

2021-22 Boston Arts Academy Handbook

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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 will find information about our schedule, courses, staff lists, school policies and community standards...but you will also find information about 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,

Anne R. Clark, *Head of School*

Faculty/Staff Listing

Administrative Team

Anne R. Clark, *Head of School*

Joy Bautista, *Dean of Student Achievement*

Edgar Vasquez, *Dean of Students*

Maha Chourafa, *Dean of Educational Planning*

Kwame Dance, *Dean of Health and Wellness*

Yarima Ariza, *Director of Professional Learning and Instruction*

Marisela Gomez, *Head Staff Assistant*

Lilliam Doriscat, *Event Coordinator and Assistant to Head of School*

Stacy Selman, *Family Liaison*

Dance Department

William McLaughlin, *Department Chair*

Joh Camara, *Dance Adjunct*

Courtney Epps, *Dance Adjunct*

Janelle Gilchrist

Joe Gonzalez, *Dance Adjunct*

Tatiana Obeso

Music Department

Gregory Holt, *Department Co-Chair*

Gregory Groover, Jr. *Department Co-Chair*

Michael Bradley

Mariana Green-Hill

Seungok Lee

Christopher Rivelli

Molly Jo Rivelli

Theatre Department

Juanita Rodrigues, *Department Chair*

John ADEkoje

Sean Gibbons, *Adjunct*

Dan Jentzen

Jenna McFarland-Lord

Maura Tighe

Visual Arts & Design Department

Sam Mendoza, *Department Chair*

Kathleen Marsh

Gretta Olton, *Vocational Design Program Coordinator*

Elisabetta Polito, *Program Director*

Guy-Michel Telemaque, *Gallery Director*

Wilton Tejeda

College and Career

Cynthia Hairston, *College and Career Coordinator*

Indigo Naar, *College Advising Corps Adviser - Boston University*

Special Education Department

Elisabetta Polito, *Program Director*

English Department

Aaron Alexius

Andrea Mauco

Noel Reyes

Humanities Department

Raúl García, *Department Chair*

Sonya Brown

Ling-se Chesnakas

Yejide Najee-Ullah

Dan Sullivan

STEAM Department (Science, Technology,

Engineering, Arts & Math)

Will Barrett, *Department Co-Chair*

Padraic Kelly, *Department Co-Chair*

Kathleen Nehmer, *Department Co-Chair*

Rachel Biemer

Jean Binjour

Nadjya Facey-Maccow

Amanda Hanna

Padriac Kelly

Stephanie Loneck

Ashleigh Randolph

World Language Department

Christopher Aviles, *Department Chair*

Emily Melo

Adjunct TBD

Health & Wellness Team

Kwame Dance, *Dean of Health and Wellness*

Jocelyne Aboujaoude, BSN, RN, MEd, *School Nurse*

Sarah Nichols, MEd, LICSW, *Social Worker/Bridge Program Coordinator*

Roody Charitable, *Bridge Program Support Specialist*

Stacy Swasey, LICSW, *Social Worker*

Edgar Vasquez, *Dean of Students*

Sarauna Moore, LICSW, *Social Worker, Children's Hospital Meagan Hemeon, Health Educator, Boston Public Health Commission (BPHC)*

Royal Nunes, *Health Educator, Boston Public Health Commission (BPHC)*

Gina Higgins, *Department Chair*

Jesse Anderson, *Paraprofessional*

Vladimir Dominique, *Paraprofessional*

Gabrielle Eisenberg, *Paraprofessional*

Seth Ford, *COSE, Special Ed*

Barbara Ghartey

Nicole Mullen

Karimah Williams

English as a Second Language Support
Justin Byrd

Susan Earabino, *Director of Corporate Relations & Events*
Nancy H. Cao, *Executive Assistant*
Rahit "Rick" Datta, *Financial Associate*
Dolores Alves, *Data Entry Associate*
Cheryl Sessler, *Development Associate*

Library
Rose Marz, *Library Director*

Admissions

Christina Rodríguez, *Admissions Manager*

Assessment and Testing Coordinator
Maha Chourafa, *Dean of Educational Planning*

Interns
Nina Foushee, *Health & Wellness*
Camila Garate, *Visual Arts Intern*
Noah Michaud, *Humanities*
Demond Starr, *Music Intern*
Mallick Rimi, *Visual Arts Intern*

Coordinator of Teacher Partnerships
Joy Bautista, *Dean of Student Achievement*

Boston Arts Academy Foundation
Denella Clark, *President, BAA Foundation*
Laura Alpert, *Vice President of Philanthropy*
Fred Covelle, *Vice President of Finance*

Emergency Protocol

You will be asked to fill out an emergency form at the beginning of the 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 the radio 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.

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 Ms. Clark, Head of School, with any concerns.

ACADEMIC CONCERNS

Advisor (Primary Contact)

Ms. Bautista (Secondary Contact)

FUNDRAISING

Ms. D. Clark

ADMISSIONS

Ms. Rodríguez

GOVERNANCE/VISION

Ms. A. Clark

ARTS-RELATED CONCERNS

Advisor (Primary Contact)

Arts Major Teacher

MEDICAL CONCERNS

Ms. Aboujaoude, Nurse

CONFLICTS WITH OTHER STUDENTS

Advisor (Primary Contact)

Mr. Vasquez

Ms. Selman

Ms. A. Clark

SAFETY CONCERNS

Ms. A. Clark

Mr. Vasquez

Ms. Selman

COUNSELING AND MENTAL HEALTH

Ms. Nichols, Social Worker

Ms. Swasey, Social Worker

Health & Wellness Team

SCHEDULE CONCERNS

Advisor (Primary Contact)

Ms. Bautista (academics)

Ms. Chourafa

DUAL ENROLLMENT

Ms. Bautista

Ms. Wyner

TEACHER AND STAFF MAILBOXES

Ms. Gomez

ATTENDANCE AND TRANSCRIPTS

Advisor (Primary Contact)

Ms. Chourafa

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

These 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	Community with social responsibility
<p>What it looks like Inside the classroom/studio/rehearsal space:</p> <ul style="list-style-type: none">• 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 <p>What it looks like beyond the classroom: hallways, shared spaces, Cleveland complex, in the neighborhood:</p> <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	<p>What it looks like Inside the classroom/studio/rehearsal space:</p> <ul style="list-style-type: none">• Participation and active engagement• Punctuality• Respectfulness• Courteousness• Focus• Everyone is taking a role, especially a leadership role, that matters• Collaboration• Appropriate electronics use only <p>What it looks like beyond the classroom: hallways, shared spaces, Cleveland complex, in the neighborhood:</p> <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

<ul style="list-style-type: none"> • Being respectful of all adults in the Cleveland complex • Being part of a positive contribution to the Fields Corner neighborhood 	<ul style="list-style-type: none"> • Making way for others in the hallway • Throwing away trash and recycling • Using school-appropriate language • Representing the BAA community well in shared areas of the Cleveland complex • 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, Cleveland complex, in the 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 CASH classes and activities • Being mindful and respectful of the Fields Corner 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, Cleveland complex, in the 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 students from the CASH • Respecting <i>all</i> teachers and staff at the Cleveland • Respecting the Fields Corner 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 with multiple roles, including ESL, direct instruction in a “pull out” model and co-teaching with regular education teachers in a “push in” model; a certification path 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, Academic Dean.

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.

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.

Outreach

Boston Arts Academy believes that the arts are an essential component and a right for public school students. BAA established an outreach program years ago to deliver programs that highlight why BAA is a proven leader in both arts and urban education. Our Outreach Program is the external arm that sits right in BAA that hosts visitors from around the world, shares BAA's innovative curricula and practices, and hosts programming for middle and high school students.

SCHOOL VISITS

Our Outreach Program regularly hosts individuals and groups of educators from around the world who come to see what we are all about. In fact, last year over 131 visitors came to experience BAA. Visits are specifically tailored to meet the needs of each individual or group and include meetings with BAA leadership, classroom observations, time with students, and a tour of the school.

THE STUDENT AMBASSADOR PROGRAM

The Student Ambassador Program trains Boston Arts Academy students to represent BAA and the Boston Public School district. Ambassadors act as emissaries for the school, welcoming international, national and local school visitors as well as representing BAA at various outside events. Students must remain in good academic and artistic standing in order to continue to be involved in the program. All senior Student Ambassadors are celebrated at the Senior Award Ceremony each spring.

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	<i>Boston, MA</i>	<i>Executive Director, Conservatory Lab Charter School Cambridge, MA</i>
Myran Parker-Brass Consultant, Arts/Arts Education Boston, MA	Kelly Brilliant <i>Executive Director, The Fenway Alliance Boston, MA</i>	Noah Schneiderman <i>Principal of NRS Consulting Boston, MA</i>
Vice Chair Dr. Krystal Banfield <i>AVP of Educational Outreach and Social Entrepreneurship, Berklee College of Music Boston, MA</i>	Trayce Booth <i>Community Volunteer/Philanthropist Boston, MA</i>	Kathy Sharpless <i>Director of Marketing & Communications, Isabella Stewart Gardner Museum Brookline, MA</i>
Vice Chair James D. Supple <i>Community Volunteer/Philanthropist Newbury, MA</i>	Carole Charnow <i>President and CEO, Boston Children's Museum Boston, MA</i>	Katie Umile <i>CEO, iCapital Beverly, MA</i>
Clerk Maureen Azor (ex officio) <i>Director of Relationship Development Boston, MA</i>	Anne R. Clark (ex officio) <i>Head of School, Boston Arts Academy Boston, MA</i>	+ 4 Family Representatives + 1 Student Representative + 4 Faculty Representatives
Trustees	Cecilia Mendez <i>Director of Center for Art and Community Partnerships, Massachusetts College of Art & Design Boston, MA</i>	Sandra Gordon <i>Life Trustee Boston, MA</i>
Sonya Alleyne <i>Executive in Residence, Institute for Public Service at Suffolk University Boston, MA</i>	Catherine Morris <i>Founder, Boston Arts & Music Soul Festival Boston, MA</i>	Mary Regan <i>Life Trustee Boston, MA</i>
Nancy Bauer <i>Dean of the School of the Museum of Fine Arts at Tufts</i>	Linda Nathan	Richard Rudman <i>Legal Counsel, ex officio Partner, DLA Piper Brookline, MA</i>

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

2 Charlesgate West

5th 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 advertisement 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.

Parents/Caregivers

Boston Arts Academy depends on the commitment and involvement of parents and caregivers.

Parents' and caregivers' main responsibilities are:

- To stay involved in their students' education and to communicate regularly with Boston Arts Academy faculty members.
- To come to a 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 with the student, parent/caretaker and advisor. The focus of the fall narrative conference is on the students' advisory narrative reflections and academic, artistic and wellness goal setting. The focus of the spring conference will be 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.
- 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 Family Council Board Meetings
- Attend Open House
- Assist with student performances/exhibitions/reviews
- Assist with events
- Assist with fundraising
- Assist with political action initiatives
- Assist with varied aspects of productions
- Provide backstage support during productions
- Provide transportation support after productions (Carpools)
- Provide food at rehearsals and during productions

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.

Class Dues

All students will be expected to pay Senior Dues of \$120.00 before graduation. This money is used to supplement the senior dues for graduation and senior activities. Dues will be non-refundable if the student leaves BAA before they graduate. A payment plan may be developed on an individual family basis as needed.

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.

2021-2022 Student and Parent/Caregiver Mandatory Meetings

Senior College & Career Night	Wed. Sep 29
Family Back to School Night, Gr. 9-11	Thurs. Sep 23
Senior Families Financial Aid Seminar	TBD
Junior Families College Admissions Seminar	Wed. Oct 20
Family Conferences	Mon. Nov 29
Family Conferences	Thurs. Apr 28
RICO Reviews	TBD

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@bostonartsacademy.org

(617) 635-6470

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 (**see Consent for School-Based Counseling Services, page 17**)

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

- Jocelyne Aboujaoude, BSN, RN, MEd, School Nurse
- Stacy Swasey, LICSW, Social Worker
- Sarah Nichols, MEd, LICSW, Social Worker/Bridge Program Coordinator
- Roodly Charitable, Bridge Academic Specialist
- Saraua Moore, LICSW, Social Worker, Children's Hospital
- Meagan Hemeon, Health Educator, Boston Public Health Commission (BPHC)
- Royal Nunes , Health Educator, Boston Public Health Commission (BPHC)

CLINICAL INTERNS

- Nina Foushee, Boston College School of Social Work

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.

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.

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.

Health Class

The Health & Wellness Team teaches Health & Wellness classes that are scheduled during H block (i.e., 3:10 to 4:00 p.m) on Wednesdays and Thursdays. Students are scheduled for one semester per year. The Health & Wellness class covers topics such as coping with anxiety and depression, healthy relationships, substance abuse education, decision-making, and sexual health. These classes are required of all 9th grade students and attendance is mandatory. Health & Wellness class is graded and students obtain a pass/fail grade.

Work Permits

Work permits are required for all students under the age of 18. Work permits will only be issued during **lunch or after-school** in the Wellness Office. Therefore, students should plan accordingly.



A Public High School for the Visual and Performing Arts

Consent for School-Based Counseling Services

I, _____ have been provided with the reason(s) my child,
(print Name of Parent / Legal Guardian)
_____(DOB: _____) has been recommended for
(Print Child's name)

School- based counseling services. The reason(s) for the recommended school- based counseling services are:

I give consent for the school's Student Support Team to refer my child for the following school- based counseling services (check all that apply). I understand that these services may be provided by a community mental health agency in partnership with the school.

- Individualized Counseling
- Group Counseling
- Family Counseling
- Coaching/ Mentoring
- Other _____
(outside agency)

Name of insurance Provider:

Mass Health BCBS Tuffs Harvard Pilgrim Other _____

If referred to an external agency, the counseling services may be billed to your insurance provider. In addition, there will be an additional Consent for Service Form from the agency.

I also give consent for the school's Student Support Team to release my child's student records, health and other confidential information to the school- based counseling service provider and for my child to participate in these school based counseling services.

I understand that my participation in my child's school-based counseling services will be appreciated and strongly encouraged. I have read this Consent for School-Based Counseling Services and understand its terms. I sign it voluntarily and with full knowledge of its significance.

I understand that if I have any questions, I can contact Stacy Swasey at (617) 635-6470 or email sswasey@bostonartsacademy.org.

Parent/ Legal Guardian's Signature/ Student 18+

Date: _____

Parent/ Guardian Name _____

Tel Number: _____

Parent/ Guardian Email Address _____



Colegio público de los artes visuales y actuación

Consentimiento para Servicios Terapéuticos Escolares

Yo, _____ he sido informado/a de la(s) razon(es) por las cuáles mi
(escribir nombre de parent/guardiana)

hijo/a _____ (fecha de nacimiento: _____)
(escribir nombre de hijo/hija) ha sido

recomendado/a para servicio de terapia escolar. La(s) razon(es) para la recomendación de servicios
de terapia son:

Yo doy consentimiento al Equipo de Salud y Bienestar a referir a mi hijo/a a los siguientes servicios de
terapia escolares (marque los que apliquen). Yo entiendo que estos servicios pueden ser proporcionados
por agencias de salud mental asociados con la escuela.

- Terapia Individual
- Terapia de grupo
- Terapia Familiar
- Tutoria/ "Coaching"
- Otro _____
(agencia fuera de la escuela)

Compañia de seguro Medico

Mass Health BCBS Tuffs Harvard Pilgrim Other _____

Si los servicios terapéuticos son referidos a una agencia externa, los servicios de terapia pueden ser
cobrados por su seguro. Adicionalmente, habrá un formulario de consentimiento por servicios
terapéuticos por parte de la agencia externa.

Yo doy consentimiento al Equipo de Salud y Bienestar de liberar el expediente escolar, médico y otra
información confidencial, al proveedor de servicios de consejería y doy permiso a que mi hijo/a participe
en servicios dentro de la misma escuela.

Yo entiendo que mi participación en los servicios de consejería escolar de mi hijo van a ser apreciados y
apoyados. Yo he leído este formulario de consentimiento para servicios terapéuticos Escolares y entiendo
los términos. Firmo de forma voluntaria y con completo conocimiento de su significado.

Entiendo que si tengo alguna pregunta, puedo contactar a Señora Stacy Swasey, al número (617)
635-6470 o sswasey@bostonartsacademy.org. Se habla Español.

Firma de Padre/Guardiana/ Estudiante 18+ _____ **Fecha:** _____

Nombre de Padre/Guardiana _____ **Numero de Telefono :** _____

Correo Electrónico de Padre/ Guardiana: _____

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 in 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 in the beginning of each school year.

Student Organizations

Student Organizations

- Student Government
- National Honor Society

The National Honor Society (NHS) is an organization that recognizes exceptional high school students. The purpose of 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 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 2021-2022 include:

- Anime Club
- Asian-American Club
- Bible Club
- Feminist 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 with Mr. Vasquez.*

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.

College and Career Center

We are very pleased to have a College and Career Center funded by a federal Perkins Grant. Students and their families are urged to take advantage of this resource as soon as possible in their career at BAA. This College and Career Center has information about post-BAA college and career opportunities. Many families receive assistance filling out financial aid paperwork here as well. Student's college admission will be managed through the center, and students will work closely with our College and Career Counselor, Retention Specialist, and College Advising Corps member on their applications beginning in their junior year.

While Boston Arts Academy has a College and Career Center with a staff that works with students and their families, college and career preparation is also woven through the curriculum, particularly through Reading and Writing Seminar and advisory. The following is a list of activities and assignments that students complete, grade by grade. These activities and assignments are accurate as of June 2019.

9th Graders

- Complete "Learning Style Inventory" in Naviance [in arts major]
- Go on one college visit and complete a learning activity

10th Graders

- Complete a "Do What You Are" Survey (Personality Profile) in Naviance
- Go on one college visit and complete a learning activity
- Take the PSAT
- Attend BAA's College Fair

11th Graders

- Begin work on the Resume of Activities in Naviance
- Take the PSAT
- Have the opportunity to attend free SAT preparation sessions.
- Have the opportunity to take a practice SAT
- Get help registering for the SAT in math class.
- Take the SAT
- Research colleges in Naviance and list them under "Colleges I'm Thinking About"
- Go on one college visit and complete a learning activity
- Attend BAA's College Fair

12th Graders

- Schedule at least 3 appointments with the College and Career Counselors to finalize college list and application schedule
- Attend advisor check-ins about the application process.
- Take the SAT at least once and are encouraged to take it twice
- Register and take the TOEFL, if applicable
- Take the SAT 2s, if applicable
- Complete a college recommendation workshop and ask teachers for recommendations
- Complete college essay workshops

For more information about the College and Career Center, please call (617) 635-6470 ext. 32388.

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.

In order to apply to Boston Arts Academy, applicants must currently live in Boston and be students going into high school grades 9-12 for the 2022-2023 school year.* Students can apply online only between September 1, 2021 and the January 21, 2022 deadline.

Submit the Audition Application Upload your Audition to your application (A **Video Submission for Dance, Music, and Theatre** or a **Portfolio Submission for Visual Arts and Design**)**

*10th, 11th, and 12th graders are placed on a standby list until a seat becomes available.

****Accomodations**

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 a 504, and you need an accommodation for the audition process, please fill out [this](#) request form. Sharing this information will in no way impact admissions decisions.

BPS Residency Requirement

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

CITY OF BOSTON NEIGHBORHOODS:

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

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 Events

Students can attend virtual 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 dates and deadlines below:

Virtual Admissions Presentations

Families and school groups are welcome to attend one of our virtual Admissions Presentations to learn more about BAA and our special application process. Sign up [here](#) to attend a virtual presentation and receive the Zoom Link.

Zoom | Thursdays at 4pm

October 7, 2021

November 4, 2021

December 9, 2021

January 13, 2022

Zoom | Fridays at 10am

October 8, 2021

November 5, 2021

December 10, 2021

January 14, 2022

Virtual Audition Workshop | 9:30am-11:00am

Saturday, November 20, 2021

We highly recommend that all applicants attend this workshop which is created to prepare students for virtual 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 video/portfolio submissions. Sign up [here](#) to attend the virtual Audition Workshop and receive the Zoom link.

Audition Application Deadline

Friday, January 21, 2022

All auditions are uploaded to the student's application.to. Students may apply for up to two majors. Students in the

performing arts must submit an audition video and in the visual arts must submit an audition portfolio by Friday, January 15, 2021. Please see more detailed information per major on our website audition requirement pages: [Dance](#), [Music](#), [Theatre](#), [Visual Arts & Design](#).

Callbacks | 9am

Thursday, February 4, 2022

Thursday, February 11, 2022

Some students may receive a Zoom Callback, only if the audition panel wants to see them for a second time before coming to a final decision. Students who are called back will be sent an email invitation with a specific date and time for their callback on Zoom. Callbacks do not mean that a student has been accepted or not accepted. Students who are not invited back for a callback may not attend.

Decision Letters Mailed | After 5pm via Email

Wednesday, March 16, 2022

Admissions Process

APPLY ONLINE

In order to apply for BAA, every student must fill out our [Audition Application](#) and upload their audition video or portfolio to their application by January 21, 2022 . Our application is available in English with Spanish translation. Students can apply for up to 2 majors and must submit one application per major.

CALLBACK AUDITIONS (by invitation only)

Only some students may be called back for a live audition on Zoom. 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

Decision letters will be emailed on March 16, 2022 after 5pm.

Admitted Students/Retention

Once a student is accepted to Boston Arts Academy, they are informed of their rights, privileges and responsibilities as a BAA community member. These are clearly articulated in the Contract of Acceptance signed by both students and their parent/s or caregiver/s. Included in the contract is the expectation that students at BAA maintain a C in their arts major in the 9th and 10th grades, and a B- in the 11th and 12th Grades.

Boston Arts Academy offers many opportunities to support students who are struggling with their course work. If a student is consistently on probation because of their performance in their major they may have to repeat the year in the arts, postponing their graduation date.

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 admissions@bostonartsacademy.org or faxed to (617) 635-8854.

Admitted Families Night

More information will be provided about BAA's Acceptance and Retention policy at the New Students & Families Orientation (March Date/Time TBD)

Waitlist, Standby, 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 are placed on the WaitlistIf a 10th or 11th grader is **Accepted** they are placed on a **Standby List** until a seat is available for their grade/major.

Standby students will remain on the Standby list until June 30, 2022 which means they *may* be given a Callback until that date if the panel decides they want to see them.

Students who are not accepted **or** waitlisted that would like to appeal their admissions decision must make an appointment with the Artistic Dean through the main office at 617-635-6470.

Audition Requirements

Students must be prepared to submit their arts auditions. Please see all audition requirements for each major on our website www.bostonartsacademy.org: **Dance, Theatre, Music, Theatre, Visual Arts & Design.**

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 Audition?

You must apply online by filling out the [Audition Application](#) questions and uploading your audition video or portfolio to the application., You will receive an email confirming you have applied and will hear from us via email if we would like to see you for a live audition either in-person or on Zoom..

How do I prepare for my audition video/portfolio?

You must prepare for the audition by reviewing your major's audition requirements, rubrics, and tutorial videos. You can also attend the Audition Workshop scheduled for Saturday, November 20, 2021, 9:30am-11:00am (please email admissions@bostonartsacademy.org for more information.) . Every student must be prepared for the audition.

What if I am auditioning for more than one major?

Students auditioning for more than one major must fill out a separate audition application for each major. All applicants must submit their application and virtual audition video or portfolio for both majors by end of day Friday, January 21, 2022.

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. Audition requirements can also be found on our website (www.bostonartsacademy.org) by viewing your choice major requirements on the Admissions tab.

How will I know if I am considered for admission?

All decision letters will be mailed out on Wednesday, March 16, 2022; including students that are Accepted, Waitlisted, Standby, or not Accepted.

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 Rodríguez, Admissions Manager

E: crodriguez@bostonartsacademy.org P: (617) 590-8071

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. During the remote learning period advisory meets Monday through Friday. Advisors stay with each student for their entire four-year career.

Advisory and BAA Shared Values

Students will engage in self-monitoring and self-reflection periodically throughout the year. Students will assess and reflect on artistic and academic progress and overall wellness. Students will develop personal wellness goals and action plans that will help students maintain “**Passion with Balance**” and be successful at BAA and beyond!

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 summer programs.
- Participate in community service learning.
- Participate in college visit exploration day
- Participate in November and April Family Conference with their parent/caretaker and advisor
- Review their transcripts and update their graduation planners.
- Present an End of Year Shared Values Portfolio to their parent/caregiver and advisor.

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

Wellness and Global Citizenship

BAA recognizes the need for all our students to grow not only artists and scholars but also in the realm of personal wellness and community engagement. We are aware of the dramatic need for students to find a balance between these three aspects of their development. We integrate the awareness of wellness, at the individual and community levels, into our teaching of the arts and in academic courses. We encourage our students to practice self-assessment as part of their mastering of the basic habits of mind and heart. These are the habits that will allow them to earn wholesome and successful lives.

We teach them the essential connection between individual and community wellness: as engaged global citizens in a democratic society we must all work for the well-being of others. Where there are social injustices that impede this collective well-being, we must advocate for change.

Our goal is that all BAA students will understand tangible ways to enhance and maintain their own personal health and wellness. Students are asked to set realistic wellness goals and action steps. Students have the opportunity to reflect on and refine these goals in their advisory narrative reflection and wellness goal setting, as well as in their RICO portfolios at the end of the year. We encourage parents/ caregivers to talk with their students about their wellness goals and to support their efforts and progress.

At BAA, we believe service is a form of wellness and strongly encourage students to participate in community service as often as possible. Each year we hold a Community Service Day where each advisory goes out across the city of Boston to perform a service for the community. Again, we encourage parents and caregivers to support this effort.

Student Schedule

Continuation of Expanded Learning Time (ELT) Hours and Activities by Arts Major

Boston Arts Academy is one of 26 schools and the only high school in the Commonwealth to be a designated Expanded Learning Time (ELT) school. Each participating school adds 300 hours over the course of the school year. Participating schools and districts have the flexibility to create their own design and approach to the longer school day, including goals, staffing plans and schedules, and BAA does this with its full Academic and Arts curricula. This autonomy has helped the school continue to uphold its mission as a beacon and a laboratory for innovation and urban school reform.

See page 8 for more information.

Early Dismissal Days

On early dismissal days, students will attend most classes, in a shortened format.

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; they are completed through a secure web site. Families receive these notices through the mail. Copies of these notices also go to the Student Support Team and to the student's advisors.

Conference Reports are more detailed reports that teachers write for every student. As they correspond with the end of a term (Term 1 and Term 3), they include term grades. They also include information about a student's strengths and weaknesses.

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 and have the opportunity to sign up to meet with teachers.

Grades In most cases, coursework will be given traditional letter grades. The grading scale is as follows:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

Teachers/Faculty will provide students with grading formulas in course syllabi.

Report Cards are generated by the Boston Public Schools based on information we supply.

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=emerging; 2=capable; 3=proficient; 4=distinguished] 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 in the Arts

Guidelines for Promotion

You must receive 1 arts credit to be eligible for promotion to the next grade level. To receive your 1 arts credit for the year, you must "successfully complete" the following:

- 1) Semester 1 - January Arts Event;
- 2) Semester 2 - Senior Project Week or June Arts Symposium;
- 3) Achieve Proficient or High Performance in all Arts Courses in your Major

Guidelines for "Successfully Completing" Courses:

9th - Must receive at least a C in arts course in their major
10th - Must receive at least a C in arts course in their major
11th - Must receive at least B in arts course in their major
12th - Must receive at least a B in arts course in their major

Guidelines for Assessment

BAA is adopting an assessment protocol using **Not Yet, (N)** **Proficient (P)** and **High Performance (HP)**. All students will be assessed on learning outcomes using these three levels of assessment. Students will be able to move from *Not Yet* to *Proficient* or *High Performance* at any time during their learning. Their final grade will be calculated as described below.

Guidelines for A, B, C, Not Yet.

A: at least 90 percent of the outcomes are proficient or higher, **AND** at least 50 percent are high performance
B: at least 80 percent of the outcomes are proficient or higher
C: at least 70 percent of the outcomes are proficient or higher
D, F, Incomplete - Student will be marked "Not Yet" at the end of the course if the required percentage of outcomes have not been achieved as proficient or high performance

TIMELINE FOR PROBATION COMMUNICATION

Whether a student is on probation for the first, second, or third time, communication about the student's status will come in the form of a letter, and in the case of second and third term probation, a follow up phone call from the chair. This will occur within 30 days of the end of the previous term.

Promotion Policies in the Academics

English Course Requirement

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 that 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 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, take the Creative Writing elective, or repeat this course.

If a student fails 9th grade English, the student may make up the 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 neither of these statements is true, the student will be required to repeat this course, take the Creative Writing elective, take a summer BPS online course ("Credit Recovery"), or attend BPS night school in their senior year if it is available.

9TH GRADE READING BENCHMARK

A student must read on the 9th grade level or above on BAA formal reading assessments (with corroborating evidence from teacher) by the end of the course. If this benchmark is not met, the student will be required to attend a summer reading course, which can fulfill summer school credit if needed, if they are eligible (see above). This 9th grade reading benchmark ensures that students who need additional support with reading and writing get that support before 10th grade.

Humanities Requirements

A student must pass Humanities 1-4 to graduate from the Boston Arts Academy.

If a student earns a failing final grade in Humanities 1, the student may make up the credit in summer school if they do not have more than 15 unexcused absences for the course and one of the following is true:

1. The student passed at least one term of the course; or
2. The student's final average was at least 50%.

If neither of these two statements is true, then the student will have to make up the course either during the school year, or during night school as a 12th grader.

If a student earns a failing final grade in Humanities 2, the student may make up the credit in summer school if they do not have more than 15 unexcused absences for the course and one of the following is true:

1. The student has passed at least one term; or
2. the student's final average is at least 50%.

If neither of these two statements is true, then the student will have to make up the course during the school year. *Students may not go on to Humanities 3 without a credit in Humanities 2.*

For Humanities 3 requirements, please see the "Benchmarks Requirement" section on page 31.

If a student earns a failing final grade of 59 or below in Humanities 4, the student will be required to take and pass Humanities 4 in summer school which will also result in a delayed graduation.

Math Requirements

A student must have four math requirements to graduate from Boston Arts Academy. Seniors who completed calculus in their junior year may either take AP Calculus in a blended model of online learning and teacher coaching, or take a dual enrollment, college math class when available.

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 have to either take 2 math classes within their BAA schedule in a following year, take a BPS online course ("Credit Recovery"), or attend BPS night school ("Twilight School") if available.

9TH GRADE MATH BENCHMARK

In the 9th grade year, students' math skills are assessed through formal assessments, as well as through teacher observation. Students assessed to have skills below grade level in math are required to attend the BAA Summer Math program. This benchmark ensures that students who need additional math support get that support before 10th grade.

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. Science at the Boston Arts Academy, however, is not sequential. Consequently, a student may move on to another science course even if they have failed a prior science course. For some science courses, students can make up science requirements during the summer if they do not have more than 15 unexcused absences for the course and one of the following is true: (1) the student passed at least one term of the course; or (2) the student's final average was at least 50%. If neither of these two statements is true, then the student will have to make up the course either during the school year, through a BPS online "Credit Recovery" course, or during night school as a 12th grader.

Although every graduating student must pass three laboratory science courses, a fourth science course is highly recommended. All students must pass science MCAS. 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. In rare cases, and at the discretion of the head of the department, a student may be required to make up requirements in their arts major over the summer. These arrangements, made through individual contracts, are binding, and the student is required to fulfill all outlined requirements in order to be promoted to the next level.

Please note: The following are general guidelines regarding summer school and promotion. In all cases, 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 and working towards June or August graduations will need to set up individual contracts with the Academic Dean or Arts Dean.

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, BPS online courses ("Credit Recovery"), BPS night school is now available for younger grades, when they have extra seats, or other designated programs.

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 Calculus) have the opportunity to take the 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 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, 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.

Graduation Planner

	Grade 9	Grade 10	Grade 11	Grade 12
Arts Major	<input type="checkbox"/> Earned 75% or better	<input type="checkbox"/> Earned 75% or better <input type="checkbox"/> Completed Sophomore Review	<input type="checkbox"/> Earned 80% or better	<input type="checkbox"/> Earned 80% or better <input type="checkbox"/> Completed Arts Major Exit Requirement
English	<input type="checkbox"/> Passed English <input type="checkbox"/> Passed Reading Benchmark or Summer Reading Program	<input type="checkbox"/> Passed English	<input type="checkbox"/> Passed English	<input type="checkbox"/> Passed English
Humanities	<input type="checkbox"/> Passed Humanities 1	<input type="checkbox"/> Passed Humanities 2	<input type="checkbox"/> Passed Humanities 3	<input type="checkbox"/> Passed Humanities 4
Math	<input type="checkbox"/> Passed Math <input type="checkbox"/> Passed Math Benchmark	<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
Wellness	<input type="checkbox"/> Passed Wellness Class <input type="checkbox"/> Passed PE	<input type="checkbox"/> Passed Wellness Class <input type="checkbox"/> Passed PE	<input type="checkbox"/> Passed PE	<input type="checkbox"/> Passed PE
World Language	<input type="checkbox"/> Passed 1 yr World Language <input type="checkbox"/> Exempt	<input type="checkbox"/> Passed 2nd yr World Language (same as 1st yr language) <input type="checkbox"/> Exempt		
Community Service Benchmark	<input type="checkbox"/> Completed 25 hours Community Service and Reflections	<input type="checkbox"/> Completed 25 hours Community Service and Reflections	<input type="checkbox"/> Completed 25 hours Community Service and Reflections	<input type="checkbox"/> Completed 25 hours Community Service and Reflections <input type="checkbox"/> OR <input type="checkbox"/> Implemented Senior Grant Project

MCAS	<input type="checkbox"/> Passed Science (class of 2024 exempt)	<input type="checkbox"/> Passed ELA <input type="checkbox"/> Passed Math		
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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*

Janelle Gilchrist, *Ballet Faculty*

Joh Camara, *Adjunct Faculty*

Courtney Epps, *Adjunct Faculty*

Joe Gonzalez, *Adjunct Faculty*

Past Guest Faculty include: Adrienne Hawkins, Kirven Douthit-Boyd, Levi Marsman, and Heather Stewart

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 provide 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, healthful living, dance production and technologies. The curriculum is designed to provide students opportunities to develop discipline, technical skills, composition skills as well as modes of expression. It is our mission to challenge students' creativity and critical thinking, through 21st century skills.

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. Students are placed at the level best suited to their physical, mental and technical development, rather than grouped by grade. In order to differentiate the dancers' experience at BAA, we also offer study in Jazz Dance and West African Dance, as part of the core curriculum. To better provide a holistic experience for our students, we offer a variety of somatic training such as Pilates, GYROKINESIS® and Yoga.

To further enrich our students' experience, we provide multiple opportunities to connect with professionals in the field. Our students experience numerous master classes each year, thanks to our 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.

It is our mission to provide our students opportunities to excel in the world of dance. Guiding our students to nationally competitive summer programs, as well as the National and Regional High School Dance Festivals, has provided multiple opportunities for our students to study at competitive world class summer dance programs, as well as to pursue studies in dance at post-secondary institutions.

Lower House Program of Study (9th and 10th Grade)

NINTH GRADE REQUIRED CLASSES

Ballet Technique Level 1 or Level 2

Modern Technique Level 1 or Level 2

Orientation

Fitness and Conditioning

Dancer Wellness

Ballet Workshop 1

Choreography

Multimedia

Repertory

Pre-Pointe (by audition)

Styles Class

TENTH GRADE REQUIRED CLASSES

Ballet Technique Level 1 or Level 2

Modern Technique Level 1 or Level 2

Fitness and Conditioning

Dancer Wellness

Ballet Workshop 1

Choreography

Multimedia

Repertory

Pre-Pointe (by audition)

Styles Class

Upper House Program of Study (11th and 12th Grade)

11TH GRADE COURSE OF STUDY

Ballet Technique level A, or level B

Modern Technique level A, or level B

Honors Dance

Fitness and Conditioning

Dancer Wellness

Ballet Workshop 2

Pointe (by audition)

Choreography

Multimedia

Repertory

12TH GRADE COURSE OF STUDY

Ballet Technique level A, or level B

Modern Technique level A, or level B

Honors Dance (not required)

Fitness and Conditioning

Dancer Wellness

Ballet Workshop 2

Pointe (by audition)

Senior Dance Project
Multimedia
Repertory

ASSESSMENTS

Dancers will be assessed according to the BAA Dance Department's Global Outcomes. Students will be assessed throughout each term both in class and through project based assignments. Assessments are ongoing and accumulative.

GRADUATION WITH HONORS IN THE ARTS

REQUIREMENTS

- Students must have a G.P.A. of 3.5 in their dance courses in Junior and Senior year.
- Students must successfully complete and achieve an average 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.

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 Clinic. 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.

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:

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 or Burgundy 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.

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)
612 Washington Street, Newtonville, MA
(617)964-4070

Online Resources

bodywrapper.com (to find retailers)
discountdance.com

REPERTORY CLASSES

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

Attendance and Participation Policies

ATTENDANCE POLICY

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 and Google Classroom 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.

APPROVED STUDIOS FOR MAKE-UP CLASSES

Boston Ballet | For Ballet

19 Clarendon Street, Boston (South End) 617-695-6950

Brookline Ballet School | For Ballet

1431 Beacon Street, Brookline (Coolidge Corner) 617-879-9988

Dance Complex | For Ballet & Modern

536 Mass. Ave, Cambridge (Central Square) 617-547-9363

Integrarte | For Ballet

85 Seaverns Avenue Boston, MA 02130 (Jamaica Plain) integrarteusa@gmail.com

Jose Mateo's Ballet Theater | For Ballet

400 Harvard Street, Cambridge (Harvard Square) 617-354-7856

Urbanity | For Ballet & Modern

725 Harrison Ave. #100 Boston, MA 02118 (South End) 617-572-3727

CLASSROOM NORMS

- Keep all street clothes, books and non-dance materials in your locker.
 - Tuck articles neatly inside the cubicles during class, with nothing on the floor.
 - Keep all cell phones out of sight and turned off or on silent.
 - Do not bring jewelry, large sums of cash or other valuables to school/dance class.
 - Articles left inside the cubicles for more than a week will be discarded.
 - Food and drinks, including chewing gum, are prohibited in the studios. Bottled water is the exception.
- Dance majors must have their own water bottle.

Dance studios are the places where dance majors spend a lot of time training their bodies, creating new work and polishing their craft. Treat these spaces with respect. They should reflect a positive working

environment. Cleanliness is very important.

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 respect. Boston Arts Academy Dance Department offers a professional training program. Dancers are expected to participate in multiple ways, during dance class, and communicate in appropriate ways and at appropriate times.

Students are expected to help build a respectful learning environment and are expected to practice the BAA 'Shared Values' when interacting with classmates and faculty. 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 not allowed to use the bathroom in the middle of a dance class, except in 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 Dean of Arts 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.

Students are expected to be free of outside commitment until 5:30 p.m., Monday through Friday. Rehearsals for senior pieces and works by faculty will be conducted between 2:55 p.m. and 5:30 p.m., Monday through Friday. Additional rehearsals will take place on Fridays between 2:00 p.m. and 4:30 p.m., and possibly on Saturday between 9:00 a.m. and 2:00 p.m.

Rehearsals with guest choreographers may go beyond their posted time. 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 include:

Winter DanceShare

Spring DanceShare

Junior Choreography

Senior Dance Concert (mandatory for all seniors and juniors)

By Audition or Invitation Only:

Benefit performance

Performances for outside events, such as conferences 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.
- In general, rehearsal for each piece will not exceed twice a week, except for tech week and the week before the performance.
- If a rehearsal is scheduled during vacation break, students must attend. A schedule for this will be given to the cast within a reasonable time frame.
- Once cast in a piece, whether as first or second cast, or understudy; 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.
- Multiple absences from rehearsal may result in removal from the piece, at the discretion of the choreographer, and a failing grade. 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.
- 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.
- Failure to fully participate will result in a removal from the performance.
- 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 the security officer with a complete list of dancers for the rehearsal. Failure to provide a list may result in denial of 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 on a designated day if they are not performing or serving on the tech crew in these concerts.

ATTENDING PROFESSIONAL PERFORMANCES

Dance majors are required to attend designated professional performances and write critiques of the performances. Students are required to attend performances that represent a diversity of dance styles and aesthetics presented by professional dance companies.

Students are required to pay a performance fee, which goes toward the purchase of tickets. Students who do not show up to required performances will forfeit their performance fee and will be required to attend additional performances for partial credit.

DANCE DEPARTMENTAL DUES

All Dance Department Dues are to be given to the Dance Department Chair. The fee for all students for 2018/2019 is \$30, payable by cash or check. Fees accrue over the 4 years and unpaid fees will be required prior to graduation approval.

CALENDAR OF EVENTS

December	Dance Informal Showing
December/January	Senior Dance Project (date to be determined)
January	Sophomore Formative Assessment Intersession Performance
February/March	National High School Dance Festival - Point Park University
April	Sophomore Summative Assessment
May	SpringFest Dance Concert
June	Dance Informal Showing

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

Visual Arts

Faculty

Kathleen Marsh

Guy-Michel Telemaque, *Gallery Director*

Gretta Olton, *Vocational Design Program Coordinator*

Wilton Tejeda

Mission Statement and Philosophy

The mission of the Visual Arts 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 graphic design towards national certifications, and are career-ready and able to directly enter the workforce.

The Visual Arts curriculum is structured to develop a deeper understanding of concepts in art 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.

Lower House Program of Study

Ninth Grade Course of Study

Exploratory	1 term	1.5 hours	4 days a week
Photo 1	1 term	1.5 hours	2 days a week
Studio Art 1	1 term	1.5 hours	4 days a week
Design 1	2 terms	1.5 hours	4/2 days a week
Life Drawing	4 terms	1.5 hours	1 day a week
Introduction to Visual Arts and Design	1 terms	1.25 hours	4 days a week

Tenth Grade Course of Study

Studio Art 2	1 term	1.5 hours	4 days a week
Photo 1	1 term	1.5 hours	2 days a week
Design 2	2 term	1.5 hour	4 days a week
Figure Drawing 2	4 terms	1.5 hours	1 day a week

Freshmen will begin in an Exploratory Program. After the conclusion of the Exploratory Program, students will select between Visual Arts and Fashion Technology (both of which are Career and Technical Vocational programs).

Sophomore Review: Tenth Grade Benchmark

Before becoming juniors, Visual Arts (Studio Art and Design and Visual Communication) Sophomores are required to participate in the Sophomore Review Benchmark, which is a critique with written feedback of presented work that analyzes strengths, areas that need growth and establishes goals for junior year and beyond. This process bridges the transition to the upper house, and Visual Arts sophomore work must have gained proficiency by evidence of:

- Skill in design elements and principles
- Technique in digital, two- and three-dimensional materials
- An ability to conceive content
- Strong homework and classwork habits
- Reflection on strengths and identification of growth areas

Visual Arts Sophomore Review Process

In Visual Arts, the purpose of the sophomore review is for the student to describe where they are in their artistic growth and to begin their preparation for the Upper House grades. The review process begins with written evaluations of the students' work from the panel, followed by a critique. The panel will ask the student about different aspects of their work, including skill, technique and content, as well as homework and classwork habits. Additionally, the panel will ask the student to reflect on their practice. Sophomore review panels generally consist of Upper House visual artists, Visual Arts faculty, advisor, parent/guardians and an observing ninth grader. Immediately following the review, students reflect in writing based on the panel's feedback, which becomes a part of the RICO portfolio review at the end of the year. Students will then have a follow up meeting with their advisor to synthesize the learning from the review into their goals for the year.

Visual Arts Sophomores will prepare for their review in a lunchtime meeting, and will be supported in this process through advisory. Work will be collected ahead of their review and students will be ready to present on their scheduled day. This process enables Visual Arts Faculty to assess student growth in all Visual Arts outcomes.

Upper House Program of Study

Eleventh Grade Course of Study

Advanced Graphic Design or Studio Art	1 term	2 hours	4 days a week
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Studio Art	1 term	2 hours	4 days a week
Design 3	1 term	2 hours	4 days a week
Photo	1 term	2 hours	4 days a week
Exploratory	4 terms	1.5 hours	1 day a week

Twelfth Grade Course of Study

Studio Art 4 or	2 term	2 hours	4 days a week
Advanced Graphic Design			
Design 4	1 term	2 hours	4 days a week
Community Art Project	1 term	2 hours	4 days a week
Exploratory	4 terms	1.5 hours	1 day a week

LIFE DRAWING CLASS

All visual artists and designers in grades Upper House visual artists (11th and 12th graders) will have life drawing as one of their exploratory choices and will be drawing a nude figure. Parents who wish to decline nude figure drawing for their students need to send a written request to the department chair. The purpose of figure drawing classes is as follows:

- Observational drawing practice
- Deeper understanding of the anatomy: proportion, and skeletal and muscular structure
- Translation of three-dimensional forms into two dimensions
- Practice and understanding of design: figure/ ground relationships, fore-mid- and background, composition, line and value control
- Figure drawing in the portfolio gives students additional opportunities to compete for scholarships and admission to top schools. The figure drawing discipline acts as a tool to strengthen the portfolio.

Options for Additional Study

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.

INDEPENDENT STUDY PROJECT

Some visual artists have completed enough of their academic requirements and will have space for an arts-based independent study. Students must propose a semester-long project(s) in writing, which will be reviewed by the Visual Arts Chair and Artistic Dean. Proposals must include project deadlines, process work, and method of assessment. Students will then write an end of semester reflection to be turned into their supervising Visual Arts faculty member, and will be graded on a pass/ fail basis.

ART CONNECTIONS ELECTIVE

Visual artists also have the option to take the elective Art Connections, which is open to the whole school. Expectations for visual artists within this class are different than for other majors, and projects completed will be graded on a different rubric/scale.

Junior Review

Juniors are required to prepare for and present their work in an exhibition for assessment. At the end of the junior exhibition in addition to a final critique, students will reflect upon and document their individual and collective growth, which will be shared with their fellow students and faculty for feedback.

Senior Benchmark and Exit Requirements

SENIOR BENCHMARK

Seniors are required to exhibit their work and participate in a review with a panel of invited guests and faculty.

The VA Senior Review requires that students discuss the following topics in relation to their work through the lens of Refine,

Invent, Connect and Own:

Context and Connections
Design
Thematic threads
Process and transitions

After presenting and participating in their review panel, seniors create a written reflection based on their critique and written feedback from the panelists'. Students will take into consideration both recent growth as well as growth over their entire time at BAA.

VISUAL ARTS

The Visual Arts curriculum is a Chapter 74 recognized, Career and Technical Education program. Through the four-year sequence of courses, students build creative skills, vocabulary, and processes relating to a wide variety of design disciplines. Some of these topics include: the elements and principles of design, typography, page-layout techniques, the design process, understanding client, target audience and message/purpose, presentation and defense of design decisions, and more. Students learn about graphic design, illustration, digital and darkroom photography, 3D modeling through architecture and interior design, identity/brand design, motion graphics and 2D animation, web design and the basics of HTML and CSS web development. Through project based work, Visual Arts students develop computer literacy and learn many programs including Photoshop, Illustrator, SketchUp, InDesign, Flash, and Dreamweaver. By their senior year, students are prepared to take the Adobe Certified Associate exam in one or more Adobe programs.

VISUAL ARTS PROGRAM OF STUDY

Career and Technical Education

Boston Arts Academy is proud to be part of the Perkins Career and 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 Visual Arts.

Career and 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 visual arts students will be following the program of study outlined by the Commonwealth of Massachusetts Chapter 74 outcomes.

Through the four-year sequence of courses, students enrolled in Visual Arts explore the power of visual messages in our world through analysis and application. Visual Arts introduces students to graphic design as a form of visual communication through the use of type, image, form and color. Students learn fundamental concepts of art and graphic design for continuation in post-secondary education or are career-ready and able to enter the workforce.

Graduation with Honors in the Arts

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.

EXIT REQUIREMENTS (additions may be made after June Dept meetings)

Visual Arts seniors 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 and Habits

1. The Visual Arts 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 Visual Arts studios.
 3. Food and drinks are only permitted in the Visual Arts studios with teacher permission and in accordance to health and safety regulations. Water and water bottles are allowed in all Visual Arts studios, but not in the Mac Lab.
 4. Students should obtain permission to leave the studios from faculty, and sign out before leaving.
 5. Students should come to class prepared with pencil, pen and their agendas.
 6. 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.
 - 7.
 - 8.
 9. Visual Arts studios are available at the VA faculty's discretion. Students need to request after school time with a VA teacher beforehand for specific projects and ongoing work. After school time may be required by VA faculty for some students' classes, depending on students' class requirements or status within the department. Students will be notified in this case.
 10. All Visual Arts 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.
 11. Visual Arts students are expected to know and model excellent museum and gallery etiquette.
 12. All Visual Arts students will be required to pay a \$30 lab fee to help defray the costs of materials.
 13. Visual Arts 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 diploma will be held until \$150 is paid back to the department.
 14. Visual Arts 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.
 15. 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.
 16. Students wishing to use the lavatory during class time must obtain permission from the instructor and use a hallway pass.
 17. 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. Tardies will be counted against a students' attendance and could place a student on the Probation list for the term. Please see the Attendance policy section for a full explanation.
 18. If students miss work in class for any reason they are responsible and expected to seek out the instructor and make up missed work in a timely fashion.
 19. 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.

Space

Maintenance of Classroom Space

Students will be assigned regular cleaning duties on a rotating basis as a community responsibility.

Community Maintenance

Throughout the year, maintenance jobs will be available to students and/or advisories for community service experience, working together to maintain departmental organization.

Exhibition Spaces

Visual Arts has an exhibition gallery space on the main floor of the Cleveland building/Swing space. The gallery will host a variety of exhibitions, including BAA student work, student work from outside BAA, working artists, educators, and BAA faculty.

Exhibiting artists for the academic year will be announced in September.

Our exhibitions are designed to be a part of our curriculum and require attendance at both day and evening openings. Students are expected to participate in their own exhibitions as well as other BAA shows in which they are not represented.

Virtual Spaces

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 and desktops are reimaged (everything stored is deleted) regularly.

Attendance and Participation Policies

All Visual Arts students are expected to be in class, on time. Students who are late will be marked tardy. Three tardies equal one absence.

For most visual arts courses, more than three absences equal a failure.

Open Studio attendance will be counted as a grade in the major class scheduled during that term.

Injury and Illness

If a Visual Arts student is unable to work due to an illness or injury, alternate modifications to the curriculum will be made in order to accommodate the students' limitations. Students are expected to complete the work assigned.

Preparation for Exhibition

Before major exhibitions, time will be scheduled after school to enable Visual Arts 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.

Other Exhibitions, Commissions, and Referrals

Visual Arts 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
- Bulletin board rotation
- Exhibition monitoring/oversight
- Storage room maintenance
- Supply space maintenance Inventory/theft management

Calendar of Main Events

Junior Exhibition & Review, 2nd Floor Gallery	February 10
Sophomore Review Benchmark	May 16
Senior Exhibition and Reviews	December 9th
Freshman Exhibition	March 24

<i>Visual Arts Event</i>	<i>Date</i>
Senior Exhibition and Reviews	December 9th
Junior Exhibition	February 10
Freshman Exhibition	March 24
Sophomore Review Benchmark	May 16

Fashion Technology

Faculty

Elisabetta Polito, *Program Director*

Sam Mendoza

Mission Statement and Philosophy

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.

Career and Technical Education

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.

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 students will be following the program of study outlined by the Commonwealth of Massachusetts Chapter 74 outcomes.

Lower House Program of Study

Students in the lower house will be focusing on:

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

FASHION TECHNOLOGY 2

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.

SOPHOMORE REVIEW

All sophomore Fashion Technology majors will participate in a sophomore review which will include a critique of an exhibition and miniature fashion show. This show will include students' process work, one look (with a choice to do up to three looks), demonstrated proficiency in garment construction, Adobe illustration, and figure drawing. Work will be evaluated by outside panelists from the field, and BAA faculty.

Students will be evaluated on the following:

- Skill in design elements and principles
- Technique in design and garment/home decor construction
- An ability to conceive content
- Strong homework and classwork habits

Upper House Program of Study

Students in the upper house 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

FASHION TECHNOLOGY 3

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".

FASHION TECHNOLOGY 4

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.

JUNIOR REVIEW

All junior Fashion Technology majors will participate in a junior review which will include a critique of an exhibition and miniature fashion show. This show will include students' process work, three looks, demonstrated proficiency in garment construction, Adobe illustration, and figure drawing. Work will be evaluated by outside panelists from the field, and BAA faculty.

Students will be evaluated on the following:

- Skill in design elements and principles

- Technique in design and garment/home decor construction
- An ability to conceive content
- Strong homework and classwork habits

SENIOR BENCHMARK AND EXIT REQUIREMENTS

All Fashion Technology seniors will be required to exhibit in their own curated fashion show at the end of the school year. All Fashion Technology seniors will also participate in a senior review which will include a critique of an exhibition and miniature fashion show. This show will include students' process work, 8-10 looks, demonstrated proficiency in garment construction, Adobe illustration, and figure drawing. Work will be evaluated by outside panelists from the field, and BAA faculty.

Students will be evaluated on the following:

- Skill in design elements and principles
- Technique in design and garment/home decor construction
- An ability to conceive content
- Strong homework and classwork habits

Fashion Technology seniors must achieve a "Proficient/Capable" or better before being considered for graduation. Fashion Technology seniors failing to achieve a "Proficient/Capable" or better will be asked to re-review.

Workplace Learning

Fashion students will have the opportunity to demonstrate their skills in real world contexts: internships and exhibiting their work at Boston Fashion Week's annual "Open Runway" event. Students graduating from the program will be ready for both college-level study as well as industry, giving students many choices throughout the fashion landscape.

9th Graders

- Complete classroom activity: Guest lecture from Program Advisory Committee members on Fashion Industry opportunities
- Job shadowing at local industry site, in both garment construction and marketing and merchandising

10th Graders

- Internship at local industry site
- Exhibition of garment at Boston Fashion Week's "Open Runway"
- OSHA Certification

11th Graders

- Do a mock interview with a member of the Program Advisory Committee
- Internship at local industry site
- Exhibition of entire look at Boston Fashion Week's "Open Runway"
- Adobe Certification

12th Graders

- Internship at local industry site
- Exhibition of fashion line at Boston Fashion Week's "Open Runway"

OPEN STUDIO REQUIREMENT

Students will be assigned to a regular Open Studio Requirement for structured homework and classwork completion and community responsibility duties.

Fashion Studio Regulations and Etiquette

1. The fashion studios are used by the whole department. Students are required to do their assigned cleanup 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.
2. Chewing gum is strictly forbidden in the fashion studios.
 3. Headphones are prohibited during the use of the industrial sewing machine as it is a safety issue.
 4. Food and drinks are only permitted in the fashion studios with teacher permission and in accordance to health and safety regulations. Water and water bottles are allowed in the sewing studios, but not in the Mac Lab.
 5. Students should obtain permission to leave the studios from faculty, and sign out before leaving.
 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. After school (in addition to scheduled open studio time), the fashion studios are available at the DVC/VA faculty's discretion. Students need to request after school time with a fashion teacher beforehand for specific projects and ongoing work. After school time may be required by fashion faculty for some students' classes, depending on students' class requirements or status within the department. Students will be notified in this case.
 9. All fashion 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. In addition, students should not work on other student projects, unless it is a collaboration.
 10. Fashion students are expected to know and model excellent retail, runway and gallery etiquette.
 11. All fashion students will be required to pay a \$30 lab fee to help defray the costs of materials.
 12. Fashion 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. Students wishing to use the lavatory during class time must obtain permission from the instructor and use a hallway pass.
 15. All Fashion students in grades 9-12 are required to take figure drawing classes. Upper House Fashion students (11th and 12th graders) will be drawing a nude figure. Parents who wish to decline nude figure drawing for their students need to send a written request to the department chairs. The purpose of figure drawing classes is as follows:

- Observational drawing practice
- Deeper understanding of the anatomy: proportion, and skeletal and muscular structure
- Translation of three-dimensional forms into two dimensions
- Practice and understanding of design: figure/ ground relationships, fore-mid- and background, composition, line and value control
- Figure drawing in a fashion portfolio gives students additional opportunities to compete for scholarships and admission to top schools.

The figure drawing discipline acts as a tool to strengthen the portfolio.

15. Punctuality: It is critical that fashion students develop a punctual discipline. In addition to work time, chronically late students miss introduction, 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. Tardies will be counted against a students' attendance and could place a student on probation for the term. Please see the Attendance policy section for a full explanation.

Space

MAINTENANCE OF CLASSROOM SPACE

Students will be assigned regular cleaning duties on a rotating basis as a community responsibility.

COMMUNITY MAINTENANCE

Throughout the year, maintenance jobs will be available to students and/or advisories for credit or community service experience, working together to maintain departmental organization.

Virtual Spaces

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.

Attendance and Participation Policies

Students are expected to be in class, on time. Students who are late will be marked tardy. Three tardies equal one absence.

Open Studio attendance will be counted as a grade in the major class scheduled during that term.

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.

INJURY AND ILLNESS

If a Fashion student is unable to work due to an illness or injury, alternate modifications to the curriculum will be made in order to accommodate the students' limitations. Students are expected to complete the work assigned.

OTHER EXHIBITIONS, COMMISSIONS, AND REFERRALS

Fashion 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.

Calendar of Main Events

Pop - Up Shop	December
Fashion Show Model Auditions	January
Lower house exhibition	February
Field Trip	March
Open Runway (Benchmark Presentation, Sophomore, Junior, and Senior)	May
Pop - Up Shop	
Fashion Show	June

Theatre

Faculty

John ADEkoje
Sean Gibbons, *Adjunct*
Daniel Jentzen
Jenna McFarland-Lord
Juanita Rodrigues
Maura Tighe
Katherine Touart, *Adjunct*

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 (not all are offered every year)

NINTH GRADE

Theatre Arts 1
Movement for Actors 1
Introduction to Theatre 1
Voice & Speech 1

Theatre Expo 1

Playwriting 1

HS Theatre and Production 1: By audition only

Technical Theatre 1 (LAB)

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

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.

9TH GRADE MID YEAR REVIEW

At the end of the first semester, every 9th grade theatre student will participate in a Mid-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. This Mid-Year Review will count as a final exam.

FOR STUDENTS NOT PASSING THE 9TH GRADE Mid-Year Review

One or all of the following scenarios might apply to students who do not meet the standards, depending on whether the review was below "C", lacked seriousness of purpose or proficiency level in technique, or a combination of the above:

1. A student that has not passed the review will not be able to audition for the Lower House Mainstage show.
2. A student that has not passed the review but has passed the class, depending on their progress by the end of the year, might be asked to attend a designated reputable summer program, and upon return in September, present a daily journal of the experience and a letter from the faculty speaking to the level of discipline and growth displayed during the program.

TENTH GRADE (not all are offered every year)

Theatre Arts 2

Movement for Actors 2

Voice & Speech 2

Playwriting 2

Theatre Expo 2

HS Theatre and Production 2: By Audition Only

Technical Theatre 2 (LAB)

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

Musical Theatre: By audition only

HS Theatre and Production Honors: By audition only

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.

FORMATIVE ASSESSMENT

(Ongoing and documented in the class grade)

The formative assessment consists of the following:

- Maintain a "C" or above in weighted average for all arts classes, as described in the handbook.

- Demonstrate a “Seriousness of Purpose” 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.

JURY ASSESSMENT

(Scheduled in January of the sophomore year)

The Jury presentation 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 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.

PORFOLIO 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.

Upper House Program of Study

11TH GRADE

Concentrations

- Theatre Arts 3
- Actor's Studio
- Filmmaking
- Design

HS Theatre and Production 3: by audition only

Technical Production

Advanced Technical Theatre (Student 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 Workshop

HS Theatre and Production Honors: By audition only

Stage Craft: by assignment only

11TH GRADE 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.

12TH GRADE

Concentrations

- Theatre Arts 4
- Actor's Studio
- 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

12TH GRADE 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.

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 a non-negotiable.

GRADUATION REQUIREMENTS FOR THE BAA THEATRE PROGRAM

To graduate, students must:

- Pass all required courses with the minimum required grades as stated in the handbook.
- 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.

GRADUATION WITH HONORS IN THE ARTS

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

REQUIRED MATERIALS AND THEATRE DUES

Theatre dues are \$30 per year towards discounted tickets for mandatory theatre field trips for all grades. Both cash or check (payable to Boston Arts Academy) are acceptable. Payment is due by the first week of September.

Materials required 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 uniform for acting, movement, voice, rehearsals (one in class, one in the wash!)

UNIFORM REGULATIONS

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

UNIFORM REQUIREMENT

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.
- Uniform should be kept in the locker and should not be lent to other students for hygienic reasons. Always have two sets of uniform to alternate when one is in the wash.
- Personal hygiene is important. Please use deodorants, but no heavy perfumes or colognes.

CLASSROOM REGULATION AND ETIQUETTE

- 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.

THEATRE SPACES

(Theatre Studios, Black Box Theatre, Costume Rooms, Scene shop, Technology Design 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. We ask for you to care with us about these spaces and the equipment in them, and to 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.

Attendance and Participation Policies

ABSENCES AND TARDIES

- Students not ready for class with the appropriate clothing, materials or equipment when the roll is called, will be marked tardy.
- Three tardies is equal to one absence.
- More than 3 unexcused absences per term (a total of 12 unexcused absences for the year) will result in failing the course,

if the class meets 3 or more days per week.

A Class that meets one or two days per week, as in the case of Labs, more than 2 unexcused absences (8 unexcused absences for the year) will result in failing the course for the term and/or the year.

- 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.

MAIN STAGE PRODUCTIONS

(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 seriousness of purpose 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 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.
- Seriousness of purpose 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.

OTHER EVENTS, WORKSHOPS, AND PERFORMANCES

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.

PARTICIPATION IN OUTSIDE SHOWS

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.

THEATRE FIELD TRIPS AND CRITIQUES

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.

CONTACTS

Members of the Theatre Faculty are available at any time to talk to you or your family about your student's progress, the courses, activities and programs offered, as well as about college planning.

Please call 617-635-6470, and ask for:

Ms. Rodrigues or Ms. Tighe for Theatre Arts

Mr. ADEkoje, Mr. Jentzen, or Ms. Lord, for Technical Theatre Arts

Mr. ADEkoje for Film

Mr. Sean Gibbons for Intro to Theatre, Voice and Movement

Calendar of Main Events

EvEnT	dATE	vEnUE
Main Stage Tech Week	November 29 - December 8 /2022 ^h	CASH
Main Stage Play TBD	Dec 9-11 and 16-18	CASH
BAA - August Wilson Monologue Contest	January 6, 2022	CASH
August Wilson Monologue Contest	January TBD	Huntington Theatre
Emerson High School Festival	Last Saturday in January	Emerson College
Freshman Review	February 8-10, 2022	CASH
Sophomore Benchmark	February 15 -17, 2022	CASH
Senior Showcase Tech	April 4 – 12, 2022	CASH
Senior Showcase	April 13 and 14, 2022	CASH
Lower House Tech	May 9 - 18, 2022	CASH
Lower House Show	May 19 - 21 2022	CASH
BAAFF	June 2, 2022 – Depending on Graduation	Paramount Theatre
Theatre end of year celebration	June	???

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

Music

Faculty

Gregory Holt, *Department Co-Chair Chair,
Instrumental Music/Music Technology*

Gregory Groover, Jr., *Interim Department Co-Chair, Instrumental Music/Jazz*

Michael Bradley, *Classical Voice & Opera*

Mariana Hill, *Strings/Orchestra/Chamber Music*

Seungok Lee, *Piano/Chamber Music*

Christopher Rivelli, *Percussion*

Molly Jo Rivelli, *Classical Voice & Opera*

Mission Statement

The mission of the Boston Arts Academy Music Department is to foster artistic and personal growth, and to develop 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.

The music program at the Boston Arts Academy is a rigorous and thorough program of studies. It is intended to adequately prepare students for further studies at post- secondary institutions. Students will receive instruction in a variety of settings and in a variety of styles. Please see the course descriptions for further information.

Lower House Program of Study

FRESHMAN

Instrumental or Vocal Technique 1

Music Theory I

Performance ensemble

Select ensemble (if applicable)

SOPHOMORE

Instrumental or Vocal Technique 2

Music Theory II

Performance ensemble

Select ensemble (if applicable)

Sophomore recital

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 class piano once a week to supplement their music theory requirements. Through a generous donation from the Lang Lang Keys of Inspiration program under the direction of Lukas Barwinski the BAA has a wonderful 16 station digital piano lab. Through their musicianship and music theory classes, all BAA music students will have an opportunity to develop rudimentary keyboarding skills to assist them in their studies.

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, on time, and properly dressed.

Upper House Program of Study

JUNIOR

Instrumental or Vocal Technique 3

Combos or Choir

Piano Lab

Applied Jazz Theory

Music Technology

Performance ensemble

Select ensemble (if applicable)

Concentration requirements

SENIOR

Instrumental or Vocal Technique 4

Combos or Choir

Senior Recital Prep
Music History & World Music
Music Business and Entrepreneurship
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 and a research project. 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 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. Students will research and prepare program notes as a part of the Music History course during their senior year.

GENERAL RECITAL REQUIREMENTS

Additional requirements may exist that are specific to a student's concentration.

Classical Vocalists

Seniors will demonstrate their development of the knowledge and skills of the professional musician by working collaboratively with their junior and senior colleagues to create a show. This show will include selections from the musical theater and operatic canon in a variety of settings using both ensemble and solo configurations. Each senior will be responsible for

1. Choosing and directing one piece
2. Singing soloistically in at least one piece
3. Singing as an ensemble member in 1 piece.

Jazz 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 original arrangements of contemporary songs. Each senior will be responsible for:

1. Writing one lead sheet
2. Arranging one piece for voice, rhythm section, and background vocals
3. Performing one group song and one background vocal

Jazz Instrumentalists

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 original arrangements of standard and modern jazz. Each senior will be responsible for arranging and performing four contrasting ensemble pieces.

Classical Instrumentalists

Students will demonstrate their development of knowledge and skills of the professional musician by working collaboratively with their colleagues to create a program that includes various genres and styles of music from the historical and current classical canon.

Music Technology

A concentration recital will consist of a 15-minute exhibition that demonstrates the student's experience in one or more facets of music technology.

- One piece demonstrating expertise in recording techniques
- One piece demonstrating expertise in computer-based composition
- One piece of the student's choice

GRADUATION WITH HONORS IN THE ARTS

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

- Have passed all requirements of their Sophomore Review
- Have a G.P.A. of at least 3.5 in all of their music classes in the Upper House
- Be an active performer in at least one select, auditioned ensemble
- Exhibit evidence of engagement and participation in music programs outside of BAA after school or in the summer

Regulations and Etiquette

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.

DEPARTMENT FEE

All students are expected to pay a \$30 fee for the school year. This fee will be used to purchase Music Department supplies, including but not limited to music technology equipment, sheet music, headphones, sound equipment, piano tuning and maintenance. This fee should be given in the form of cash or money order and be made payable to the Boston Arts Academy. This is in addition to the purchase of concert attire and other materials that may be required for each student.

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.

PRIVATE LESSONS

Private lessons with a professional instructor are the most important contributor to a student's individual growth.

All students, especially juniors and seniors, should seek private lessons. The Music Department attempts to place as many students as possible in private lessons at reduced or no cost, but this is not always possible. Therefore, to guarantee private instruction, families should be prepared to make arrangements with off-campus independent teachers. Off-campus lessons typically cost between \$20 (newer teachers) and \$50 (master teachers) per half-hour.

Please consult the Music Department for information on recommended programs and independent teachers. Private lessons are a major part of the technique grade. Those studying with off-campus teachers must provide contact information to their technique teacher within a week of the first lesson. This will help with communication and credit.

OFF-CAMPUS LESSONS

Students taking private lessons off-campus must provide their lesson teacher's contact information to the Music Department as soon as lessons have been arranged. Off-campus teachers will be asked to submit grade reports and meet Music Department standards for juries and recitals. Music Department and school-wide attendance and behavior policies apply in off-campus studios. This is in addition to whatever policies the studio teacher expects students to follow.

The Music Department has cultivated relationships with several music agencies that offer private instruction, including Berklee College of Music, The Boston Conservatory at Berklee, the Community Music Center of Boston and the Handel and Haydn Society. Please consult the music faculty for information on these and other off-campus study opportunities. Note that teachers not associated with these programs must be approved by the technique teacher before lessons can begin.

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 room.
- 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.

Attendance, Participation and Citizenship Policies

Part of a student's assessment in any music class or ensemble will be determined by their participation and citizenship 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, which could result in failure of that class.

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.

ATTENDANCE POLICY

Some music classes meet fewer than 5 days a week; for these classes the Music Department attendance policy is as follows:

- 2 unexcused absences will result in failure for the quarter.
- 3 tardies equal one unexcused absence.
- Students unable to participate in class due to illness or other circumstances must sit and read along with their section. If this becomes a frequent or continual condition, the parent/caregiver will receive a phone call.

PARTICIPATION AND CITIZENSHIP

The quality of the music department is a direct function of the citizenship and participation of its members. For our classes, ensembles and rehearsals to be the best they can, we depend on the efforts and participation of all of our students. To achieve that goal, we ask that all members of the music department contribute by doing the following:

- Behave in a friendly, cooperative, and positive manner that is inclusive and appreciative of everyone's efforts.
- Learn to work in a constructive manner whether you are in a classroom, rehearsal or practice room.
- Learn to work independently especially in a practice room.
- Be on time for everything.
- Leave all issues, troubles or opinions at the door and come into a classroom ready to work and participate.

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

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

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, preparation, and citizenship.

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.

Calendar of Main Events

MUSIC DEPARTMENT CONCERTS

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 must arrive at the concert site no later than one hour before the performance. Please note that the ensemble director may set a different call time. Students who are not performing are expected to model appropriate behavior. Also, they may be required to write a concert review for class credit.

The 2021-2022 Concert Season will include the following major performances:

December Winterfest

January Mainstage Production

March Senior Recitals, Sophomore Recitals

May Choir Concert, Vocal and Instrumental Jazz Concerts, Opera Scenes Concert, Strings Concert,

June Piano Recital, Junior Vocal Jazz Recital, Junior String 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.

EMMANUEL MUSIC

The music department is fortunate and honored to be the recipient of many musical offerings from Emmanuel Music. For many years Pat Krol of Emmanuel Music has made many of their considerable resources available for the benefit of our students and our department. Those offerings have included:

- Operatic and Instrumental master classes with Emmanuel Music musicians
- Master classes
- Space in Emmanuel Church for our senior recitals, piano recitals and other concerts
- Free tickets to many Emmanuel Music concerts

Professional Concerts

Tickets to performances are frequently offered free of charge to BAA students. Students should check the "Ticket Board" daily for concert information.

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
- Emmanuel Music
- The Boston Conservatory at Berklee
- Boston Lyric Opera
- Jazz Educators NetworkBoston
- Boston Parks Department
- Zumix
- Boston Children's Chorus

- Boston Symphony Orchestra
- Boston University College of Fine Arts
- Community Music Center of Boston
- Assisi Performing
- New England Conservatory
- Boston Philharmonic Orchestra

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. Throughout our curricula, a special emphasis is placed on developing writing skills. In their junior and senior year, students embark on a unique capstone experience: writing a grant proposal to fund an independent community outreach arts project or sharing out about their community service learning, giving something back for the extraordinary educational opportunities they enjoy at Boston Arts Academy.

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

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

Please see "Promotion Policies" section of the handbook (p. 31) 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 and Literary Arts) • Introductory Physics • Geometry • Humanities 1 • World Language or Learning Center 	<ul style="list-style-type: none"> • English (Language Arts and Literary Arts) • Biology • Algebra • Humanities 2 • World Language or Learning Center 	<ul style="list-style-type: none"> • English (Language Arts and Literary Arts) • Chemistry • Advanced Algebra • Humanities 3 • Elective or Learning Center 	<ul style="list-style-type: none"> • English (Language Arts and Literary Arts) • Probability and Statistics • Environmental Engineering
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 Biology (elective) <p>Pro Arts Dual enrollment:</p> <ul style="list-style-type: none"> • Berklee/Boston Conservatory • Boston Architectural Center (BAC) • Emerson • MassArt <p>BPS Dual Enrollment:</p> <ul style="list-style-type: none"> • Ben Franklin Institute of Technology • Bunker Hill • RCC • Suffolk University <p>Partnership: Vertex Science Summer Internship</p>	<p>At BAA:</p> <ul style="list-style-type: none"> • Open Honors • AP Biology (elective) • AP Statistics • Seal of Biliteracy <p>Pro Arts Dual enrollment:</p> <ul style="list-style-type: none"> • Berklee/Boston Conservatory • Boston Architectural Center (BAC) • Emerson • MassArt <p>BPS Dual Enrollment:</p> <ul style="list-style-type: none"> • Ben Franklin Institute of Technology • Bunker Hill • RCC • Suffolk University <p>Partnership: Vertex Science Summer Internship</p>

What is Open Honors?

In our heterogeneously grouped classes—humanities, 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 Requirements

A student must have four math requirements to graduate from the Boston Arts Academy. In most cases a student must pass one level of math before they move on to the next. Seniors who completed calculus in their junior year may either take AP Calculus in a blended model of online learning and teacher coaching, or take a dual enrollment math class at a ProArts or local college when available.

Course Descriptions

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 who previously took Algebra I are offered the opportunity to take the Algebra I final exam in the spring of 9th grade to place 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 linear systems, introductory statistics, quadratic functions, exponential functions, and their real-world applications. Students will prepare for the 10th-grade Mathematics MCAS.

ADVANCED ALGEBRA

The Advanced Algebra 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: statistics, functions, and trigonometry.

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 Calculus course is designed to be a bridge between high school and college level mathematics by exposing students to traditional “college-style” learning and Calculus. In Probability and Statistics, students will engage in group problem solving and mathematical research. Additionally, students will use an interdisciplinary STEAM (science, technology, engineering, arts, and math) lens to study math topics, which may include statistics, discrete mathematics, and financial math.

Science Requirements

A student must have three lab science courses requirements to graduate from the Boston Arts Academy. Science at the Boston Arts Academy, however, is not sequential. A student may move on to another science course even if they have failed a prior science course. In most cases students may not make up science requirements during the summer; students must make up science requirements 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 recommended for further study and to be competitive for college acceptance and scholarship awards, but not required. 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 build the physical and chemical nature of matter using evidence from experiments and activities. There is a focus on materials used in modern technology and in art. Students build their ability to use the scientific process in a variety of contexts to solve problems, and students continue to develop scientific reasoning and literacy.

ENVIRONMENTAL ENGINEERING

This course is taken by twelfth graders. Environmental Science is the study of how natural and unnatural processes affect our environment. Engineering is the study of designing new technologies. In this interdisciplinary STEAM course, students examine these processes and the scientific principles at work behind them. Students will explore the impact humans have on the environment as a result of the way we live and what we can do to possibly minimize that impact. Students also learn to investigate data and claims regarding the state of the environment, and communicate with others about the issues. The course culminates in students using what they have learned to design a solution to an environmental problem in their community.

A fourth science class is recommended for further study to be competitive for college acceptance and scholarship awards, but not required. All students must pass one science MCAS exam to graduate.

Students may self-select to earn honors credit. All students are invited to complete honors work and may elect to participate a quarter of the way through 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 use project-based learning to examine the essential question, "**How do artists connect and contribute to humanity?**". As they explore critical connections and contributions, students deepen their understanding of human experiences in the world through five fundamental humanities disciplines - geography, economy, history, literature, and arts. Each of these disciplines comprises a unit grounded in case studies from the birthplace of humanity and art, Afrika. As the culmination of each unit's project, students apply what they have learned to addressing the needs and interests of an authentic, live audience. Previous culminating events have included a poetry slam to address issues of racism, an exhibition to enhance

knowledge of ancient Afrikan civilizations, and a fair fashion market to promote fair working conditions and environmental sustainability.

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 that includes sociology, history, and civics, students investigate this question by learning about the cultures, contributions, struggles, and successes of various social groups in the U.S. Students in Open Honors will be engaged in unique reading, writing and research tasks in addition to the general curricula . The Humanities 2 exhibition asks students to think about how to generate power within their community or the broader society. Students research an issue of their choice and create a community forum or civic engagement project to educate and mobilize their peers, families, as well as local leaders and organizations around that issue.

HUMANITIES 3

This survey course is an examination of modern history and movements from World War II to the present. Students engage historical, philosophical, and literary texts representing American and global perspectives. There is a heavy emphasis on research, analytical writing, and thesis development. The essential questions focus on key issues in modern societies: What threatens society(ies)? What strengthens society(ies)? What is our responsibility as an individual, as societies? Humanities 3 features the 8-10 pp benchmark which is a graduation requirement. Primary readings include excerpts of literature from the middle of 20th century to modern authors. In addition, Open Honors students will be engaged in unique reading, writing and research tasks in addition to the general curriculaAssessments include a midterm exam, an 8-10 page paper benchmark, and a triad exhibition. Students must earn a “3” on the 8-10 page paper rubric as a graduation requirement. If students do not attain a 3 through added interventions at the end of course students may be required to repeat the course before entering Hum 4.

HUMANITIES 4

Art, Aesthetics, and the Human Condition provides students with a critical frame for evaluating Western art and for understanding how art in the Western World has been deconstructed from Western and non-Western lens'. Students examine questions such as “What is art?”, “What is beautiful?”, “What is valuable?”, and “Who decides what is art in a society?” while exploring the construction of the Classical, Romantic, Modern, and Post-modern aesthetics. Students explore these questions through music, visual art, dance, and theatre. Readings include, whole or excerpted, Western canonical texts from The Book of Job and The Republic to Death of a Salesman and Albert Camus's The Stranger. Open Honors students will be engaged in unique reading, writing and research tasks in addition to the general curricula Assessments may include either online learning final projects, or a mid-term blue-book exam and a collaborative capstone exhibition process including a 12-15 page paper and 45-minute presentation developed from a unique theoretical lens.

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 authentic. We will explore poetry, memoirs, plays, and other fictional texts in our journey to become better readers and writers. In semester 1, students will read and create poetry that relates back to the theme of identity. They will also do a short study on memoirs to ultimately create three-dimensional identity boxes. In semester 2, students will read novels and plays,, focusing on style and analysis to sharpen their writing skills.

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 engage in an academic environment where seniors can learn together, read and write together, and discuss and plan for the future. Through our exploration of writing styles and genres, students will work on building their voices as an artist-scholar. Students will work on tuning up their writer's voice, navigating the tough realities of current events, and working on turning passions into tangible assets. In semester 2, students will explore fiction and work on creating their own pieces of literature to be shared with the BAA community. 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.

SPANISH

Boston Arts Academy offers beginning, intermediate, and Advanced Spanish. 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 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 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 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 for Native Speakers (Spanish 4/5) 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.

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 senior year, however, students should plan to complete hours and submit appropriate documentation (google reflection and verification forms) when they complete the service. All documents can be found on the Community Service Benchmark Website, tinyurl.com/BAAcommunity, including resources and opportunities for service.

UPDATE: Due to the 2020-21 school year Covid safety restrictions, the final benchmark requirements have been adjusted for each grade as follows:

- Class of 2022: 50 hours (*HONORS 100 hours*)
- Class of 2023: 60 hours (*HONORS 120 hours*)
- Class of 2024: 75 hours (*HONORS 150 hours*)
- Class of 2025: 100 hours (*HONORS 200 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 director 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 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 associate interns, 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@BostonArtsAcademy.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 and you sign in upon entering.
- 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.
- No open food is allowed in the library. If open food is seen, students will be asked to put it away. If students do not put food away, food may be confiscated and thrown away and/or students will be asked to leave. Covered drinks are allowed in spaces away from the computers.
- 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 centered around a theme over the summer vacation. The theme changes yearly. Each grade is given an assignment that is due in their English class in September. More information will be posted on the Virtual Learning Commons website for the entirety of the summer.

Whole class reads: Whether it is the Reading Zone, where a class of students is reading different books, or a whole class is reading the same book, students engage with reading this way at least two times a year.

Open honors: Some open honors assignments include reading and writing about a work of non-fiction.

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

Tutoring

In addition to teacher's office hours, tutors are also available. Tutoring happens during the school day at different times and after school. Stop by the library for more information.

Attendance Policy

- Students are expected to be in school every day, and in class by the time 1st period begins (8:00am Mondays and Fridays, and 8:10am Tuesdays, Wednesdays, and Thursdays).
- Daily attendance is recorded in first period.
- Students arriving after 8:45am must sign in at the Main Office or they will be marked ABSENT for the day.
- 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 school secretary as soon as it changes.**
- 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 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.

- ONLY 3 unexcused absences permitted per marking term. Family Vacations are not considered excused absences.
- Students are expected to be on time to all of their classes. Per school-wide policy, 3 tardies equals 1 unexcused absence.
- Any combination of absences or tardies which puts a student above the limit per term will result in a “no credit” (NC) grade. In order to change an NC to a grade, the student must improve their attendance the following term and adhere to the attendance policy. If attendance is not improved, the NC will automatically become a 59%.
- 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 pro-rated 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 Artistic Dean 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 College and Career Coordinator has the final approval of college visits. Students must submit documentation of the visit, and the College and Career Coordinator 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 Main Office after receiving staff approval.

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 (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 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 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 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

In the event that a sophomore, 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 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 at the time of 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 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.

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.

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.) Midriffs 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.

Signs and announcements

No signs or announcements may be put up on the student bulletin boards without first being initialed by Ms. Clark 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 Ms. Clark'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 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, other students' property, staff property) is not tolerated at the Boston Arts Academy is not tolerated; 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 another student's art especially seriously. Students will receive disciplinary action and/or may be suspended for such behavior.

Plagiarism

The deliberate use of other's ideas 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.

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 Academic Dean or Artistic Dean. 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.

May Be Suspended or Expelled

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 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 themself*
- *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.

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@bostonartsacademy.org) or Ms. Selman (sselman@bostonartsacademy.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 with 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 us 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 _____

Dear Student and Guardian:

In order to be assigned to Boston Arts Academy ("BAA"), you must accept the following conditions by signing below and returning this document as soon as possible.

Conditions of admission to, attendance, and retention at Boston Arts Academy are as follows:

1. The student must successfully complete their current grade in order to have a place at BAA.
2. Students must be officially enrolled as BPS students before the August Orientation.
3. Students and families must agree to abide by the rules and policies of BAA, which are articulated in The Student Community Handbook, and the Code of Conduct of the Boston Public Schools.
4. Students and families must abide by the curricular requirements for both arts and academics that are articulated in the student handbook.
5. As freshmen and sophomores, students must maintain a "C" or better in their Art Major classes. As juniors and seniors, students must maintain a "B-" or better in their Art major classes.
6. Parents/Guardians must also commit to support the students by attending certain conferences, meetings, and other events, as described in the Student Community Handbook.
7. Based on BAA's assessment of needs, the students may be required to attend summer school, Saturday school, or an after-school academics /arts program as condition for retention.
Students and guardians should carefully review the policies articulated in community Handbook.
8. BAA will operate as an open campus for approved artistic, academic and community events. 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. Parents must consent by signing the Informed Consent and Release Form that is in the Student Community Handbook. Any student who abuses the open campus privilege may lose that privilege.
9. Students and families must complete the required health forms. A copy of the student's most recent physical exam- (within the past year) must be submitted before the start of school in September. Dance majors who have not submitted a physical exam form will not be permitted to enroll at BAA.
10. Students and families must notify BAA and the Arts Dean when they are involved in any activity that is media related or will generate media coverage.
11. Failure to comply with the above conditions or with the obligations stated in the above-mentioned points may, at the sole discretion of BAA, result in non-assignment to BAA.
12. BAA students and parents/caregivers must sign and return the Contract of Acceptance to BAA.

Sincerely,

Anne R. Clark, *Head of School*



Contract of Acceptance

We have read and understood the above conditions, and we hereby accept them. We hereby request that Boston Public Schools assign the student to Boston Arts Academy for the 2021-2022 academic year.

Student's Name	Entering Grade
Student's Signature	Date
Student #	
Parent/Guardian Name	
Parent/Guardian Signature	Date