A guide for becoming an ARTIST, SCHOLAR, AND CITIZEN for students and their parents/caregivers.
For a listing of important dates and upcoming events, along with pertinent details, please refer to the Boston Arts Academy calendar on our website: bostonartsacademy.org/events/category/school-calendar
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11 CHARLES STREET
DORCHESTER, MA 02122

617.635.6470
BOSTONARTSACADEMY.ORG

Graphic Design Kelly Mastracchio
Photography Michael Blanchard, Tynika Booth, Phyllis Bretholtz, Annielly Camargo, Judith Gibson Okunieff, Dan Jentzen, Minai Kam, Ella Snyder, Robert Torres, John Videleer, Liza Voll
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, Headmaster
BOSTON ARTS ACADEMY FACULTY AND STAFF

Administrative Team
Anne R. Clark, Headmaster
Kathleen Marsh, Artistic Dean
Joy Bautista, Academic Dean
Edgar Vasquez, Dean of Students
Stacy Selman, Associate Dean of Students
Maha Chourafa, Dean of Educational Planning
Charmain Jackman, PhD, Dean of Health & Wellness
Yarima Ariza, Director of Professional Learning and Instruction
Carolyn Meadows, Director of Strategic Initiatives
Tynika Booth, Event Coordinator and Special Assistant to Headmaster
Marisela Gomez, Head Staff Assistant

Dance Department
William McLaughlin, Department Chair
Brett Bell
Janelle Gilchrist
Tatiana Obeso
Heather Stewart

Fashion Technology Department
Elisabetta Polito
Sam Mendoza, Adjunct

Music Department
Gregory Holt, Department Co-Chair
Tyrone Sutton, Department Co-Chair
Andrés Ballesteros, Adjunct
Gregory Groover, Jr.
Mariana Hill
Seungok Lee
Christopher Rivelli
Molly Jo Rivelli

Theatre Department
Juanita Rodrigues, Department Chair
John ADEKoje
Shaumba-Yandje Dibinga, Adjunct
Sean Gibbons, Adjunct
Chelsea Kerl, Adjunct
Dan Jentzen
Jenna McFarland-Lord
Maura Tighe

Design and Visual Communication
(Visual Arts) Department
Guy-Michel Telemaque, Department Co-Chair, Gallery Director
Elizabeth Valentin, Department Co-Chair
Barrington Edwards
Gretta Olton, Vocational Design Program Coordinator

Humanities Department
Raúl García, Department Chair
Sonya Brown
Paul Edwards
Yejide Najee-Ullah
Dan Sullivan
Valerie Vasti

STEAM Department
(Science, Technology, Engineering, Arts & Math)
Chris Flaherty, Department Co-Chair
Kathleen Nehmer, Department Co-Chair
Will Barrett
Joy Bautista
Jean Binjour
Nadya Facey-Castillo
Steve Garschina-Bobrow
Amanda Hanna
Derrick James
Stephanie Loneck
Angela Lou

World Language Department
Christopher Aviles, Department Chair
Kenechukwu Abajue Umeh
Rodrigo Mendoza Lee

Health & Wellness Team
Charmain Jackman, Ph.D., Licensed Psychologist, Dean
Jocelyne Aboujaoude, BSN, RN, MEd, School Nurse
Sarah Kroesser, LICSW, Bridge Program Coordinator
Ashleigh Randolph, Bridge Program Support Specialist
Stacy Swasey, LICSW, Social Worker/Family Engagement Coordinator
Edgar Vasquez, Dean of Students
Stacy Selman, Associate Dean of Students
Sarauna Moore, LICSW, Social Worker, Children’s Hospital
Dishon Laing, Health Educator, Boston Public Health Commission (BPHC)
Meagan Hemeon, Health Educator, BPHC
College and Career
Cynthia Hairston, College and Career Coordinator
Georgina Young, Retention Specialist

Special Education Department
Gina Higgins
Colleen Considine, Coordinator of Special Education
Barbara Ghartey
Nicole Mullen
Karimah Williams

Library
Rose Marz, Library Director

Technology
Maha Chourafa, Dean of Educational Planning

Assessment and Testing Coordinator
Maha Chourafa, Dean of Educational Planning

Coordinator of Teacher Partnerships
Joy Bautista, Academic Dean
Raúl García II, Intern Support Coordinator

Center for Arts in Education
Amber Torres, Program Manager

Boston Arts Academy Foundation
Denella Clark, President, BAA Foundation
Lilee Dethchan-Manibusan, Director of Finance and Administration
Ruth Dinerman, Director of Corporate and Foundation Relations
David Dines, Manager of Development Operations
Heather Lonks Minty, Associate Director of Annual Giving and Events
Helen Waters, Executive Assistant

Admissions
Blanca Bonilla, Director of Admissions and Outreach
Christina Rodriguez, Admissions Coordinator

Interns
S. Kwame Dance, Health & Wellness
Shannon Daniels, Humanities
Esther Kim, Health & Wellness
Sheena McDaniels, Health & Wellness
Molly Pratt, STEAM
Hart Rippe, Visual Arts
Amber Villanueva Pittmann, Health & Wellness
Florence Wanjiku, STEAM
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 Headmaster Anne Clark with any concerns.

**ACADEMIC CONCERNS**
Advisor (Primary Contact)
Ms. Bautista (Secondary Contact)

**FUNDRAISING**
Ms. D. Clark

**ADMISSIONS**
Ms. Bonilla

**GOVERNANCE/VISION**
Ms. A. Clark

**ARTS-RELATED CONCERNS**
Advisor (Primary Contact)
Arts Major Teacher
Ms. Marsh

**MEDICAL CONCERNS**
Ms. Aboujaoude

**SAFETY CONCERNS**
Ms. A. Clark
Mr. Vasquez
Ms. Selman

**SCHEDULE CONCERNS**
Advisor (Primary Contact)
Ms. Marsh (arts)/Ms. Bautista (academics)
Ms. Chourafa

**COUNSELING AND MENTAL HEALTH**
Dr. Jackman
Ms. Aboujaoude, Nurse
Ms. Kroesser
Ms. Swasey
Health & Wellness Team

**TEACHER AND STAFF MAILBOXES**
Ms. Gomez

**ATTENDANCE AND TRANSCRIPTS**
Advisor (Primary Contact)
Ms. Chourafa

---

**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.

**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.
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:

R

Refine

Have I conveyed my message?
What are my strengths and weaknesses?

I

Invent

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

C

Connect

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

O

Own

Am I proud of the work I am doing?
What do I need to be successful?
<table>
<thead>
<tr>
<th>Mission and Values</th>
<th>What it looks like inside the classroom/studio/rehearsal space:</th>
<th>What it looks like beyond the classroom: hallways, shared spaces, Cleveland complex, in the neighborhood:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passion with Balance</strong></td>
<td>• Preparation (be on time, do HW, practice skills, come with materials)</td>
<td>• Being in the hall appropriately: with a pass, for a particular purpose, only during appropriate times</td>
</tr>
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<td></td>
<td>• Consistency (continually holding self to high standards)</td>
<td>• Maintaining school-appropriate volume in public spaces</td>
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<td></td>
<td>• Punctuality</td>
<td>• Being mindful and respectful of CASH classes and activities</td>
</tr>
<tr>
<td></td>
<td>• Following through</td>
<td>• Being mindful and respectful of the Fields Corner neighbors</td>
</tr>
<tr>
<td></td>
<td>• Refining</td>
<td></td>
</tr>
<tr>
<td><strong>Vision with Integrity</strong></td>
<td>• Setting goals and consistently maintaining high standards towards those goals</td>
<td>• Demonstrating integrity in your actions: honesty, decency, fairness, high standards for self and others</td>
</tr>
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<td></td>
<td>• Owning your process, your choices, and your behavior</td>
<td>• Understanding and representing the values of BAA</td>
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<td></td>
<td>• Creative risk taking</td>
<td>• Upperclassmen mentoring underclassmen</td>
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<td></td>
<td>• Stretching yourself</td>
<td>• Being welcoming to others: other BAA students, visitors, members of the CASH community</td>
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<tr>
<td></td>
<td>• 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</td>
<td>• Being respectful of all adults in the Cleveland complex</td>
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<tr>
<td></td>
<td></td>
<td>• Being part of a positive contribution to the Fields Corner neighborhood</td>
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<tr>
<td><strong>Diversity with Respect</strong></td>
<td>• Seeking and seeing other perspectives</td>
<td></td>
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<tr>
<td></td>
<td>• Asking Questions</td>
<td></td>
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<tr>
<td></td>
<td>• Empathy</td>
<td></td>
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<tr>
<td></td>
<td>• Respectful and thoughtful expression of your opinions using respectful language</td>
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<tr>
<td></td>
<td>• Collaborating with others, including and especially those different from you</td>
<td></td>
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<tr>
<td></td>
<td>• Respecting BAA's diversity: respect students from other neighborhoods, cultures, and majors</td>
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<tr>
<td></td>
<td>• Respecting physical and personal boundaries of all people</td>
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<td></td>
<td>• Respecting students from the CASH</td>
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<tr>
<td></td>
<td>• Respecting all teachers and staff at the Cleveland</td>
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<tr>
<td></td>
<td>• Respecting the Fields Corner neighborhood</td>
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<tr>
<td><strong>Community with Social Responsibility</strong></td>
<td>• Participation and active engagement</td>
<td>• Committing to support the health of BAA's community: participating in circles, advisories, and other school-wide community-building activities</td>
</tr>
<tr>
<td></td>
<td>• Punctuality</td>
<td>• Supporting others to make good choices</td>
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<td></td>
<td>• Respectfulness</td>
<td>• Making way for others in the hallway</td>
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<td></td>
<td>• Courteousness</td>
<td>• Throwing away trash and recycling</td>
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<td></td>
<td>• Focus</td>
<td>• Using school-appropriate language</td>
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<td></td>
<td>• Everyone is taking a role, especially a leadership role, that matters</td>
<td>• Representing the BAA community well in shared areas of the Cleveland complex</td>
</tr>
<tr>
<td></td>
<td>• Collaboration</td>
<td>• Representing the BAA community well in the neighborhood</td>
</tr>
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<td></td>
<td>• Appropriate electronics use only</td>
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<thead>
<tr>
<th>What it looks like beyond the classroom: hallways, shared spaces, Cleveland complex, in the neighborhood:</th>
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<tr>
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<tr>
<td>• Being part of a positive contribution to the Fields Corner neighborhood</td>
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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, and our school-wide reading/writing seminars 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, many of our teachers teach a reading and writing seminar. Not all of our teachers, however, have English certification from the state of Massachusetts. Given our mission and vision, most 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 web site.
EXPANDED LEARNING TIME (ELT)

Since 2006, Boston Arts Academy has been one of 26 schools in the Commonwealth, and the only high school, to be a designated Expanded Learning Time (ELT) school by the Massachusetts Department of Elementary and Secondary Education. Participating schools and districts have the flexibility to create their own structure and approach to the longer school day, including unique goals, staffing plans and schedules. BAA receives additional funding per pupil to carry out its extended school day. ELT provides the academic, art, and student wellness resources that are core to our teaching and learning environment. As part of our curriculum, time for professional development and collaborative teaching is also essential. Without these resources, BAA would not be able to fulfill its mission.

There are three implementation directives for ELT within BAA.

1) Use ELT to Improve Academic Outcomes

2) Use ELT to Improve Teacher Leadership & Collaboration

3) Use ELT to Provide Integrated Enrichment Opportunities

The following is an outline of each of the three directives along with their respective goals, objectives and measurements.

1. USE ELT TO IMPROVE ACADEMIC OUTCOMES

Goal: Our school will use additional time to accelerate student learning in core academic subjects by making meaningful improvements to the quality of instruction in support of school-wide achievement goals.

OBJECTIVE 1

Increase the percentage of students that earn an 85 or better on their major writing benchmark that demonstrates college and career preparedness in expository writing skills.

Measure: By 2018, 85% of 12th grade students will earn a grade of 85 or better on their major writing benchmark.

2. USE ELT TO IMPROVE TEACHER LEADERSHIP & COLLABORATION

Goal: Additional time for teacher collaboration is used to strengthen instruction and improve achievement. The school uses additional time to build professional learning and collaboration focused on strengthening data-informed instruction, aligned with the current MA Curriculum Frameworks and school-wide priorities.

OBJECTIVE 1

Regularly scheduled opportunities for professional learning include collaborative planning meetings, instructional coaching and observations, and professional development sessions.

Measure: By 2018, all teachers will complete 4 peer observations and utilize a common protocol focusing on problems of practice as determined by each department.

3. USE ELT TO PROVIDE INTEGRATED ENRICHMENT OPPORTUNITIES

Goal: Additional time for enrichment is used to deepen student engagement in learning. The school uses additional time to provide enrichment opportunities for all students which are aligned to the current MA Curriculum Frameworks and support school-wide priorities. Courses are based on student interests and choice, with opportunities for mastery.

OBJECTIVE 1

Enrichment offerings are informed by student interests and choice.

Measure: By 2018, we will fully implement three new career and technical pathways in the arts.
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).
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 Design and Visual Communication (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.

Boston Arts Academy believes that the arts are an essential component and a right for public school students. BAA established the Center for Arts in Education years ago to deliver programs that highlight why BAA is a proven leader in both arts and urban education. The Center 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

The Center regularly hosts individuals and groups of educators from around the world who come to see what we are all about. In fact, last year more than 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, run by the Center, 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.

SUMMER PROGRAMMING

We regret that due to BAA’s temporary relocation to Dorchester, we were unable to host Summer at BAA 2018, but we plan to return soon!

Summer at BAA, hosted by the Center, offers exciting summer programming options for 12-18 year-olds for either one or two weeks. We have programming that is unique, challenging, and inspired by distinguished BAA faculty. During our most recent Summer at BAA program, participants got to pick their passion to explore within a diverse community including Dance, Film and STEAM (Science, Technology, Engineering, Arts, Math). See www.summeratbaa.org for more information.
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 fund-raising 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 | David Nelson  
| President, Massachusetts College of Art & Design  
| Boston, MA |
| Vice Chair | Robert Chambers  
| Community Volunteer/Philanthropist  
| Quincy, MA |
| Vice Chair | James D. Supple  
| Community Volunteer/Philanthropist  
| Newbury, MA |
| Clerk | Tynika Booth (ex officio)  
| Event Coordinator & Special Assistant to Headmaster, Boston Arts Academy  
| Boston, MA |
| Trustees | Ann Carter  
| Principal, ACcommunication Partners  
| Boston, MA |
| Anne R. Clark (ex officio)  
| Headmaster, Boston Arts Academy  
| Boston, MA |
| David Eppstein  
| Community Volunteer/Philanthropist  
| Brookline, MA |
| Mary L. Lentz  
| Executive Vice President  
| McCALL & ALMY  
| Boston, MA |
| Linda Nathan  
| Executive Director, Conservatory Lab Charter School  
| Cambridge, MA |
| Shea Rose  
| Community Volunteer/Philanthropist  
| Boston, MA |
| Eve Rounds  
| Community Volunteer/Philanthropist  
| Brookline, MA |
| Kathy Sharpless  
| Director of Marketing & Communications, Isabella Stewart Gardner Museum  
| Brookline, MA |
| Katherine Sloan  
| President Emerita, Massachusetts College of Art and Design  
| Jamaica Plain, MA |
| Katie Umile  
| CEO, iCapital  
| Beverly, MA |
| Alexander Zapata  
| Community Volunteer/Philanthropist  
| Boston, MA |
| + 4 Family Representatives  
| + 1 Student Representative  
| + 4 Faculty Representatives |
| Sandra Gordon  
| Life Trustee  
| Boston, MA |
| Mary Regan  
| Life Trustee  
| Boston, MA |
| Richard Rudman  
| Legal Counsel, ex officio  
| Partner, DLA Piper  
| Brookline, MA |
BAA FUNDRAISING

Overview

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

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

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

Boston Arts Academy Foundation
Attn: Denella J. Clark
45 Temple Place, 4th Floor
Boston, MA 02111

For more information, please go to: www.bostonartsacademyfdn.org

Faculty/Staff Guidelines

All faculty or staff-initiated fundraisers or grant proposals must be discussed with the Headmaster. Please provide the Headmaster 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 Headmaster 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.

THANK YOU!
**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. Parent/caregivers can always make an appointment with an individual teacher at anytime.
- To attend RICO Review 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.

**2018-2019 Student and Parent/Caregiver Mandatory Meetings**

- Family Back to School Night, Gr. 9-11: Sept 18, 2018
- Senior College & Career Night: Sept 20, 2018
- Senior Families Financial Aid Seminar: Oct 27, 2018
- Junior Families College Admissions Seminar: Oct 30, 2018
- Family Conferences: Nov 14, 2018
- Family Conferences: April 25, 2019
- RICO Reviews: June 14 & 17, 2019

*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 **Health & Wellness Clinician** is to provide students and their families with services such as individual and family therapy, supportive and educational groups, community-based referrals, and safety/crisis assessments.

The role of the **Family Engagement Coordinator** 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 Swasey**  
Social Worker/Family Engagement Coordinator  
sswasey@bostonartsacademy.org  
(617) 635-6470 or (617) 308-9907
HEALTH AND WELLNESS

CLINICAL SERVICES
The Wellness Office offers a range of clinical services to students and their families including crisis intervention, short-term and long-term individual counseling, group counseling, family therapy, 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 discloses abuse or neglect.

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, the Wellness Office 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
- Dr. Charmain Jackman, Licensed Psychologist, Dean of the Health & Wellness Team
- Jocelyne Aboujaoude, BSN, RN, MEd, School Nurse
- Sarah Kroesser, LICSW, Bridge Program Coordinator
- Stacy Swasey, LICSW, Social Worker/Family Engagement Coordinator
- Sarauna Moore, LCSW, Social Worker, Children’s Hospital
- Dishon Laing, Health Educator, Boston Public Health Commission (BPHC)
- Meagan Hemeon, Health Educator, BPHC

CLINICAL INTERNS
- S. Kwame Dance, William James College
- Esther Kim, Harvard Graduate School of Education
- Sheena McDaniels, MD, Psychiatry Resident, Tufts Medical Center
- Amber Villanueva Pittmann, 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. However, these records are kept confidential and are maintained in a secure location accessible only to authorized 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) or behavioral (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 or 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 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. On the rare occasion, we will offer this program to students who are 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., 3:00 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.
CONSENT FOR SCHOOL-BASED COUNSELING SERVICES

I, _____________________________________________, have been provided with the reason(s) my child, [Date of Birth _____ /_____ /_____], has been recommended for school-based counseling services. The reason(s) for the recommended school-based counseling services are:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

I give consent for the school’s Health & Wellness Office to refer my child for the following school-based counseling services. I understand that these services may be provided by a community mental health agency in partnership with the school.

☐ Individual Counseling  ☐ Family Counseling  ☐ Other ________________________________
☐ Group Counseling  ☐ Coaching/Mentoring  ☐ (outside agency)

Name of Insurance Provider

☐ MassHealth  ☐ BCBS  ☐ Tufts  ☐ 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 Services Form from the agency.

I also give consent for the school’s Health & Wellness Team to release my child’s student record, 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 Dr. Jackman, Dean of Health & Wellness, at (617) 543-7047 or (617) 635-6470 or cjackman@bostonartsacademy.org.

_____________________________ ____________________________
Parent’s/Legal Guardian’s Signature/Student >18 years of age Date

_____________________________________________
Parent/Guardian Name

(_____)(_____) - - -
Telephone Number Parent/Guardian E-mail Address
ARTIST

SCHOLAR

CITIZEN
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 2018-2019 include:

- Anime Club
- Asian-American Club
- Bible Club
- Feminist Club
- National Honor Society
- Restorative Justice Circle Leaders
- S.A.F.E. (Students Alliance For Equality)
- 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, Transgendered, 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 Coordinator, 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 2018.

9th Graders
- Complete “Learning Style Inventory” in Naviance
- 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
- 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 Coordinator 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. 121.
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 apply.

Boston Arts Academy welcomes applicants from all backgrounds and does not discriminate on the basis of race, color, sex, sexual orientation, gender identity or expression, religion, national and/or ethnic origin, English language proficiency, age or disability in any of its educational programs, admission practices, and activities.

The Boston Arts Academy Audition Registration for the 2019-2020 school year is open. We accept students for grades 9, 10 and 11.
ADMISSIONS PRESENTATIONS

Visiting Fridays are scheduled throughout the fall at BAA. Families and school groups are welcome to attend these admissions presentations and tours of our facilities. No registration is required for these visits. All visits are at Boston Arts Academy and begin promptly at 10 am.

- Friday, October 5, 2018
- Friday, November 2, 2018
- Friday, December 7, 2018
- Friday, January 11, 2019

AUDITION WORKSHOP

Saturday, December 8, 2018 • 9:30am-12:30pm

This workshop is created to prepare students for auditions. It’s a great opportunity for families/caretakers to ask questions directly to the judges who will be making the decisions on audition dates. This event is open to the public and no registration is required.

For more information, please contact admissions@bostonartsacademy.org.

CALLBACKS

Wednesday, February 13, 2019 at 3:30pm

Callbacks are for select students only. Theatre and Dance panels may want to see a student for a second time. Callbacks do not mean that a student has been accepted, nor do they mean that a student has not been accepted. Vocal panels invite about 90 students back to hear them in groups in order to select their class. Design and Visual Communication (Visual Arts), Fashion Technology, and Music Instrumental do not have callbacks.

After the callbacks, students who are accepted or placed on the waitlist will be required to submit their transcripts.

DECISION LETTERS SENT OUT

Wednesday, March 13, 2019

APPLICATION DEADLINE

Friday, January 18, 2019

AUDITION DATES

Friday, February 1, 2019 • 9am
All applicants report. If you want to try out for two majors, you will do your top choice this day.

Saturday, February 2, 2019 • 9am
If you want to try out for two majors, you will do your second choice this day. This day is open for new applicants, too.

ADMISSIONS PROCESS

Theatre, Music, and Dance

STAGE ONE: AUDITION
A panel composed of ProArts College representatives, artists from community arts organizations, and BAA staff conduct the 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.

STAGE TWO: COMPLETION OF ADMISSIONS PROCESS
If the student is accepted or placed on the waitlist, they will be asked to submit their official transcripts. 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.
Design and Visual Communication (Visual Arts) and Fashion Technology

Because our Career and Technical Education (CTE) programs (Design and Visual Communication/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: audition/interview; grades; attendance record; discipline/conduct record; and a recommendation from the sending school. 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.

RESIDENCY REQUIREMENT

You must be a Boston resident to attend Boston Arts Academy. Students do not need to be residents of the city of Boston during the admissions process, but we will only accept students who can provide proof of residency by June 30 preceding the new school year. The Boston Public Schools Residency Policy can be found here: www.bostonpublicschools.org/residencypolicy

NEIGHBORHOODS CONSIDERED PART OF THE CITY OF BOSTON:
- Allston
- Back Bay
- Bay Village
- Beacon Hill
- Brighton
- Charlestown
- Chinatown-Leather District
- Dorchester
- Downtown
- East Boston
- Fenway-Kenmore
- Hyde Park
- Jamaica Plain
- Mattapan
- Mid-Dorchester
- Mission Hill
- North End
- Roslindale
- Roxbury
- South Boston
- South End
- West End
- West Roxbury

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 or guardian. 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.

ACCEPTED STUDENTS/FAMILIES MEETING

More information will be provided about BAA's Acceptance and Retention policy at the New Students & Families Orientation on March 26, 2019 at 6pm

WAITLIST AND APPEAL PROCESS

Waitlisted students will remain on the Waitlist until the end of December. If the student doesn't get in by the end of December they need to go through the admissions process again for the following school year in order to be considered for BAA. Due to the high volume of applicants we do not have an appeals process at this time.

If a 10th or 11th grader is Accepted they are placed on a Standby List until a seat is available for their grade/major.

Students who are not Accepted or are Waitlisted for Design and Visual Communications (Visual Arts) or Fashion Technology and would like an appeal must make an appointment with the Artistic Dean through the main office at 617-635-6470. Due to the high volume of applicants, we do not have an appeals process for Dance, Music, or Theatre.
AUDITION REQUIREMENTS
Students must be prepared for auditions when they arrive for auditions on February 1 or February 2, 2019.

Dance

Required: All students auditioning must be dressed in appropriate dance attire including, hair pulled up and secured away from face, a leotard, tights and ballet slippers are preferred. T-shirts and sweatpants are acceptable for boys, but tights and a dance belt are preferred. No street clothes, such as jeans, are allowed at the audition.

Audition Class Participation:
1. Warm up exercises based on ballet technique and modern technique
2. Ballet, Modern or Jazz center and across the floor combinations
3. Improvisation

All auditionees will be required to perform a solo. Solos should be no more than 1 minute of choreography, using the following guidelines:

1. The solo should show the applicant’s technical and performance ability.
2. It does not have to be choreographed by the applicant, and it can be a dance combination or variation learned in class.
3. Ballet, Modern, or Jazz preferred, but Tap, Ethnic dance and Hip Hop are acceptable.
4. Music can be on a CD, iPhone/Android. If using an iPhone/Android, please have music cued up and ready for the audition. Your CD should have only the song you are going to use for your routine.

The students will be judged on the following:
   a) Physical potential
   b) Coordination
   c) Rhythmic accuracy and musicality
   d) Focus
   e) Observation and recall
   f) Coachability
   g) Attitude and perseverance
   h) Expressiveness
   i) Movement quality
   j) Risk-taking
   k) Technical proficiency

Music Vocal

Audition requirements for vocal music:

1. Solo Piece Performance | Candidates must perform from one of the following selections:
   a. “America, the Beautiful”
   b. “Amazing Grace”
   Students may prepare an optional second piece. Gospel, musical theater, folk songs, R&B, and some pop songs are acceptable. Both pieces must be performed with instrumental accompaniment or a cappella. Students will not be permitted to sing along with recorded voices.

2. Vocal Technique and Aural Assessment
   At the end of the solo performance, one of the panelists will lead the candidate through short exercises to test pitch memory and technical ability.

Callback Auditions:

1. Voice Class 1: A teacher will lead the full group through a short choral piece. Then, students work together in groupings of about 6 to arrange the piece while judges assess students’ ability to take risks and work collaboratively.

2. Voice Class 2: In the same groups, students will work with a voice teacher on a range of vocal technique exercises, assessing each student’s current technical ability, pitch memory, and ability to apply feedback.

Students will be judged on the following:

- Pitch Recognition: Student’s Ability to Remember and Sing Back Pitches Played from the Piano with Accuracy.
- Vocal Technique (observed through performed song/s):
  - Voice Range and Voice Development and Control Across Ranges (Head & Chest Voice)
  - Quality of Tone Production
  - Ability to Sing In Tune and with Some Level of Musicality
  - Aptitude & Attitude Toward Learning a Wide Range of Music, Including Classical
  - Ability to Work Collaboratively with Other Students and Take Risks.
Music Instrumental

Students should arrive ready to play. Students must bring all instruments and materials required for their audition, including sticks, reeds, guitar cables, etc. The following instruments/equipment will be provided on site: piano, drum set, and percussion instruments, and amplifiers.

1. Solo performance: The student must perform one selection on their instrument. This piece may be of any style and should contain elements that display the range of developed skills of the student. Students will not be permitted to play along with recordings.

2. Sight-Reading Test: Students will be asked to sight-read at least four measures of music.

3. Interview: A panel of Boston Arts Academy teachers will interview the students at the end of the audition and assess students’ enthusiasm for serious music study.

Students will be judged on the following:

Strings (Classical)
• Ability to Play: Two Octave Scales in Three Major Keys
• Sight-Reading Ability
• Technique (observed through performed classical repertoire piece): Bow Technique, Left Hand Technique, and Level of Sound Production.

Percussion & Drum Set
• Ability to Play: One Prepared Piece on Any Percussion Instrument
• Ability to Read Rhythms in Standard Music Notation
• Versatility Across Various Styles: (including but not limited to) jazz swing, funk, Gospel, and Latin
• Improvisational Skills

Piano
• Overall Command of the Instrument and Dexterity Across the Keyboard
• Sight-Reading Ability on Treble & Bass Clef Staves and/or Grand Staff
• Technique (observed through performed piece): Posture, Hand Position, and Fingering.
• Versatility Across Various Styles
• Aptitude & Attitude Toward Learning Classical and/or Jazz/Modern Piano Technique

Brass & Woodwinds
• Ability to Play: Major Scales
• Sight-Reading Ability
• Technique (observed through performed piece): Tone Quality, Accuracy of Pitch & Rhythm, and Articulation.

Guitar & Bass (Non-Classical)
• Ability to Play: Scales, Basic Chords, and Notes
• Sight-Reading Ability in Standard Music Notation
• Ability to Read and Follow a Simple Chord Chart
• Versatility Across Various Styles: (including, but not limited to) jazz, rock, funk, and R&B

Theatre

Attire: Candidates should wear loose clothing, and be prepared both to sit on the floor and to take part in some physical work. Gum, hats and jewelry are not appropriate.

Audition In-Class Participation: Candidates will be asked to take part in a short workshop with a small group of other students. This will focus on some warm-up exercises and games, some group work and some improvisation (acting without scripts).

Audition Solo Piece: Candidates should bring a SHORT MONOLOGUE of 1 to 2 minutes maximum to perform. This monologue must be memorized well.

• Students should choose a piece that is dramatic in content and show a sense of character.
• Movement and body language should be included, but only if it fits with the content of the piece.
• Students should NOT play more than one character.
• Students should decide to whom they are talking.
• Students may select a monologue from a special book, or a play, or from the list of selected monologues, which can be found on the BAA website.
• You may also choose your own piece, but it should be of a similar length and content.

Students will be judged on the following:

• Improvisation
• Energy
• Creativity
• Risk
• Listening

• Ensemble: ability to work as part of a group
• Respect for the work and attitude (response to criticism & taking direction)

• Monologue
• Preparation
• Truthfulness
• Risk
• Creativity

• Vocal projection and stage presence
Design and Visual Communication (Visual Arts)

Audition Portfolio Requirements for Visual Arts:
Create a Portfolio (a collection of 10-20 strong art pieces)

Please Include:
- As much work from observation as possible.
- Pieces that show your strengths.
- Pieces that show a variety of subjects and ideas.
- Experiments with techniques and methods that are new to you.
- 2-dimensional and 3-dimensional works on paper, canvas, ceramics, etc.
- A variety of different art materials, such as pencil, colored pencil, ink, paint, charcoal, pastel, etc.
- Sketchbooks, photography and photos of large-scale or mural art if you have them.
- Digital Art (on a clearly sorted flash drive or website) if you have them.

Please Note: Take your time with each of your art pieces. Cartoons and Anime must be ONLY original work, and not copies of existing comic images, by other artists. Professional portfolio cases are not necessary, but students must present their collected work in at least a folder or neat container.

Audition In-Class Requirements for Visual Arts
Be prepared to:
- Spend up to 1½ hours in a group setting, with only audition judges.
- Listen very carefully to all of the instructions and ask questions if you are unclear.
- Consider your strengths and try new things.
- Use a variety of provided art supplies.
- Creatively problem-solve when combining images.
- Keep track of and manage your time.

Visual Arts Portfolios will be judged on the following:
- Craftsmanship (How well is each piece and the portfolio as a whole presented in a neat and organized way?)
- Skill (How well does the work show your ability to use appropriate materials to accurately draw, paint, etc.?)
- Originality (How well does the work represent your invention and not copy someone else’s work?)
- Variety (How well does the work include multiple styles, materials and/or themes?)
- Concept (How well does the work incorporate personal and/or social ideas?)

Visual Arts In-Class Auditions will be judged on the following:
- Following Directions (How well did you do what was assigned?)
- Skill / Observation (How accurately did you draw what was assigned, with an appropriate amount of detail?)
- Problem-Solving (How well did you solve the challenges assigned?)
- Time Management (How well did you use all the time offered to complete what was assigned?)

Fashion Technology

Audition Portfolio Requirements for Fashion Technology
Create a Portfolio (a collection of 12-15 strong art pieces)

Please Include:
- At least 5 artworks that show your inspirations in any medium.
- Include work you do well; pieces that show your strengths
- Sketchbooks are encouraged, but not required.
- Finished works in a sketchbook can be considered as part of the portfolio application.
- Students with Digital Artwork or a Website Portfolio may include them (Computer and Internet Access will be available).
- Neat Presentation (Expensive portfolios not necessary!)
- Take your time with each of your pieces

Audition In-Class Requirements for Fashion Technology:
- Use a variety of provided art supplies.
- Listen very carefully to all of the instructions and ask questions if you are unclear.
- Consider your strengths and try new things.
- Design with your customer in mind.
- Manage your time.
- Use different materials and try to make it work.
- Show your style with your work.
- Give your best and have fun.
- Problem solve and be creative and fearless.

Fashion Technology Portfolios will be judged on the following:
- Craftsmanship (How well is each piece and the portfolio as a whole presented in a neat and organized way?)
- Skill (How well does the work show your ability to use appropriate materials to accurately draw, paint, etc.?)
- Originality (How well does the work represent your invention and not copy someone else’s work?)
- Variety (How well does the work include multiple styles, materials and/or themes?)
- Concept (How well does the work incorporate personal and/or social ideas?)

Fashion Technology In-Class Auditions will be judged on the following:
- Following Directions (How well did you do what was assigned?)
- Skill / Observation (How accurately did you draw what was assigned, with an appropriate amount of detail?)
- Problem-Solving (How well did you solve the challenges assigned?)
- Time Management (How well did you use all the time offered to complete what was assigned?)
- Attitude
- Invention
- Composition/Design
- Effective use of a variety of materials
- Craftsmanship
- Presentation
FAQ

Do I need to be a Boston Resident to go to BAA?
Yes, the Boston School Committee requires all students to be residents of Boston. Students need to provide proof of residency in accordance with BPS regulations. The Boston Public Schools Residency Policy can be found here: www.bostonpublicschools.org/residencypolicy

Do I need to be a Boston Resident to Apply?
You do not need to be a Boston Resident to apply to BAA. There is a one time $60 application fee for all non-Boston residents. If you are admitted to BAA, you must be a Boston Resident by June 30 preceding the new school year in order to enroll.

What neighborhoods count as part of Boston?
Neighborhoods that are considered part of the City of Boston are: Allston, Back Bay, Bay Village, Beacon Hill, Brighton, Charlestown, Chinatown-Leather District, Dorchester, Downtown, East Boston, Fenway-Kenmore, Hyde Park, Jamaica Plain, Mattapan, Mid-Dorchester, Mission Hill, North End, Roslindale, Roxbury, South Boston, South End, West End, West Roxbury.

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 Registration. The Audition Registration is live on our website. Once you have filled out an application, you will get an electronic invitation, inviting you to the audition.

How do I prepare for the audition?
You must come prepared for the audition by going through the audition requirements. You can also attend the audition workshop scheduled for Saturday, December 8, 2019, 9:30am-12:30pm at Boston Arts Academy. No registration is required.

Please see Audition Requirements. Every student must be prepared for the audition.

How long is the audition?
Dance: 70 students at a time, 3-5 hours (class & solos), 9 am
Fashion Technology: 40 students at a time, 2-2.5 hours, 3 Sections: 9 am, 11 am, and 1 pm
Music Instrumental & Vocal: Revolving groups starting at 9 am, anywhere from ½ hour to 5 hours (depending on when they go up and how many students are waiting)
Theatre: 40 students at time, 2-2.5 hours (approximately), 3 sections: 9 am, 11 am, and 1 pm
Visual Art: 40 students at time, 2-2.5 hours, 3 sections: 9 am, 11 am, and 1 pm

What if I am auditioning for more than one major?
On Friday, February 1, 2019, all students report to their first choice audition. On Saturday, February 2, 2019 students may come back for their second audition. On Wednesday, February 13, 2019 at 3:30 pm we will be holding our callbacks.

Will I be fed lunch during Audition Days?
Students must bring their own lunch. We will provide snacks.

What if I don’t have the correct clothing/gear/preparation for the audition?
Audition requirements are available and handed out to all applicants early in the admissions process.

All students should arrive prepared to audition. If a student arrives unprepared on the first audition day, Friday, February 1, they may come back to audition on the following day, Saturday, February 2 at 8:30 a.m.

How will I know if I am considered for admission?
Students auditioning in the Theatre, Dance, and Music Vocal majors may get a callback invitation. There are no callbacks for Instrumental Music, Fashion Technology, or Visual Arts. Callbacks will be held on Wednesday, February 13 at 3pm. Students who are NOT invited back for a callback may not attend. After the callbacks, students who are selected or placed on the waitlist will be required to submit their transcripts. All decision letters will be mailed out on Wednesday, March 13, 2019; including accepted/waitlisted students and students who are not accepted.

Can families/caregivers/teachers go into the audition with students?
Students audition for BAA on their own without their caregivers. However, caregivers, families and teachers can wait for students in the Assembly Hall, or leave the building and come back to pick up their student.

MORE QUESTIONS? PLEASE CONTACT:
Blanca Bonilla, Admissions Director
bbonilla@bostonartsacademy.org
(617) 635-6470 | (617) 590-8071 ext. 309
HABITS OF THE GRADUATE

What is RICO?

Students and families will hear an ongoing refrain throughout BAA: How does my work connect to the Habits of the Graduate? These habits are akin to the “Habits of Mind” described by the educational philosopher John Dewey—the orientation towards learning that we wish our graduates to demonstrate. These habits also form an intellectual framework that our students and staff use in every classroom, arts and academic. They represent the best aspects of both the artistic and academic processes. We sometimes refer to them by the acronym “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?

RICO Portfolio

At the end of each school year, each student completes a RICO Portfolio. The purpose of the RICO Portfolio is for the student to mark progress—out loud, in front of an advisor, parents/caregivers, and teachers—toward the habits of the graduate. Each student prepares a portfolio containing work that represents that progress, and each student makes a formal presentation of that portfolio. The RICO Portfolio is a part of a student’s seminar grade. Students should leave the experience knowing what they have achieved and where they need to grow.

Questions include the following:

What RICO Skill(s) did you apply in the work you were most proud of?

What RICO Skill(s) could you have applied to strengthen the work that was challenging?

Wellness and 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 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.
ADVISORY AT BAA

Things to Know

• You will be assigned to an advisory with 10-13 other students within your Arts Major (mixed grades 9-12).
• You will meet with your advisory twice a week—twenty-five minute blocks on Mondays and Fridays.
• Advisory is graded: Pass/Fail
• Your advisor is the primary contact person between the school and your parent/caretaker and family.
• Your advisor will advocate on your behalf and will help you learn how to effectively advocate for what you need.

Advisory and BAA Shared Values

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

Advisory is Graded Pass/Fail

To pass you 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 projects
• Participate in college visit exploration day
• Participate in your Family Conference with your parent/caretaker and advisor
• Review your transcript and update your graduation planner
• Present your End of Year RICO Portfolio to your parent/caretaker and advisor
• Junior RICO Portfolio presentation is a requirement to officially “Step-Up” as a senior. Students who do not meet this requirement will not participate in the ceremony.

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

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<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
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<td>4-6 pm (as needed); This time includes necessary additional arts, wellness, and academic focused activities including, tutoring, counseling, peer mentoring, student clubs, rehearsals, recitals, studio work, gallery curating, and performances.</td>
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<td>BLOCK H</td>
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4-6 pm (as needed); This time includes necessary additional arts, wellness, and academic focused activities including, tutoring, counseling, peer mentoring, student clubs, rehearsals, recitals, studio work, gallery curating, and performances.
ASSESSMENT

Assessment Philosophy

The Boston Arts Academy assessment and graduation process prepares students to do the kinds of work required in college and the work place. 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. BAA achievement outcomes for 9th grade are currently available for review on our website.

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 three 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.

Professional Day: The staff work together to learn and advance professionally. School is not in session on these days.

Teacher Work Day: Teachers are given days to complete work, such as Conference Reports (as the task is quite time consuming). School is not in session on these days.

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 a transcript from the Registrar in the main office. Please allow two weeks for processing.

Benchmark Requirements are requirements that represent a set of skills or knowledge outcome required for graduation. If a student does not meet the benchmark, the student will not be promoted to the next grade or the next course. For example, the Humanities 3 paper is a benchmark requirement. Students must earn a “3” or proficient rating on their 10-page paper, regardless of their final grade, in order to be promoted to Humanities 4.

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

As a Boston Public School, Boston Arts Academy follows BPS attendance policies connected to absence and subsequent lack of credit. To support each student, BAA offers many opportunities for support for students who are struggling with their course work—both in academics and arts. As an arts high school, we have high standards for students in their arts majors and students are expected to maintain good attendance and a minimum weighted average in their arts classes. Many absences in class and performances/exhibitions may result in repeating the year and a delayed graduation.

**Weighted Average:** Each required course in a students’ art major has a certain number of points, or “weights”, depending on the amount of time that the course meets. Courses with more weight are given more value in a student’s average. A students’ weighted average is calculated departmentally with a mathematical formula that reflects the amount of time a student spent in each class per term.

**Grade Requirements:** All lower house students must have a weighted average of a C (75%) or above for all required major art courses and all upper house students must have a weighted average of a B- (80%) or above for all required major art courses. Students are expected to commit to their work as artists and to maintain consistent and continual growth in their arts major.

In all arts majors, students must maintain their required weighted average in their arts classes each term. If students fail to achieve the cumulative average in any given term, they will be placed on probation for that term, and the probationary period lasts for the length of the following term. When on probation, students will be offered extra supports by their families, their advisor (depending on the students’ need) and arts teachers in order to improve their grades by the following term. Those supports include, but are not limited to:

- Additional time to complete work in or after school
- Additional supports for completing work, such as tutoring or mentoring
- Organizational supports through advisory or arts major
- Interventions designed by arts and/or learning center team
- Restriction from certain activities in order to promote a greater focus on the student’s major

If a student is unable to bring their grade up to the required average in the following term, and remains on probation for two consecutive terms, the department and administration will call a meeting as per the probation protocol outlined below.

Probationary status will be communicated promptly with families as per the protocol outlined below.

4-STEP INTERVENTION PROTOCOL FOR STUDENTS NOT MEETING THE MINIMUM GRADE REQUIREMENT FOR THE ARTS

**Step 1:** Arts Department Chairs will compile a list of students not meeting the grade requirements at the end of each term and share with advisors during advisory meetings. The chairs will also initiate a meeting with these students and their advisors. Each student will be given a contract that they must return with parent signature. For term 1, there is an additional opportunity of communicating with the parents during narrative conference.

**Step 2:** Parents/Caregivers will be contacted by the arts chair (with an option to meet) when the student does not meet grade requirements for the second term. Advisors will continue to monitor proper student supports. A contract might be created for the student to clarify expectations for school, student and families.

**Step 3:** Students not meeting the grade requirements for any three terms in a year must repeat the year, unless the final grade for the year meets the grade requirement. Parents/caregivers will be called for a meeting to establish goals and a plan for the repeating year with the arts chair and advisor.

**Step 4:** Students failing the same year twice must transition out of Boston Arts Academy to an alternative program.

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

## Seminar/Writer’s Workshop Requirement

A student must have four seminar credits to graduate from the Boston Arts Academy. Seminar 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 seminar even if they fail one year. However, a student who fails a seminar course must make up that missing credit.

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<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tr>
<td><strong>If a student fails seminar, the student may make up the credit in summer school if the following are true:</strong></td>
<td><strong>If neither of these statements is true, the student will be required to repeat this course, take a Creative Writing elective, take a summer BPS online course (“Credit Recovery”), or attend BPS night school in their senior year if it is available.</strong></td>
<td><strong>If neither of these statements is true, the student will be required to repeat this course or an equivalent before they graduate.</strong></td>
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<tr>
<td>1. The student has passed one term OR the student’s final average is at least 50% <strong>AND</strong> 2. The student has not missed more than 30 days of school.</td>
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</table>

### 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 seminar benchmark ensures that students who need additional support with reading and writing get that support before 10th grade.

### Students may be recommended to attend the summer reading program in order to raise critical reading skills; students are recommended by Seminar teachers and BAA staff that evaluate reading or testing data.

### SENIOR GRANT/ SERVICE LEARNING REQUIREMENT

In their junior year, students choose to pursue proficiency in a Senior Grant Project or in a Service Learning Curriculum that includes 20 hours of community service, in order to graduate from Boston Arts Academy. Students earn graduation with distinction for completing the Senior Grant Project in their community or a more rigorous Service Learning Curriculum. Please see page 77-78 for more information.

### 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 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. 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.

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 repeat the course during the regular school term, take a BPS online course (“Credit Recovery”) in the summer, or attend BPS night school in their senior year.

In addition, if a freshman student earns a failing grade in their 9th grade math course, regardless of the final average, then the student will have to attend summer school or repeat the course during the regular school term. If a senior is missing a math credit, an equivalent course in night school may be an option.

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.

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 on to 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 graduates.

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 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 Chair 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.

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 as a 12th grader, 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.

DUAL ENROLLMENT

We are fortunate to have strong relationships with area institutions of higher learning—in particular, the institutions of the ProArts Consortium and Bunker Hill Community College. Juniors and seniors with strong grade averages may have opportunities to take college courses through this dual enrollment program. Interested students should see Ms. Hairston or Ms. Bautista for details on eligibility requirements and an application. Applications are due in November and June 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.
<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMINAR</strong>&lt;br&gt;OPEN HONORS</td>
<td>Passed Seminar&lt;br&gt;Passed Benchmark</td>
<td>Passed Seminar</td>
<td>Passed Seminar&lt;br&gt;Passed Grant or Community Service Requirement</td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td>Passed Math&lt;br&gt;Passed Benchmark</td>
<td>Passed Math</td>
<td>Passed Math</td>
</tr>
<tr>
<td><strong>WORLD LANGUAGE</strong></td>
<td>Passed World Language&lt;br&gt;Passed Grade 8 Language at a Boston Exam School&lt;br&gt;Exempt</td>
<td>Passed World Language&lt;br&gt;Exempt</td>
<td>Passed World Language&lt;br&gt;Exempt</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Passed Science (Engineering or Physics)</td>
<td>Passed Biology</td>
<td>Passed Chemistry&lt;br&gt;Exempt</td>
</tr>
<tr>
<td><strong>WELLNESS</strong></td>
<td>Passed Wellness Class&lt;br&gt;Exempt</td>
<td>Passed Wellness Class&lt;br&gt;Exempt</td>
<td>Passed Wellness Class&lt;br&gt;Exempt</td>
</tr>
<tr>
<td><strong>MCAS</strong></td>
<td>Passed Science (Engineering, Physics, or Biology)</td>
<td>Passed ELA&lt;br&gt;Passeed Math</td>
<td>Passed ELA&lt;br&gt;Passeed Math</td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td>Passed Humanities 1</td>
<td>Passed Humanities 2&lt;br&gt;Passed Humanities 3 Benchmark</td>
<td>Passed Humanities 4</td>
</tr>
<tr>
<td><strong>ARTS MAJOR</strong></td>
<td>Earned 75% or Better&lt;br&gt;Completed Sophomore Review</td>
<td>Earned 75% or Better&lt;br&gt;Completed Sophomore Review</td>
<td>Earned 80% or Better&lt;br&gt;Completed Arts Major Exit Requirement</td>
</tr>
<tr>
<td><strong>RICO REVIEW</strong></td>
<td>Completed</td>
<td>Completed</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**NOTES**

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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.

— Kathleen Marsh, Artistic Dean
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, Boston Children’s Hospital Sports Medicine, Celebrity Series of Boston, Earl Mosley Institute for the Arts and World Music/CRASHarts.

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 program, as well as to pursue studies in dance at post-secondary institutions.

Faculty

William McLaughlin, Chair, Modern Faculty
Brett Bell, Modern Faculty
Janelle Gilchrist, Ballet Faculty
Tatiana Obeso, Ballet Faculty
Heather Stewart, Modern Faculty
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 to Dance 1
- Styles Class, e.g. Jazz Dance, African Dance, Contemporary, Hip Hop, Pre-pointe (by audition - not required)

TENTH GRADE REQUIRED CLASSES
- Ballet Technique Level 1 or 2
- Modern Technique Level 1 or 2
- Orientation to Dance 2
- Composition/Improvisation
- Repertory (by audition - not required)
- Pre-Pointe (by audition - not required)

Assessment
Students are assessed daily, according to the following criteria:

- Participation = 20% - includes, attendance, punctuality, active learning
- Dress Code = 10% - maintaining proper dance attire
- Skill = 40% - exhibiting ongoing advancement in technique and artistry
- Effort = 30% - applying consistent focus and energy throughout all aspects of training

JURIES AND ASSESSMENTS
All students are required to perform dance class juries every 5 weeks and term final juries every 10th week. Students will be assessed according to the above criteria.

All lower house students must maintain a minimum weighted average grade of C, in order to pass for the term and avoid probation. Consistent daily training in dance is required for students to maintain physical fitness, avoid injuries and to progress technically. Good attendance and participation are essential to maintaining a passing grade in all dance classes, as is adherence to dress code and punctuality. Some lower house students may be invited to participate in classes in Pointe, Pre-Pointe, Repertory, and Men’s Ballet.

All 10th grade students, attending Boston Arts Academy, are required to pass a major Benchmark in both Ballet and Modern in order to be promoted to the Upper House. The Benchmark takes place in the third term of the school year and is a comprehensive assessment of technical and artistic skills acquired during the Freshman and Sophomore years.

10TH GRADE BENCHMARK – SOPHOMORE REVIEW
This process consists of 3 major components:

1. Assessment of the individual student’s Seriousness of Purpose in the 9th and 10th grade, including:
   - Progress in technical skills
   - Critical thinking and creativity
   - Punctuality and attendance
   - Active learning – application of correction and consistent physical participation
   - Living the shared values: including dance etiquette, supporting the learning of others, engaging in healthy competition; practicing classroom decorum.
   - Active engagement in the student’s art form – aesthetic interest, making connections

2. Maintaining the requirement of a minimum grade of ‘C’ in all dance courses and minimum C grade point average in all dance courses (Ballet, Modern, Orientation).

3. A comprehensive jury assessing the student’s dance skills and technique as well written reflections using the RICO (Refine, Invent, Connect and Own) format. All components are required and calculated into a student’s final score.

In order to pass the Sophomore Benchmark, students are required to demonstrate the technical ability and creative ability to participate in the Upper House dance curriculum. Parents and students will be informed of student’s progress through the narrative process and final benchmark final assessments will be given during spring RICO portfolio.

STUDENTS NOT MEETING THE 10TH GRADE BENCHMARK WILL BE REQUIRED TO DEMONSTRATE PROGRESS ACCORDING TO THE FOLLOWING:

Students will:

- Repeat sophomore year to further develop their technique and discipline as a dance major.
- Attend a designated summer program and re-jury at the end of term 1. Students who do not successfully complete the benchmark process at the end of term 1 will re-benchmark at the end of term 2/Semester 1.
- If the student fails to make the necessary progress at the end of the first semester, the student will be referred to administration.

Please note:
Dance Orientation I and Dance Orientation II are graduation requirements. Students who do not pass these courses will be required to repeat these courses while in 11th or 12th grade, in order to graduate.
**UPPER HOUSE PROGRAM OF STUDY**

11TH GRADE COURSE OF STUDY
- Ballet Technique level III, or level IV
- Modern Technique level III, or level IV
- High School Dance 2 (required for some students at Dance Faculty's recommendation)
- Choreography
- Pointe (by audition/not required)
- Men's Ballet (by audition/not required)
- High School Dance Performance (by audition/not required)
- Honors Dance (by audition/not required)
- Repertory

12TH GRADE COURSE OF STUDY
- Ballet Technique level III, or level IV
- Modern Technique level III, or level IV
- High School Dance 2 (required for some students at Dance Faculty's recommendation)
- Modern Technique II (required for some students at Dance Faculty's recommendation)
- Choreography
- Pointe (by audition/not required)
- Men's Ballet (by audition/not required)
- High School Dance Performance/Honors Dance
- Repertory
- Senior Dance Project (Capstone/required)

Assessment
Students are assessed daily, according to the following criteria:

- Participation = 20% - includes, attendance, punctuality, active learning
- Dress Code = 10% - maintaining proper dance attire
- Skill = 40% - exhibiting ongoing advancement in technique and artistry
- Effort = 30% - applying consistent focus and energy throughout all aspects of training

JURIES AND ASSESSMENTS
All students are required to perform dance class juries every 5 weeks and term final juries every 10th week. Students will be assessed according to the above criteria.

All upper house students must maintain a minimum weighted average grade of B-, in order to pass for the term and avoid probation. Consistent daily training in dance is required for students to maintain physical fitness, avoid injuries and to progress technically. Good attendance and participation are essential to maintaining a passing grade in all dance classes, as is adherence to dress code and punctuality. Some lower house students may be invited to participate in classes in Pointe, Pre-Pointe, Repertory, and Men's Ballet.

Graduation Requirement for Dance Majors
- A student must pass all required courses in the Lower House with a “C” or better, as well as all required courses in the Upper House with a “B-” or better.
- Successfully achieve level 3 technique standards in both ballet and modern.
- Complete and pass 4 years of dance technique classes.
- Successfully complete Senior Dance Project, which documents students’ competency in technique, choreography, and research skills. Failure to do so may result in a postponed graduation.
- In order to be promoted to 12th grade dance, all juniors are required to complete Choreography class.

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 Benchmark.
- Students must successfully complete Senior Dance Project.

**IMPORTANT HEALTH INFORMATION FOR ALL DANCE MAJORS**

HEALTH FORM
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:

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.

CLASS DECORUM
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. Talking is not permitted during dance class unless such participation is prompted by the teacher.

The expectation, in terms of decorum, is that all students help build a respectful learning environment and contribute in positive ways. Students must respect their classmates during class and not distract from other student’s learning. Students who do not do so may be excluded from dance class until the student and the students’ parent/guardian have a formal re-entry meeting with the dance faculty and appropriate BAA staff.

DANCE UNIFORM
Proper dance attire is required for every dance class and students are assessed on their ability to adhere to the BAA Dance DEPARTMENT DRESS-CODE. The Dance Department requires all students to be dressed PROPERLY for class with appropriate clothes, shoes, and hairstyles: no outerwear will be allowed in class (i.e. T-shirts, leg warmers, shorts, jewelry, etc.). Students are assessed on adherence to dress code and Dance Majors must have proper dance attire before the first day of school.

The Dress Code is as follows:

GIRLS
- Hair will be pulled back into a bun without long bangs.
- Black leotards. No spaghetti strap, halter, or low-back leotards.
- Ballet - Pink tights with convertible feet worn underneath leotard (no rips or tears in tights). Pink ballet shoes with elastic. Ballet skirts allowed at the discretion of the instructor. No undergarment should be showing outside of leotards and tights.
- Modern - black leotard with black or tan footless tights
- Please use appropriate support garments. Visible undergarments is unacceptable. Students are required to have appropriate dancewear that will accommodate support garments.

BOYS
- 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.

Note: Male and female dancers will not be allowed to wear bike shorts or short unitards. Also, runs and holes in dancewear are viewed as unprofessional and therefore are unacceptable. NO JEWELRY is allowed in dance class.

HAIRSTYLES
For both male dancers and female dancers, hair must be pulled away from the face and off the neck or cervical spine and securely fastened in ALL CLASSES.

For ballet class, girls are required to have hair securely fastened in a tight, secure BALLET BUN and covered with a thin hairnet.

Note: Because of the aesthetic quality, safety and discipline, and technical demands of dance, it is imperative for the female hairstyle to be the uniform “ballet bun” and of a sized that accommodates partnering, balance and all turns and jumps.

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

Back Bay Dancewear
185 Cambridge Street, Burlington, MA 01803
(781) 273-3089
Discount Dance Supply
discountdance.com

Please ask for assistance in store for proper fitting of shoes.

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

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 students do not bring valuables to dance class. Any personal dance items needed for dance class will be stored in storage compartments or designated areas in the dance studios.

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.

ATTENDANCE AND PARTICIPATION POLICIES

PUNCTUALITY FOR LOWER HOUSE
Students should be dressed and ready at 9:25 a.m. on Mondays and Fridays, and 9:50 a.m. Tuesday through Thursday. To be marked present and on time, all students must be in class at the barre, or in their assigned place, by those times; If not, students will be marked tardy.

Any student entering late and within 15 minutes of the start time will be marked tardy and receive a 25% deduction for the participation category for that day. Students arriving later than the 15 minute grace time will be required to observe and will receive a zero/"0" for all assessment categories for that day.

PUNCTUALITY FOR UPPER HOUSE
Students must be dressed and ready at 12:50 p.m. on Monday; 1:10 p.m., Tuesday through Thursday; and 10:50 a.m. on Friday. Classes will start at the designated start time. Any student entering late and within the 10 minute start time will be marked tardy and receive a 25% deduction for participation. Students entering beyond 15 minutes of the start time will not be allowed to participate and will receive a grade of zero/"0" for all assessment categories for that day. There are no excused tardies in the dance curriculum. Students are not allowed to be tardy for class for any reason, including appointments made with BAA faculty.

- ON TIME, FULL PARTICIPATION = FULL CREDIT/100%
- ARRIVE WITHIN THE FIRST 15 MINUTES OF CLASS = 75% FOR PARTICIPATION GRADE
- ARRIVE LATE BY 15 MINUTES OR MORE = ZERO CREDIT
- STUDENTS WHO LEAVE CLASS AND WHO DO NOT FULLY COMPLETE CLASS WILL RECEIVE ZERO CREDIT FOR THE DAY.
- 3 TARDIES IS EQUIVALENT TO ONE ABSENCE, WHICH MAY RESULT IN A ONE-THIRD GRADE DROP FOR THE TERM

ATTENDANCE POLICY
Dance training at BAA is both rigorous and accumulative. Therefore, extended non-participation due to injury may result in the repeating of a term, a semester, or year of training. 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.

- Students are allotted 3 absences for core curriculum classes per term (Ballet, Modern, Modern Focus, Ballet focus, Senior Dance Project, Junior Choreography). 4 or more absences will result in a failing grade for that class.
- Students are allotted 1 absence in all one-day-a-week classes (Dance styles, Jazz Dance, Orientation 1 & 2, Pointe, Pre-Pointe, Men's Class, Honors Class, Comp/Improv) 2 or more absences will result in a failing grade for that class.
- Three tardies are equivalent to one absence, which will count towards total attendance record for individual classes.
- Students with absences exceeding the maximum allowed per term will automatically receive an “F” for the course.
- There are no excused absences in the dance curriculum. Students are not allowed to miss class for any reason, including appointments made with BAA faculty and BAA staff. Such pull-outs must be approved prior to class start time. Should a student miss dance class due to
such an appointment, it will be considered an absence and will count towards a zero.

- Students may not participate in outside programs that conflict with BAA dance major classes.

- Students who arrive to dance class without dance attire will receive a zero grade for all assessment categories for that day.

- Students who cut class will receive a zero grade for all assessment categories for that day.

MAKE-UP POLICY

- Make-up policy applies only to technique classes missed due to injury, illness or documented family emergencies. Make-up policy DOES NOT include absences due to cutting class, lack of dance attire, appointments with teachers, making up class-work, headaches, menstruation, lack of dress code, etc.

- Absences in excess of 3 days per marking term must be made up. Students can make up technique classes by taking an equivalent technique class in approved studios only. Students must pay for their make-up classes; produce a receipt.

POLICY REGARDING NON-PARTICIPATION

Students with an injury are only excused from class participation with a note from a doctor.

Failure to take 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, can significantly impact grades. Please check ASPEN regularly to assess progress, as well as participation.

INJURY AND ILLNESS

Students with injuries that prevent them from participating in some aspects of class are still required to participate to the best of their ability. Students must make up classes missed due to short-term illness or injury (please refer to Make-Up Policy). 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.

Students experiencing prolonged injuries (more than 3 consecutive days) will be given a daily literacy assignment that will count towards the ASPEN Participation assessment category and Effort assessment category for each day. Students are required to complete all missed course-work and will be required to successfully perform the skills embedded in both the 5 week assessment juries, as well as the 10 week assessment juries conducted during the time missed. Failure to successfully maintain the appropriate level of technical requirements will result in repeating the course and potentially the grade.

APPROVED STUDIOS FOR MAKE-UP CLASSES

- **Boston Ballet** | For Ballet
  19 Clarendon Street, Boston (South End) 617-695-6950

- **Dance Complex** | For Ballet & Modern
  536 Mass. Ave, Cambridge (Central Square) 617-547-9363

- **Green Street Studios** | For Ballet & Modern
  185 Green Street, Cambridge (Central Square) 617-864-3191

- **Brookline Ballet School** | For Ballet
  1431 Beacon Street, Brookline (Coolidge Corner) 617-879-9988

- **Jose Mateo’s Ballet Theater** | For Ballet
  400 Harvard Street, Cambridge (Harvard Square) 617-354-7856

REGULATIONS

- 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.

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.
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 Dance Faculty.
• The student has a good grade average in both arts and academics.
• The schedule does not conflict with classes, rehearsals and events at BAA.

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.

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
• Follow direction
• 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

Mandatory curricular performances include:
Winter DanceShare
Spring DanceShare
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

GENERAL GUIDELINES FOR PROFESSIONAL PARTICIPATION IN DANCE PRODUCTIONS

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

FOR SPRINGFEST REPERTORY PIECE(S)
• Rehearsals will begin during 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.
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 towards 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.

RETENTION AND PROMOTION
To remain as a dance major at BAA, dancers must:

- Show continuous and consistent technical and artistic progress.

- Fully participate in all dance major classes

- Abide by the school-wide and departmental policies stated in The Handbook and exhibit a professional approach to participating in class, productions, and in all events presented and representing BAA.

- Maintain the minimum grade requirement in the dance courses as stated in the school-wide policy: C (75%) for the lower house and B- (80%) in the upper house, for each term and final grade.

- Students receiving a grade lower than the minimum required grade (i.e. less than a C in 9th or 10th grade or less than a B- in 11th & 12th Grade) in their arts major for any three terms in a year must repeat the year in the arts, unless the final grade for the year meets the grade requirement.

- Students failing the same year twice will receive an administrative referral and will be required to transition from the Boston Arts Academy Dance Department.

CALENDAR OF EVENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1</td>
<td>Senior Dance Project</td>
</tr>
<tr>
<td>January 24 - 26</td>
<td>Strand Theatre Musical</td>
</tr>
<tr>
<td>March 11 &amp; 12</td>
<td>Sophomore Benchmark Review</td>
</tr>
<tr>
<td>March 21 - 24</td>
<td>Regional High School Dance Festival - Norfolk, VA</td>
</tr>
<tr>
<td>May 9 - 11</td>
<td>SpringFest Dance Concert</td>
</tr>
<tr>
<td>June 6</td>
<td>Dance Informal Showing</td>
</tr>
</tbody>
</table>

* Dates are subject to change. Please check the BAA website calendar for the most up-to-date information.
The mission of the Design and Visual Communication (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 Design and Visual Communication (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.

Faculty
Guy-Michel Telemaque, Department Co-Chair, Gallery Director
Elizabeth Valentin, Department Co-Chair, Senior Grant Coordinator
Barrington Edwards
Gretta Olton, Vocational Design Program Coordinator
LOWER HOUSE PROGRAM OF STUDY

Ninth Grade Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Terms</th>
<th>Hours</th>
<th>Days per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Art 1a &amp; 1b</td>
<td>2</td>
<td>1.5</td>
<td>4</td>
</tr>
<tr>
<td>Design 1</td>
<td>2</td>
<td>1.5</td>
<td>4</td>
</tr>
<tr>
<td>Figure Drawing 1</td>
<td>4</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Media and Comm</td>
<td>1</td>
<td>1.25</td>
<td>4</td>
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</table>

Tenth Grade Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Terms</th>
<th>Hours</th>
<th>Days per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Art 2a &amp; 2b</td>
<td>2</td>
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<tr>
<td>Photo 1</td>
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<tr>
<td>Multimedia</td>
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<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>Design 2</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>Exhibitions 1</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Figure Drawing 2</td>
<td>4</td>
<td>1.5</td>
<td>1</td>
</tr>
</tbody>
</table>

Sophomore Review: Tenth Grade Benchmark

Before becoming juniors, Design and Visual Communication (Visual Arts) 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 grades, and Design and Visual Communication (Visual Arts) sophomore work must have gained proficiency by evidence of:

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

All sophomores must maintain a weighted average of at least a C (73%) or better in sophomore year. Results of the sophomore review and demonstrated gaps may be grounds for a mandatory additional course of study in the Design and Visual Communication (Visual Arts), as assigned by the Design and Visual Communication (Visual Arts) faculty. Failure to complete this course of study could result in repeating the student’s sophomore year in Design and Visual Communication (Visual Arts).

Design and Visual Communication (Visual Arts) Sophomore Review Process

In Design and Visual Communication (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 upperclass 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 upperclass visual artists, Design and Visual Communication (Visual Arts) faculty, advisor, parent/guardian 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.

Design and Visual Communication (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 Design and Visual Communication (Visual Arts) Faculty to assess student growth in all Design and Visual Communication (Visual Arts) outcomes.

Design and Visual Communication (Visual Arts) students failing to achieve a “Proficient/Capable” or better will be asked to re-review in September with products from a mandatory summer project/program that addresses shortcomings.

UPPER HOUSE PROGRAM OF STUDY

Eleventh Grade Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Terms</th>
<th>Hours</th>
<th>Days per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Art 3</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Photo 2</td>
<td>1</td>
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<tr>
<td>Exhibitions 2</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Design 3a &amp; 3b</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Figure Drawing 3</td>
<td>4</td>
<td>1.5</td>
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</tr>
</tbody>
</table>

Twelfth Grade Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Terms</th>
<th>Hours</th>
<th>Days per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Portfolio 1 &amp; 2</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Studio Art 4</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Exhibitions 3</td>
<td>1</td>
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</tr>
<tr>
<td>Design 4</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Figure Drawing 4</td>
<td>4</td>
<td>1.5</td>
<td>1</td>
</tr>
</tbody>
</table>

H Block

The last block of the day is reserved for extended arts learning. Visual artists will be scheduled into a class that is mandatory for their major, such as Introduction to Media and Communications for ninth graders, and Exhibitions 1 for sophomores. Upperclass visual artists have a longer arts block that already extends into 7/8 block.

Visual artists will be scheduled for Open Studio time during this block in order to have additional time for classwork, homework and completion of their community
responsibility, which includes rotating clean up duties and space management.

In addition, students in all grades will be required to study:
Critique Writing about art
Art criticism Gallery Etiquette

Students will be able to write and talk about their work in a classroom and in digital and gallery settings.

OPEN STUDIO CLASS
Students will be assigned to a regular Open Studio class for structured homework completion and community responsibility duties.

Options for Additional Study
DUAL ENROLLMENT
Design and Visual Communication (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 Design and Visual Communication (Visual Arts) Chair(s) 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 Design and Visual Communication (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 ratify their work with Design and Visual Communication (Visual Arts) faculty, prepare that work for exhibition, curate, promote and hang the exhibition, and participate in a review/defense of their artwork, to an audience/panel of community members and artists from the Boston arts community.

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’ rubrics. Students will take into consideration both recent growth as well as growth over their entire time at BAA.

DESIGN AND VISUAL COMMUNICATION
The Design and Visual Communication 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, Design and Visual Communication 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.

DESIGN AND VISUAL COMMUNICATION
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 Design and Visual Communication.

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 DVC 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 Design and Visual Communication (DVC) explore the power of visual messages in our world through analysis and application. DVC 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

Design and Visual Communication (Visual Arts) seniors will be required to do the following before being considered for graduation:

- Complete OSHA certification test
- Prepare portfolio, including presentation of work to faculty for Exhibition Review. Design and Visual Communication (Visual Arts) faculty will ratify work presented; if work is not presented for review, it cannot be shown in exhibition.
- Full participation in the Senior Thesis Exhibition, including preparation, some curating, opening and clean up.
- Select a digital file of an artwork to give to the school’s permanent archive collection.
- Clean out your artwork storage space, and any other works at BAA.

REGULATIONS AND ETIQUETTE

1. The Design and Visual Communication (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 Design and Visual Communication (Visual Arts) studios.

3. Food and drinks are only permitted in the Design and Visual Communication (Visual Arts) studios with teacher permission and in accordance to health and safety regulations. Water and water bottles are allowed in all Design and Visual Communication (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. Students are allowed to use the office phone with permission.

8. All Design and Visual Communication (Visual Arts) students will carefully follow open and closed studios, where students are asked to observe speaking/no speaking rules.

9. After school (in addition to scheduled open studio time), the Design and Visual Communication (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 Design and Visual Communication (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. In addition, students should not work on other student projects, unless it is a collaboration.

11. Design and Visual Communication (Visual Arts) students are expected to know and model excellent museum and gallery etiquette.

12. All Design and Visual Communication (Visual Arts) students will be required to pay a $30 lab fee to help defray the costs of materials.

13. Design and Visual Communication (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. Design and Visual Communication (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. All visual artists in grades 9-12 are required to take figure drawing classes on Fridays. Upper House visual artists (11th and 12th graders) will be drawing a nude.
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.

18. 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.

19. 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.

20. Gallery Etiquette: Students are trained in gallery etiquette 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 credit or community service experience, working together to maintain departmental organization.

**Exhibition Spaces**

Design and Visual Communications (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 Design and Visual Communication (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 the following courses, more than three absences equal a failure: Studio Art a & b, 1-4; Design 1-4, Senior Portfolio 1 & 2.

For the following courses more than two absences equal a failure: Photography 1-2; Exhibitions 1-3; Figure Drawing 1-4; Multimedia; Introduction to Media and Communication.

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

Some Design and Visual Communication (Visual Arts) classes require use of the extended block, which ends at 5:00, or other exhibitions and events that extend beyond the school day. Classroom teachers who use the extended block will clearly denote use of this time in their course syllabi.

Non-participation in class results in a “zero” for that day and equals an absence. If a student’s overall standing in any of their classes is suffering, the student will be on probation. Please see the “Probation Policy” portion of the handbook for details on the probation process.

**Make Up Policy**

Design and Visual Communication (Visual Arts) students are expected to make up work and classtime missed due to an illness or other absences/tardies from school.
Injury and Illness
If a Design and Visual Communication (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 Design and Visual Communication (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
Design and Visual Communication (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.

Retention & Promotion Policies
To remain as a Design and Visual Communication (Visual Arts) major at BAA, visual artists must:

- show continuous and consistent technical and artistic progress.
- be able to abide by the school-wide and departmental policies stated in The Handbook and exhibit proper behavior in class, during production and in all events while representing BAA.
- maintain the minimum grade requirement in the Design and Visual Communication (Visual Arts) courses as stated in the school-wide weighted average policy: C (73%) for the lower house and B- (80%) in the upper house, for each term and final grade.
- students receiving a grade lower than the minimum required grade (i.e. less than a C in 9th or 10th grade or less than a B- in 11th & 12th Grade) in their arts major for any three terms in a year must repeat the year in the arts.

Students failing the same year twice must look for an alternative program and transition.

Community Responsibilities
Students will be assigned, as part of their Open Studio requirement, to different community responsibilities. These responsibilities 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

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Exhibition and Reviews</td>
<td>Early December</td>
</tr>
<tr>
<td>Art All State Deadline</td>
<td>December</td>
</tr>
<tr>
<td>Boston Globe Scholastic Art Awards Deadline</td>
<td>First week of January</td>
</tr>
<tr>
<td>Summer Program Deadlines</td>
<td>End of February to Mid-May</td>
</tr>
<tr>
<td>Sophomore Review Benchmark</td>
<td>Early April</td>
</tr>
<tr>
<td>Junior Exhibition &amp; Review, 2nd Floor Gallery</td>
<td>End of May/Early June</td>
</tr>
</tbody>
</table>

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

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.

Faculty
Elisabetta Polito, CTE Fashion Technology Faculty
Sam Mendoza, Adjunct
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 BENCHMARK
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

Fashion Technology students failing to achieve a “Proficient/Capable” or better will be asked to re-review in September with products from a mandatory summer project/program that addresses skill gaps.

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 BENCHMARK
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

Fashion Technology students failing to achieve a “Proficient/Capable” or better will be asked to re-review in September with products from a mandatory summer project/program that addresses skill gaps.

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

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.

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.
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. 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.

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. 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.

8. 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.

9. Fashion students are expected to know and model excellent retail, runway and gallery etiquette.

10. All fashion students will be required to pay a $30 lab fee to help defray the costs of materials.

11. 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.

12. 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.

13. Students wishing to use the lavatory during class time must obtain permission from the instructor and use a hallway pass.

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

Non-participation in class results in a “zero” for that day and equals an absence. If a student’s overall standing in any of their classes is suffering, the student will be on probation. Please see the “probation policy” portion of the handbook for details on the probation process.

MAKE-UP POLICY
Fashion students are expected to make up work and class-time missed due to an illness or other absences/tardies from school. Students will arrange afterschool time with their teacher and make up as per the instructor’s classroom and absence policies, which are described on their syllabus.

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.

RETENTION AND PROMOTION POLICIES
To remain a Fashion major at BAA, Fashion students must:

- show continuous and consistent technical and artistic progress.
- be able to abide by the school-wide and departmental policies stated in The Handbook and exhibit proper behavior in class, during production and in all events while representing BAA.
- maintain the minimum grade requirement in fashion courses as stated in the school-wide weighted average policy: C (73%) for the lower house and B- (80%) in the upper house, for each term and final grade.
- students receiving a grade lower than the minimum required grade (i.e. less than a C in 9th or 10th grade or less than a B- in 11th & 12th Grade) in their arts major for any three terms in a year must repeat the year in the arts.

Students failing the same year twice must look for an alternative program and transition.

CALENDAR OF MAIN EVENTS

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Fashion on Fire Show</td>
<td>September</td>
</tr>
<tr>
<td>Lower House Exhibition</td>
<td>January</td>
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<tr>
<td>Upper House Exhibition</td>
<td>April</td>
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<tr>
<td>Open Runway</td>
<td>May</td>
</tr>
<tr>
<td>Fashion Show</td>
<td>June</td>
</tr>
</tbody>
</table>
Faculty
John ADEkoje  
Shaumba-Yandje Dibinga, *Adjunct*  
Sean Gibbons, *Adjunct*  
Chelsea Kerl, *Adjunct*  
Daniel Jentzen  
Jenna McFarland-Lord  
Juanita Rodrigues  
Maura Tighe

*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 in order to expose, nurture and challenge our students with a highly rigorous pre-conservatory style training.

The curriculum focuses on developing the complete theatre artist. Essential foundational skills in the department's three concentrations: acting, film, and production, will be combined with introductory courses in technical theatre, film, and playwriting to emphasize the concept that theatre is a collaborative art form. Every creative mind counts, and every student is expected to participate with the appropriate energy, effort and attitude. We encourage critical thinking, risk-taking, creativity and a commitment to skill-building. Graduates will be prepared for post secondary conservatory programs, college or professional careers as theatre artists.

Students are also encouraged to enhance their experience as developing artists 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.
- 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

NINTH GRADE
Theatre Arts 1
Movement for Actors 1
Voice & Speech 1
Soul Element
Playwriting 1
Lower House Main Stage: 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 and has been placed on probation for 3 terms will be asked to repeat freshman year to further develop their technique and discipline as a theatre major.

3. 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
Theatre Arts 2
Movement for Actors 2
Voice & Speech 2
Soul Element 2
Playwriting 2
Lower House Mainstage Production: 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
Advanced Theatre Main Stage: 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.

10TH GRADE BENCHMARK: SOPHOMORE REVIEW
In order to be promoted into the Upper House, all sophomore Theatre Majors must successfully pass the following benchmarks.

FORMATIVE ASSESSMENT
(On-going and documented in the class grade)
The formative assessment consists of the following:
  1. Maintain a “C” or above in weighted average for all arts classes, as described in the handbook.
  2. 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.
  3. Participate in class and collaborate with all ensemble members.
  4. Demonstrate the ability to write a play analysis and character analysis.
  5. Demonstrate an ability to memorize and rehearse assigned work as indicated in the syllabus and classroom lessons.
  6. Meet required technical assessments and requirements as indicated in the handbook.

JURY ASSESSMENT
(Scheduled in April 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:
  1. Character development through physical, vocal, and emotional work.
  2. 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.

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

• Written RICO Reflection: Reflection will center on the benchmark process and the student’s RICO Skills.
• Binder/Journal evaluation: Did the student maintain the binder/journal as prompted and demonstrate an ability to organize work, keep track of assignments and show evidence of learning? Binders will be given a grade that will factor into final benchmark review.
• Digital portfolio assessment: Students will view digital video of Jury presentations and write an online self-assessment based on the rubrics. Students will also supply a head shot, artist biography and artist resume to be included in their individual digital portfolio. Digital portfolio review will occur within two weeks of Jury presentations.

FOR STUDENTS NOT PASSING THE 10TH GRADE BENCHMARK PROCESS
Not all students develop at the same pace. Some students may need more time to develop as theatre artists and may not be able to complete the benchmark process as defined. For that reason, we have developed additional pathways, depending on the individual student. For any student who does not pass one or more of the assessments (formative, jury and/or portfolio), the following action steps are offered:

• Repeat sophomore year to further develop acting skills, homework, reading and writing skills and seriousness of purpose. (For students who did not meet formative and/or portfolio assessment.)
• Retake the Jury in May. (For those who did not pass Jury assessment.)
• Attend a designated summer program to further develop skills. Upon return in September, the student will present a daily journal of the experience and a letter from summer faculty speaking to the level of discipline and growth displayed during the program.

• In some cases, students will be asked to not only attend a summer program but also to retake the jury within the first week of school. If the student fails to make the necessary progress they will be asked to attend an after-school acting program in their junior year and retake the jury at the beginning of semester two. Significant progress in skill, grades and seriousness of purpose must be evident by the end of Term 3 of Junior year or the student will be asked to repeat junior year.

Whenever a student does not meet their benchmark process, the theatre faculty will meet with the student and parent/guardian to discuss the options and create a specific action plan for the student to succeed.

UPPER HOUSE PROGRAM OF STUDY

11TH GRADE
Concentrations
• Theatre Arts 3
• Actor’s Studio
• Filmmaking
• Design

Upper House Production: 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

Advanced Theatre Main Stage: 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 jury. A Panel (including outside experts) will assess their growth and skill in a formal presentation of movement, vocal technique, monologues, scenes, and oral interview. Quizzes and written work will be assigned. This jury will count as a final exam.

FOR STUDENTS NOT PASSING THE 11TH GRADE JURY
One or both of the following scenarios might apply to students who do not meet the standards of 11th grade Jury depending on whether the review was below “B-”, lacked seriousness of purpose or proficiency level in technique, or a combination of the above:

• A student that has been placed on probation for 3 terms will be asked to repeat junior year to further develop their technique and discipline as a theatre major.
• Some students will 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.
12TH GRADE

Concentrations
• Theatre Arts 4
• Actor’s Studio
• Filmmaking
• Design

Upper House Main Stage Production: By audition only
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
• Advanced Theatre Main Stage: By audition Only
• Stage Craft: by assignment only

Advanced Theatre Production: By audition only
Stage Craft: by assignment 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 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 production majors 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.
• Pass the Jury in 9th, 10th, and 11th grade.

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, 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
Ms. Dibinga for Movement
## CALENDAR OF MAIN EVENTS

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
<th>VENUE</th>
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<tbody>
<tr>
<td>Upper House Main Stage</td>
<td>December 6-8, 2018</td>
<td>BAA Auditorium</td>
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<tr>
<td>Musical</td>
<td>January 25-26, 2019</td>
<td>Strand Theatre</td>
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<tr>
<td>Theatre 2 - Sophomore Benchmark</td>
<td>January 8, 9, 10, 15 and 16, 2019</td>
<td>In Class</td>
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<tr>
<td>Theatre 1 - Freshman Jury</td>
<td>January 8, 9, 10, 15 and 16, 2019</td>
<td>In Class</td>
</tr>
<tr>
<td>Emerson College High School Festival</td>
<td>January 26, 2019</td>
<td>Emerson College</td>
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<tr>
<td>Auditions for BAA</td>
<td>February 1-2, 2019</td>
<td>BAA Auditorium</td>
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<tr>
<td>Callbacks and second audition day for BAA</td>
<td>February 13, 2019</td>
<td>BAA Auditorium</td>
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<tr>
<td>Senior Showcase</td>
<td>April 4-6, 2019</td>
<td>BAA Auditorium</td>
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<tr>
<td>Theatre 3 – Junior Jury</td>
<td>April 9-11, 2019</td>
<td>In Class</td>
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<tr>
<td>Lower House Main Stage</td>
<td>May 16 – 18, 2019</td>
<td>BAA Auditorium</td>
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<tr>
<td>Film Concentration Film Screening (BAAFF)</td>
<td>June 3 or June 17, 2019</td>
<td>The Paramount Center @ Emerson College</td>
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<tr>
<td>Lower House Expo</td>
<td>June 11, 2019</td>
<td>BAA Auditorium</td>
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<tr>
<td>Theatre Banquet</td>
<td>June 13, 2019</td>
<td>TBD</td>
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*Dates are subject to change. Please check the BAA website calendar for the most up-to-date information.*
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.

Faculty

Gregory Holt, Department Co-Chair, Instrumental Music/Music Technology
Tyrone Sutton, Department Co-Chair, Vocal Music
Andrés Ballesteros, Adjunct, Instrumental Music
Gregory Groover, Jr., Instrumental Music/Jazz
Mariana Hill, Strings/Orchestra/Chamber Music
Seungok Lee, Piano/Chamber Music
Christopher Rivelli, Percussion
Molly Jo Rivelli, Classical Voice & Opera
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
Technique 1
Fundamentals of Music
Performance ensemble
Select ensemble (if applicable)
Class Piano

SOPHOMORE
Technique 2
Music Theory I
Performance ensemble
Select ensemble (if applicable)
Class Piano
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. (Requirements differ for music technology students.) The technique curriculum is comprised of: weekly private lessons and/or group instruction; development and documentation of a weekly practice routine; juries; and other requirements as specific to their instrument.

FUNDAMENTALS OF MUSIC & MUSIC THEORY
Fundamentals of Music and Music Theory I 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.

PIANO CLASS
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. The curriculum is designed by our piano teacher, Ms. Lee in conjunction with each student’s music theory teacher.

JURIES
Juries are held to evaluate the artistic growth of each student and will account for 20% of their final technique course grade. 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.

10TH GRADE BENCHMARK: SOPHOMORE RECITAL
The 10th Grade Benchmark is designed to allow each sophomore to demonstrate their readiness for membership in the Upper House. Every student must meet this benchmark before they can proceed to the Upper House. The centerpiece of the benchmark is a recital that each sophomore will present at the beginning of the third term of their sophomore year.

The student will prepare for their recital in their technique classes and in their regular, daily practice sessions. Students will work with faculty to select repertoire to be performed, research and write program notes about the repertoire, select and rehearse with accompanists and other musicians, and present the recital before an audience of music faculty and students. In addition to the recital, sophomores are expected to meet all other requirements in their other classes.

If a student fails the sophomore benchmark, they will be required to re-benchmark during the jury period. If they do not pass the re-benchmark, they will be required to complete a summer program in order to advance to the upper house.

UPPER HOUSE PROGRAM OF STUDY

JUNIOR
Instrumental of Vocal Technique 3, or Music Technology
Music Theory II or Principles of Computer Music
Class Piano
Performance ensemble
Select ensemble (if applicable)
Concentration requirements

SENIOR
Senior Recital Prep
Music History & World Music
Select ensemble (if applicable)
Performance ensemble
Concentration requirements

CONCENTRATIONS
Concentrations allow students to focus their studies on more specific styles or topics of music. The concentrations that are available are:
- Classical Performance
- Jazz and Contemporary Performance
- Music Technology

In the spring of sophomore year, every music student will select a concentration for their junior and senior years. Selection of a concentration will alter the courses avail-
able to a student. Theory and technique courses have been created to meet the needs of a student within their concentration.

While students are free to audition for a concentration, the placement of a student within a concentration will be at the discretion of the music faculty.

SENIOR RECITAL QUALIFIER AND RECITAL
All music majors will perform a senior recital during the spring of their senior year. 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 all selections from their recital and complete the research project with program notes. The performance exam will count for 20% of the student’s Senior Recital Prep course grade. If a student fails the qualifier 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
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. The Senior Recital program must include a minimum of 15 minutes of music with the following minimum requirements:

GENERAL RECITAL REQUIREMENTS
Additional requirements may exist that are specific to a student’s concentration.

Classical Vocalists
4 Contrasting pieces demonstrating these elements:
• At least two pieces in French, Italian, German, or Spanish
• At least one piece in English (art song, aria, or musical theatre)

Jazz Vocalists
4 contrasting pieces demonstrating these elements:
• Up-tempo swing
• Featured scat solo/improvisation
• World influenced style
• Ballad

Instrumentalists
15 minutes of repertoire demonstrating these elements:
• Lyrical performance
• Technical performance
• Ensemble performance
(The number of performance pieces will vary by instrument and concentration.)

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

ELECTIVES
Music Electives are offered to 9th and 10th grade music majors and are designed to extend and enrich the musical experience of our students. The elective offerings may change from year to year depending on student needs and faculty and/or resource availability. Electives will include some of the following topics:
• Advanced Instrumental Jazz Ensemble
• Select Choir
• Advanced Jazz Choir
• Musical Theatre
• Opera Workshop
• R&B Ensemble

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 Benchmark
• 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 afterschool 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 for an additional $30 fee, with the expectation that they will work toward owning their own instrument. Again, please note that the instrument rental fee is in addition to the Department Fee. Accessories such as reeds, strings, valve oil and such are not included in the instrumental rental fee.

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
Student 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 trashcans.
• 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 use and care will be given to those 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 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
- Concert Orchestra
- Concert Choir
- Jazz Combos
- Rock Ensemble
- R&B Ensemble
- Select Chorus
- Men’s Choir
- Concert Orchestra
- Lyric Choir
- Jazz Choir
- Latin Jazz Ensemble
- Pops Orchestra
- Percussion Ensemble
- Chamber Music (vocal and instrumental ensembles)

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.

PLACEMENT AUDITIONS
Each academic year, all returning music students must audition for ensemble placement in September. These auditions, conducted in the presence of ensemble directors, will be used to determine ensemble placement and chair position (when applicable). Placement auditions are required for all returning students.

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 2018-2019 Concert Season will include the following major performances:

December  Winterfest
January  Mainstage Production
February  Spirituals Ensemble Concert; Sophomore Recitals
March  Senior Recitals
May  Choir and Vocal Jazz Concerts
June  Opera, Strings Concert, Band/Orchestra Concerts, and Piano 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 Hamlish, 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 and Jayne West of Emmanuel Music have 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 with the Arneis Quartet
- Space in Emmanuel Church for our senior recitals, piano recitals and other concerts
- Free tickets to many Emmanuel Music concerts

Artist in Residence
The Artist-in-Residence program is very special program that gives music students the opportunity to learn from a world-class professional musician. These artists perform for the students multiple times and speak with the students about all aspects of musical life. Past Artists-in-Residence include: cellist Owen young (Boston Symphony Orchestra), violinist Lynn Chang, and composer Lisa Bielawa.

Professional Concerts
All music majors must attend at least four (4) professional quality performances per year. Tickets to performances are frequently offered free of charge to BAA students. Students should check the “Ticket Board” daily for concert information. For each concert they attend, students must complete a written assignment due within one week of the performance. Boston Arts Academy performances do not count toward this requirement. Professional concert attendance will count for 10% of the technique grade. Concert reflections are a part of the 10th grade benchmark.

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
- Bach, Beethoven, and Brahms Society
- Boston Lyric Opera
- Jazz Boston
- Opera Boston
- Boston Parks Department
- Cloud Foundation
- Boston Modern Orchestra Project
- Zumix
- Boston Children’s Chorus
- Boston Symphony Orchestra
- Boston University College of Fine Arts
- Cantata Singers
- Community Music Center of Boston
- Handel and Haydn Society
- Longy School of Music
ACADEMIC CURRICULA
To be a true artist, one must also be a scholar. The academic curricula at Boston Arts Academy prepare 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 20 hours of community service, 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 Seminar (Reading/Writing/Research skills) courses

Please see “Promotion Policies” section of the handbook (p. 32) for more details about academic requirements, benchmarks, summer school eligibility, and night school.
What is Open Honors?

In our heterogeneously grouped classes—humanities, 9th and 10th grade Seminar (Writer’s Workshop), 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.

9th Grade Seminar

The primary curriculum in seminar is reading focused with complementary writing and research projects. In addition, elements of the 9th grade writing curriculum are framed by Facing History and Ourselves, an educational program that helps students explore the relationships between individuals and societies. Using novels, short stories, and periodicals/articles, the reading curriculum aims to improve oral reading fluency, reading comprehension, vocabulary, and the overall enjoyment of reading. Students will also improve their writing skills with emphasis on organization, punctuation, grammar and the mechanics of academic writing. The course of study for each term is as follows:

TERM ONE: IDENTITY
Students explore identity through various texts with an emphasis on poetry. Students complete an ID/3D project where they demonstrate the multiple components of their identity. At the end of the term, students write and share memoirs.

TERM TWO: LITERARY FICTION AND THEATRE
Students read novels and/or plays during this unit. Depending on the student’s seminar class, they either read a whole class text or have the option of choosing a novel of their preference. Students learn the MEAL (Main idea, Evidence, Analysis, Link) structure for an analytical paragraph and write several analytical paragraphs.

TERM THREE: FACING HISTORY
Students read a whole class text connected to the European Holocaust and supplemental texts to answer our essential question “How do individuals, communities, and humanity move from tragedy to triumph?” Students then do research and create a product to share out at our Human Triumph Celebration. Students write analytical paragraphs connected to the essential question using evidence from the text and/or their research.

TERM FOUR: ARTIST-ACTIVIST
In the final term, 9th grade students focus on the role of the artist in society. Classes do various literacy tasks including reading artist-activist related texts and individual research on different artist-activists. Students then write analytical paragraphs about the role of the artist using evidence from the text and/or their research.

RICO PORTFOLIO
All 9th graders complete a RICO portfolio at the end of first and second semesters. Portfolios will include work from this class as well as work that has been done in other academic and arts classes. At the end of the year students present this portfolio at RICO conferences with advisors and demonstrate student growth over the course of the year.

Sophomore Seminar

TERM ONE
In the first term, students will explore and learn about “Voice” of the writer in literature across American and World Literary figures and works of writing. Students will read poetry and short stories that demonstrate how writers use the art form of writing as a personal, cultural, or era-inspired vehicle for expression. By involving students through this process, we will understand literary techniques that are critical for our learning to build our own skills as writers. Our learning will culminate in their composition of a literary analysis essay as well as the creation of their own original short story. Open Honors will be required to research a particular theme or artist movement within poetry or creative writing genres. Honors students will study this theme or movement through a three phase process where they will deepen their study of both artist voice and art form.

TERM TWO
In the second term, students will study and apply the concept of the human condition to works of literature. Students will explore media, study artist expressions of identity, and how identity shapes the work and characters in the works we read together. During the term, works of literature will include novels, epic poems, and memoirs as part of the application of the concept of human condition in the literary world. Works including The Perks of Being a Wallflower, Gilgamesh, and more will be read collectively. Final writing products include a Literary Thematic analysis of a novel as well as a media project. Open Honors students will be required to read the novel Woman Warrior in order to further challenge their study of genre and writing style; in addition, Honors students will write in web conferences and meet separately to explore these texts together in Honors Seminars.

TERM THREE: LITERARY ANALYSIS PROCESS
Our five-paragraph MEAL format essays will focus on a current, engaging topic, two specific works of literature and a more general practice essay for the MCAS test. We will continue our in-depth process of reading and understanding the intent of author, of the style, of the genre. This unit will undoubtedly make the tenth grader write with a purpose and prepare for the MCAS Long Composition. Open Honors students will be required to read 1 additional novel during the term and write a five paragraph essay (minimum) in response to a MCAS prompt and a specific theme from that novel.

TERM FOUR: RESEARCH WRITING
As we close the year, students will learn how to write a research paper on a topic of their choice (typically a current
event). The research paper will be written in a persuasive style that will prep them for Humanities 3 in junior year. Afterwards students will be expected to present a formal reading of their essay in a small panel designated by their teacher(s). This course will simultaneously build their focus correction areas, vocabulary knowledge, critical reading and research skills, and use of effective sources. Open Honors students will be required to access double the required research as regular students and write a longer research paper that includes both sides of an argument and supports this dialogue with evidence.

RICO PORTFOLIO
All 10th graders complete a RICO portfolio at the end of first and second semesters. Portfolios will include work from this class as well as work that has been done in other academic and arts classes. At the end of the year students present this portfolio at RICO conferences with advisors and demonstrate student growth over the course of the year.

Junior Seminar and Senior Seminar
11th and 12th grade Seminar courses are literacy courses that are taught as series of modules. Literacy skills focusing on reading, writing and research will be embedded in each module. The content of each module varies and are listed below.

JUNIOR SEMINAR CONTENT MODULES
11th graders will be grouped by major for 11th grade seminar. This course moves through the following four units:

UNIT 1, Art History: Students will work on written and oral expression, different strategies of research, building reading capacity, understanding one’s place within the art historical continuum and developing opinions of the art form.

UNIT 2, The Artist-Activist: Students will examine how artists engage in community issues and will build toward their own project idea to be written and presented in the Grant Project module 4th term.

UNIT 3, Grant Project or Service Learning Curriculum: Students will choose one of the following two curricula:

Option 1 - Grant Project: Students will use the ideas formulated in the Grant Prep module and then write a Letter of Intent as well as prepare a presentation about their project idea to present to their community panel. This module guides students through this graduation benchmark.

Option 2 - Service Learning Curriculum: Students will explore service learning in their community, plan their 20 hours of community service, and read, write, and reflect on their community work.

UNIT 4, College and Career Exploration: Students will be introduced to the College and Career processes including completing research on college and career options, SAT strategy overview, writing a college essay, and creating an initial college list.

RICO PORTFOLIO
11th grade Seminar students will complete a RICO portfolio at the end of term 4. This portfolio will be used in RICO conferences with advisors and demonstrate the student’s growth over the course of the year. The RICO portfolio is worth 20% of the final Seminar grade.

There is no Open Honors for Junior Seminar. Students have the opportunity to take Dual Enrollment College courses for more challenge in ELA.

SENIOR SEMINAR CONTENT MODULES
In this course, students will develop their voice as writers, readers, speakers, and creators of story. The Voice, Style, and Genre curriculum is an instructional process that is grounded in helping young writers discover and develop their identity as authors. The voice of an author is shaped by personal experience, by readings, by practicing the mechanics of writing, by investigating and applying styles and genres. This curriculum connects the following studies into a cyclical process:

- Vocabulary Building
- Critical and Creative Reading
- Genre Study
- Dissecting Story and/or Style
- Building Reading Strategies
- Mechanics of English Language
- Compositional Writing/Creative Writing
- Reflecting on the self as a reader/writer
- Voice Building

In term 1 and 2, students in this course will practice and develop their reading and writing abilities through a study of a variety of texts. This course aims to prepare all seniors for sentence skills and reading comprehension skills needed at the college level. Seniors will take the ELA Accuplacer Test as a pre-test and post-test.

In term 3, students will select a genre study course (including screenplay writing, journalism, etc.) to continue learning about and applying the above reading and writing abilities.

In term 4, students will reorganize into sections by their major. Students will write professional letters, centered around being reflective and grateful. Students will build their public speaking and story sharing skills, culminating in the annual Senior Moth Slam.

There is no Open Honors for Senior Seminar. Students have the opportunity to take Dual Enrollment College courses for more challenge in ELA.

Senior Grant Project/Service Learning Requirement
In their junior year, students choose to pursue proficiency in a Senior Grant Project or in a Service Learning Curriculum that includes 20 hours of community service, in order to graduate from the Boston Arts Academy.

The Senior Grant Project benchmark is a written proposal and oral presentation of an idea developed by students
for a community-based art project. To pass, students must achieve a proficient score (3 on a 4 scale) on a rubric assessing their idea, writing and presentation. Students who do not achieve a proficient score must continue to revise their idea, writing and/or presentation with the guidance of their seminar teacher until they have earned a proficient score or change pathways to the Service Learning Curriculum. Students complete their Letters of Intent and presentations before outside evaluators in Term 4 of their junior year. Projects may be completed in the summer before or during the fall of their senior year. Students then present their work at a final share out to the community in their Senior Year. Students who complete the grant project in their community become an “Elma Lewis Graduate with Distinction.” These students are honored at the Senior Awards Ceremony and receive an honor cord to wear at graduation.

The Service Learning Curriculum includes a minimum of 20 hours of required Community Service by March of senior year. Students demonstrate their learning through community study, readings, and writing assignment, and a community share out in their Senior Year. Students who complete more extensive service hours (ex. 40 hours or more) earn an additional honor designation. These students are honored at the Senior Awards Ceremony.

Summer Reading Assignments for September 2018
Summer reading is an important part of the school year. Summer reading essays are due at the beginning of seminar on Tuesday, September 13, 2018. Please see the BAA website for more information.

STEAM

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 College Prep Math 5, 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
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 their 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 SCIENCE
This course is taken by some 11th and 12th grade students. Environmental Science is the study of how natural and unnatural processes affect our environment. In this course, we will examine these processes and the scientific principles at work behind them. Much of our focus will be on exploring the impact we have on the environment as a result of the way we live and what we can do to possibly minimize the impact. Throughout the course, you will learn to investigate data and claims regarding the state of the environment and communicate with others about the issues. In the end, you will use what you have learned to design a solution to an environmental problem in your community.

SENIOR PHYSICS
This course is taken by some 12th grade students. In the Math-Physics course, students will learn how to make precise and accurate predictions about the mechanics of our Universe. Students will learn how to predict and describe motion of objects. Students will also explore sound and light waves. Students will apply algebra, trigonometry, logarithms, and solving systems of equations in this course.

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

HUMANITIES 1
The Artist and Society, asks students “What is the role of the artist in society?” To explore this question, students engage in historical case studies of societies in Afrika, the birthplace of humanity. The curriculum also includes thematic and global geography, a survey of European colonialism in Afrika, and a case study on the anti-apartheid movement in South Afrika. For English Language Art, students focus on literature from the Afrikan Diaspora including the Caribbean. In addition to required texts, students in Open Honors read other related literature(s). Humanities 1 includes a public, interdisciplinary exhibition, Afrika Lives!, in which students use art to educate the broader community about a specific Afrikan society and the critical roles artists play in society.

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. Readings may include: A Raisin in the Sun by Lorraine Hansberry and Flight by Sherman Alexie. Students in Open Honors will read additional, related literature selections. 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 from World War II to the present. Students engage historical, philosophical, and literary texts representing Americas and global perspectives. There is a heavy emphasis on research, analytical writing, and thesis development. The essential questions focus on key issues in modern societ-
ies: What threatens us? What strengthens us? What is our responsibility? The primary reading may include Dave Eggers’s Zeitoun. In addition, Open Honors students will read George Orwell’s 1984. Assessments 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 before the end of the semester or they will have to repeat the course.

HUMANITIES 4

Art, Aesthetics, and the Human Condition provides students with a critical frame for evaluating art and for understanding how art is evaluated. Students ask "What is art?", "What is beautiful?", "What is valuable?", and "Who decides?" while exploring the construction of the Classical, Romantic, Modern, and Post-modern aesthetics. Students explore these questions through music, visual art, dance, and theatre. Readings include various 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 read two additional novels and take on alternative essay prompts and research tasks. Assessments include 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.

World Languages

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

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 and Arabic speaking cultures in and beyond the United States. This exploration will begin with the essential question, why it is 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 toward the target language and culture.

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 or signed 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-Advance level (survival proficiency), according to the ACTFL Provisional 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 Hispanic world. 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, authentic learning materials, lecture, dialogues 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. 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 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 an immersion program and have had extensive exposure to the language are encouraged to contact the instructor to determine whether Spanish for Native Speakers is the right fit for them. Spanish for Native Speakers aims at developing the literacy skills of heritage speakers through the study of authentic literature and 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 preserves and celebrates their cultural roots.

ARABIC

Arabic 1 is an introduction to Arabic language and culture. In this course, students will learn to communicate about themselves and their environment through reading, writing, listening, and speaking. They will learn to read and write the Arabic alphabet, and they will be introduced to Arab culture, with the opportunity to attend many cultural events over the course of the year.

Arabic 2 is a continuation of Arabic 1, in which students move from studying the personal to the group, with a focus on community in the Arab world. Students will continue to expand their communication skills in all four areas of study (reading, writing, listening, and speaking).

Creative Writing

The Boston University Creative Writing Scholars at Boston Arts Academy is a year-long writers’ residency. Graduate students from BU’s Creative Writing Program conduct weekly writing workshops with BAA students, along with a BAA teacher. Participating BAA students work through a range of writing styles and forms, including poetry, short fiction, drama, and the essay. This program is supported by Robert Pinsky, Professor of English and the former Poet Laureate of the United States. Students receive academic credits for attending and participating in the course.
**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, 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, life-long 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 (also reached through tinyurl.com/baa-library).

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 Monday-Thursday from 8:00am to 5:00pm, Friday until 1:00pm.

The library can be reached via email at READ@BostonArtsAcademy.org or via social media:
- Twitter: @baa_lib
- Instagram: @baa_library
- Snapchat: @baa_library
- Facebook: BAALibrary

**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 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 after 8:15 am. 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 print only what you need. Utilize your @bostonk12.org email and drive to save information that you do not need to print.
- You use digital technology for academic and arts related work during school.
- You keep all volume low.
- You apply the school-wide rules in the library.
- If you are asked to leave, please do so without argument or 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 Boston Public Library or through MA Library Services.

**Summer Literature Circle Reading Assignments:** Every September, the whole school community participates in book discussions. Instead of being grouped by major or grade level, students are purposefully grouped across majors and grades.

**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**

Tutors are available so if you need one, please ask your teachers. 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.**
- **Excused absences** may include (per BPS Policy):
  - An illness or injury that prevents the student from attending school; The illness or injury must be verified by a health care provider, school nurse, or parent
  - A death in the immediate family (parent, sibling, grandparent, aunt, uncle, cousin) or other significant personal or family crisis
  - Court appearances (must bring a note from court)
  - Medical or psychological tests during the school day; The parent must show evidence (such as a note from the health center) that the tests, could not be scheduled after school
  - Religious holidays
  - Visits to special education schools in some cases for students with disabilities
  - Other extraordinary situations approved by the School Site Council.
- **What Is an Unexcused Absence (per BPS Policy)?**
  Some parents think that any absence will be excused as long as the parent sends a note. This is not true. Here are a few examples of **unexcused absences**—even if the parent sends a note:
  - Repetitive and chronic absence due to illness or injury. In these cases, for the absence to be excused, the parent must submit a letter from a health care provider verifying that the student was too sick or injured to go to school.
  - Student needed to baby-sit
  - Cutting class
  - Family vacation
  - Trip to the homeland
  - Extension of a religious or cultural holiday beyond the designated day or days on the school calendar
- **ONLY 3 unexcused absences permitted per marking term.**
- 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, 84).

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 (Headmaster 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 Headmaster 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 Headmaster or a Dean.
- You and your parents/caregivers will be asked to have a meeting with the Headmaster 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 BEHAVIORAL REFERRAL OR EGREGIOUS OFFENSE

- You will be removed from the classroom or the school as deemed necessary and have an immediate conference with the Headmaster 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 84 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, 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 suspended. 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 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 Headmaster 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 the Dean of Students’ 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 Instant Messages (IMs), or go into chat rooms on school computers at any time, before, after, or during school. Students may not use their cell phones to access the Internet within school hours without the permission of a staff member. Students who do not adhere to this policy will lose their computer privileges.

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.

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.

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.

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, 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 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 extra-curricular 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.

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.

When a student is accused of plagiarism, the student will receive a disciplinary hearing. If the student is found to have plagiarized, the student:

1. Will receive disciplinary action and/or will be suspended.
2. Will receive a “0” for the plagiarized assignment. The student may not make up the assignment. For major assignments, this may mean the student will fail the course.
3. May have to write a researched essay for the Academic Dean defining plagiarism, citing examples of plagiarism, and explaining why plagiarism is wrong.

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

State law permits the principal or headmaster 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

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 themselves
- Leaving the school without permission or cutting classes excessively
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 use additional space on back if necessary.

________________________________________
FOR ADMINISTRATIVE USE ONLY

Signature of Person Filing this Report: __________________________________________ Date: ________________
   (Note: Reports may be filed anonymously.)

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: __________________

☐ Interviewed witnesses  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 __________

SAFE SPACE HOTLINE: (617) 592-2378
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 Headmaster 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, Headmaster

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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 2018-2019 academic year.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Entering Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Student #</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Name</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Signature</td>
<td>Date</td>
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</tbody>
</table>