances
- Leave dressing rooms clean and tidy
- Practice the shared values in a professional dance setting

FOR SPRINGFEST REPERTORY PIECE(S)

- Rehearsals will begin during the second semester.
- Rehearsals take place during the Repertory Blocks (see term 3 schedule) and Saturday mornings as scheduled.
- If a rehearsal is scheduled during vacation break, students who are cast must attend. Schedule will be posted within a reasonable time frame.
- If cast in choreography, the dancer is required to clear all outside conflicts to fully commit to all rehearsals. Dancers will be graded according to their attendance, effort, attitude and performance, and they will receive separate credits for Repertory.
- Absences from rehearsal will result in removal from the piece and will impact grading. This does not apply to removal due to serious injury.

GENERAL GUIDELINES FOR PROFESSIONAL PARTICIPATION IN DANCE PRODUCTIONS

- Dance productions, whether curriculum based Dance-Share or a main-stage concert, may involve day and evening performances as well as after school rehearsals and/or tech rehearsals.

- All technical and dress rehearsals are required. Students who miss technical rehearsals or dress rehearsals will be removed from the performance.
- Dancers performing or working on the tech crew are expected to be present and participate in all scheduled activities.
- When performing in an outside venue, students are required to behave in a professional manner; Exhibit behavior that reflects the shared values of BAA at all times.
- When dancers are issued a set of costumes and/or props for a piece, their responsibility is to hang or fold the costume(s).
- At the end of the production run, the designated wardrobe person must account for all costumes/props. Students will be held accountable for any lost costume/prop due to negligence.
- Dance majors will be asked to work behind the scenes for productions on tech crew or costume crew; assist with auditions, fundraising, departmental administrative and studio maintenance work. The goal is to help students develop skills related to their discipline as well as a sense of community. Students will be assigned to specific tasks.

GUIDELINES FOR REHEARSALS FOR STUDENT CHOREOGRAPHERS

- Student choreographers rehearsing their pieces must have a faculty member available for supervision during rehearsal time.
- Student choreographers will be assigned rehearsal space in advance and must provide a complete list of dancers for the rehearsal. No observers are allowed during after-school rehearsals. Student choreographers must make sure everyone observes regular studio rules and cleans up all props, costumes and trash after rehearsal.
- No rehearsal during lunchtime without faculty permission and supervision.
- Non-performing dance majors are required to attend the Senior Dance Concert and SpringFest Dance Concert

ATTENDING PROFESSIONAL PERFORMANCES

Dance majors are required to attend designated professional performances and write critiques of the performances.

CALENDAR OF EVENTS

September 17th & 18th	Dance Screenings/Grade 9
December 13th & 14th	Little Dancer/Mainstage Production
February 13th	Senior Dance Project
February 12th & 13th	Sophomore Benchmark Formative Assessment
February 26th - March 1st	National High School Dance Festival - Point Park University
May 7th & 8th	Sophomore Benchmark Summative Assessment
May 16th & 17th	SpringFest Dance Concert
June	BAA Arts Festival

Due to current venue restriction, dates are subject to change. Please check the BAA website for the most up-to-date information.

Visual Arts and Design

VAD Department Faculty

Samuel Mendoza, *Department Chair*

Guy-Michel Telemaque, *Studio Arts and Design & Visual Communications Faculty Gallery Director*

Gretta Olton, *Design & Visual Communications Program Coordinator*

Elisabetta Polito, *Fashion Technology Program Director*

Kathleen Marsh, *Studio Arts Faculty & Career and Technical Education Lead*

Rimi Mallick, *Design & Visual Communications (DVC) and Studio Arts Faculty*

Mission Statement and Philosophy

The mission of the Visual Arts & Design department is to create a rigorous and encouraging environment in which students demonstrate a strong work ethic, produce quality work, and are articulate when discussing their art and the art of others. Students learn fundamental concepts of art and design towards national certifications, and are career-ready and able to directly enter the workforce.

The Visual Arts & Design curriculum is structured to develop a deeper understanding of concepts in art and design while building formal skills that prepare students for a liberal arts, technical, or arts-focused college. It is our goal that all students will respect one another's artistic and scholarly endeavors and demonstrate a commitment to our shared community values.

Career and Technical Education (CTE)

Boston Arts Academy is proud to be part of the Perkins Career & Technical Education (CTE) family. Since its inception, BAA has offered CTE programming that provides real-world experiences for students within in-demand industries. We offer a Chapter 74 certified program in Fashion Technology, and Design & Visual Communications.

Career Technical Education Programs provide students with important life and employment skills and technical experiences which align with the Massachusetts Department of Elementary and Secondary Education's Career/Vocational Technical Education Frameworks. The curriculum is designed to prepare students for post-secondary education or to enter the workforce. CTE faculty members have all been successful in business and industry and are able to incorporate best industry practices in their daily lesson plans. All Fashion Technology and Design & Visual Communications students will be following the program of study outlined by the Commonwealth of Massachusetts Chapter 74 outcomes.

To help Grade 9 students make informed decisions for their Grades 9-12 course of study and beyond, each Grade 9 student rotates through Career and Technical Education (CTE) and Studio Art pathways. This allows each Grade 9 student to be immersed in the first level of hands-on training in each area for two block periods a day to get an idea of the career competencies and skills that will be required to meet their graduation requirements.

After rotating for approximately 1 term through each of the three areas, the students reflect on their learning and rank their pathway preferences that they would like to join for Grades 9-12. Students are placed based on their ranking and number of spaces available. Students start in Fashion Technology, Design & Visual Communications or Studio Art in Term 2 of Grade 9, and remain in that pathway until graduation.

Program Transfer Policy

Should a student wish to transfer into a different program within the department, this policy explains when and how students can transfer into different VAD programs after this ranking and sorting process.

When:

- 9th grade students have until the end of Term 2 to request a transfer using the VAD Transfer Request Form, and emailing the Chair of the Department.
- 10th grade students have until the end of Term 1 to transfer into a different VAD program
- 11th & 12th grade students can not transfer into a different VAD program (unless given specific circumstances to be determined by the Head of School or the Assistant Head of School)

- If a program has reached capacity, students will be placed on a waitlist until the end of Term 2 for 9th grade or Term 1 for 10th grade

How:

1. Student will communicate to advisor their request to transfer programs
2. Advisor and student will complete the [Transfer Request Form](#) and email the chair of the department with a formal request at smendoza@bostonpublicschools.org
3. Student will meet with chair of the department to review request
4. If there is space in the desired program and the transfer is approved student and family will be notified and their Aspen schedule will be changed.

Studio Arts

The Studio Arts Curriculum is sequential and addresses the elements and principles of design through different media including drawing, painting, sculpture, photography, animation, printmaking and mixed media. Students work individually and in groups while developing and refining their skills and techniques in each artwork. Over the four years, students evolve their ideas and concepts in each of their pieces; they build their artistic voice from individual projects in their lower house classes to a portfolio/body of work in their senior year. In addition to developing these skills through their work, students will read artists' writing, write relevant texts, visit museums, artist studios, meet working artists from the city of Boston, and exhibit their artwork annually.

Lower House Program of Study

GRADE 9 COURSE OF STUDY

Exploratory	1 term
Studio Art 1	1 semester
Life Drawing	Full year
Open Studio	Full year

GRADE 10 COURSE OF STUDY

Studio Art 2	Full year
Photo 1	1 semester
Art Symposium	Full year
Open Studio	Full year

Upper House Program of Study

GRADE 11 COURSE OF STUDY

Studio Art 3	Full year
Open Studio	Full year
Merchandising for Artists	1 semester

GRADE 12 COURSE OF STUDY

Studio Art 4	Full Year
Open Studio	Full year

Design and Visual Communication (DVC)

The DVC pathway integrates foundational knowledge, skill-building courses and professional preparation to equip high school students with comprehensive skills in art, design, and visual communications. The program fosters artistic creativity, computer proficiency, and readiness for higher education or entry-level positions in the design industry. The skills students develop in DVC are transferable and can be applied to many art disciplines and careers.

DVC is a Career and Technical Education Program and is designed to prepare students for post-secondary education or entry level design positions. The DVC CTE faculty members have all been successful in the design business and industry and are able to incorporate best industry practices in their daily lessons. All visual arts students will be following the program of study outlined by the Commonwealth of Massachusetts Chapter 74 outcomes.

DVC students have access to internships, dual enrollment opportunities, and certification in OSHA, CPR, and Adobe Certified Associate. Students are introduced to graphic design fundamentals including: the elements and principles of design, typography, and the design process in Grades 9 and 10. Students learn basic typography, history of graphic design and illustration, and content creation, research and development skills. Students become familiar with design and production techniques using industry standard software such as Adobe Photoshop, Illustrator, and InDesign. In addition to the computers and software, students will learn to properly handle and use drawing tablets, digital cameras, scanners, and other output devices such as printers and backup drives applicable to projects. They focus on the foundations of design and technology, which include:

- Design Foundations (Introduction to Occupational Safety and Health; Fundamentals of Design, 1,2; Elements and Principles of Design, 1,2; Design and Layout, 1,2; Color Theory, 1,2; Typography, 1,2; Portfolio development), and
- Technology Skills (Apple computers, tablets, scanners, digital cameras, and other peripherals; Vector-Based Software (Adobe Illustrator) 1, 2; Pixel-Based Software Adobe Photoshop 1,2; Publishing and Production Skills, 1,2).

Grade 11 and 12 DVC students develop a progressive understanding of theory and concepts of visual communication used to present information or to promote a message to an audience. The 11th grade course builds on techniques developed in previous coursework including fundamental elements and principles of design and the historical development of design by exploring graphic art history. Students explore facets of visual communication including the principles of design and layout, design theory, advertising principles, technology and develop an iterative practice. They develop the art of conceptualizing projects, distilling, organizing and designing complex information, and motivating audiences. Students apply skills learned in previous classes such as typography, illustration, page layout, manipulating photographs, and creating digital artwork.

The 12th grade DVC students are required to create and maintain a portfolio with a minimum of 12 pieces of their art and design projects. A portfolio is a tangible example of a student's skill-set and professionalism in visual presentation. Students are expected to create a body of work with no fewer than 5 finished works of art for exhibition. Grade 12 DVC students are required to participate in the spring design exhibition and final benchmark review.

Grades 10, 11 and 12 students are able to join Studio M7, BAA's inhouse student-run graphic design firm. Students work on "real world" projects for clients both inside and outside of BAA. Students who join Studio M7 are highly motivated individuals who work well under deadline pressure.

Lower House Program of Study

GRADE 9 COURSE OF STUDY

Exploratory	1 term
Design & Visual Communications 1	3 terms
Life Drawing	Full year
Open Studio	Full year

GRADE 10 COURSE OF STUDY

Design & Visual Communications 2	Full year
Introduction to Ceramics	1 semester
Open Studio or Studio M7	Full year

Upper House Program of Study

GRADE 11 COURSE OF STUDY

Design & Visual Communications 3	Full year
Introduction to Ceramics	1 semester
Open Studio or Studio M7	Full year

GRADE 12 COURSE OF STUDY

Design & Visual Communications 4	Full year
Open Studio or Studio M7	Full year

Fashion Technology

Fashion Technology at Boston Arts Academy is a course of study that immerses students in a sequential and cumulative in-depth study of the techniques, context, and business of fashion. Students will experience a combination of rigorous coursework in garment design and construction with a deep understanding of the fashion and merchandising industry.

Students in the Grades 9 and 10 will be focusing on:

- Garment Construction
- Apparel Design
- Home Décor
- Technical Knowledge and Skills
- Marketing, Merchandising and Careers
- Intro to Techniques for Costume Construction

TECHNICAL DESIGN AND CONSTRUCTION FASHION TECHNOLOGY 1

Fashion Technology 1 is a course designed for students interested in fashion design and apparel and textile design technology, as well as marketing and merchandising. This course provides opportunities for students to explore fashion history, current fashion styles and trends, analysis of fibers and textiles, clothing design and accessories, utilize technology in fashion design, and explore career options in fashion industries. Students will design and construct basic garments, home decor, and learn the basic skills of industry safety and Adobe programs. In addition to their course work, students will participate in introductions to the industry through job shadowing and Fashion master classes.

TECHNICAL DESIGN AND CONSTRUCTION

Fashion Technology 2 builds on the foundation built in year 1. Students will apply their skills to more complex garment constructions, and develop overall fashion looks. Students will deepen their understanding of industry safety standards and take the OSHA course and certification exam. Further exposure to the industry will happen through internships and master classes. Sophomores will complete their benchmark by presenting a complete garment at Boston Fashion Week's "Open Runway".

MARKETING AND MERCHANDISING

Students will learn all aspects of the business of marketing and merchandising in the fashion industry through the creation of their own business. Entrepreneurship, management, marketing, finance and a social understanding of business will help shape individual and collective entrepreneurial endeavors. This course will act in partnership with the Fashion 1-4 courses.

Students in the Grades 11 and 12 will be focusing on:

- Garment Construction
- Apparel Design
- Home Décor
- Technical Knowledge and Skills
- Marketing, Merchandising and Careers
- Costume Construction
- Career Readiness
- Management and Entrepreneurship

TECHNICAL DESIGN AND CONSTRUCTION

In Fashion Technology 3, students will create original garments and looks. Students will use commercial patterns, flat patterning and instructions to successfully complete major projects and one final project each marking period. Students will continue their study and certification in Adobe programs. During the course of the year, each student will learn applied construction techniques and actively participate in demonstrations, choosing projects, choosing fabrics and construction. Juniors will continue to be exposed to industry through internships and master classes, and will present a complete look at Boston Fashion Week's "Open Runway".

TECHNICAL DESIGN AND CONSTRUCTION

Students will create a complete collection from original design to fashion show, which will serve as the senior benchmark. Students will encompass the design process from inspiration through production. Senior year will focus on research and design experimentation, as well as the garment production process as practiced in the apparel industry. Students will participate in internships and masterclasses and develop a portfolio for college or career applications.

MARKETING AND MERCHANDISING

Students will learn all aspects of the business of marketing and merchandising in the fashion industry through the creation of their own business. Entrepreneurship, management, marketing, finance and a social understanding of business will help shape individual and collective entrepreneurial endeavors. This course will act in partnership with the Fashion 1-4 courses.

Lower House Program of Study

GRADE 9 COURSE OF STUDY

Exploratory	1 term
Fashion Technology 1	3 terms
Life Drawing	Full year
Open Studio	Full year

GRADE 10 COURSE OF STUDY

Fashion Technology 2	Full year
Merchandising for Artists	1 semester
Introduction to Ceramics	1 semester
Open Studio	Full year

Upper House Program of Study

GRADE 11 COURSE OF STUDY

Fashion Technology 3	Full year
Introduction to Ceramics	1 semester
Open Studio	Full year

GRADE 12 COURSE OF STUDY

Fashion Technology 4	Full year
Open Studio	Full year

Assessments

Freshman Review

All Freshmen are required to exhibit and present their work according to the outcomes of the class, describing their strengths, areas for growth and addressing their level of proficiency in each course outcome. Students are assessed on course outcomes and their presentation.

Sophomore Benchmark

Before becoming juniors, Studio Art Sophomores are required to participate in the Sophomore Review Benchmark, which is a critique with written feedback of presented work that analyzes strengths, areas for growth and establishes goals for junior year and beyond. Students reflect at the end of the process and are required to reach proficiency in the course outcomes in order to be promoted to the 11th grade. If students do not reach proficiency they will be given a chance to revise their work to reach a proficient level. In addition to demonstrating proficiency in the outcomes, students are also assessed on their presentation skills.

Junior Review

Juniors are required to prepare for and present their work in an exhibition for assessment. In addition to their exhibition, students will present on course outcomes, participate in a critique and reflect on the overall process, as well as set goals, and brainstorm ideas for their body of work in their senior year.

Senior Benchmark

The Senior Review requires that students present their work through the lens of the course outcomes, and participate in a critique with a panel of invited guests and faculty. Once students present their work they reflect on the entire process, considering their strengths, areas for growth and set goals for their work post high school. Passing the benchmark is a requirement for graduation, and students are given a chance to refine their work in order to reach proficiency after the benchmark.

Graduation with Honors In The Arts Requirements:

BAA seniors who have achieved a proficient level in their Sophomore Review, have a GPA in the arts for junior and senior year of 3.5, and demonstrate evidence of personal discipline outside of classwork will be eligible to graduate with honors in the arts.

Dual Enrollment

Visual Arts upperclassmen often have the option for additional art study in their schedule. We encourage students who are in good standing to explore the Dual Enrollment option through our partnership with the ProArts Consortium.

Exit Requirements

Visual Arts & Design students in Grade 12 will be required to do the following before being considered for graduation:

- Prepare portfolio, including presentation of work to faculty for Exhibition Review. Full participation in the Senior Exhibition, including preparation, curating, opening and clean up.
- Participate in and complete a final Community Art Project.
- Clean out your artwork storage space, and any other works at BAA.

Regulations & Habits

1. The Visual Arts & Design studios are used by the whole department. Students are required to do their assigned clean-up task at the end of each class properly and thoroughly. Students who do not comply with this expectation will be required to do an extra in-depth cleaning project during their rotating clean up assignment.
2. Chewing gum is strictly forbidden in the studios and labs.
3. Food and drinks are only permitted in the Visual Arts & Design studios with teacher permission and in accordance to health and safety regulations. Water and water bottles are allowed in all Visual Arts & Design studios, but not in the Mac Lab.
4. Headphones are prohibited during the use of the industrial sewing machine as it is a safety issue.
5. Students should obtain permission to leave the studios from faculty, and sign out before leaving. Students wishing to use the lavatory during class time must obtain permission from the instructor and use a hallway pass.
6. Students should come to class prepared with pencil, pen and their agendas.
7. Students are not allowed to use the classroom stereo for their own purposes—faculty will make musical selections for the day, if any. Students may be allowed to use headphones during independent work sessions at the discretion of the instructor.
8. Visual Arts & Design studios are available at the VAD faculty's discretion. Students need to request after school time with a VAD teacher beforehand for specific projects and ongoing work. After school time may be required by VAD faculty for some students' classes, depending on students' class requirements or status within the department. Students will be notified in this case.
9. All Visual Arts & Design students are expected to be supportive of each other's work and process in and out of class. Disrespecting classmates and their work including handling any work or supplies that are not yours will not be tolerated. This includes work anywhere in the building. In addition, students should not work on other student projects, unless it is a collaboration.
10. Visual Arts & Design students are expected to know and model excellent museum and gallery etiquette.
11. Visual Arts & Design curriculum includes photography and video, classes in which students are given a camera. Students will be required to sign a contract that obligates them to pay \$150 if they lose their assigned camera. Students will not be able to sign out at the end of the year if the camera is not replaced. Seniors will not be allowed to graduate until \$150 is paid back to the department, and transcripts and diplomas will be held until \$150 is paid back to the department.
12. Visual Arts & Design students are expected to dress for messy work. Students should expect that they will be working with a variety of permanent, staining materials at any given time. This should be stored in your locker.
13. Students will be expected to maintain the cleanliness of the studios and will be required to do a regular cleaning of the spaces during or after class time.
14. Punctuality: It is critical that visual artists develop a punctual discipline. Chronically late students miss introductions, discussions, demonstrations and critiques that are valuable to their growth as an artist. If a student is late, it is expected that they enter the class without disruption and get to work immediately. Please see the Attendance policy

section for a full explanation.

15. If students miss work in class for any reason they are responsible and expected to seek out the instructor and make up for missed work in a timely fashion.
16. Gallery Behavior: Students are trained in gallery behavior and then expected to display proper gallery etiquette both in and out of school. This includes behaviors that respect other's looking space and time; not touching work; observing work from an elbow's distance; taking direction from gallery guards; drawing with pencil only; and engaging with the work.
17. Virtual spaces and File/image storage: Students are responsible for having their password and knowing how to access their Google Drive and other shared drives. Students are responsible for regularly clearing out their school storage drives and must use them for school related projects only. Students who store work on desktops risk files being deleted. Laptops are reimaged regularly.

Preparation for Exhibition

Before major exhibitions, time will be scheduled after school to enable Visual Arts & Design students to prepare their work and the gallery for exhibition. This exhibition time is mandatory and participation is required. Students are expected to make arrangements to accommodate these times.

Some fashion shows, exhibitions, and events will require students to stay beyond the school day, which ends at 4pm. The teacher will inform families when students are required to stay beyond normal school hours. In some cases, and at the discretion of the teacher, students may also choose to stay beyond normal school hours in order to complete major projects.

Visual Arts & Design students may participate in exhibitions outside of school, and commissions through the department.

Involvement in outside arts venues is greatly beneficial to growth as an artist, and is encouraged as a Fashion student at the BAA as long as it does not interfere with their studies.

Other Exhibitions, Commissions, and Referrals

Visual Arts & Design students are often invited to participate in exhibitions outside of school, and occasionally are offered commissions through the department. Involvement in outside arts venues is greatly beneficial to growth as an artist, and is encouraged as a VA student at the BAA as long as it does not interfere with their studies.

Community Responsibilities

Community service in the department is available all year, during the school day and occasionally on Saturday. These tasks include but are not limited to:

- Classroom cleaning
- MacLab organization/maintenance
- Bulletin board rotation
- Exhibition monitoring/oversight
- Storage room maintenance
- Supply space maintenance Inventory/theft management

Theatre

Theatre Department Faculty

Kadahj Bennett, *Department Chair*

John ADEkoje

Daniel Jentzen

Annie Le

Jenna McFarland-Lord

Juanita Rodrigues

Note: We will also be working with adjuncts and visiting artists, as well as interns from higher education departments.

Mission Statement and Philosophy

Our mission is to create young inventive artists who are concerned with artistic excellence, cross-cultural understanding & social change. We will strive to meet every student at the creative junction where life experience meets ambition and intellectual curiosity to expose, nurture and challenge our students with a highly rigorous pre-conservatory style training. We believe every disenfranchised culture must be represented on the stage and in the class to give voice and upliftment. Therefore, the department is also committed to a deliberate creative process that investigates, dismantles, and empowers future theatre practitioners within the context of antiracism.

The department focuses on developing the complete theatre artist. Students in their first two years of study are automatically placed into the acting concentration and rotate each term through our technical theatre structure which includes introductory courses in technical theatre (lighting, costume and set construction), film, and playwriting. This not only develops in the students an understanding of the importance of collaboration and how all aspects of the art form work together, but it also prepares them to audition into the departments two other concentrations (design and film) if they desire.

Teenagers have proven to stand up for what they see as wrong in society and demand change; to help young theatre artists develop their artistic voice we encourage critical thinking, risk-taking, creativity and a commitment to building the skills needed to master their craft. Graduates will be prepared for post-secondary conservatory programs, college, or professional careers as theatre artists.

Students are also encouraged to enhance their experience at Boston Arts Academy by participating in the following:

- Festivals and summer acting programs.
- Master Classes with visiting teaching artists and industry professionals
- Ensemble projects written, directed and/or produced by students.
- Outside Internships
- Community service.

Our goal is to create theatre artists who understand the power of theatre as social change. Through this art form, we help the student find their own voice and know the power that voice can have within a community.

Lower House Program of Study

GRADE 9 REQUIRED CLASSES

Theatre Arts 1

Movement for Actors 1

Introduction to Theatre 1

Playwriting 1

Stagecraft

Technical Theatre 1 (LAB)

- Intro to Techniques for Costume Construction
- Intro to Techniques for Set Construction
- Intro to Filmmaking
- Intro to Techniques for Lighting

HS Theatre and Production 1: By audition only

GRADE 10 REQUIRED CLASSES

Theatre Arts 2

Movement for Actors 2

Playwriting 2

Theatre Expo 2

Stagecraft

Technical Theatre 2 (LAB)

- Costume Construction 2
- Set Construction 2
- Filmmaking 2
- Lighting Design 2

HS Theatre and Production 2: By Audition Only

Upper House Program of Study

GRADE 11 COURSE OF STUDY

Concentrations

- Theatre Arts 3
- Filmmaking
- Design

HS Theatre and Production 3: by audition only

Technical Production

Advanced Technical Theatre (Students must choose one of these offerings per semester. All the courses listed below fulfill the Advanced Tech Lab requirement, but might not be offered every year.)

- Costume Design
- Set Design
- Advanced Playwriting
- Musical Theatre
- Lighting Design
- Actor's Studio

HS Theatre and Production Honors: By audition only

Stagecraft: by assignment only

GRADE 12 COURSE OF STUDY

Concentrations

- Theatre Arts 4
- Filmmaking
- Design

HS Theatre and Production 4: By audition only

Advanced Technical Theatre (Students must choose one of these offerings per semester. All the courses listed below fulfill the Advanced Tech Lab requirement, but might not be offered every year.)

- Costume Design
- Set Design
- Advanced Playwriting
- Musical Theatre
- Lighting Design
- HS Theatre and Production Honors: By audition Only

Assessments

GRADE 9 MID YEAR and END-YEAR REVIEW

At the end of the first and second semesters, every 9th grade theatre student will participate in a Mid-Year and End-Year Review. A panel (including outside experts) will assess their growth and skill in a formal presentation of movement, vocal technique, monologues, and scenes. Quizzes and written work will be assigned. The Mid-Year and End-Year Review will count as final exams.

FORMATIVE ASSESSMENT

(Ongoing and documented in the class grade)

The formative assessment consists of the following:

- Demonstrate a “Professionalism” by coming to class on time and in uniform, completing homework, reading and writing assignments, and maintaining a theatre binder and journal.
- Participate in class and collaborate with all ensemble members.
- Demonstrate the ability to write a play analysis and character analysis.
- Demonstrate an ability to memorize and rehearse assigned work as indicated in the syllabus and classroom lessons.
- Meet required technical assessments and requirements as indicated in the handbook.

GRADE 10 BENCHMARK

(Scheduled in January of the sophomore year)

The Benchmark will require each student to prepare one two-character scene and one monologue. A panel of Theatre faculty and outside professionals will view student work and assess the student’s skill development, based on rubrics* in the following areas:

- Character development through physical, vocal, and emotional work.
- Ability to define relationships between characters through physical actions, vocal choices, movement and objective.
- The use of an objective or Goal in scripted work that is active and immediate.
- Defining the environment by creating space, atmosphere and mood and understanding how the environment affects the characters.
- Using one’s personal experience to recall Emotions and memories to create more truthful connections to the material.
- Using the playwright’s words as a foundation for all choices about character, relationship, environment and objective.

*Rubrics for scene and monologue presentations will be posted on class web page and given to each student.

PORTFOLIO ASSESSMENT AND REFLECTION

The portfolio assessment will consist of a review of the student’s ability to document their own work, both in their theatre binder/journal and online in their digital portfolio. The following portfolio elements will be assessed:

- Written RICO Reflection: Reflection will center on the benchmark process and the student’s RICO Skills.
- Binder/Journal evaluation: Did the student maintain the binder/journal as prompted and demonstrate an ability to organize work, keep track of assignments and show evidence of learning? Binders will be given a grade that will factor into final benchmark review.

GRADE 11 JURY ASSESSMENT

At the end of third term, 11th grade acting students will participate in a junior review. A Panel (including outside experts) will assess their growth and skill in a formal presentation of movement, vocal technique, monologues, scenes, and oral interview. Written work will be assigned. This review will count as a final exam.

GRADE 12 BENCHMARK

All seniors in the acting concentration will be required to demonstrate what they have synthesized over their four years as theatre majors at Boston Arts Academy.

Students in the acting concentration will be required to showcase their work in a professional setting for an audience. The senior showcase will be either a one-act play(s), or 10-minute scenes and monologues. An outside panel of professional theatre artists will attend and critique these performances. Students will be assessed on a rubric and must complete and pass this showcase in order to graduate.

All seniors in the film concentration will be required to make two short films and write a 25-page screenplay.

All students in the design concentration must complete a professional outside internship.

Graduation with Honors In The Arts Requirements:

Requirements for Theatre majors:

- Achieving a Proficient (3 or above on rubric) on the Sophomore Review Benchmark.
- Maintaining a 3.5 GPA in the required Theatre courses during their 11th and 12th grade years.
- Participate in at least 4 main stage productions, with one of the 4 productions being a major technical role as described in “Advanced Technical Roles” in Upper House Elective section.

Regulations and Etiquette:

GRADE 9 ADDITIONAL REQUIREMENTS

Ushering: All 9th grade theatre students are required to usher for BAA main stage productions and will receive a grade for this requirement in their Theatre Arts I class.

Strike: All 9th grade students are required to help with strike on the show they ushered for.

GRADE 10 ADDITIONAL REQUIREMENTS

Tech Crew: All 10th grade students will be required to be a part of a tech crew (this may include participating in any aspect of the department that is not acting related) during their 10th grade year.

Strike: All 10th grade students are required to help with strike on the show they participated as a Tech Crew.

ADVANCED TECHNICAL ROLES

All 11th and 12th grade students will have the option to take on at least one major technical/design role for a main-stage production. This role requires the student to participate in the production from the beginning and follow it through to the end. Application must be made to the technical theatre faculty, and will be granted on the basis of previous commitment and/or enthusiasm. The advanced tech role will appear as Advanced Theatre Production on the student's transcript.

UPPER HOUSE ADDITIONAL TECHNICAL THEATRE REQUIREMENTS

All 11th and 12th grade students who are not cast in a main stage production will be cast in a technical crew assignment in one or all of the BAA main stage productions. Students must accept this technical assignment and this is non-negotiable.

MANDATORY CURRICULAR PERFORMANCES INCLUDE

To graduate, students must:

- Pass all required courses with the minimum required grades as stated in the BPS.
- Participate in at least 3 Tech Crews.
- Participate in at least 2 main stage productions, either onstage or in a major backstage role, this includes the Upper and Lower House main stage shows.
- Successfully complete the 12th grade benchmark, which is the senior exit requirement.
- Film concentrators are required to produce two films

REQUIRED MATERIALS FOR CLASS:

- A 3-ring binder for the theatre arts class
- Planner or agenda
- Pens
- Pencils with erasers
- Separate 3-ring binder, pencils with erasers for Technical theatre
- 2 sets of theatre uniforms for acting, movement, voice, rehearsals (one in class, one in the wash!)

UNIFORM REQUIREMENT

Rationale for Uniform

- To start from a neutral place in learning the craft of theatre
- To be able to move easily and freely in games and exercises
- To protect street clothing (Example: floor exercises, perspiration)
- To ensure safety

All theatre students are required to wear a theatre uniform for class each day. Sneakers must be worn at all times, unless bare feet are specified. No hats, doo-rags, bandanas, or jewelry are allowed.

9th & 10th grade: Black sweatpants; white, black or gray solid T-shirts (no logos); sneakers

11th & 12th grade: Gray sweatpants; white, black or gray solid T-shirts (no logos); sneakers

Tech uniform: All students should have additional sweatpants, T-shirt or sweatshirt, and sturdy shoes without heels for painting, building, etc. This uniform will get paint on it. It should be available on any school day.

ACCOUNTABILITY

- Students must change into and out of these clothes before and after the theatre class, not during class time.
- A zero for class will be given to students not wearing their own complete uniform.
- It is the student's responsibility, when absent, to check in with the teacher regarding make-up work.
- Uniforms should be kept in the locker and should not be lent to other students for hygienic reasons. Always have two sets of uniforms to alternate when one is in the wash.
- Personal hygiene is important. Please use deodorants, but no heavy perfumes or colognes.

CLASSROOM NORMS

- Only water is allowed in class during the school day. (Food and drink are only allowed in the designated spaces during main-stage rehearsal break, at the discretion of the faculty.)
- Students should only ask permission to leave the room during class and rehearsal in an emergency. For safety reasons students must sign out, and must not interrupt any other class in session.
- Students who wish to use a space for after-school rehearsals must sign up each cast and crew member at least 24 hours in advance. A list must be cleared by the teacher and presented to Security at the Front Desk. Safety Issue: Rehearsals will only be possible if there is adult supervision.
- Students not traveling by public transportation are required to arrange to be picked up on time after evening or weekend rehearsals or shows, or theatre field trips.
- For security reasons, no student may wait outside the building after rehearsals are finished. A cab will be ordered at the expense of the student if the ride is late.
- In acting studios: everyone must take off their shoes

THEATRE SPACES

Theatre Studios, Black Box and Main Stage 500 seat Theatre, Costume Rooms, Scene shop, Technology Design Room, Film lot and Viewing Room

All the Theatre Majors are extremely proud of their Theatre spaces. The facilities cost a great deal of money and belong to all of us at the BAA. We will be sharing with other classes, but we will mostly be living and working in them, and we want to keep them looking good and functioning well. Students will receive a great deal of training in how to operate within the spaces. Most importantly you must care for these spaces with us, the equipment in them, and observe **ALL** safety regulations.

These theatre spaces should reflect a positive working and learning environment. Cleanliness is important, and the weekly cleaning roster must be observed. These spaces must be treated with respect at all times. Please observe the following guidelines:

- Clothing, papers, scripts, etc., left lying around will be thrown out unless reclaimed within 24 hours. If you leave something behind, come back and get it!
- Gum, food, and drink (other than water) are strictly forbidden.
- The spaces may not be used except under direct supervision of an adult. All equipment is expensive, and power tools are dangerous unless handled properly.
- Computers and phones at teachers' desks are for faculty use only. Students may only use those designated for student use. (In an emergency, permission may be granted.)
- Please observe safety regulations at all times.

PROPS AND SET PIECES

Theatre Majors will be expected to help find props and set pieces for each production. These will be on loan to the department, and should be clearly labeled. They should be stored in the Props Cabinet, or in the appropriate spaces. They should be treated at all times with respect.

As there is no insurance against loss or breakage, it is recommended that nothing of personal or antique value be loaned for a production.

Note: props and costumes will not be used during class, except for special projects. They may not be borrowed for other projects or

classes, or for personal use, without specific permission from the technical theatre faculty.

COSTUME, WIGS AND MAKEUP FOR PRODUCTIONS

Theatre Majors will be expected to find or buy some costumes, (others will be built, rented or adapted).

Please note: equipment such as hair brushes, curling irons, face wash, and eyeliner are not shareable and must be purchased by the student. Special effects make-up, such as wigs, will be provided by the theatre department and is not the financial responsibility of the theatre student.

Final decisions about costumes, hair, makeup, nails, shoes, jewelry etc., will be the responsibility of the artistic and costume directors. Students are expected to respect these decisions. If you are rehearsing for a production, never cut or color your hair without checking first!

Each student is responsible for the care of costumes and props, as explained by production etiquette. Any lost or damaged items will have to be replaced by the student.

TIMELINESS, PROFESSIONALISM, NON-PARTICIPATION

ABSENCES AND TARDIES (Under Your Process Grade)

- Attendance is calculated within a student's process grade as laid out in individual teachers' syllabi. Students not ready for class with the appropriate clothing, materials or equipment when the roll is called, will be marked tardy.
- A student may not enter a class after 20 minutes without a note.
- Uniforms, books, scripts, handouts, costumes and props are the student's responsibility. Neglecting, losing, or borrowing any of these items without permission will drop the grade.
- Non-participation in class, (example: cutting class, incomplete uniform, poor attitude, sent out for behavior, doing work for another class), results in a zero grade for that day.
- To be considered for an excused absence, students must bring a note from a physician or a parent within one week, stating the dates and reason for the absence.

This note must also be submitted to the secretary in the main office and will be approved or declined through HWT.

- It is respectful to inform all teachers in advance of any anticipated absences.

Note: By its very nature, it is not possible to make-up an ensemble theatre class. Students need to be present.

REHEARSALS AND PERFORMANCES

(Advanced Theatre Production Class, as well as Lower and Upper House Main Stage Productions)

Theatre Main Stage is by audition only. Students who display a seriousness of purpose toward their art and have demonstrated appropriate skill level in their acting class will be eligible. The Lower House Main Stage is open to both 9th and 10th grade students. The Upper House Main Stage is open to both 11th and 12th grade students. The Advanced Main Stage Production is only open to sophomores, juniors and seniors meeting the arts major grade requirements.

All productions are graded under the course title Advanced Theatre Production. Students receive credit either as a main stage credit requirement and/or a transcript credit, by participating in the following ways:

- as an actor, assistant director, stage-manager or assistant stage-manager
- shadowing a designer through all aspects of the design process from the beginning to the end of the production period.
- as part of the stagecraft class, which is transcript credit only.

In order to participate in **any** main stage theatre productions, theatre majors must:

- Display professional process and good citizenship **in and out of all classes**
- Show continuous and consistent technical and artistic progress

If for any reason a student's seriousness of purpose falls below what is expected from the department after being cast in a main stage role, they can be replaced in the show.

All BAA Theatre majors must audition for all main stage productions. Auditioning is mandatory and will be assessed as part of the Theatre Arts grade.

- Main Stage productions require some after-school rehearsal. In order to be considered for a role students must be available from 2:35 pm to 6:30 pm 3-5 times per week, including Fridays. Some Saturday rehearsals will also be required. Students will be asked to list any conflicts (work/tutorial schedules, medical appointments, or regular home responsibilities) at auditions.

- The faculty treats the rehearsal process as a class. Rehearsal requirements are the same as classroom expectations, as are the consequences for failing to observe the requirements. In addition, a student may be dropped from the show if they are failing.
- When a student has been accepted for cast or crew, participation both on and off stage, is mandatory. Students are responsible for knowing rehearsal and meeting dates and avoiding any conflicts.
- Punctuality is essential. Absences and tardies may result in the loss of a role on cast or crew, which considerably affects the grade.
- Professionalism is expected at all times, and if the student is not able to maintain their focus in the production, this may result in the loss of a role or position in the cast or crew, affecting the grade for that production.

TECH WEEK

Tech Week, the week before a production, is an intense, tiring and exhilarating period. This week consists of: 2 or more spacing rehearsals, a lighting and sound cue to cue, several technical run-throughs, and dress rehearsals. Technical rehearsals take double the time of normal rehearsals because the cast and crew slowly work through the script and add set changes, costume changes, props, and light and sound cues. Theatre students are expected to give priority to the production and all its demands. Outside activities, work, appointments, travel, etc., must be rescheduled to avoid conflicts. Attendance is mandatory for all students involved.

- Tech Week rehearsals may run until 9 pm, or all day Saturday. The schedule will be available the first day of rehearsal, enabling students and parents to make adjustments.
- Previous deadlines for academic classes must be met, as most teachers will only accommodate production pressure when possible.

It is up to the student to complete academic work ahead of tech and production weeks.

GRADE LEVEL EXPOS AND WORKSHOP PRESENTATIONS (all grades)

Workshop productions (these productions include Expo/ Jury presentations, Soul Element, and any shared class work) will rehearse during class time with the possibility of extra rehearsals after school two weeks prior to the presentation. Adequate notice will be given.

GENERAL GUIDELINES FOR PROFESSIONAL PARTICIPATION IN PRODUCTIONS & MASTER CLASSES

Theatre majors are sometimes invited to perform for special festivals or events, or asked to take part in workshops, commercials or movies, which may be in venues other than BAA. If selected, students will be expected to attend as called. Ample notice will be given, and extra credit will be gained. Note: For these special extra-curricular events, students in academic difficulty will not be able to participate.

Theatre at Boston Arts Academy must be a student's first priority. Participation in outside events, particularly in other theatre productions, creates a great deal of stress for the student, and will be encouraged only if:

- approved by the Theatre Department
- the student is maintaining a good grade point average in both arts and academics
- the schedule does not conflict with BAA classes, rehearsals and events

If the above requirements are met, the student, guardian, teacher and outside organization will sign a drafted agreement; especially if the outside show requires matinee performances. If the agreement is not signed and the student accepts a project that necessitates them to miss school it will be counted as an unexcused absence.

ATTENDING PROFESSIONAL PERFORMANCES

The Theatre Dues paid allow each student to visit the theatre at a subsidized rate. There will be several theatre trips offered to see professional performances at local theatres. These can be during the school day, evenings or weekend matinees.

Please note: all BAA theatre majors must complete the following:

- Attend and critique all BAA main stage productions
- Attend and critique one production/exhibition show presented by other art majors in the BAA community.
- Attend two professional theatre productions

Students are expected to take advantage of these opportunities to expose themselves to the diverse productions that are available. As representatives of Boston Arts Academy, students are expected to display appropriate theatre etiquette in public places. Car pools are sometimes available from parent volunteers, but arrangements must be made for transportation home after late shows.

INJURY AND ILLNESS

If a student is to be dismissed due to illness, they must be seen by the School Nurse prior to dismissal. Additionally, the School Nurse must approve all medical dismissals and must speak directly to the parent/caregiver to obtain permission before a student can be dismissed. In situations where the School Nurse is concerned about a student's safety, the School Nurse may require that the parent/caregiver pick-up the student from the Nurse's Office. Please note that a student's stating that a parent/caregiver has given permission to leave school will not be accepted.

Medical excuse notes for illness must be submitted to the Registrar within 5 days of the illness. Medical excuse notes can be submitted ahead of time for scheduled appointments.

The Registrar and School Nurse are to be made aware of all extended absences related to illness and/or medical procedures (e.g., surgery) with a doctor's note as per the attendance policy.

BATHROOM POLICY

Students are to remain in their classroom **the first and last 15 minutes of the class period**. Students are required to have a pass when leaving class to go to the bathroom, Nurse's Office, Health & Wellness Office, Library, or any other area during class time. Only one student may be out of the classroom at a time. Classroom breaks will take place in the classroom. Teachers are provided with passes and must ensure that students have a pass before leaving their classroom.

CELL PHONE USE

Students may only use their cell phones in the cafeteria before school or during the student's lunch period within the cafeteria. Cell phones should not be used outside of the cafeteria and may be confiscated after the first warning. Cell phones that are used or that ring during school time may be confiscated. Students may not engage in text messaging during school time; cell phones being used for that purpose may be confiscated. Cell phones are not appropriate in the library at any time. At the 1st infraction, the student will be asked to put the cell phone away. At the 2nd infraction, the cell phone is confiscated; the student will pick up the cell phone in The Dean of Students' office at the end of the day. At the 3rd infraction, the cell phone is confiscated, and the parent must come to school to pick it up. At the 4th infraction, the cell phone is confiscated and returned to the student in June.

CALENDAR OF EVENTS

Mainstage production: *Joe Turner's Come and Gone*: November 14-16th, 2024, Boston Arts Academy Mainstage

Tech Week: November 4th -13th 2024

BAA - Next Narrative Monologue Contest: date TBD, Boston Arts Academy Black Box

Next Narrative Monologue Contest: date TBD, Huntington Theatre

Sophomore Benchmark; January 17th & 18th 2025; Boston Arts Academy Black Box

Freshman Mid-Year Review; February 7th and 8th 2024; Theatre Classroom Studio

Mainstage production: Musical: TBD; March 13-15th 2025; Boston Arts Academy

Tech Week: March 3rd - 12th 2025

Senior Showcase; May 1st & 2nd 2025; Boston Arts Academy Black Box

Tech Week: April 14th-30th, 2025

T1 Expo: May 29th, 2025

T3 Expo: May 29th, 2025

T2 Mainstage Production: May 30th & 31st, Boston Arts Academy Black Box

BAA Film Festival; May 30th 2025; Paramount Theatre or BAA Theatre

The Ufot Cycle: *Kufre n Quay* Mainstage production: July 10th-26th, 2025

Tech rehearsals: June 30th-July 9th, 2025

**Dates are subject to change. Please check the BAA website calendar for the most up-to-date information.*

Music

Music Department Faculty

Michael W. Bradley, *Department Chair, Contemporary Voice*
Mariana Green-Hill, *Strings/Orchestra/Chamber Music*
Christopher Lee-Rodriguez, *Guitar and Bass/Music Technology*
Seungok Lee, *Piano*
Brian Paulding, *Brass & Winds*
Christopher Rivelli, *Percussion*
Molly Jo Rivelli, *Classical Voice*
Joshua Jackson, *Music Technology Adjunct*
Max Ridley, *Guitar and Bass Adjunct*

Mission Statement and Philosophy

The mission of the Boston Arts Academy Music Department is to foster artistic and personal growth, openness through understanding, discipline through performance and love of learning through study. Exploring a wide variety of musical experiences, we discover the connection between music and community and provide a foundation for achievement. As creative thinkers and active listeners, we develop a broader understanding of both the new and the familiar, and use music as a lens for viewing life and the world.

Lower House Program of Study

GRADE 9 REQUIRED CLASSES

Instrumental or Vocal Technique 1
Music Theory I
Performance ensemble
Select Ensemble (if applicable)
Radio and Television 1
TV Broadcasting 1
Multimedia

GRADE 10 REQUIRED CLASSES

Instrumental or Vocal Technique 2
Music Theory II
Performance ensemble
Select Ensemble (if applicable)
Sophomore Recital
Radio and Television 1
TV Broadcasting 1
Music Technology

TECHNIQUE CLASSES

In the lower house, all music students must take a performance technique class each year up to level two technique and complete a sophomore recital. In the upper house, all performance students must enroll in a level three technique course and complete a senior recital. The technique curriculum consists of: weekly private lessons and/or group instruction; development and documentation of a weekly practice routine; juries; and other requirements specific to their instrument.

MUSIC THEORY I and II

Music Theory I and II are required courses for all music students. These courses focus on the fundamentals of music including music notation, construction of scales, intervals and chords, ear training, sight-singing, and dictation. In addition, all students are required to take piano class once a week to supplement their music theory requirements.

JURIES

Juries are held to evaluate the artistic growth of each student. Each year all students will perform at least one jury; sophomores will perform one recital and one jury, and seniors will perform one recital qualifier and one recital. Jury repertoire will be determined by the student's technique teacher. Attendance to all juries will be permitted only if the student is prepared and on time. Concert attire is encouraged.

Upper House Program of Study

GRADE 11 COURSE OF STUDY

Instrumental or Vocal Technique 3 (Classical & Contemporary)
Combos or Concert Choir
Piano Lab
Applied Jazz Theory
Music Technology
Performance ensemble

GRADE 12 COURSE OF STUDY

Instrumental or Vocal Technique 4 (Classical & Contemporary)
Combos or Concert Choir
Senior Audition Workshop
Senior Recital Prep
Arranging
Select ensemble (if applicable)
Performance ensemble

SENIOR RECITAL QUALIFIER AND RECITAL

All music majors must prepare and present a senior recital during the spring of their senior year in order to be eligible for graduation. In preparation for their recital, all music majors will present a recital qualifier two weeks prior to the recital which includes a performance exam. In the qualifier, students will demonstrate their readiness to perform a recital by performing or presenting all selections from their recital. If a student does not meet complete requirements they will not be eligible for June graduation. In this case, the student will have until the last day of the school year to pass the qualifier to be eligible for an August graduation.

The Music Department reserves the right to restrict the use of external accompanists or participants in a student's recital. The recital is an opportunity for a student to demonstrate what they have learned in their time at BAA and it should not be seen as a personal "show".

SENIOR RECITAL REPERTOIRE

The Senior Recital is a collaborative program designed and led by students. Under the guidance of their technique and lesson teachers, students will prepare repertoire to present as part of a shared recital program. Additional requirements may exist that are specific to a student's concentration.

Vocalists

Students will demonstrate their development of knowledge and skills of the professional musician by working collaboratively with their colleagues to create a show. This show will include a variety of genres from classical to contemporary songs.

Instrumentalists

Students will demonstrate their development of knowledge and skills of the professional musician by working collaboratively with their colleagues to create a show. Each senior will be responsible for selecting, arranging, and performing several contrasting ensemble pieces.

Assessments

Music and Media Students will be assessed according to the BAA Music Department's Outcomes. Assessments are ongoing, accumulative and reflect the Boston Arts Academy's grading policy.

Graduation with Honors In The Arts Requirements:

To be considered as a Graduate with Honors in the Arts in Music, a student must:

- Have passed all requirements of their Sophomore Recital with a B or higher
- Have earned a B (83) or higher in all of their music classes in the Upper House.
- Exhibit evidence of engagement and participation in music programs outside of BAA after school or in the summer

Core Beliefs and Values

The following policies are designed to ensure that all music students have a rich and productive experience at Boston Arts Academy. Note that additional policies appear on teachers' class syllabi and other course information. When questions arise, families should refer both to this handbook and individual course documents for information.

INSTRUMENT PURCHASE & RENTAL

All students are strongly encouraged to purchase their own instrument with the advice of their technique teacher. In some cases, those students who do not have an instrument will be supplied one through the school.

PARTNERSHIPS and LESSONS

The Music Department has cultivated relationships with several music agencies that offer instruction, including Berklee College of Music, The Boston Conservatory at Berklee Boston Lyric Opera, and the Berklee Institute of Jazz and Gender Justice. Please consult the music faculty for information on these and other off-campus study opportunities.

PRACTICE

In order to be successful all students need to practice in a diligent and focused manner. It is recommended that music students practice a minimum of 30 minutes per day outside of school. Students may practice before and after school in the school's practice rooms with supervision, or at home. Students should practice alone in a well-lit space away from distractions such as television and video games. A record of their practice must be maintained in their Practice Log, which will be made available by their technique teacher and will be collected regularly. Failure to supply completed practice logs to a student's technique teacher could result in failure of their technique class.

FACILITIES

Our space is very precious and limited. We are responsible for keeping it clean and neat. Therefore, please respect our facilities and each other by following the rules for the music rooms.

Music Classrooms

- No gum, food, or drink
- Keep books, bags, clothing, and personal items in your personal locker or on your person. These things do not belong on the floor or around the room.
- Keep instruments in cages. Instruments do not belong on the floor or around the room.
- Keep music in folders in the folder cabinets. Music does not belong on the floor or around the room.
- Put trash in trash cans.
- Students should put away chairs and stands at the end of each class.

Practice Rooms

- Food and drinks (except bottled water) are not permitted in practice rooms.
- Respect the space and the next user by leaving the area as clean or cleaner than you found it.
- Make sure the door is locked when you leave. If your room is unlocked, please notify a music teacher.
- Take books, clothes and other personal belongings out of the room when you leave.
- Take trash out of the room when you leave.
- Keep visitors out of the room.
- Use your time in the practice rooms productively.
- Return any equipment (metronomes, tuners, radios, cords, etc.) to the music office.
- Do not deface, abuse, or in any way damage the pianos in the practice rooms.

Music Technology Lab

- Students are to be in the lab only when a teacher or lab assistant is present.
- Absolutely no food or drinks (including water) in the room, because of potential damage to computers.
- The headphones are fragile. Handle them carefully.
- If you have trouble with your station, wait for a teacher. Do not try to fix it on your own!
- Shut down your station, hang up your headphones, and push in your chair when you leave.

Recording Studio

Our recording studio is full of sensitive, fragile equipment. Information about its use and care will be given to those students taking classes in the studio. Please note that the studio will remain locked at all times. Only students working on music department projects under teacher supervision will be allowed access. Also, food and drinks are never permitted in the studio.

Instrument Lockers

Every effort is made to ensure the security of all musical equipment in the music department. To aid in this effort, all instrumental students will be provided a lock and locker for their instrument when applicable. It is the student's responsibility to return their instrument to their locker when it is not in use and make sure the locker is secured with its lock. Students are responsible for the security and maintenance of their instrument whether it is rented from the BAA or elsewhere, or is owned by the student. Only the student's instrument and related musical materials should be kept in those lockers. Instrument lockers should not be used for storage of other materials such as books and coats. All students should be assigned a school locker for those materials.

PROCESS OUTCOME POLICY: ATTENDANCE and PARTICIPATION

All music classes will be subject to the Music Department Process Outcome. Part of a student's assessment in any music class or ensemble will be determined by their participation in that class. Students who are on time and in place for every class/rehearsal, and participate fully during that class will receive full credit for participation. Behavior deviating from this standard will result in a lower credit for participation.

Attendance and participation in all music department classes, rehearsals, and concerts is mandatory. Music department classes and events take priority over all outside musical programs, jobs, and other external events.

ENSEMBLES

The music department has many performing ensembles as a core part of its curriculum. Membership in some ensembles is required; other ensembles may require an invitation or audition. In all cases, once a student is part of an ensemble they are expected to meet all requirements of that ensemble and remain in the ensemble for the entire school year. Leaving an ensemble, for any reason, may result in a failing grade for that ensemble unless approved by the ensemble director.

Our ensemble offerings have included the following:

Big Band	String Ensemble
Lyric Choir	Concert Choir
Jazz Choir	Jazz Combos
Latin Jazz Ensemble	Rock Ensemble
R&B Ensemble	Treble Choir
Percussion Ensemble	Men's Choir
Select Chorus	Chamber Music
Music Theater	Opera Scenes

CONCERT ATTIRE

Concert attire for ensembles will appear on course syllabi. Attire is at the discretion of the director and may require purchase of special clothing. Generally, students should "dress up" for concerts and non-school performances. Please refer to the ensemble's course information for specifics on how to dress for concerts. If obtaining attire is an issue, please speak to a teacher as they can provide support.

PERFORMANCES

Students are required to participate in all performances of their ensemble. Please be aware that concerts may occur during the evenings, on weekends and on days when there is no school (teacher professional days, vacation days, closings, etc.). Students that do not attend all performances may fail the class.

REHEARSALS

Key to the success of ensembles is a productive rehearsal process. All ensembles rehearse regularly and participation in these rehearsals will determine a large part of a student's grade in that ensemble. Participation grades will be determined according to a student's attendance, and preparation.

SELECT ENSEMBLES

Some students will audition and be selected to participate in some of the school's select ensembles. Membership in these ensembles is a privilege. Once accepted into a select ensemble, a student will be a member of that ensemble for the entire school year. Failure to maintain good standing in these ensembles will result in a poor or failing grade for the ensemble.

ATTENDANCE AND PARTICIPATION POLICIES

ATTENDANCE POLICY

Instrumental and Music training at BAA is both rigorous and accumulative. Students are required to:

- Maintain regular attendance and participation in all rehearsals and technique classes.
- Students who do not maintain regular attendance and do not meet daily outcomes will receive a failing grade and may not be eligible for performances.

POLICY REGARDING NON-PARTICIPATION

Non participation, due to injury, will only be excused with a note from a physician and notice from the nursing staff.

Non-participation in daily technique and/or production classes will result in lowering of process grades and consistent non-participation in ensemble rehearsals will affect the ability to participate in major performances. Non-participation, due to tardiness or excessive absences, will significantly impact students' ability to meet required outcomes. Please check ASPEN regularly to assess progress, as well as participation.

CLASSROOM NORMS

- The Ensemble Labs and Music Studios are used by the whole department. Students are required to clean-up at the end of each class properly and thoroughly.
- Eating food of any kind is strictly forbidden in the Ensemble Labs and Music Studios, especially during rehearsals/class time.
- Students should obtain permission to leave the studios from faculty, and sign out before leaving.
- Students should come to class prepared with their instrument and/or music that is necessary for rehearsal and/or training
- Keep all cell phones out of sight and turned off or on silent. See Boston Public Schools cell phone policy.
- Do not bring valuables to school or music/media classes.
- Articles left in the Ensemble Labs and Music Studios for more than a week will be discarded.
- Food and drinks are **prohibited** in the studios. Bottled water is the exception and it is highly recommended Music/Media Majors provide their own water bottle.

Ensemble Labs and Music Studios are the places where Music and Media majors spend a lot of time training their music and creative abilities, creating new work and refining their craft. Treat these spaces with respect. They should reflect a positive working environment and cleanliness is very important in terms of health and creativity.

TIMELINESS

Music classes begin on-time and all students are expected to be prepared for the day's lesson, prior to start time.

PROFESSIONALISM

Music and Media majors are assessed on their ability to participate in each and every class in positive ways. Fellow music and media majors and music and media faculty are to be treated with mutual respect. Boston Arts Academy Music Department offers a professional training program and music and media students are expected to exhibit professionalism throughout all aspects of their training and performing. Please refer to the Boston Public Schools's [Code of Conduct](#) for additional details

BATHROOM POLICY

Students are to remain in their classroom **the first and last 15 minutes of the class period**. Students are required to have a pass when leaving class to go to the bathroom, Nurse's Office, Health & Wellness Office, Library, or any other area during class time. Only one student may be out of the classroom at a time. Classroom breaks will take place in the classroom. Teachers are provided with passes and must ensure that students have a pass before leaving their classroom

CELL PHONE USE

Cell phone use in the music department spaces is strictly prohibited. There are to be NO VISIBLE CELL PHONES in the ensemble rooms, technique labs, and studio spaces. This includes all cell phone use such as charging of cell phones, messaging notifications and checking of text messages. Cell phones are only allowed in the charging stations or they must stay in the student's personal bag. If students need to contact parents or guardians during music and/or production class, they may do so through the main office. PLEASE REFER TO THE BAA SCHOOLWIDE CELL PHONE POLICY FOR ADDITIONAL DETAILS.

REHEARSALS AND PERFORMANCES

Music Department events at BAA must be our students' first priority. Participation in outside events are allowed but with the following parameters:

- Students must make sure that the schedule does not conflict with classes, rehearsals and BAA events.
- Students must notify the Music Faculty of any potential conflicts as soon as possible.

MANDATORY CURRICULAR PERFORMANCES INCLUDE

Winterfest (Vocal or Instrumental)

Springfest (Vocal or Instrumental)

Recitals (Sophomore, Junior Vocal, and Senior Showcase)

BAA Arts Festival

MEP Exhibitions

By Audition or Invitation Only:

BAA Gala performance

School Assemblies

Performances for outside events, such as conferences, professional collaborations and festivals

GENERAL GUIDELINES FOR PROFESSIONAL PARTICIPATION IN MUSIC PRODUCTIONS:

Music/Media majors participating in Boston Arts Academy Music Department performances are required to maintain professional decorum throughout the rehearsal and performance process. As ambassadors of the Boston Arts Academy, students are expected to:

- Be on time
- Maintain professional decorum
- Attend all rehearsals, dress rehearsals, and performances
- Leave dressing rooms and backstage areas clean and tidy
- Practice the shared values in a professional music setting

GUIDELINES FOR REHEARSALS

- Music and Media productions, whether curriculum based Music-Share or a main-stage concert, may involve day and evening performances as well as after school rehearsals and/or tech rehearsals.
- All technical and dress rehearsals are required. Students who miss technical rehearsals or dress rehearsals risk being removed from the performance.
- Students performing or working on the tech crew are expected to be present and participate in all scheduled activities.
- When performing in an outside venue, students are required to behave in a professional manner; Exhibit behavior that reflects the shared values of BAA at all times.
- When musicians are issued a set of costumes and/or equipment for a piece, they are responsible for the safeguarding and well-being of that equipment.
- At the end of the production or concert, students will be held accountable for any lost costume, equipment, instrument or music due to negligence.

- Music majors may be asked to work behind the scenes for productions on tech crew; assist with auditions, fundraising, departmental administrative and ensemble/lab/classroom maintenance work. The goal is to help students develop skills related to their discipline as well as a sense of community. Students will be assigned to specific tasks.

ATTENDING PROFESSIONAL PERFORMANCES

Music/Media majors are required to attend designated professional performances, Master Classes and off campus performances as designated by the Music Department Faculty.

CALENDAR OF EVENTS

All music majors must attend and participate in all performances given by ensembles in which they are a member. Failure to do so could result in failing the class. All music majors are invited to attend performances in which they are not performing as a show of support to their fellow students.

Students who are scheduled to perform are typically asked to stay after school on performance day to prepare and soundcheck. Please note that the ensemble director may set a different call time.

The 2024-2025 Concert Season will include the following major performances:

December	Winterfest (Instrumental & Vocal)
January	Senior Classical Recital
March	Mainstage Production
April	Sophomore Recitals, Senior Showcase
May	Springfest (Instrumental & Vocal), Opera Scenes Concert
June	Spirituals Concert, Piano Recital, Junior Vocal Recital.

A detailed schedule listing dates and times will be available early in the school year. Students and parents can get more up-to-date information from the music department's blog: www.baamusic.blogspot.com

GUEST ARTISTS AND MASTER CLASSES

We are very privileged to have professional musicians from the Boston Community visit the school to perform, coach, teach, and speak with the students during the school year. To prepare for these occasions, students may be asked to prepare questions or musical selections in advance. Afterward, students will complete written reflections discussing what they gained from the experience and how it connects to their own work. Past visitors include Yo-Yo Ma, Ben Zander, Stefon Harris, Quincy Jones, Audra McDonald, Victor Wooten, Hugh Masekela, Marvin Hamlisch, Walter Beasley, Lin Biviano, Tan Dun, Regina Carter, Patrice Rushen, Mark O'Connor, Harry Pickens, Wynton Marsalis, and Lang Lang.

PARTNERS

The music department is privileged to have close relationships with many of the professional musical and educational organizations in the Greater Boston area. While these relationships vary in nature from one organization to another, each brings great benefits to the students and the department. These organizations include:

- Berklee College of Music
- Boston Lyric Opera
- Zumix
- Boston Pops Orchestra
- Assisi Performing Arts
- New England Conservatory

ACADEMIC CURRICULA

To be a true artist, one must also be a scholar. The academic curricula at Boston Arts Academy prepares a diverse community of aspiring artist-scholars to be successful in their college or professional careers and to be engaged members of a democratic society.

In addition to specializing in one of five arts subject areas, each student's schedule also incorporates a full college preparatory course load, including humanities, mathematics, science, and a foreign language. BAA nurtures the collaborative, creative and culturally empathetic skills and content needed to respond to the challenges of the 21st Century. Our academic classes emphasize interdisciplinary thinking, project-based learning, and student constructions of understanding.

The academic graduation requirements at Boston Arts Academy are as follows:

- *four Humanities courses*
- *four Math courses*
- *four Literary and Language Arts (English) courses*
- *at least three Science lab courses*
- *in most cases, two World Language courses*
- *Service Learning Requirement*

Please see the "[Promotion Policies](#)" section of the handbook for more details about academic requirements, benchmarks, summer school eligibility, and night school.

Most Students Follow the Academic Course Sequence Below:

	9th	10th	11th	12th
All Students	<ul style="list-style-type: none"> • English (Language Arts & Literary Arts) • Introductory Physics • Geometry • Humanities 1 • World Language or Learning Center 	<ul style="list-style-type: none"> • English (Language Arts & Literary Arts) • Biology • Algebra • Humanities 2 • World Language or Learning Center 	<ul style="list-style-type: none"> • English (Language Arts & Literary Arts) • Chemistry • Advanced Algebra • Humanities 3 • Elective or Learning Center 	<ul style="list-style-type: none"> • English (Language Arts & Literary Arts) • Environmental Science • Probability & Statistics • Humanities 4
Additional Academic Opportunities	<ul style="list-style-type: none"> • Open Honors • Dual Enrollment at Roxbury Community College (RCC) 	<ul style="list-style-type: none"> • Open Honors • Dual Enrollment at Roxbury Community College (RCC) 	<ul style="list-style-type: none"> • Open Honors • Spanish 3 • AP Spanish • AP Biology <p>Pro-Arts Dual Enrollment</p> <ul style="list-style-type: none"> • Berklee/Boston Conservatory • Boston Architectural College (BAC) • Emerson College • Mass College of Art & Design <p>Dual Enrollment at local college through the BPS</p> <p>Partnership: Vertex Science Summer Internship</p>	<ul style="list-style-type: none"> • Open Honors • AP Statistics • AP Spanish • AP Biology <p>Pro-Arts Dual Enrollment</p> <ul style="list-style-type: none"> • Berklee/Boston Conservatory • Boston Architectural College (BAC) • Emerson College • Mass College of Art & Design <p>Dual Enrollment at local college through the BPS</p> <p>Partnership: Vertex Science Summer Internship</p>

What is Open Honors?

In our heterogeneously grouped classes—humanities, Language and Literary and Language Arts (English), math, and science—students have the opportunity to earn “Open Honors” distinction. Students may self-select to apply to receive honors. Students applying for honors must complete additional assignments, projects, and/or other major assessments, and fulfill additional requirements for exhibitions in order to be considered for the “honors” designation. Students’ transcripts will reflect the honors credit. Colleges look for students who maximize their opportunities—“Open Honors” is one such opportunity.

STEAM Curriculum

At Boston Arts Academy, math and science faculty belong to the joint department known as STEAM (Science, Technology, Engineering, Arts, and Math). All STEAM courses aim to merge these disciplines and the corresponding ways of thinking. STEAM skills include exploring, creating solutions, analyzing and critiquing information, communicating, and integrating STEAM disciplines (working at the interface). We believe that STEAM skills and mindset will give our students an advantage in the 21st century creative economy.

Math Curriculum

A student must have four math requirements to graduate from the Boston Arts Academy. Most students will take Geometry, Algebra 1, Advanced Algebra and Probability and Statistics. Seniors who completed Probability and Statistics in their junior year may either take AP Statistics, or take a dual enrollment math class at a ProArts or local college when available.

GEOMETRY

This course is taken by all 9th grade students. The curriculum of this course provides students with an in-depth understanding of Geometry. Students who successfully complete this course will go on to study Algebra. An assessment will be administered at the end of 9th grade, along with a teacher review of students’ performance, to assess whether students require summer school for additional Algebra support. Additionally, students are offered the opportunity to take an Algebra I “skip” exam in the spring of 9th grade, to be placed into Advanced Algebra as a 10th grader.

ALGEBRA 1

This course is taken by most 10th-grade students. The Algebra 1 curriculum provides students with an understanding of one-variable and two-variable equations, linear systems, introductory statistics (one-variable and two-variable statistics), introductory functions, quadratic functions, exponential functions, and their real-world applications. Students will prepare for the 10th-grade Mathematics MCAS.

ADVANCED ALGEBRA

The Advanced Algebra (also known as Algebra 2) curriculum builds on the understanding of functions acquired in the previous courses. Students who successfully complete Advanced Algebra will be prepared for a college-level math course. The course focuses on how math functions can be used to make predictions in various contexts and explore the question, “What makes a good prediction?” This is explored through three main units: functions, trigonometry, and statistics.

12TH GRADE MATH OPTIONS

These courses are taken by 12th grade students. The senior math curriculum is a rigorous preparation for further study of mathematics at the college level. The AP Statistics course is designed to be a bridge between high school and college level mathematics & science by exposing students to traditional “college-style” learning and statistics, which is used in myriad careers. They will have the opportunity to take the AP exam to potentially earn college credit based on their test results. In Probability and Statistics, students will encounter a project-based, streamlined version of the AP Statistics curriculum, using an interdisciplinary STEAM (science, technology, engineering, arts, and math) lens to study math topics such as statistics, probability, discrete mathematics, and financial math.

Science Curriculum

A student must pass three lab science courses to graduate from the Boston Arts Academy. A student may move on to another science course even if they have failed a prior science course. In some cases students may make up science requirements during the summer; frequently, students will make up missing science credits during the school year. If a senior is missing a science credit, night school or summer school may be an option.

Every graduating student must pass three laboratory science courses. A fourth science class is strongly recommended for further study and to be competitive for college acceptance and scholarship awards. Some students may take more than four science courses, by taking AP Biology or dual enrollment classes. All students must pass one science MCAS exam to graduate. All BAA 9th graders take the Physics exam for their MCAS requirement. Tenth, eleventh, and Twelfth grade students who have not yet passed the Science MCAS exam will be prepared to take this exam by taking Physics or by choosing to prepare for the Biology MCAS in a Biology course.

PHYSICS

This introductory physics course is taken by all 9th grade students. Students will study motion and stability, and forces and their interactions to help them understand the following: why some objects move in certain ways, why objects change their motion, and why some materials are attracted to each other while others are not. A focus on energy will develop students' understanding of energy at both the macroscopic and atomic scales that can be accounted for as either motions of particles or energy stored in fields. Lastly, students will study waves and their applications in technologies for information transfer to gain a better understanding of the physical principles used in a wide variety of existing and emerging technologies. Students will take the MCAS exam in Physics at the conclusion of this course.

BIOLOGY

This course is taken by all 10th grade students. It is a survey course in Biology, the study of life. Students study life from the microscopic level of our DNA in our cells to the macroscopic level of interactions between organisms and their environment. Units include evolution, ecology, anatomy, and genetics. Throughout the course, there is a focus on developing scientific literacy and student understanding of the scientific method through lab activities.

CHEMISTRY

This course is taken by all 11th grade students. In chemistry, students learn about the physical and chemical nature of matter using evidence from experiments and activities. Students use the scientific process in a variety of contexts to solve problems, and students continue to develop scientific reasoning and literacy. The major skills students will develop are: using vocabulary, concepts and relevant formulas accurately; modeling and explaining chemical processes using both visuals and written explanations; and analyzing evidence, in writing, to develop scientific claims.

ENVIRONMENTAL SCIENCE

This course is taken by twelfth graders. Environmental Science is the study of how natural and unnatural processes affect our environment. Students will explore interactions between humans and their environment, and come up with solutions to minimize negative impacts. Students investigate data and claims regarding the state of the environment, and they will develop communication skills to inform and educate others. The major themes of the course are: becoming a well-informed global citizen, becoming a strong communicator, and becoming a creative problem solver. Environmental Science combines content learned in the previous three-years of science classes, and emphasizes the ways in which students can use their Artist-Scholar-Citizen skills to educate themselves and others, and to change the world for the better.

AP BIOLOGY

This course may be taken by eleventh or twelfth graders. The course can be taken concurrently with chemistry, or after taking chemistry, but not without taking chemistry. Students prepare to take the national Advanced Placement exam in May for possible college credit.

Students may self-select to earn honors credit. All students are invited to complete honors work and may elect to participate in the first quarter of the course. Honors students must complete additional assignments throughout the science course in order to receive the "honors" designation on their transcripts.

Humanities Curriculum

HUMANITIES 1

In *The Artist and Humanity* students conduct a year-long exploration of the essential question "How do artists connect and contribute to humanity?" through an Afrocentric lens. Students deepen their understanding of the human family, the Earth and our interdependence through learning about six foundational humanities subjects (geography, economy, history, literature, civics and arts) and essential humanities concepts such as human condition, self, community, empathy, perspective, and worldview. Students drive the learning of these subjects and concepts through their own inquiry, reading, writing, and research, and then apply what they learn to

address key human needs and issues, using the arts. Each unit of the course is project-based, and culminates in a community-focused event such as a poetry slam or public exhibition such as Afrika Lives.

HUMANITIES 2

The Art of Power and Politics asks the essential question “Who has power in the United States and why?” Using an interdisciplinary approach integrating sociology, history, and civics, students investigate this question through four key units— race, gender, class, and citizenship—while also examining historical and contemporary case studies of various U.S. social groups. Students’ studies culminate in the *Art of Power and Politics Exhibition*, an intensive research, writing, and art-making process in which students create an authentic community-based civic engagement project focused on a sociopolitical issue of their choice. Main class readings include *A Raisin in the Sun* by Lorraine Hansberry and *Flight* by Sherman Alexie, with students in Open Honors also reading *Water by the Spoonful* by Quiara Alegria Hudes and one additional text as part of a final cohort assignment.

HUMANITIES 3

This survey course is an examination of modern history from World War II to the present. Students engage with historical, philosophical, and literary texts representing American and global perspectives. By focusing on key issues in modern societies, the course uses the essential questions (*What threatens us? What strengthens us? What is our responsibility?*) as a guide for inquiry and reflection. In addition, Open Honors students will read George Orwell’s *1984*. Assessments include quizzes, socratic seminars, a 6-8 page paper benchmark, and a triad exhibition. Students must earn a “3” on the 6-8 page benchmark rubric before the end-of-year deadline, or they may have to repeat the course in the following year.

HUMANITIES 4

Art, Aesthetics, and the Human Condition provides students with a critical frame for deconstructing Eurocentric and Western art and for understanding how art is evaluated. Students ask “What is art?”, “What is beautiful?”, “What is valuable?”, and “Who decides?” while exploring the construction of the Classical, Romantic, Modern, and Post-modern aesthetics. Students explore these questions through music, visual art, fashion, dance, and theater, while also exploring important philosophical and cultural movements. Readings include various Western-canon texts ranging from *The Book of Job* and *The Republic* to *Death of a Salesman* and Albert Camus’s *The Stranger*. Open Honors students will read *The Picture of Dorian Gray* by Oscar Wilde, *Metamorphosis* by Franz Kafka, and *Intimations* by Zadie Smith. Assessments include a cumulative blue-book exam and a capstone group exhibition paper and presentation.

Language Arts and Literary Arts (English) Curriculum

Language and Literary Arts, LALA, will provide an integrative literary arts experience for students and equip them to step into the role of writers as artists as they explore creative writing techniques in various genres as readers, writers, and critical and creative thinkers.

9th Grade Language Arts and Literary Arts (LALA)

In 9th grade, we will focus on deepening our understanding of identity and what it means to be a scholar/artist/citizen. We will explore poetry, memoirs, and fictional texts in our journey to become better readers and writers. In semester 1, students will study and create a wide range of short stories as well as a graphic novel on the themes of identity, imagination, and transformation. They will participate in a grade-wide exhibition orally telling their stories in a “Moth” style Story Slam. In semester 2, students will read a contemporary play and study classic poetry in order to develop and hone their creative writing skills and analytical reading skills. They will also conduct research on an artist or writer of their choice in order to connect their development as artists to their growth as scholars. .

10th Grade Language Arts and Literary Arts (LALA)

In this course, students will focus on poetry, literary analysis, comparative analysis, and argumentative research writing. Students will be asked to both read others’ work as well as engage in the creation of each of these. Guest writers and authentic audiences will be used to enhance students’ learning. Formative assessments throughout this course will assess students’ preparation for the 10th grade ELA MCAS exam.

11th grade Language Arts and Literary Arts (LALA)

This course invites you to consider the truth of fiction. What does it mean to develop a theme? To confront a part of society that is unfair, oppressive, or evil? How do the things that we write about give us a window into the soul of a nation? We will investigate a number of units in our 11th grade LALA program, developing ideas ranging from what monsters tell us about ourselves, and what time travel says about free will. We will try our hands at these various styles, growing our skills as writers in a variety of genres. We

invite you to open another window into yourself through world literature.

12th grade Language Arts and Literary Arts (LALA)

In this course, students will learn how to think, read and write critically for authentic audiences through applying multiple literary theories to various genres of text in order to answer the following essential questions: How can we use literary theories to find and express our voices in society? How do structures in dystopian societies manifest in our current society and in literature? Students will also explore these themes through engaging each other in discourse, questioning, and debate. Additionally, students will end the course together as a cohort, sharing their stories with one another, while also planning for graduation

World Language Curriculum

The World Language Department at BAA teaches language acquisition through theme based units, which incorporate students' artistic strengths and creative interests. The World Language Department emphasizes the integration of the arts, technology, and connections with Spanish -speaking communities across all levels. Grammar, rather than isolated as a separate entity, is viewed as a tool to enhance communicative competence. At all levels the objective that guides much of our work is for each student to identify as a Spanish speaker; thus there is a focus on expressive language.

The World Language Department at BAA honors, respects, and celebrates cultural diversity. We promote an anti-racist world view. It is our belief that cultural study and reflection are also essential to the study of language; thus throughout the course students explore elements of Spanish speaking cultures in and beyond the United States. This exploration will begin with the essential question, why is it important to learn another language?

We maintain a supportive learning environment in which students are required to take risks communicating in the target language. To this end, we set high expectations around punctuality, class preparation, homework completion, and respect towards one another and the target language and culture.

The use of internet sites, such as Google Translate or spanishdict.com, to translate student work from English into the target language is contrary to Boston Arts Academy's shared value of vision with integrity. It is the policy of the Boston Arts Academy World Language Department that internet translations from English to the target language are NOT original student work and therefore are NOT acceptable for use by students on any assignment, including, but not limited to: homework, quizzes, tests, projects and/or writing assignments. Written assignments should be completed using vocabulary and structures that students have learned in class. Students who would like to contribute vocabulary to a lesson, assignment, project, unit, etc., that they learned outside of class, at home or from previously lived experience, for the benefit of the whole class, are welcome and encouraged to do so. Students determined to be using internet translations on given assignments will NOT receive credit for those assignments.

Boston Arts Academy offers beginning, intermediate, and advanced Spanish for heritage speakers. Students advance through a series of well-coordinated steps: linguistics (grammar); expression (communication, self-expression, daily situations); listening/viewing (ability to comprehend the modern spoken language); writing; reading; and culture (art, history, politics, geography, customs, and beliefs). The classes emphasize creative applications of language knowledge.

SPANISH 1

This is a course designed to introduce students to the Spanish language and various Spanish-speaking cultures. Through the study of grammar, and the use of inquiry-based, student-centered instruction, individual assessment, attention to students' various learning styles and needs, cooperative learning group projects, authentic learning materials, lecture, dialogue and role-plays, students will acquire specific skills in order to perform functions within each of the following language-learning strands: speaking, listening, reading, writing, and cultural understanding. It is the goal of this course to prepare students for a Novice-High level (survival proficiency), according to the ACTFL Proficiency Guidelines, and Stage 1 of the Massachusetts Foreign Languages Curriculum Framework's Developmental Stages of Language Proficiency in the Spanish language.

SPANISH 2

This is a course designed to expand the student's knowledge of the Spanish language, and various Spanish-speaking cultures. In this class students will gain a more in-depth understanding of the Spanish language and of the many cultures of the Spanish speaking world. Students will acquire specific skills in order to perform functions within each of the following language-learning strands: speaking, listening, reading, writing, and cultural understanding. They will achieve this through the continued study of grammar and the use of inquiry-based, student-centered instruction; individual assessment and attention to students' various learning styles and needs; cooperative learning group projects; and the use of authentic learning materials. This course also focuses on the exploration of

students' personal histories through use of the preterite and imperfect past tenses, and the study of Latin American and Spanish Arts and Culture.

SPANISH 3

This is an elective course that is based on Universal Grammar Theory, and is designed to build upon students' previously acquired knowledge of the target language. Throughout this course, students learn intermediate/ advanced level grammar concepts; incorporate authentic learning materials; engage in projects that utilize their artistic talents; and enhance their knowledge, understanding, and appreciation of the various cultures of the Spanish-speaking world. This course is almost entirely taught in Spanish and students are expected to produce in the target language on a daily basis.

SPANISH 4 & 5

This is a course that expands on the literacy of the young Spanish Heritage Language Speaker (SHLS). Although this immersion course is designed primarily for SHLS, non-SHLS students who would like to further their experience in a challenging immersion program and who have had extensive exposure to the language are encouraged to contact the instructor to determine whether the course is the right fit for them. Spanish for Native Speakers aims at developing the literacy skills of heritage speakers through a more rigorous study of authentic literature and the exploration of different forms of art. At the core of the course is the belief that heritage students can become stronger bilingual scholars in a tight-knit community that celebrates and capitalizes on their cultural upbringing.

AP SPANISH LANGUAGE AND CULTURE

SEAL OF BILITERACY

The Massachusetts State Seal of Biliteracy, in partnership with the Office of Multilingual and Multicultural Education, and the World Languages Department is an opportunity brought to Massachusetts as part of the LOOK Act, awarded to high school graduates who attain a high level of proficiency in English and another language. It helps students recognize the value of their academic success and see the tangible benefits of being bilingual.

The MA State Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.

All Grade 12 students in Boston Public Schools are able to pursue the MA State Seal of Biliteracy at no cost. To receive the MA State Seal of Biliteracy, students must meet the following criteria:

1. Meet all graduation requirements
2. Show English proficiency by receiving:
 - A minimum score of 472 on MCAS OR
 - A score between 455-471 on MCAS, complete an Educational Proficiency Plan, and receive an overall composite score of 4.2 and a composite literacy score of 3.9 on the WIDA ACCESS test
3. Show proficiency in an additional language by receiving:
 - A minimum score of Intermediate High on the STAMP Assessment or portfolio review
 - A 4 or higher on the AP Language test/a 5 or higher on the IB Exam

The MA Seal of Biliteracy recognizes proficiency in a wide range of languages, including but not limited to: Spanish, French, Arabic, Chinese, Hindi, Cabo Verdean Creole, Portuguese, Italian, Haitian Creole, German, Russian, Japanese, Yoruba, and many more!

BAA Physical Education Curriculum

SPARK Physical Education

The SPARK programs are designed to involve all children, be more active, incorporate social skills, and emphasize health-related fitness and skill development. The original SPARK study was funded in 1989, by the Heart, Lung, and Blood Institute of the National Institutes of Health, to help reduce cardiovascular disease risk factors (e.g., obesity, high blood pressure, sedentary lifestyle) that often begin in childhood.

SPARK HS Fitness Units

These units include Strength Training (ST), Wellness Walking (WW), and Group Fitness (GF). Students experience each lifetime fitness option in a unique and engaging way, designed to offer an introduction to the activity as well as develop competency and confidence for future participation.

Eleven Units are designed to further advance students from skill development to authentic skill application, rhythmic competency, and personal and social responsibility. Units follow a consistent format starting with unit-specific Personal Best Assessments for benchmarking student competency and setting goals for personalized development.

Physical Education Mission and Vision

The mission of BAA's Physical Education program is to offer regular physical activity as one of the most important factors affecting health. Physical activity helps control weight, reduces the risk of developing cardiovascular disease and diabetes, improves mental health and mood and increases longevity. Our vision is for Physical Education to greatly impact the wellness of the whole student. Recent national, cumulative evidence shows clear links between school-based physical activity and academic success.

The Physical Education Department advocates physical activity breaks in the classroom, promotes walk/ bike to school programs, and non-competitive intramural and interscholastic activities. In an effort to improve health and academic outcomes, the PE department is implementing strategies to increase the frequency and quality of physical education (PE) and physical activity (PA) for BAA students.

PHYSICAL EDUCATION REQUIREMENTS

The BPS Wellness Policy for PE states that physical education is a required subject for all students in grades PreK-12. All students in grades 9-12 must receive and pass at least one semester of PE each year. State law requires that all students in grade K-12 receive physical education. The BPS PE Curriculum must meet the following criteria:

- a. The curriculum is standards-based and it aligns with BPS PE Curriculum Frameworks.
- b. The curriculum provides moderate-to-vigorous physical activity (MVPA) during at least 50% of PE class time.
- c. The PE scope and sequence for each grade level must include district-sponsored PE curriculum, such as SPARK in K-12th grades and Project Adventure in K-12th grades.

Service Learning Benchmark

As a part of BAA's mission to produce Artist Scholar Citizens, students will complete one of the following service learning experiences as a graduation requirement. Students must complete this requirement by the end of their senior year. The following are descriptions of the Benchmark requirement choices.

Option #1 Senior Grant Project

Students develop a project proposal that addresses an issue in their community implementing their training in the arts. Students write a full grant proposal to use their art to serve the community, then present to a group of outside judges who give feedback and approval of up to \$500 of grant funding. Students who implement their community project, in addition to 75 hrs of community service in the previous grades, graduate as an "Elma Lewis Graduate with Distinction." Students who attempt Senior Grant, but do not complete the project, are still required to complete at least 25 hours of Community Service their 12th grade year.

Option #2 Community Service Hours

All BAA students are expected to complete at least 25 hours of community service each year. Students who complete 200 hours or more by May of senior year graduate with honors and receive the "Deidre O'Halloran Community Service Award," Final submission of hours is due at the end of May in senior year, however, students should plan to complete hours and submit appropriate documentation on the community service website, [Innerview](#). Students are supported by their advisors, their school counselors, and the Community Service Coordinator in learning about community service options and recording their hours.

Option #2 Community Service Hours

BAA Library and Virtual Learning Commons

The BAA Library is the intellectual center of the Boston Arts Academy community. Our library opened in 1999 thanks to the generosity of the Harcourt General Charitable Foundation. We offer a rich collection of resources to enhance our students' education, both academically and artistically. In 2004, we won the prestigious National School Library Media program of the year from American Association of School Libraries. In 2017 and 2020, our library directors won the MA School Library Association's President's Award, which honors school librarians who make an impact on student learning. We work closely with Simmons College's School of Library Science, the Tuft's School at the MFA, and Boston College.

The library program offers a range of 21st Century Teaching and Learning opportunities including:

- Student growth in their appreciation of and deep discussions about literature
- Independent, free-agent learning that fosters independent, lifelong critical thinking and participation in our democratic society.
- A Virtual Learning Commons where students use the power of information and technology, the physical space of the library as an extension of the classroom, academic and arts curriculum through collaborative forums with one another and, when relevant, experts in a given field of study or practice. The VLC address is:
<http://bostonartsacademylibrary.blogspot.com>.

These information and digital skills are integrated into the academic and arts curricula providing students with opportunities to create and share information. Students are welcome to use library resources for school assignments and for their own personal enrichment. One professional library teacher, library assistant adjuncts, tutors, and volunteers comprise the staff.

Library hours are available on the Virtual Learning Commons website.

The Library Director can be reached via email at rmarz@bostonpublicschools.org

Student Library Expectations

The BAA Library embraces the "learning commons" model. A learning commons is "a collaborative physical and virtual environment that invites and ignites participatory learning" (ALA). Therefore, the BAA Library is both a special type of classroom and a community space. Students in the library are often working on class assignments in different group configurations and/or finding time to pursue personal research. Therefore, consideration and cooperation is expected to maintain a friendly and productive atmosphere.

WE ASK THAT:

- You please ask for help. The library staff is here to assist you in any way.
- You share your passion so we can offer resources that enhance your learning and artistic growth.
- You are purposefully engaged in research, reading or study and honoring others' ability to do the same.
- You clean up after yourself and your classmates.
- You have a pass from your teacher when school is in session.
- If we are presenting something to a class, and you have a question, please wait for an appropriate break. Please be aware of presentations occurring in the library.
- You use all of the furniture and equipment appropriately.
- You use digital technology for academic and arts related work during school.
- You keep all volume low and recognize that many people use the library as a quiet study space.
- You apply the school-wide rules in the library.
- If you are asked to leave, please do so without disruption.

Literacy and Tutoring at BAA

Boston Arts Academy is a community of readers. Our students read for academic, artistic, and personal reasons. If you cannot find a book, please let us know. We can request books from the Boston Public Library or through MA Library Services.

"Summer is Lit" Project: All members of the BAA community read 2 books over the summer vacation. Each grade is given an assignment that is due in their English class in September. Please talk to your LALA teacher about reading over the summer and assignment expectations.

Whole class reads: Students will check out books from the library to read in-class and as homework. These books should be

returned to the library when the teacher indicates students are finished with them.

Open honors: Some open honors assignments include reading and writing about a work of nonfiction.

Independent reading: The BAA Library offers over 15,000 books and eBooks for enjoyment and independent learning.

Tutoring: In addition to the teacher's office hours, tutors are also available. Tutoring happens after school in the library. Stop by the library for more information, or reach out to the library director at rmarz@bostonpublicschools.org.

Boston Pilot Schools

What Are Pilot Schools and What Is Their Purpose?

The result of a unique partnership among the Boston Mayor, School Committee, Superintendent, and Teachers Union (BTU), the Boston Pilot Schools were opened in 1995 to promote increased choice options within the school district, largely in response to 1994 state legislation creating first-time charter schools and the subsequent and potential loss of Boston students to area charter schools. The Pilot Schools were explicitly created to be models of educational innovation and to serve as research and development sites for effective urban public schools.

The Pilot Schools are a network of public schools unique in the nation in that they have autonomy over budget, staffing, governance, curriculum/assessment, and the school calendar to provide increased flexibility to organize schools and staffing to best meet students' needs, while operating within the economy of scale of a large urban public school district. These conditions have been found to be critical in creating successful urban schools, and in particular, in improving the achievement of low-income students and students of color.

Five Pilot School Areas of Autonomy

1. Staffing

Pilot schools have the freedom to hire and excess their staff in order to create a unified school community. (The one area of staffing where Pilots are still subject to the contract is that, in times of layoff, they are subject to bumping by seniority.) This includes:

- Deciding on staffing patterns which best meet the academic, social, and emotional needs of students.
- Hiring staff that best fit the needs of the school, regardless of their current status (although every teacher hired becomes a member of the local teachers union).
- Excessing staff that do not fulfill the needs of the school.

2. Budget

Pilot schools have a lump sum per pupil budget which the school has total discretion to spend in the manner that provides the best programs and services to students and their families. This includes:

- A lump sum per pupil budget equal to that of other BPS schools within that grade span.
- The right to choose to purchase identified discretionary district services or to not purchase them, as part of the school's lump sum per pupil budget.

3. Curriculum and Assessment

Pilot schools have the freedom to structure their curriculum and assessment practices to best meet students' learning needs. While all Pilot Schools are expected to administer any state- and district-required test, these schools are given the flexibility to best determine the school-based curriculum and assessment practices that will prepare students for state and district assessments. As a result:

- Schools are freed from local district curriculum requirements.
- Graduation requirements are set by the school, not by the district, with an emphasis on competency-based, performance-based assessment.

4. Governance and Policies

Pilot Schools' freedom to create their own governance structure has increased decision making powers over budget approval, principal selection and firing, and programs and policies, always being mindful of state requirements on school councils.

The school's Board takes on increased governing responsibilities, including the following: principal selection, supervision, and firing, with final approval by the superintendent in all cases; budget approval; and setting of school policies.

The school has flexibility to be freed from all district policies, and to set its own policies that the school community feels will best help students to be successful. This includes policies regarding promotion, graduation, attendance, and discipline.

5. School Calendar

Pilot Schools have the freedom to set longer school days and calendar years for both students and faculty. Research supports a correlation between greater faculty planning time spent on teaching and learning and increased student achievement. Scheduling which allows for summer and school year faculty planning time contributes to a more unified school community and educational program. Pilot School calendars provide for:

- Increasing planning and professional development time for faculty.
- Increasing learning time for students.
- Organizing the school schedule in ways that maximize learning time for students and planning time for faculty (e.g., longer days Monday through Thursday in order to have half-days for students on Fridays, enabling faculty to have a significant planning and professional development block every Friday afternoon).

ProArts Consortium

Boston Arts Academy is a collaborative project between the Boston Public Schools and the ProArts Consortium, an association of seven internationally known institutions of higher learning specializing in the Visual Arts, performing arts, and architecture: Berklee College of Music, Boston Architectural College, The Boston Conservatory at Berklee, Emerson College, Massachusetts College of Art and Design, New England Conservatory, and the School of the Museum of Fine Arts, Boston. ProArts coordinates programs among its members to expand educational opportunities and resources for participating institutions and works to enrich the arts and arts education in Boston and throughout the Commonwealth of Massachusetts.

In June 2001 ProArts received the Outstanding Collaborative Arts Award from the Massachusetts Alliance for Arts Education for the Consortium's work in developing Boston Arts Academy in collaboration with the Mayor, the Boston School Committee, and the Superintendent of Schools. From its vision of an academy for the arts in the mid- 1980's to the present day, ProArts and the presidents of its member colleges have worked to shape a unique partnership that has brought public and private sectors together to address the development of resources, pedagogy, and governance for Boston Arts Academy. It has proven to be a collaborative model well-suited for meeting the difficult challenges of raising funds for a pilot school, of teaching academics and the arts in an urban setting, and of improving students' chances of qualifying for college entrance.

The member institutions of the ProArts Consortium are proud of their role in making this dream possible and continue to be inspired by what the BAA staff, faculty, and students are achieving. ProArts has helped foster these accomplishments by donating course instruction, faculty development, facility sharing, curriculum enrichment, administrative assistance, equipment, and scholarships for students. We are also proud to have some ProArts faculty teaching our students.

Governance

Boston Arts Academy's pilot school status with the Boston Public Schools allows the autonomy for the school to assemble its own Board of Trustees and Governing Council to act as the school site council. The Board sets the overall mission, philosophy, and policies of the school; provides fiduciary oversight; and supports the fundraising activities of the Boston Arts Academy Foundation.

The Board of Trustees must consist of at least two ProArts presidents (or their designated representatives), four parent caregiver council representatives, four faculty representatives, one student representative, and four community representatives. At least two community representatives will be persons actively involved in local business and community activities. The President of the Boston Arts Academy Foundation and at least one other person actively involved in fundraising for the school shall also be community representatives. The Board of Trustees will always have at least 15 members as described above.

The Board of Trustees will meet four times during the school year. Meetings are open to the community with students participating at nearly every meeting. Meeting dates will be posted on the BAA website.

Board of Trustees

Board Chair
Robert Chambers
VP and Chief of Staff
Mass College of Art, Boston, MA

*Executive Director, The Fenway
Alliance, Boston, MA*

*Amber Torres
BAA Alum and Public
Art Project Manager,
City of Boston,
Department of Arts
and Culture*

Vice Chair
Dr. Krystal Banfield
*AVP of Educational Outreach and
Social Entrepreneurship, Berklee
College of Music, Boston, MA*

*Carole Charnow
President and CEO, Boston
Children's Museum, Boston, MA*

*+ 4 Family Representatives
+ 1 Student Representative
+ 4 Faculty Representatives*

Clerk
Jasmine Francis, Boston, MA

*Kamilah Drummond Forrester
Founder and Principal Consultant at
KDRUMM Consulting, LLC.*

*Sandra Gordon
Life Trustee*

Trustees
Myran Parker-Brass
Consultant, Arts/Arts Education
Boston, MA

*Marie St. Fleur
Principal, St. Fleur Communications*

*Lee Pelton
Life Trustee*

Sonya Alleyne
*Executive in Residence, Institute for
Public Service at Suffolk University
Boston, MA*

*Linda Champion, Esq.
Senior Legal Counsel
Murphy, Hesse, Toomey & Lehane,
LLP and Professor of Law, New
England Law*

*Mary Regan
Life Trustee*

Dr. David Bogen
Provost, Berklee College of Music

*Tyrone Sutton (ex officio) Head of
School, Boston Arts Academy
Boston, MA*

*Kay Sloan
Life Trustee*

Kelly Brilliant

*Richard Rudman
Legal Counsel, ex officio
Partner, DLA Piper
Brookline, MA*

BAA Fundraising

Overview

The Boston Arts Academy Foundation is a non-profit organization that was established in 1999 to raise essential funds for the school. Each year, the BAA Foundation raises between 35% and 40% of the school's budget from private sources. The BAA Foundation helps bridge the gap between the school's allocation from the Boston Public Schools, and the true cost of a high-quality education that is both arts-intensive and college preparatory. Support from foundations, corporations, and individual donors is critical to the school's ability to offer a comprehensive arts and academic education. Without such support, our city's young people, living in one of the cultural capitals of the world, would not be able to attend a public arts high school.

The Boston Arts Academy Foundation is a registered 501(c)(3) non-profit. Our Tax ID is 04-3454898.

To make a tax-deductible gift to Boston Arts Academy, please go to bostonartsacademyfdn.org to make a contribution securely online, or send a check to:

Boston Arts Academy Foundation

Attn: Denella J. Clark
126 Brookline Avenue
3rd Floor
Boston, MA 02215

For more information, please go to: bostonartsacademyfdn.org

Faculty/Staff Guidelines

All faculty or staff-initiated fundraisers or grant proposals must be discussed with the Head of School. Please provide the Head of School a written description of the following:

- Reason for fundraiser/proposal
- Person(s), foundation(s), or corporation(s) being approached
- Items being sought (money, products, etc.)
- If applicable, date and location of the event

If your idea meets with Head of School approval, a meeting will be arranged with Foundation staff to determine what assistance may be required.

BAA Student Guidelines

Student Organizations & Clubs

Faculty advisors of clubs need to submit a written request to hold a fundraiser two weeks prior to the event to the Senior Management Team. Include in the request the name of the organization, advisory or club, the type of fundraiser activity, date, time and intended use of funds raised. If approved, the organization or club advisor may then place advertisements in the Weekly Bulletin.

Individual Student(s) seeking funds for summer programming or special programs/trips

Students need to understand that faculty and staff get multiple requests for individual donations throughout the year and they cannot possibly give to each situation. Should a student ask faculty or staff for a donation, please know that there is no obligation to make a contribution and that it is strictly voluntary.

- Individual students cannot use BPS technology to solicit funds
- Individual students cannot place solicitation letters/flyers in staff mailboxes.

Parent/Caregiver Guidelines

All parent/caregiver and student-initiated fundraising activities (except bake, candy and BAA-themed clothing/ gear sales) must be reviewed by Foundation staff. Of particular concern are grant proposals that involve the school directly or planned solicitation of area businesses. Please provide staff with a written description of the following:

- Reason for fundraiser/proposal
- Person(s), foundation(s) or corporation(s) being approached
- Items being sought (money, products, etc.)
- Date and location of the event
- Contact name and number of the parent or student involved.

If the activity does not conflict with Foundation plans, the fundraiser must then have the approval of the Family Council or Student Government prior to implementation.

Admissions

Boston Arts Academy seeks a student body that is passionate about the arts, works and learns together as a community, and reflects the diversity of the City of Boston. The admissions process is designed to give all students the opportunity to demonstrate their ability, potential and commitment. All interested students, at all levels of prior experience—from beginner to expert—are encouraged to register.

Boston Arts Academy welcomes applicants from all backgrounds and does not discriminate on the basis of race, color, sex/gender, sexual orientation, gender identity or expression, religion, national and/or ethnic origin, age, disability, pregnancy, homelessness, ancestry, or genetics in any of its programs or educational opportunities, activities, facilities, or admission practices, and does not tolerate any form of retaliation, or bias-based intimidation, threat, or harassment that demeans individuals' dignity or interferes with their ability to learn.

BPS Residency Requirement

You must be a resident of the City of Boston to apply and attend Boston Arts Academy. The BPS Residency Policy can be found by visiting: www.bostonpublicschools.org/residencypolicy.

City of Boston Neighborhood:

Allston	Hyde Park
Back Bay	Jamaica Plain
Bay Village	Mattapan
Beacon Hill	Mid-Dorchester
Brighton	Mission Hill
Charlestown	North End
Chinatown-Leather District	Roslindale
Dorchester	Roxbury
Downtown	South Boston
East Boston	South End
Fenway-Kenmore	West End
	West Roxbury

Apply & Audition

In order to apply to Boston Arts Academy, applicants must currently live in the City of Boston and be students going into high school grades 9-12 for the 2025-2026 school year.* Students can apply online between September 5, 2024 and the January 17, 2025 deadline by [submitting an online application](#) (VAD students are also required to upload their portfolio with their application) and completing an in-person arts audition. Our application is available in English with Spanish translation. Students can apply for up to two majors and must submit one application per major ((please note: if a student is accepted into two majors they must select only one to pursue for their time at BAA.))Application and audition requirements vary per major.

Audition Requirements

All audition requirements are listed on our website under the Admissions tab for:

- Dance
- Music
 - Instrumental
 - Multimedia Entertainment and Production (MEP)
 - Vocal
- Theatre
- Visual Arts and Design** (*includes Studio Art, Design and Visual Communications, and Fashion Technology*)

Accommodations

Boston Arts Academy is committed to supporting all students as appropriate throughout the audition process. If you have a documented disability and/or an IEP or 504 plan, and you need an accommodation for their audition please email baa-admissions@bostonpublicschools.org to let us know your needs. Sharing this information will in no way impact admissions decisions.

*10th,11th, and 12th graders that pass their auditions are automatically placed on a waitlist until a seat becomes available.

**Visual Arts and Design

Because our Career and Technical Education (CTE) programs (Visual Arts and Fashion Technology) are Perkins Chapter 74 programs, we are required to follow the admissions guidelines set by the state of Massachusetts. The Chapter 74 process requires that there are five categories in the admission process: portfolio review and in-class activity/interview; grades; attendance record; and discipline/conduct record. Students are given a composite score based on all 5 areas. All 5 areas will be considered in the composite score according to the following percentages:

- 50% of the score = portfolio review and in-class activity/ interview scored on a rubric. A panel composed of ProArts College representatives, artists from community arts organizations, and BAA staff conduct the portfolio review and in-class activity/interview.
- 20% of the score = whether the student has received sufficient academic credit to complete the necessary grade. For example, a student applying to be a 9th grade student at BAA will have to show sufficient academic credit to complete the 8th grade by June of the application year.
- 20% of the score = whether the student has an attendance record sufficient to complete the necessary grade. For example, a student applying to be a 9th grade student at BAA will have to show sufficient attendance to complete the 8th grade by June of the application year.
- 5% of the score = discipline/conduct record
- 5% of the score = sending school's recommendation

Students with the highest number of points will be considered for admission; admission and waitlist statuses are dependent upon the total number of applicants in any given year.

Admissions Timeline/Dates 2024-2025

Students can attend Admissions events throughout the school year to help get informed about the application process, prepare for auditions, and to get more information about BAA. Please see our list of important timeline dates and deadlines below:

Application for School Year 2025-26 Opens Online

Thursday, September 5, 2024

Admissions Presentations & Tours

Families and school groups are welcome to attend one of our Admissions Presentations & Tours to learn more about BAA and our special application process. In-Person | Fridays at 10am:

October 4, 2024

November 1, 2024

December 6, 2024

January 10, 2025

Special Events

BAA Admissions PD (For Middle School Teachers & Counselors)

10:00am-12:30pm, Wednesday, October 3, 2024. This event is for middle school teachers/counselors/mentors to learn more about how to support their students with our application process and review any new changes in the process for the current application year.

Audition Workshop for Prospective Students

9:30am-12:00pm, Saturday, November 16, 2024

We highly recommend that all applicants attend this workshop which is created to prepare students for BAA auditions. It's a great opportunity for families/caretakers to ask questions directly to the judges who will be making final decisions and get advice/ suggestions/ information for portfolio submissions. **FREE BAA Shows for BPS School Groups (Tickets by request only)**

Winterfest: Thursday, December, 19 2024 from 10:00 am - 11:30 am

Musical Production: Friday, March 14, 2025 from 10:00 am - 11:30 am

Application Deadline: Friday, January 17, 2025

Applicants must submit the BAA online application and complete an in-person audition in order to be considered for admission to BAA and to receive a specific audition day and time. Students may apply for up to two majors (please note: if a student is accepted into two majors they must select only one to pursue for their time at BAA.) More detailed information is available on our website audition requirement pages.

Audition Days | Friday, January 31, 2025 and Saturday, February 1, 2025

All auditions take place in person at Boston Arts Academy. Students are given their specific day/time to audition after submitting their application.

Callbacks (by invitation only) | 3:30pm-6:30pm, Wednesday, February 7, 2025

Only some students may be called back for a live audition. A panel composed of ProArts College representatives, artists from community arts organizations, and BAA staff conduct the live callback auditions. By focusing solely on the audition, BAA aims to encourage all students interested in the arts to apply to the school. Acceptance decisions are based on the audition only.

Decision Letters | After 6pm via Email, Wednesday, March 12, 2025

All decision letters will be emailed on March 12, 2025 sometime after 5pm via Acceptd.

Admitted Students

Required Documents

If a student is accepted, they will be asked to submit their official transcripts and IEP/504 plans (only if applicable) as soon as possible. Transcripts allow staff to place students in appropriate classes. Transcripts must be sent to BAA's admissions office in order to complete the admissions process, but they are not considered in the admission decision. Additionally, Visual Arts and Design students must submit a CTE Form to be signed by a current school teacher or administrator. All required documents can be emailed to baa-admissions@bostonpublicschools.org or faxed to (617) 635-8854.

Admitted Families Night

More information will be provided about BAA's acceptance and Retention policy at the Admitted Families Night. (Date TBD)

Waitlist and Appeal Process

Waitlisted students will remain on the Waitlist until the end of December. If the student doesn't get in by the end of December they need to go through the admissions process again for the following school year in order to be considered for BAA. Applicants in grades 10, 11, and 12 that pass their audition are automatically placed on a Waitlist until a seat becomes available in their grade/major.

Students who are not accepted or waitlisted that would like to appeal their admissions decision must make an appointment with the principal by emailing Ms. Eberle at aerberle@bostonpublicschools.org.

FAQ

Do I need to be an artist or have taken art classes to apply to or go to BAA?

You need to have a passion for the arts. However, you do not need to have experience! The application process is designed for all students to demonstrate their ability, potential, and commitment. All interested students are encouraged to apply regardless of levels of experience.

How do I prepare for my audition/portfolio?

Every student must prepare for the audition by reviewing their major's audition requirements page, which lists all requirements and rubrics. You can also attend the Audition Workshop scheduled for Saturday, November 16, 2024, 9:30am-12:00pm (please email baa-admissions@bostonpublicschools.org for more information.) .

What if I don't have the correct clothing/gear/preparation for the audition?

All students should be prepared to audition. Audition requirements are made available early on in the admissions process on our website under the Admissions tab and major requirement pages(www.bostonartsacademy.org).

Can families/caregivers/teachers/friends be in the audition with students?

Students must audition for BAA individually and on their own.

More Questions? Please contact [Christina Rodriguez](#), Admissions Manager; (617) 635-6470 x32382

Proper Tech User Agreement - from the BPS Handbook:

Boston Public Schools (BPS) provides a wide array of technology resources for use by students and staff. These resources are to be used only for educational purposes. The BPS **Acceptable Use Policy** (AUP) outlines responsible use and prohibited activities when using all technology, including networks, electronic devices, and online resources. The policy was developed with input from BPS administrators, teachers, students, parents, community partners, school police, and the BPS legal advisor. It applies to all users of the BPS network, including staff, students, and guests. The School Committee adopted a new AUP in spring 2014 to cover many of the new technologies that our schools are using or would like to use in their classrooms.

Every student is expected to follow all of the rules and conditions listed below, as well as those given verbally by BPS teachers and administrators, and to demonstrate good citizenship and ethical behavior at all times.

Acceptable Use Policy for Technology, Including the Internet:

Student Responsible Use

1. **I am responsible for my computer account and email account.** I understand that passwords are private and that I should not share my password with anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to use that of others. I understand that I will be in violation of the law if I attempt to electronically capture another person's password. I understand that it is important to log off the computer at the end of every session so another user cannot use my password.
2. **I am responsible for my language.** I will use appropriate language in my email messages, online postings, and other digital communications. I will not use profanity, vulgarities or any other inappropriate language as determined by school administrators.
3. **I am responsible for how I treat other people.** I will use email and other means of communication (e.g. blogs, wikis, chat, instant messaging, discussion boards, etc.) responsibly. I will not send or post hate or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.
4. **I am responsible for my use of the Boston Public Schools network.** I will use BPS technology resources responsibly. I will not search, retrieve, save, circulate or display hate-based, offensive, or sexually explicit material. I will not search, retrieve, save or circulate images or information about weapons using any BPS technology resources unless authorized by school administrator/teacher as part of a school assignment.
5. **I am responsible for my conduct on all online sites.** I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers, and administrators.
6. **I am responsible for being honest while I am online.** I understand that masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out emails, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.
7. **I am responsible for protecting the security of the Boston Public Schools network.** I will not attempt to bypass security settings or Internet filters or interfere with the operation of the network by installing illegal software, including file sharing, shareware, or freeware, on school computers.
8. **I am responsible for protecting school property.** I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resource. I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school, including but not limited to memory storage devices (i.e. USB drives).
9. **I am responsible for respecting other people's property online.** I will obey copyright laws. I will not plagiarize or use others' work without proper citation and permission. I will not illegally download materials protected by copyright, including but not limited to music and movies.
10. **I am responsible for following school rules whenever I publish anything online.** I will follow all guidelines set forth by the BPS and/or my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server). I understand that it is unsafe to post any personal information about myself, including but not limited to: my name, address, phone number, or school. I will not post photos of students with their first and last names on any online site, including but not limited to websites, social networks, blogs, wikis, and discussion forums, without the permission of the parent/guardian or student (age 18 and older).