



Boston
Green
Academy

STUDENT & FAMILY HANDBOOK

20 Warren Street
Brighton, MA 02135
617-635-9860



2025-2026

Table of Contents

Table of Contents.....	2
BGA History and Mission.....	4
Statement of Non-Discrimination.....	4
Admissions.....	4
School Calendar SY 2025/26.....	5
School Hours.....	5
Start and End Dates, Early Releases, and No School Days.....	5
Bell Schedule.....	6
Staff List.....	7
Attendance.....	8
Absences.....	8
Tardiness.....	9
Early Dismissal.....	10
Facilities.....	11
Students Rights and Responsibilities.....	13
Rights of Students.....	13
Responsibilities of Students.....	15
Student Conduct.....	16
Safety Guidelines.....	16
BGA Values: The 5 R's.....	16
School Based Rules.....	16
Student Entry Protocol: Bag Checks and Metal Detectors.....	17
Cell Phones/ Electronic Devices Policy.....	18
Academic Dishonesty / Plagiarism.....	20
Dress Policy.....	20
Discipline.....	21
Progressive Discipline Tiers.....	22
Bullying.....	23
Hazing.....	23
Student Support.....	26
Student Support Team (SST).....	26
Special Education.....	26
School Health Office.....	26
Mandatory Reporters.....	27

Outside Programs.....	27
Transportation.....	27
Yellow Bus Transportation and MBTA Passes.....	27
Public Transportation.....	28
Emergency Transportation Procedures.....	28
Athletics.....	30
Academics.....	32
Grading Policy.....	32
Grading Scale.....	32
Promotion and Retention Policy.....	33
High School Graduation Requirements.....	34
Graduation Competency Determination (CD) Requirement.....	35
Course Offerings.....	35
Accelerated Learning Opportunities.....	35
Career Technical Education (CTE).....	37
Admissions Requirements.....	37
Program Progression.....	37
Key Features.....	38
Outcomes.....	38
Green Programming.....	39
The BGA Green Line: A Green Public School in an Urban Setting.....	39
The Sustainability Triangle.....	39
Green Culture and Daily Practice.....	39
Green Exhibitions.....	40
Experiential and Place-based Learning.....	40
Closing.....	40



For more detailed information about district-wide policies, services, and procedures, families are encouraged to review the **Boston Public Schools District Handbook**, which summarizes many helpful laws, policies, regulations, and practices important to current students and their parents, families and guardians.

The handbook is available online and can be accessed here: [BPS District Handbook](#).

BGA History and Mission

History

Boston Green Academy is a special place, a Horace Mann 'in-district' Charter School that is proudly part of the Boston Public Schools. Founded in 2011 by a committed group of Boston educators and community members, BGA is Boston's only school focused on sustainability and preparing the next generation of diverse leaders for college and green careers.

Asked by the Boston Public Schools to turn around a struggling high school, BGA successfully 're-started' Odyssey High School in South Boston and in three years became the most improved high school in the Boston Public Schools and one of the most improved state-wide. In 2014, BGA moved to the historic Taft Building in Brighton and began our expansion to include middle grades, starting with a 6th grade. In 2017, BGA achieved our goal of becoming a full school for grades 6-12 serving approximately 500 students from every neighborhood and background in Boston. BGA continues to be one of the most improved and innovative schools in the Boston Public Schools.

Mission

Boston Green Academy welcomes diverse students of all abilities, educates and empowers them to succeed in college and career, and prepares them to lead in the sustainability of our community and world.

Statement of Non-Discrimination

Boston Green Academy, in accordance with the nondiscrimination policies of the Boston Public Schools, does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, pregnancy, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat, or harassment that demeans individuals' dignity or interferes with their ability to learn or work.

Admissions

School Registration

Students interested in enrolling at BGA must fill out an application of admission available in the main office and on our [website](#). Eligible students must reside within the City of Boston. Once complete, the student's name will be entered into the lottery held each March. The lottery is held to designate seats for students in the 7th and 9th grade (our primary years of entry) and to backfill any grades that have open seats in accordance with BGA's Admissions Policy (also on our website).

Wait List

Students not selected for a seat via the lottery will be placed on a wait list. As vacancies present, names will be taken from the waitlist and communication sent home to families to offer a seat. The wait list remains active until the following school Lottery process in February.

School Calendar SY 2025/26

School Hours

Mon/Tue/Thur/Fri: 8:00am – 3:00pm

Wednesday: 8:00am – 12:00pm

The building will be open to students everyday starting at 7:15am for breakfast.

Start and End Dates, Early Releases, and No School Days

September 4	First Day of School
October 13	Indigenous People's Day - No School
November 11	Veteran's Day - No School
November 26	Early release for students and staff
November 27-28	Thanksgiving Recess
December 22, 2025 - January 2, 2026	Winter Recess - Students return January 5, 2026
January 19	M.L. King Jr. Day - No School
February 3	Student Early Release / Educator Professional Development Hours
February 16	President's Day - No School
February 17 - 20	February Recess - Student return February 23
March 3	Student Early Release / Educator Professional Development Hours
April 3	Good Friday - No School
April 20	Patriot's Day - No School
April 21 - 24	Spring Recess - Students return April 27
May 25	Memorial Day - No School
June 5	Last day for Seniors (Day 170)
June 18	Early release day for students
June 19	Juneteenth - No School
June 22	Last Day of School (180 days(if no days were lost due to cancellations). Early release day for students.

[Link to Boston Public Schools 2025-26 Academic Calendar](#)

Bell Schedule

Waterfall Schedule

For the 2025–2026 school year, our school is introducing a new bell schedule designed to provide students with more in-school opportunities for learning, support, and enrichment. This schedule follows a waterfall model, meaning that classes rotate each day in a consistent pattern rather than meeting at the same time daily. The goal is to ensure students experience each subject at different points in the day, helping balance energy and focus across all courses.

Monday		Tuesday		Wednesday		Thursday		Friday	
7:15-8:00	Breakfast (Optional)	7:15-8:00	Breakfast (Optional)	7:15-8:00	Breakfast (Optional)	7:15-8:00	Breakfast (Optional)	7:15-8:00	Breakfast (Optional)
8:00-8:56	A	8:00-8:56	G	8:00-8:57	F	8:00-8:56	C	8:00-8:56	B
9:00-9:56	B	9:00-9:56	A	9:01-9:56	G	9:00-9:56	D	9:00-9:56	C
10:00-10:26	ADVISORY	10:00-10:26	ADVISORY	10:02-10:59	A	10:00-10:26	ADVISORY	10:00-10:26	ADVISORY
10:30-11:26	C	10:30-11:26	B	11:03-12:00	B	10:30-11:26	E	10:30-11:26	D
12:30-12:58	D 1st Lunch (HS): 11:30-11:54 *2nd Lunch (HS): 12:02-12:26 3rd Lunch (MS): 12:34-12:58	12:30-12:58	C 1st Lunch (HS): 11:30-11:54 *2nd Lunch (HS): 12:02-12:26 3rd Lunch (MS): 12:34-12:58	12:00	DISMISSAL	12:30-12:58	F 1st Lunch (HS): 11:30-11:54 *2nd Lunch (HS): 12:02-12:26 3rd Lunch (MS): 12:34-12:58	12:30-12:58	E 1st Lunch (HS): 11:30-11:54 *2nd Lunch (HS): 12:02-12:26 3rd Lunch (MS): 12:34-12:58
1:02-1:58	E	1:02-1:58	D	12:00-12:30	Lunch (Optional)	1:02-1:58	G	1:02-1:58	F
2:02-3:00	F	2:02-3:00	E	12:30-3:00	Staff Meetings	2:02-3:00	A	2:02-3:00	G

Staff List

Administration				
Name	Position	Email	Extension	
Matt Holzer	Head of School	mholzer@bostongreenacademy.org	32100	
Yeji Son	Asst. Head of School, gr. 7 & 8	yson@bostongreenacademy.org	32092	
Ryne Deckard	Asst. Head of School, gr. 9-12	rdeckard@bostongreenacademy.org	32096	
Amal Mohamed	Director of Teaching and Learning	amohamed@bostongreenacademy.org	N/A	
Amanda Reveles	Director of Operations	areveles@bostongreenacademy.org	32106	
Dave Kramer	Director of Green Programs	dkramer@bostongreenacademy.org	32108	
Alex Jacobson	Green Careers & Civic Engagement	ajacobson@bostongreenacademy.org	32108	
Nathalie De La Rosa	Head of Staff	ndelarosa@bostongreenacademy.org	32107	
Marta Bausemer	School Nurse	mbausemer@bostongreenacademy.org	32091	
Special Education				
Alissa Long	Director of Special Education	along@bostongreenacademy.org	32114	
Keith Guyette	Special Education Coordinator	kguyette@bostongreenacademy.org	32093	
Kristin Femino	Special Education Clerk	kfemino@bostongreenacademy.org	32104	
SST: School Culture				
Reginald Loving	Dean of Students	rloving@bostongreenacademy.org	32102	
Taron Seaforth	Asst. Dean of Students	tseaforth@bostongreenacademy.org		
Angelina Favaloro	Athletic Director / CFC	afavaloro@bostongreenacademy.org		
Patrick Coren	Middle School CFCs	pcoren@bostongreenacademy.org	32105	
Samantha Benoit		sbenoit@bostongreenacademy.org		
Jonathan Torres		jtorres@bostongreenacademy.org		
SST: Student Development				
Ashley Harton-Powell	Family Liaison	ahartonpowell@bostongreenacademy.org	32116	
Vanessa Brea	Middle School Counselor	vbrea@bostongreenacademy.org	32094	
Marilyn San Inocencio	Gr. 9 & 10 School Counselor	msaninocencio@bostongreenacademy.org	32110	
Bryant Craft	Gr. 11 & 12 School Counselor	bcraft@bostongreenacademy.org	32117	
Jermaine Patterson	Re-Engagement Coordinator	jpatterson@bostongreenacademy.org	32101	

Attendance

Boston Green Academy takes attendance very seriously. Being present in school every day is the foundation for student achievement and academic success. If students are not in school, they are missing out on what is being taught and are at risk for experiencing lower academic performance. When absences become a pattern or become a chronic issue, students can fall behind and experience academic struggles as well as experience challenges beyond the classroom. BGA knows that every now and then students are going to be absent from school. However, we ask that families and students make every effort to come to school every day.

Absences

Excused Absences

Parents/Guardians/Caregivers are asked to email the school at attendance@bostongreenacademy.org or send a letter (to be delivered to the Main Office) with the student to report the absence. An absence note (on paper or via email) would ideally be submitted prior to the absence, but can be sent upon the return of the student. This communication must include the student's name, date of the absence(s), and reason for the absence.

A personal illness can be excused by a parent, but repetitive or chronic absences of three or more days must be excused by a note from a health care provider. For a detailed description of excused vs. unexcused absences, please refer to page 14 of the "Guide to the Boston Public Schools for Families and Students" located on the BPS website.

Having an excused absence does not excuse the student from doing the work for the classes they have missed. Students must communicate with their teachers to receive any missed assignments.

Excused absences may include:

- An illness or injury that prevents the student from attending school. The illness or injury must be verified by a healthcare provider, school nurse, or parent
- Death in the immediate family (parent, sibling, grandparent, aunt, uncle, cousin; please provide a copy of the funeral program) or other significant personal or family crisis
- Court appearances
- 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 for students with disabilities
- Other extraordinary situations approved by the school.

Unexcused Absences

Some parents think that any absence will be excused as long as the parent sends a note. This is not true. Here are examples of **ABSENCES THAT WILL NOT BE EXCUSED**—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 healthcare provider verifying that the student was too sick or injured to go to school
- The student needed to babysit
- Cutting class (including checking in and leaving the building early)
- Family vacation during non-school vacation time
- Trip to the homeland extended beyond school vacation
- Extension of a religious or cultural holiday beyond the designated day or days on the school calendar
- A phone call or text to the school to inform of a student's absence
- The student is absent due to a sibling or parent having an appointment

Whenever possible, parents should check with the Assistant Principals Yeji Son (middle school, grades 7 & 8) or Ryne Deckard (high school, grades 9-12) before allowing a student to miss school if they are not sure the absence will be excused. *Teachers do not have the authority to excuse a student from school.*

Students are responsible for making up the work they missed when they are absent. However, the school is not required to help students make up tests and assignments the student missed due to unexcused absences.

Students with four or more unexcused absences will be referred to the student support team, who will work with the family to develop an attendance plan or contract to help the student improve attendance.

Tardiness

If Student is late to class:

- Come in quietly, take your assigned seat, and wait for the teacher to acknowledge you.
- Please see individual teacher policies and procedures for handling this form of misconduct.
- Repeated offenses are likely to be referred to the Student Support Team for further interventions that include, but are not limited to, after school reflection, community service, and parent/guardian meeting.
- If a student is tardy 5 or more times it can result in being disqualified from participating in after school sports / activities and scheduled field trips; as determined by the Administration.
- If a student is tardy 5 times, it will equate to one unexcused absence from that course. 5 unexcused absences in a marking period will result in a significant loss of the participation grade.

If Student is late to school:

Any student arriving at school after the 8:00am bell will be marked as tardy. They must sign in at the tardy desk to obtain a pass that will permit access into their class.

Excessive instances of being late to school (3 or more in one week/10 or more in one marking period) will be handled directly by the SST. Family meetings will occur in an attempt to address the cause of the lateness and discuss a routine for the student to begin arriving at school in a timely manner. Loss of privileges and student reflection are some potential consequences.

Early Dismissal

Your child must be in school for the duration of the school day. Early dismissal should only occur in the event of an emergency. Families should complete this Google Form in order to alert the office of their students' upcoming departure. We ask that you do your best to complete this form at least two hours prior to dismissal, so our staff can be prepared. If you are dismissing multiple students at the same time, please complete the form once for each student.

Link: bostongreenacademy.org/dimissal or through the QR code below:



Facilities

Visitors:

Please be aware that visitors may not be permitted to enter the school building. If you arrive at the building to pick up or drop off a student, please call the main office, or ring the buzzer at the front door for arrangements. Please note that proper identification is required to have a student released to your care.

Parking is available in our back lot for visitors and families. Please be sure to register your vehicle for a visitor permit in the main office. Please be mindful if you are blocking any cars and leave a contact number in the visitor sheet in case you need to move your vehicle. Parking is not recommended in the front of the school unless it is for emergencies or for matters that will take less than 20 minutes.

Hall Passes:

- No passes will be provided to students the first 10 minutes and last 10 minutes of class.
- Students outside of class must have a hall pass or a tardy pass in their possession at all times.
- Abuse of the pass system may result in pass restriction and loss of privileges.
- Students must follow all posted signage for moving through the hallways at all times.

Lockers:

Lockers are assigned to all students before the start of school. Students are responsible for providing their own locks and must register their locks with the Director of Operations. Students can only access their lockers before school, during transitions and after school. Any tardiness related to lockers will not be excused. Students should not leave class to access their lockers.

Students should not write on the inside or outside of the lockers. They must be kept neat and clean. Students should not leave money or valuables in their lockers. Any damage to the lockers should be reported to the Director of Operation. Do not give your locker combination to other students. Do not place stickers on the lockers, as they are difficult to remove. Lockers are the property of the school district and are subject to investigation at any time by SST. Students are responsible for materials found in their assigned lockers and the condition of their lockers. Failure to adhere to the expectations outlined above will result in locker privileges being revoked.

Outdoor Classroom/Cafeteria:

Students should be accompanied by an adult at all times when using this facility during school hours. Students wishing to use the space during lunch will be informed by staff monitoring lunch if/when it is available for them to use. This is a privilege and will be revoked for violation of rules, including littering.

Fire Drills and Safe-Mode:

When a fire alarm sounds, students, at the direction of their teacher, will follow signs posted in classrooms to the nearest exit point of the school. Unless otherwise directed, students will evacuate to the sidewalk, maintaining a clear path to

the front door for the fire department. Classes will remain together during this process and attendance will be taken. To ensure the safety of students and teachers we ask that all parties adhere to the request of staff during these alarm(s).

An announcement will be made over the PA system if a need arises to place the school into “Safe-Mode”. During this time, all students will remain in classrooms, the exits will be secured, and students will remain as quiet as possible. Only an announcement over the PA system will take the school out of the Safe-Mode. Communication home will be made asap via School Messenger as to the reason and duration of the Safe-Mode.

Before School Hours:

The front doors to Boston Green Academy open for student access starting at 7:15am. No student should be in the building prior to this time.

After School Hours:

Boston Green Academy campus will close to students upon dismissal at 3:00. Students participation in any afterschool program or activity should always be accompanied by the adult supervising that activity.

Unauthorized Areas:

Students may not venture into unauthorized areas. Students found in any area of the building to which they are not assigned, are considered to be in an unauthorized area. Please be aware that certain areas are unauthorized at certain times of the day. For example, if you are in a stairwell while you are supposed to be at lunch, you will be considered to be in an unauthorized area.

Library, Computers, Internet:

Students are encouraged to visit the Library often and take advantage of the many exciting programs there. During class time, a teacher or staff member must escort students to the Library, or send them with a note including the date, time and signature of the staff member. Before school, during lunch, or after school, students cannot be in the Library unless the Librarian is present. Before and after school, all students are welcome to do their work in the Library and attend activities. The library is a quiet working environment. Conversations should be work-related, constructive, and respectful at all times. The librarian and other staff members will ensure that all students behave appropriately in the Library and may ask students to leave if necessary. Many of the library materials cannot be removed from the premises. Books and materials that may be checked out must be returned promptly and in good condition. Students are liable for any damaged or missing property.

Students Rights and Responsibilities

RIGHTS AND RESPONSIBILITIES RELATED TO BPS CODE OF CONDUCT

Promoting quality education and safe and supportive schools depend not only upon the responsibilities and rights of students but also on the quality of interaction among students, parents/guardians/caregivers, teachers, administrators, and BPS staff.

Rights of Students

It is not possible to exhaustively list all of the rights of students, but the following are fundamental to ensure that students have access to a safe, welcoming, and just school community. As this list does not capture every right afforded to students, this list may not be used to deny a student a right that they are otherwise entitled to solely because it is not listed here.

1. Under state and federal law, no student shall be excluded from or be discriminated against based on their actual or perceived race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity, handicap, disability, age, socioeconomic status, active military status, or genetics.
2. Students have the right to use the restrooms, locker rooms, and other facilities consistent with their gender identity or to use gender-neutral facilities if a student prefers.
3. Students have the right to be addressed by the name and pronoun of their choice.
4. Students have the right to equitable educational opportunities free from bullying, harassment, discrimination, prejudice, and bias-based conduct.
5. Students have the right to participate in certain school activities (e.g., field trips, recess, and electives). If a field trip or school activity is a required learning experience and results in a graded assignment, students shall not be deprived of the opportunity to participate. The Boston Public Schools strongly believes in supporting and improving the health and social and emotional development of our students. As such, it is prohibited for any BPS staff member to stop a student from participating in physical activity (including recess) or extracurricular academic support as a disciplinary consequence or for any other reason other than illness or safety or as approved by the school leader.
6. Students have the right not to be subjected to unreasonable searches or seizures unless supported by reasonable suspicion. Searches and seizures must be in compliance with the policies and procedures set forth in the Superintendent's Circulars [Student Searches, # SAF-1](#), and [Locker Policy, #SAF-3](#).
7. Students have the right to certain limitations on Boston Public Schools' creation of Office of School Safety reports and Boston Police Reports related to student conduct, as outlined in the [Policy Regarding Preparing and Sharing Incident Reports and Other Student Information](#).
8. Students have the right to consult with teachers, counselors, administrators, and other school staff upon reasonable request.
9. Students have the right to free and fair election by secret ballot of their peers in student government and the right to hold office if elected.
10. Students have the right to have their voices heard in matters affecting them.

11. Students have the right to participate in developing rules and regulations to which they are subject and the right to be notified of such rules and regulations.
12. Parents/guardians/caregivers and/or students have various rights under state and federal student records laws, including the right to see all of their student's records and to control who outside the school may see them. (See Superintendent's Circular, [#LGL-07](#)).
13. Students with disabilities may have additional rights and protections under federal and state special education law as it relates to the application of the Code of Conduct.

Students in school may exercise their rights to free speech, assembly, press, and association, which are both granted to them and limited by state and federal law. According to current legal standards, students are prohibited from obscene expressions that are likely to incite the commission of illegal acts or are otherwise likely to cause a substantial disruption or materially interfere with the operation of the school. Absent a substantial disruption to the school environment and subject to relevant law, students have the right to:

1. Wear political buttons, armbands, and other badges of symbolic expression.
2. Distribute printed materials and to circulate petitions on school property, including inside school buildings, without prior authorization by school administrators, except that:
 - a. materials distributed and petitions circulated on school property must display the name and address of the individual or sponsoring organization (including the name and address of at least one member of the group) that is distributing or circulating the material or petition; and
 - b. the person(s) distributing or circulating materials or petitions must be (a) student(s) in the school involved; and
 - c. the time for such distribution or circulation shall be limited to periods before school begins, after dismissal, and during lunchtime to prevent interference with the school program; and
 - d. the places for such distribution or circulation in each school shall be reasonably restricted so as to permit the normal flow of traffic within the school and at exterior doors; and
 - e. the manner of such distribution or circulation shall be reasonably restricted so as to prevent undue levels of noise and disruption; and
 - f. students shall be subject to reasonable requirements for removing litter resulting from such distribution or circulation.
3. Use their own bulletin board(s) without censorship, provided:
 - a. all materials, notices, and other communications posted by a student shall include the name and email address of the poster. If the posting relates to a third party, the post must include the student's name and email address and the name and email address of at least one member of the third-party organization; and
 - b. all materials, notices, and other communications shall be dated before posting and removed after a reasonable time to assure full access to the bulletin board(s).
4. Reasonable use of the public address systems and other school media facilities, except that announcements shall be limited to before school, after dismissal, and other times when classes are not in session.

5. Form political and social organizations and conduct activities in connection with their formed organization, provided that group membership shall be open to any student and must comply with BPS policies and procedures.
6. Present petitions, complaints, or grievances to appropriate school authorities regarding disciplinary and other school-related issues, except where this Code provides for the formal right of appeal.
7. Personal privacy, including the right to determine their appearance and select their style of hair and clothing, is subject to reasonable rules.

Responsibilities of Students

Responsibilities are not a substitute for rules that are included in the Code of Conduct. However, students have the responsibility to:

- Respect the rights of others.
- Respect the diversity of staff and students.
- Contribute to a safe and supportive educational environment.
- Apply their abilities and interests to improve their education and advocate for positive change.
- Exercise the highest degree of self-agency, to the best of their ability, in following the Code of Conduct while meaningfully and positively participating in building the school community.

Student Conduct

Commitment to Safety, Community, Respect, and Dignity

We have high standards for the conduct and character of our students and we expect them to live up to our community ideals. To support this culture, our students will practice restorative justice, self-discipline, and peer-mediated dispute resolution so that they are able to maintain their dignity while confronting difficult choices and their consequences. Boston Green Academy embraces common language and core values to maintain consistent expectations and foster positive outcomes for our students.

BGA has adopted the BPS Code of Conduct

Safety Guidelines

- Try it On
- It's Okay to Disagree
- No Shame, Blame, or Attack
- Take 100% Responsibility
- Keep Our Community

BGA Values: The 5 R's

The 5 R's represent BGA's core values - these 5 words will be in the hearts and minds of every BGA student and adult.

Respect Treating yourself and others - your belongings and their property/belongings, and your community - as you want to be treated.

Responsibility Taking care of the things you are required to do ; carefully tending to tasks / activities that support you, your family and community.

Restraint Thinking before you speak and before you act ; holding back ; responding to things instead of reacting.

Reciprocity Giving back to others, your community, and yourself; being grateful and thankful for what has been provided to you and then returning the gift, action, or gesture; paying it forward.

Redemption Offering or requesting forgiveness, a second chance, or a fresh start or self, others, and community; redemption is not just given, it must be earned/ deserved.

School Based Rules

Location and Transitions

- MS students and HS students must adhere to their side of the building, other than specific circumstances: i.e. cafeteria, enrichment, library, auditorium, and/or counseling services.
- Students who receive yellow bus services, must go straight into the building once they arrive at school.

- Students should transition safely and quietly from one location to another throughout the building.
- Students should not be using the elevator unless they are provided a pass from the nurse for medical / health reasons.
- Students should arrive to class prior to the bell, prepared with their materials and in their seats.
- Students should receive permission and a hall pass whenever leaving a classroom, and return to class within 5 minutes.

Bathroom

- Students are not allowed to go to the bathroom the first and last 10 minutes of class.
- There should only be one person per bathroom stall.

Food

- Students should not be eating and drinking in class, other than water. *If a student is hungry, they should be sent to the school counselor's office or social worker's office with a pass for a healthy snack.*
- Students should not be ordering food for delivery from outside vendors.

Technology

- Students should only use their chromebook for academic purposes during class time.
- Students should not share their passwords with anyone.
- Students should use appropriate language in email messages, online postings, and other digital communications.

***Failure to adhere to these student expectations may result in school discipline. *Repeated violations may result in a violation of the BPS Code of Conduct.**

***Please review the [BPS Code of Conduct](#) for a comprehensive list of infractions and consequences.**

Student Entry Protocol: Bag Checks and Metal Detectors

To maintain a safe and secure learning environment for all students, staff, and visitors, our school has established safety procedures that apply to everyone entering the building. These measures are in place to prevent prohibited items—such as weapons, vapes, and other dangerous or disruptive materials—from entering the school.

Daily Entry Procedures

- All students in grades 7–12 are required to go through a metal detector and have their bags checked upon arrival each morning.
- Students must follow the instructions of school staff during this process and present their bags for inspection without delay.
- These procedures are designed to be efficient and respectful of students' time while prioritizing school safety.

Re-Entry Procedures

- Any student who exits and re-enters the school building during the school day—whether for appointments, off-campus classes, or other reasons—must repeat the metal detector screening and bag check process upon re-entry.
- Students should plan accordingly to ensure timely return to class following re-entry procedures.

Prohibited Items

The following items are strictly prohibited on school grounds, and possession of such items may result in disciplinary action:

- Weapons or items that may be used as weapons (including pocket knives)
- Vaping devices and accessories
- Tobacco, alcohol, or illegal substances
- Fireworks or incendiary devices
- Any item deemed dangerous or disruptive to the educational environment

This is not a comprehensive list, and the school reserves the right to confiscate any item that violates school policy or poses a safety risk.

Privacy and Respect

We recognize the importance of student privacy and dignity. All screening procedures are conducted by trained staff with professionalism and respect. Any concerns about the screening process should be directed to school administration.

Cell Phones/ Electronic Devices Policy

Yondr Pouch

In order to promote a distraction-free learning environment, BGA requires all students' personal electronic devices such as their cell phone, smart watches, and earbuds to be in their Yondr Pouch during the duration of the school day, including breakfast and lunch. The pouch is the property of the school and is considered on loan to the student during the school year. Students are responsible for the Yondr pouch at all times and for bringing the pouch to and from school each day and keeping them in good condition. If the student forgets their Yondr pouch, they will have to turn in their phone to the student support team for the duration of the day. If a student damages or loses their Yondr Pouch, it is \$15 for a replacement pouch, or you will have to turn in your phone everyday to SST. If you need a new pouch, please bring \$15 to the assistant principal Ms. Son (grades 7 & 8) and Mr. Deckeard (9-12).

Upon entering school, students will turn their phone off, place the phone inside of the Yondr pouch, and lock it in front of the designated staff as students do the normal bagcheck. The pouches will be unlocked at the end of the school day as students exit the building.

We understand that emergencies will occur. Parents may contact the main office at (617) 635-9860 to speak with their child if an immediate need arises. Also, all students are able to receive email from outside the school district and have access to their Chromebooks throughout the day. Parents can email their students directly in addition to calling the school when time is of the essence. Students can communicate with one another using their Chromebooks as well. For all other questions please refer to the [BGA Yondr - FAQ document](#).

Consequences for Violation of the Cell Phone Policy

- First Offense: Students will have their phone confiscated by SST for the entirety of the day and a phone call home will be made.

- Second Offense: Students will have their phone confiscated by SST for the entirety of the day and a phone call home will be made. Students will have to turn in their phone for 2 weeks during bag check.
- Third Offense: All the following will apply and the students will earn Saturday school as a consequence and will have to turn in their phone for an indefinite period of time as determined by SST.

NOTE - repeated violations of this policy may subject the student to further discipline, consistent with the BPS code of conduct.

Headphones / Ear buds

Wireless earbuds (e.g., AirPods) and over-ear headphones (e.g., Beats) are not allowed for use at any time during the school day. Wireless earbuds must be stored in students' Yondr pouches, and larger headphones must remain in backpacks. Students may use wired headphones only when connected to their Chromebooks for academic purposes. At no time should headphones be worn around the neck or over the ears, regardless of whether they are in use or connected to a device.

Chromebook

High School

Each high school student will be issued a Chromebook on loan for the school year to support their academic learning. Students are responsible for bringing the device to school daily, keeping it in good condition, and returning it at the end of the year. Any damage, loss, or theft due to negligence or misuse may result in financial responsibility. Students must use the Chromebook in accordance with the BPS Student Code of Conduct and Acceptable Use Policy, and any misuse of the internet or device may result in disciplinary action. By accepting the Chromebook, students and their families agree to these terms and responsibilities.

Middle School

Boston Green Academy provides middle school students with access to Chromebooks through classroom carts to support learning. Students are not assigned individual Chromebooks, but they are responsible for any device while it is in their possession. This means that students must handle Chromebooks with care, avoid damage caused by mishandling, and return them properly at the end of class. While using a Chromebook, students are expected to follow the Boston Public Schools Student Code of Conduct and Acceptable Use Policy, which requires that the internet be used responsibly and only for academic purposes. Any misuse of a Chromebook or the internet, including accessing inappropriate content, gaming, or causing damage, may result in disciplinary action and/or financial responsibility. If a Chromebook is needed for academic purposes after school, families should contact the Director of Operations to request a take-home device. All rules and expectations outlined above also apply when Chromebooks are used at home.

All Other Electronic Devices

All other personal electronic devices, such as tablets (e.g., iPads), are not permitted during the school day, as they can interfere with students' academic focus and progress. If a student with a disability requires assistive technology to access their education, please contact the Special Education Coordinator to discuss appropriate accommodations.

Academic Dishonesty / Plagiarism

As part of your writing assignments at Boston Green Academy, you will be expected to research and incorporate other people's ideas to support your own. Using information from outside sources is allowed—and encouraged—as long as proper credit is given. Acceptable sources include brochures, reports, websites, books, articles, lectures, films, and other media.

There are two proper ways to include someone else's work in your writing:

- Direct quotations, which must be placed in quotation marks and cited on your works cited page.
- Paraphrasing, or restating the information in your own words, which also requires an in-text citation and a corresponding entry on the works cited page.

AI tools may be used for idea generation, grammar checks, or research support, but may **not** be used to write full responses, essays, or projects on behalf of the student. Submitting AI-generated work as your own is considered academic dishonesty.

Plagiarism and Cheating

Plagiarism is the act of using someone else's work, ideas, or words without giving proper credit. This includes:

- Copying from another student
- Copying or paraphrasing from a source (including AI) without citation
- Submitting AI-generated content as original work

Consequences for plagiarism or cheating include:

- A grade of zero on the assignment
- Possible disciplinary action by SST
- In cases of repeated or serious violations, a family conference with BGA Administration

Academic integrity is essential to a meaningful education. We expect all students to complete their work honestly and responsibly, and we encourage families to support these expectations at home.

Dress Policy

At Boston Green Academy, we are committed to ensuring that our dress code supports fairness, access to education, and respect for all members of our school community. The guidelines are designed to avoid reinforcing stereotypes and will be enforced consistently and equitably. No student will be marginalized or discriminated against based on race, sex, gender identity or expression, sexual orientation, ethnicity, religion, cultural practice, family income, or body type/size.

We believe:

- Students should feel comfortable in their clothing choices and be able to participate fully in school without fear of unnecessary discipline or body shaming.
- Students and staff share responsibility for managing personal distractions, rather than placing restrictions on individual self-expression.

Our dress code is intended to:

- Provide for safety in courses and activities where specific attire is required, such as science labs (protective gear), dance (appropriate attire), or physical education (athletic clothing and footwear).
- Allow students the freedom to wear clothing of their choice that is comfortable and respectful.
- Respect and affirm students' self-identified gender through clothing choices.
- Permit religious attire without fear of punishment or bias.
- Prevent clothing or accessories with offensive language, imagery, or content, including profanity, hate speech, or sexually explicit material.
- Prohibit clothing or accessories that promote or reference drugs, alcohol, weapons, or illegal behavior.

Boston Green Academy strives to create a positive, inclusive learning environment. While we value individuality, the following expectations are in place to ensure safety and respect for all:

- Shoes or sandals are acceptable as long as they do not create a safety hazard. Appropriate footwear is required during physical education, science labs, athletic activities, and any other setting where safety is a concern.
- Students should dress casually and comfortably, while also maintaining a level of professionalism appropriate for a school environment.
- Clothing must fully cover private areas, including genitals, buttocks, breasts, and nipples, with opaque fabric. Shirts must cover the torso, midriff, and back, and include straps or sleeves.
- Pants, skirts, shorts, and dresses must be worn at the waist or hips, without undergarments showing.
- Clothing, tattoos, drawings, or accessories may not display or encourage violence, hate, stereotypes, obscenities, or references to gangs, drugs, alcohol, tobacco, or sexual content.
- Headwear is permitted as long as students remain easily identifiable.

Addressing Dress Code Concerns

If a student is not in alignment with the dress code:

1. They may be asked to change into their own alternative clothing, if available at school.
2. The school may provide temporary clothing for the remainder of the day.
3. If needed, parents/guardians may be contacted to bring a change of clothes.

Discipline

Discipline Philosophy

At Boston Green Academy, we believe that discipline is not about punishment, but about learning, accountability, and community. Every student makes mistakes, and we see those moments as opportunities for growth. Our goal is to help students reflect on their choices, repair harm when it occurs, and develop the skills needed to be responsible and respectful members of our school community. We are committed to restorative practices, which focus on repairing relationships, building trust, and ensuring that all voices are heard. We also understand that each situation is unique, and we strive to balance fairness, safety, and support for all students. Families are essential partners in this process, and communication with home is a priority whenever discipline is needed.

Restorative Discipline

Discipline at BGA follows a progressive model, meaning responses to behavior increase in seriousness only if behaviors continue or become more severe. This approach ensures that students are given chances to reflect and improve, while also keeping the school safe and supportive for everyone.

Progressive Discipline Tiers

Tiers	Examples of Behavior	Possible Responses
Tier 1: Classroom-Based Interventions	Defiance/not following classroom expectations, minor disruptions, inappropriate language, minor infraction of classroom policies, tardiness, etc.	Verbal redirection, seat change, teacher-student conference, reflection sheet, restorative conversation, parent/guardian contact
Tier 2: School-Based Interventions	Repeated Tier 1 behaviors, cell phone use, skipping class, inappropriate language, ongoing disruptions, etc.	Dean/administrator referral, restorative circle, loss of privilege, reflection (i.e. detention), family meeting, Wednesday Afterschool Reflection**, Etc.
Tier 3: Serious Incidents	Bullying, fighting, harassment, vandalism, threats, possession of prohibited items (e.g., vape), etc.	In-school or out-of-school suspension, safety intervention, re-entry meeting with student and family, restorative agreement, Saturday School**, Etc.
Tier 4: Severe or Repeated Incidents	Repeated incidents, weapons, drugs, assault, repeated Level 3 behaviors, etc.	Long-term suspension or expulsion (per BPS/State policy), district-level hearing, safety plan, family partnership meeting

Note: Consequences are determined on a case-by-case basis, considering the nature of the incident, the student's history, and the safety of the school community. At every level, families will be contacted, and students will be supported in learning from the experience.

** Wednesday Afterschool Reflection

As part of our commitment to supporting student growth, Boston Green Academy holds Wednesday Afterschool Reflection each week from 12:00–1:00 p.m.. This serves as a possible Tier 2 intervention for students who need additional support in understanding and improving their choices. During this time, students will engage in structured reflection to think critically about the actions or decisions that led to this consequence, and to develop strategies for making more positive choices moving forward.

**Saturday School

Boston Green Academy offers Saturday School as a bi-weekly consequence from 8:00 a.m. to 12:00 p.m. Saturday School

serves as an alternative to exclusionary discipline, allowing students to remain in class and continue their learning during the school week. Instead of being removed from instruction, students give up part of their weekend as a consequence for a violation of the Code of Conduct. During Saturday School, students have time to reflect on the impact of their actions—both on themselves and the school community—and are provided with additional time to complete assignments or receive academic support.

Parents will be notified if their student earned Saturday School the Thursday prior to the scheduled Saturday.

Bullying

Bullying is a serious issue and can result in disciplinary action by both Boston Green Academy and BPS. Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending themselves. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); and intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying).

Cyberbullying is when children or teens bully each other using the Internet, mobile phones or other cyber technology. This can include:

- Sending insulting text, email, or instant messages;
- Posting inappropriate or degrading pictures or messages about others in blogs, social media or on Websites;
- Using someone else's username to spread rumors or lies about someone.

Accusations of bullying are taken very seriously and will trigger an investigation by the Student Support Team. The BPS website linked [here](#), has a lot of useful information for students, families and staff with regards to anti-bullying programs and interventions.

Reporting Bullying - students and parents are encouraged to report directly to a staff member or via the Boston Public Schools [reporting form](#).

Hazing

Hazing is not permitted as part of any student organization, club, group or athletic team. Students conducting any hazing of other students will be subject to the BPS Code of Conduct. MA Hazing Law is included below for all students: Massachusetts General Laws -- Chapter 269

C. 269, S.17. Crime of Hazing: Definition: Penalty

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean 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 any student or any other person. Such conduct shall include whipping, beating, branding,

forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage or drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St.1985, c.536; amended by St.1987, c.665.

C. 269, S.18. Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine or not more than one thousand dollars. Added by St.1985, c.536; amended by St.1987, c.665.

C. 269, S.19. Hazing Statutes To Be Provided; Statement of Compliance and Discipline Policy Required

Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the board of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and

also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institution, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Added by St.1985, c.536; amended by St.1987, c.665; St.1998, c. 161 §§ 557, 558.

Student Support

Student Support Team (SST)

At Boston Green Academy, we believe that students learn best when they feel safe, supported, and healthy. Our Student Support Team (SST) plays a vital role in ensuring the overall well-being of every student.

The SST is made up of dedicated professionals, including social workers, school counselors, a dean of students, community field coordinators, a school psychologist, and a full-time school nurse. This team works collaboratively to support students' mental, emotional, physical, and behavioral health, and to promote a positive school environment. The SST also plays a key role in supporting student conduct and ensuring students are ready to learn each day. Through their efforts, Boston Green Academy strives to create a school culture where all students can thrive both inside and outside the classroom.

Special Education

At Boston Green Academy (BGA), we believe that a high-quality education must support and include every student. Our goal is to ensure that students with disabilities receive the services, supports, and opportunities they need to succeed in school and prepare for life after graduation. BGA is committed to providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), in compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Massachusetts special education regulations (603 CMR 28.00).

We understand that navigating special education can sometimes feel complicated. Our policies are designed to clarify roles, responsibilities, and procedures so families and students know what to expect. These policies also serve as our commitment to meet state and federal requirements, work in partnership with the Boston Public Schools Office of Special Education, and continually strengthen our practices. Families, staff, and community members are encouraged to use [BGA Special Education Manual](#) as a resource and as a reflection of our shared commitment to equity, inclusion, and educational excellence for all students at BGA.

School Health Office

BGA has a full time school nurse. Please call the school to speak with the Nurse regarding medical information and or treatments/medication the student will need during the school day. Regulations require that all medications, both prescription and over the counter, be given only by the school nurse. OTC medicine must be accompanied by written authorization of the Parent/Guardian/Caregiver. Prescriptions must be accompanied by written authorization from the doctor and parent that includes the student's name, name/signature/contact info of the prescriber, dosage/frequency and duration of the prescription.

Mandatory Reporters

All staff members at BGA are mandatory reporters. If information threatening the safety of a student or students comes to our attention, such as in the case of child neglect or abuse, the Department of Children & Families must be contacted.

Outside Programs

The West End Boys and Girls Club of Brighton is located a mere 10 minute walk from BGA. The West End offers after school programming for students in a safe and structured environment. Please contact them at 617-787-4044 for more details and registration questions.

Transportation

Yellow Bus Transportation and MBTA Passes

Currently, only students who receive door-to-door transportation via their Individualized Education Plan (IEP) are guaranteed district yellow bus transportation. All other students will receive 7-day MBTA passes.

7th and 8th grade students may [apply for a waiver](#) to be added onto a yellow school bus roster. These requests are heard on a case-by-case basis. In general, there must be a bus already routed with a bus stop within walking distance to the student's home, and there must be an available seat on said bus.

MBTA (M7) Passes

Students who are not assigned yellow bus transportation will receive an MBTA M7 pass on the first day of school. This pass provides unlimited access to MBTA services during the school year.

If a student loses their pass, they should see Ms. Reveles in the library to request a replacement. The replacement policy is as follows:

- First replacement: Free of charge
- Second replacement: \$5 fee
- Third and subsequent replacements: \$10 fee per pass

Students are encouraged to take care of their M7 pass, as it is their responsibility throughout the school year.

Arrival

School buses are scheduled to arrive at BGA between 7:15 and 7:30. If a bus arrives early, students will remain on the bus until 7:15 when the school building opens.

Students are not permitted to walk off campus after arriving on the bus. High School students proceed to the front entrance of school to enter the building and go through our school safety process. Middle School students proceed to the side door of the middle school side of the building along Warren Street to enter the building and go through our school safety process.

Dismissal

Students who ride the yellow school bus must proceed to the designated bus dismissal location at 2:55 (5 minutes prior to the end of the last block of the day). From there, bus numbers will be called indicating that students can leave the building and proceed to their bus. Students riding yellow school bus transportation who do not report to the bus dismissal location are in violation of school rules and will be susceptible to progressive discipline up to and including suspension from riding yellow bus transportation and/or suspension from school.

What happens if I miss the bus?

While following proper dismissal procedures should prevent missed buses, we understand that situations may occasionally arise. If a student misses their bus, the following steps will be taken:

1. **Parent/Guardian Contacted** – The school will notify the parent or guardian to explain the situation and determine if they can pick up the student or approve an alternate way for the student to get home
2. **Contacting BPS Transportation** – If no alternate transportation is available, the school will contact BPS Transportation to request a “backup bus.”

Please note: Backup buses are not guaranteed and may result in significant delays, with students potentially arriving home several hours late. Families are strongly encouraged to ensure students follow dismissal procedures to avoid these disruptions.

Public Transportation

Public Transportation options:

- **B Line of the Green Line T** to Warren Street stop. Walk up Warren St., school is on the right
- **57 Bus from Kenmore** to the Dustin Street stop which is directly in front of the school
- **66 Bus from Dudley** to Brighton Ave, then take the 57 Bus, which stops at the entrance on Cambridge Street
- **501 Bus from the corner of Franklin and Federal Street:** 501 is a commuter bus; it only runs in the morning (6am – 9am) and evenings (3:30pm – 7:30pm).

MBTA/District Transportation and Travel Behavior:

Students are reminded that travel time before and after school is regarded as part of the school day. Accordingly, students are subject to the BPS Code of Conduct as they travel to and from school on the MBTA, district transportation, or as they walk or drive to or from school. Students using the MBTA and district transportation should exercise respect and restraint. Students represent Boston Green Academy as they travel to and from school on buses, trains, and trolleys. They must display good manners and respect for themselves and fellow passengers at all times. Behavior such as inappropriate language, playing loud music, horseplay, fighting, smoking, etc. is grounds for suspension from school. If a student loses bus privileges it is the family’s responsibility to provide alternative transportation.

Emergency Transportation Procedures

At Boston Green Academy, we expect families to make all regular transportation arrangements for their students. The school will only assist with transportation in emergency or last-case scenarios when other options are unavailable.

If a student requires emergency transportation, the following steps will be taken:

1. **Parent/Guardian Contact**

The school will first reach out to the student's parent/guardian to request that they provide transportation.

2. **Public Transportation**

If appropriate, staff will determine whether the student can safely take public transportation. Age and experience with public transportation will be considered.

3. **Emergency Contacts**

If parents/guardians are not available, the school will contact individuals listed on the student's emergency contact list.

4. **Alternative Arrangements**

Only if all of the above options are unavailable will the school explore additional alternatives. These may include:

- A rideshare (Uber/Lyft/taxi) if the student has a **signed Emergency Waiver form on file**.
- A ride from a school staff member, but only if another staff member is present in the vehicle for the entire trip and both the parent/guardian and Head of School (or designee) give written permission (text or email is acceptable).

All emergency transportation is logged, monitored, and approved by school leadership.

Athletics

Boston Green Academy is proud to be part of a successful athletic co-op with Josiah Quincy and Mary Lyon schools, competing together as **Boston United**. Through this partnership, BGA students have access to a wide range of competitive high school sports, including:

- Girls Volleyball (JV & Varsity)
- Indoor & Outdoor Track (JV & Varsity)
- Girls and Boys Basketball (JV & Varsity)
- Girls and Boys Wrestling
- Boys Volleyball (Varsity)

To be academically eligible to participate in high school sports, students must maintain a minimum **2.0 GPA at the start of the season**.

BGA also maintains an active partnership with Brighton High School for the following sports:

- Football
- Cheerleading
- Girls and Boys Soccer
- Softball
- Baseball

The same academic eligibility requirements apply to these teams.

Important Participation Requirements for High School Athletics:

- A valid physical on file (updated annually)
- Registration through the ASPEN student portal
- Signed parent/guardian consent forms

Students are required to join Boston United teams when a sport is offered through the co-op.

Please note that if a sport is not listed, BGA can work with the student and BPS Athletics to help find a team offering that sport.

Middle School Athletics at BGA

BGA offers middle school girls and boys basketball, promoting early athletic development and teamwork. To be eligible to participate, middle school students must meet the following criteria:

- No F's and only one D in current academic classes (grades are checked weekly)
- Consistent good behavior and conduct
- A current physical on file

We are committed to supporting our student-athletes academically, socially, and physically, and we encourage all eligible students to take advantage of the opportunities available through our athletic programs.

Athletic Dismissal Policy at BGA

Student-athletes at BGA will not be dismissed early and/or will not participate in the sporting event under the following conditions:

1. The student was absent or excessively tardy to school that day
2. The student is failing or at risk of failing their last period class

The student is serving a behavioral consequence due to misconduct

Grades are reviewed the night before each athletic event to determine eligibility for dismissal. This policy is in place to prioritize academic performance, accountability, and responsible behavior.

Unified Sports at BGA

BGA is proud to have an ongoing and successful partnership with Special Olympics to offer Unified Sports for our students with intellectual disabilities. We currently offer Unified Soccer in the fall and Unified Basketball in the winter. To participate, students must either be part of our LFI (Life Skills Functional Instruction) program or be selected as a Unified Buddy. Buddies are students chosen based on strong academics, positive behavior, and consistent attendance. This inclusive program promotes teamwork, friendship, and school spirit across all student groups.

Return-to-Play Policy

If a student-athlete is injured during the season and is seen by a doctor, they are not permitted to return to athletic activities or physical education classes until they are medically cleared. A valid doctor's note must be submitted to confirm clearance before participation can resume.

Academics

Grading Policy

At Boston Green Academy, our goal is to ensure that grades reflect what students have **learned and understood**, not just whether they completed an assignment or followed directions. We believe that grades should provide meaningful feedback about a student's academic progress and mastery of skills.

Grades are based primarily on **summative assessments**, which are opportunities for students to **demonstrate their understanding** of key concepts. These may include tests, essays, presentations, projects, and participation in activities like Socratic seminars or science discussions. In some cases, students will also be graded on their **contributions to the learning community**, such as through group work or collaborative projects.

We also believe in giving students opportunities to grow. For major assessments, students will often be given the chance to **re-do, revise, or re-learn** in order to show improved understanding. Learning is a process, and our grading practices are designed to support students on their journey toward mastery.

Grading Weight

Boston Green Academy uses a grading scale that ranges from 40 to 100 points. The lowest grade a student can receive on an assignment is 40%, even for missing work. The only exception is in cases of serious academic violations, such as plagiarism, where a grade below 40% may be assigned. At the end of the year, the lowest overall course grade a student may receive is an F+, which allows the student to be eligible for summer learning opportunities to recover credit or improve mastery.

Grading weights are designed to be developmentally appropriate and aligned across middle and high school grades:

Grades 7–8:

- 35% Formative Assessments (practice and progress checks)
- 65% Summative Assessments (final projects, tests, major assignments)

Grades 9–12:

- 20% Formative Assessments
- 80% Summative Assessments

This structure ensures that students are supported in their learning journey, while still being held to high academic standards as they progress through school.

Grading Scale

Grade	Percent Range	GPA Points	Description
A+	97 - 100	4.3	A – Overall rating of Excellent. The student has produced a mixture of proficient

A	93 - 96	4.0	and advanced work on all material meeting and/or exceeding standards.
A-	90 - 92	3.7	
B+	87 - 89	3.3	B – Overall rating of Above Average. The student has produced proficient work on all material meeting the standards set forth.
B	83 - 86	3.0	
B-	80 - 82	2.7	
C+	77 - 79	2.3	C – Overall rating of Proficient. The student has completed proficient work on the most important objectives, and proficient or partially proficient on others.
C	73 - 76	2.0	
C-	70 - 72	1.7	
D+	67 - 69	1.3	D – Overall rating of Needs Improvement. The student has completed proficient work on greater than 60% of the assigned material.
D	63 - 66	1.0	
D-	60 - 62	0.7	
F	59 or below	0.0	F – Overall rating of Poor. The student has completed proficient work on fewer than half of the stated objectives.

Promotion and Retention Policy

Middle School (Gr. 7 & 8)

BGA makes every effort for a student in the 7th grade to be promoted to the next grade level. For a wide variety of reasons, retention is seen as a last resort. However, if a student has not exemplified the requisite skills for the next grade level, has failed multiple classes, and/or has poor attendance, a parent meeting will be scheduled to discuss the possibility of being retained. The final decision on promotion/retention will be made by the school administration.

At the end of term two, the School Counselor will review grades with grade level teams, and notify families of students who are off track. Students may be placed on an academic contract, and be mandated to attend homework club and tutoring for extra academic support. Another family meeting will be required at the end of term 3 to discuss progress.

8th grade students must show that they have the requisite skills necessary to find success in the rigors of high school work in order to be promoted to the 9th grade. Students on IEP should be making adequate progress towards their IEP goals. Summer school may be required if students have failed two or more courses. Failure to attend summer school could result in retention.

8th Grade Moving Up Ceremony

The end of middle school is an important milestone, and we are excited to celebrate our 8th graders' accomplishments. In June, students will take part in the Moving Up Ceremony, which recognizes their achievements in middle school and marks their transition to high school. They will also enjoy a special field trip, with the destination chosen based on student input. To be eligible for both events, students must demonstrate readiness for high school by meeting expectations in three areas: maintaining at least 80% attendance, being in good behavioral standing (no suspensions or

repeated major referrals), and earning an overall average of 60.0 (D) or higher in all classes for the school year. Students who do not meet these criteria may not be eligible to participate, at the discretion of the Assistant Head of School.

High School (Gr. 9-12)

Promotion/Retention decisions at the high school level (grades 9-11) are made based primarily upon the student's progress towards completing the BPS and BGA graduation requirements. Efforts are made to move students forward, but if the student falls too far off track, and is in need of making up an entire year's worth of academic courses as of the start of the school year, he/she will be retained in their grade level.

If a Core course(s) (those required for graduation) is failed, it must be made up in BPS summer review.

To be considered a senior, the student must have earned at least 10 credits in courses required for graduation. A student falling short of this will repeat the year as a junior.

High School Graduation Requirements

In order to graduate, all students must pass the following classes:

- 4 years of English Language Arts (or ESL) courses
- 4 years of Mathematics
- 4 years of Lab Sciences
- 4 years of Humanities
- 2 years of World Language (*Can be waived for ESL / Special Education students on a case by case basis.*)
- 2 semester courses in the arts
- 4 semester courses in physical education

Additionally BGA students must complete the following:

- Junior Review
 - Junior Review is a capstone project for 11th graders, highlighting their growth through project-based learning. Students reflect on their high school experience, present their work to a panel, and share future goals—an important step in preparing for college and careers.
- Senior Internship
 - At the end of the senior year, every student participates in a 5-week, 100-hour long internship at a site around the city. This allows students to build professional skills, explore career interests, and gain confidence through hands-on learning outside the classroom.
- 40 hours of Community Service
 - In order to graduate, students need to complete at least 40 hours of community service. All hours are tracked on my.innerview.org, which allows students to record hours, find opportunities, and set service-based goals for themselves.

Graduation Competency Determination (CD) Requirement

In addition to BGA's graduation requirements, Massachusetts state law requires all students to meet the Competency Determination (CD) in order to earn a high school diploma. This requirement was previously tied to the MCAS; updated state guidelines now apply.

To meet the CD requirement, you need to pass these courses (or their equivalents):

- **English:** Two years of high school English.
- **Math:** One year of Algebra I and one year of Geometry (or integrated math). If you took Algebra I in 8th grade, it counts.
- **Science:** One year of either Biology, Physics, Chemistry, or a Career/Tech Education science class.
- **History:** One year in the U.S. History (this is covered in our Humanities 1 class).

Course Offerings

High School

- [High School Course Descriptions SY 2025-2026 \[English\]](#)
- [High School Course Descriptions SY 2025-2026 \[Spanish\]](#)

Middle School

- [Middle School Course Descriptions SY 2025-2026 \[English\]](#)
- [Middle School Course Descriptions SY 2025-2026 \[Spanish\]](#)

Accelerated Learning Opportunities

In order to educate and empower students to succeed in college and career, BGA offers a variety of accelerated learning opportunities for students.

8th Grade Algebra 1

A cohort of 8th grade students will be chosen based on their Spring MAP math scores (district interim testing) and 7th grade teacher recommendation. This cohort will take 8th grade mathematics and Algebra 1 (normally a 9th grade course) simultaneously. Successful completion and passing of the Algebra 1 class will earn the student a high school credit, and puts the student on the AP calculus track.

Advanced Placement Classes (AP)

Advanced Placement (AP) courses offer students the opportunity to engage in challenging, college-level coursework while in high school. These classes help students strengthen critical thinking, writing, and problem-solving skills. At the end of each course, students may take a national AP exam, and with a qualifying score, can earn college credit or advanced standing at many colleges and universities.

Class Name	Subject	Grade Level Offered
AP Seminar	English Language Arts	Gr. 10
AP Language and Composition	English Language Arts	Gr. 11
AP Literature and Composition	English Language Arts	Gr. 12
AP Pre-Calculus	Mathematics	Gr. 12
AP Computer Science Principals	Mathematics	Gr. 11 & 12
AP Environmental Science	Science	Gr. 11 & 12
AP African American Studies	Humanities	Gr. 10 - 12
AP Comparative Government and Politics	Humanities	Gr. 12
AP Psychology	Humanities	Gr. 11 & 12

Dual Enrollment

In partnership with Cambridge College, students have the opportunity to participate in dual enrollment courses. This program exposes students to rigorous, college-level coursework while they are still in high school and provides the chance to earn college credit. Through this experience, students develop the academic skills, confidence, and preparation needed for future success in higher education.

Class Name	Subject	Grade Level Offered
Physics	Science	Gr. 12
Forensic Science	Science	Gr. 11 & 12
Statistics	Mathematics	Gr. 11 & 12

National Honors Society (NHS) and National Juniors Honors Society (NJHS)

The National Honor Society (grades 10–12) and the National Junior Honor Society (grades 7–9) recognize students who demonstrate excellence in scholarship, leadership, service, character, and citizenship. Membership in these organizations provides opportunities for students to develop academic potential, strengthen leadership skills, and contribute positively to their school and community through service. Students interested in joining NHS or NJHS may apply during the winter, with inductions held in the spring.

Career Technical Education (CTE)

Boston Green Academy is proud to offer a comprehensive, four-year Chapter 74-approved Career and Technical Education (CTE) pathway in Environmental Science and Technology for students in grades 9-12—the only one of its kind in Boston Public Schools. This rigorous program blends hands-on learning, technical skills development, and sustainability-focused coursework to prepare students for college, careers, and civic leadership in the green economy. Students who complete the program will receive industry-standard certifications or credentials and be prepared for employment or further study beyond BGA.

Admissions Requirements

The CTE program is open to all students admitted to and enrolled in Boston Green Academy. Whether a student is offered a seat in the general school population as a new BGA student beginning in 9th grade or whether they have moved up from BGA's own middle school, the process for admission to the CTE program is identical.

The CTE program is governed by a special admissions policy, and students must use BGA's "career pathway" application to be considered for admission as they enter 9th grade. The application form is available on BGA's website at <https://www.bostongreenacademy.org/enviroscience-pathway> or [Boston Green Academy Environmental Science and Technology CTE Program Application Form](#) through and is available to all students and families in print format at BGA. Information regarding the CTE program and special admissions process is disseminated via all of the same outreach channels that BGA utilizes for general admissions purposes. Information regarding CTE is also shared through in-person outreach events with BGA's current 8th graders and high school students, at the new student orientation in May, and in communications targeting all newly enrolled BGA students regardless of attendance at the May orientation.

A student has the option to choose to enroll in the CTE program as soon as they have been offered and accept a seat in BGA's 9th grade class. If demand for CTE enrollment is equal to or less than the number of available CTE seats in a given year, BGA's policy is to admit all CTE applicants. If demand is greater than available CTE seats in a given year, BGA will hold a CTE-specific lottery in June.

In addition, if seats open up in subsequent grades in any given year, BGA reserves the right to backfill any vacancies and requires applicants for those spots to follow the same process outlined above for rising 9th graders. If demand exceeds open spots, the same lottery will be used.

BGA aims to have its CTE rosters finalized by the end of June each year for the following school year.

Program Progression

Students begin in 9th grade with a foundation in Earth systems science, then transition to managing a vertical hydroponic farm and launching a school-based agribusiness in 10th grade. In 11th grade, they explore sustainable architecture and green building design through the LEED framework. The pathway culminates in 12th grade with a deep dive into geospatial data science, using GIS software to analyze and solve real-world environmental challenges.

Key Features

- Industry-recognized credentials (e.g., OSHA-10)
- Field-based learning and urban agriculture
- Applied STEM, data science, and environmental literacy
- Community partnerships and entrepreneurship
- Post-secondary and workforce readiness

Outcomes

Graduates gain advanced technical skills, workplace certifications, and real-world experience across environmental science, agriculture, sustainability, design, and data analytics—preparing them for future careers in conservation, planning, and the green economy.

Green Programming

The BGA Green Line: A Green Public School in an Urban Setting

Boston Green Academy (BGA) is proud to be a **National Green Ribbon School**, recognized by the U.S. Department of Education for our commitment to sustainability and justice. We embed sustainability into every aspect of school life: curriculum, operations, community engagement, and student experiences.

Our mission is to prepare students to become leaders in the transition to a greener and more just world. We call this journey the **BGA Green Line**, a progression of milestones students engage with on their way toward graduation.

The Sustainability Triangle

BGA's green work is guided by the Sustainability Triangle:

- Environmental Sustainability – protecting and preserving the natural world and resources we depend on.
- Social Sustainability – focusing on fairness, equity, and justice for communities.
- Economic Sustainability – creating long-term systems that balance resources, stability, and growth.

Students learn to analyze real-world issues, balancing present needs with those of future generations. They practice applying critical thinking, hands-on problem solving, and systemic analysis to real environmental and social challenges.



Green Culture and Daily Practice

“Green” at BGA is not limited to science class — it is a **whole-school culture**. We encourage students and staff to think critically about:

- What is physically present in our space (air, water, buildings, resources).
- How sustainability is part of teaching and learning.
- Whether policies and procedures align with green values.
- The sources of our food, water, and energy.
- Our collective transportation footprint.
- How our community demonstrates activism and leadership in climate and social justice.

On a daily level, this culture shows up in routines such as **cafeteria composting**, where leftover food is turned into soil instead of waste.

Green Exhibitions

Each spring, grades 7–11 participate in Green Exhibitions, where students research sustainability issues, synthesize learning across disciplines, and present findings to the community. These projects include:

- Primary research, interviews, and fieldwork.
- Multimedia presentations, posters, and calls to action.
- Opportunities for guests to pledge commitments toward sustainable living.

The capstone experience is the 11th Grade Green Action Expo, held at Boston University’s Center for Computing and Data Sciences. Here, students present research and propose solutions that connect their own communities with broader sustainability challenges.

Experiential and Place-based Learning

BGA students extend learning beyond the classroom through:

- Outdoor Classroom – hands-on engagement with gardens, native plants, and sustainability projects.
- Field trips to Cathleen Stone Island Outward Bound (middle school), Boston City Hall (civics and government), and beyond.
- Service learning trips in high school on topics such as urban farming, climate resilience, public art, and the United Nations Sustainable Development Goals.
- Freight Farm – a hydroponic farm on campus where students cultivate greens we serve in the cafeteria, demonstrating innovative, high tech urban food systems.

As a capstone, seniors complete a 5-week internship, many of which focus on careers and issues related to sustainability.

Closing

Through their journey on the BGA Green Line, our students grow into thoughtful, skilled, and empowered leaders. They graduate ready to make positive change for Boston and for the world.