

Student and Family Handbook 2024-2025



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Welcome

Dear Students and Families,

Welcome to the 2024-2025 Fenway school year.

The purpose of this Student & Family Handbook is to provide information about our school and describe topics such as Fenway's curriculum, graduation requirements, community expectations and policies, the names and roles of our faculty, our calendar and schedule, and more. For the most up to date information, please visit our website at www.fenwayhs.org. While this Handbook includes some policies and specific information, the Fenway community is guided by our motto:

Work Hard. Be Yourself. Do the Right Thing.

Work Hard: Being at Fenway is a unique opportunity and with this opportunity comes a responsibility to work hard. Research in education has shown that more than anything else, the ability to persevere in challenging situations is what leads to people being able to succeed in their goals. Working hard is about grit or perseverance. It is about being resilient or getting back up after you fall. At Fenway, we expect everyone to push themselves to be their best and also to support one another so that we can all achieve.

Be Yourself: At Fenway, we encourage each student to find their unique path. On this journey of life, one guiding question we all need to answer is who we are and how we can be true to ourselves. At Fenway, you have the freedom to find and express your identity, in a safe and supportive community. We go beyond just celebrating diversity to a place where we work to truly learn from one another and appreciate our commonalities and differences.

Do the Right Thing: Doing the right thing is about character and critical thinking. At Fenway, we want you to think deeply about what the right thing is and then be courageous enough to do the right thing, even when it is hard or unpopular. Martin Luther King, Jr. said, "The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."

Our motto is more than just words, it helps describe our culture or how we do things here at Fenway. Welcome to the school year. We look forward to learning and growing together as one community of learners.



Dr. Geoffrey Walker
Head of School

Fenway Directory

FACULTY/STAFF 2024-2025

Alvarez, Laura - Spanish Teacher
Aubourg, Ruth - Specialist
Baez, Marcos - PE / Health Teacher
Barry, Salamata - Math Teacher
Belza-Ploucha, Emma - Humanities Teacher
Bodine, Thomas - Math Teacher
Cannon, Michelle - Early College Director
Castro-Petmezis, Alejandra - Social Worker
Cheung, Joseph - Science Teacher
Cohen, Robin - Director of Development
Cortez-Torres, Damaris - Family Liaison
Costache, Adriana - Science Teacher
DesPrez, Morgan - Art Ambassadors
Dietz, Amy - Nurse
Doherty, Allison - Fusion Teacher
Eligon-John, Wendy - Fusion Paraprofessional
Ferko, Ana - Math Teacher
Fernandes, Marta - Math Teacher
Figueroa, Miguel - Paraprofessional
Franklin, Anthony - Paraprofessional
Gerraghty, Lorin - Math Teacher
Green, Sherri - Guidance Counselor
Jeremiah, Keiron - Paraprofessional
John,Michelle - Spanish Teacher
Jones, Jamari - Guidance Counselor
Kabongo, Kanku - Humanities Teacher
Kanji, Laura - English Teacher
Kennedy, Meghan - English Teacher - Learning Skills
Lanza, Milton - Spanish Teacher
Lessin-Joseph, Nina - SEI Humanities Teacher
Lewis, Keisha - Fusion Teacher
Magni, Keith - Science Teacher
Marimon, Jorge - Fusion Paraprofessional
McBride, Bonnie - Teacher Librarian
Morrow-Chow, Suzanne - Guidance Counselor
Nozea, Jean - Visual Arts Teacher
Nunes, Royal - Boston Health Commission
O'Hara, Charles - ESL Teacher
Ohovwore, Imivu - Math Teacher
Pereira, Gelson - Paraprofessional
Quintanilla, Edward - Special Education Teacher
Regan, Barbara - College Advising Office
Rhodes, Anthony - Student Services Coordinator
Richelieu, Raven - Early College Program Coordinator

Riordan, Patricia - Coordinator of Special Education
Roche, Aisling - Instructional Coach
Rodriguez, Sonia - Office Manager
Rorie, Juliette - Ventures Teacher
Rothenberg, Maria - English Teacher
Salazar, Jennifer - Humanities Teacher
Santos, Aslin - Paraprofessional
Severson, Ann - English Teacher
Shull, Thomas - Speech
Smith, Maya - Associate Head of School
Spencer, Qanna - Humanities Teacher
Spofford, Hannah - Science Teacher
Thompson, Juliana - Science Teacher
Veras-Moriarty, Beliza - Fusion Paraprofessional
Walker, Geoffrey - Head of School
Walker, Marcus - Humanities Teacher
Wilgus, Elizabeth - School Psychologist
Willis, Kristen - Paraprofessional
Winder, Byron - Community Field Coordinator

BPS Handbook & Policies and Procedures

Please read the [Guide to the Boston Public Schools](#) for details on BPS specific policies.

For more [BPS Policies and Procedures you can read the Superintendent's Circulars](#).

Calendar 2024-2025

You can check for detailed and updated information on the [Fenway High School Online Calendar](#).

You can review the [Boston Public School's district calendar](#) for important dates for school closure and grading terms.

SNOW DAYS

On occasion, the BPS may need to close or delay school opening because of bad weather or an emergency situation. Parents and guardians should listen to the major radio or television stations for announcements beginning at 5:30 a.m.

Whatever our decision regarding school opening, the parent or caregiver should make the final decision on whether it is safe for their child to go to school. If a parent decides to keep a child home because of safety concerns, the absence will be excused as long as the parent sends a note.

- If schools are closed, the day will be made up at the end of the school year. By state law, the school year for students must be 180 days, and the last day of school must be no later than June 30. If necessary, we will adjust the calendar to comply.
- If there is a delayed opening, the length of the delay will be announced. All full-day classes will be in session. School dismissals will be at the regular time.
- After-school programs: When school is canceled, all after-school programs in BPS schools, BPS athletic events, and evening classes are also canceled.

About Fenway

MISSION

Fenway's mission is to create a socially committed and morally responsible community of learners, which values its students as individuals. Its goal is to encourage academic excellence and the habits of mind, self-esteem, and leadership development among all the school's students.

OUR MOTTO and CORE VALUES

Work Hard. Be Yourself. Do the Right Thing.

OUR VISION OF A GRADUATE

The Fenway team is working on its [Vision of a Graduate](#) in line with the standards of the New England Association of Secondary Schools and Colleges.

SAFETY GUIDELINES

Try It on: Listen to what someone has to say and try to understand another perspective before you respond.

It's OK to Disagree: You do not have to agree with another person's perspective; you only have to respect it.

No Shame, Blame, or Attack: Do not make others feel bad about their feelings or needs. No "put-downs."

Take 100% Responsibility: Keep the focus on yourself by using "I" statements only.

Group Confidentiality: Do not share information obtained from group discussions.

HABITS OF MIND

The Habits of Mind guide pedagogy at Fenway. Students are expected to articulate them in all their work.

Perspective

Considers or addresses multiple perspectives.

Demonstrates understanding of subtleties and differences among perspectives

Evidence

Organizes work in an understandable, compelling manner

Shows a clear understanding of issues and concepts

Demonstrates ability to research key issues

Relevance

Shows the importance of key concepts in information to other larger or more specific topics

Demonstrates personal understanding and meaning

Connection

Links concepts and issues with those from other disciplines or subject matter

Shows applicability to other research topics, disciplines, careers

Supposition

Speculates or imagines other issues relevant to this topic

Responds to "What if?" questions and changes of circumstance

CORE PRINCIPLES

- Ensure that Fenway continues to be a school that offers physical, cultural, and intellectual safety and which stresses the ideas of social commitment and moral responsibility.
- Provide structures and experiences that encourage teachers to take a "whole student" approach in content teams and across disciplines.
- Ensure that addressing the issues of race, class, gender, and other differences is central to Fenway life.
- Develop, communicate, and be guided by a small number of school-based priorities for each academic year.

- Ensure that students are vital participants in school decision making.
- Support the health and wellness of students and staff.
- Ensure that faculty members are vital participants in school decision making.
- Provide opportunities for staff and students to learn and grow together and to sustain deep intellectual and personal relationships.
- Ensure that every Fenway student participates in some form of physical activity (sports, physical education, dance, aerobics, Outward Bound, clubs, etc.).

ACCREDITATION

The New England Association of Schools and Colleges, Inc. (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction, accredited Fenway High school.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or of the competence of individual graduates. Rather, it provides assurance about the quality of opportunities available to the students who attend the institution.

HISTORY

Fenway was founded in 1983 as a school-within-a-school at The English High School in Boston. Starting in the 1990-91 school year, Fenway moved to the Bunker Hill Community College campus and eventually became a pilot school within the Boston Public Schools. As a pilot school, Fenway became an exemplar school. As of September 2015, Fenway has our very own facilities located at 67 Alleghany Street. It continues as one of Boston's oldest and most successful pilot schools. Fenway was named a DESE School of Recognition in 2024.

EDUCATION REFORM AFFILIATION

Fenway was the first high school in Boston to join the Coalition of Essential Schools, a national organization that promotes curricular, pedagogical, and structural reforms in schools. In 2004, Fenway was named a Mentor School by the Coalition's Small Schools Mentor Project. Many of Fenway's structures, values, and pedagogy correlate with the principles of the Coalition of Essential Schools. More information can be found at www.essentialschools.org.

SCHOOL GOVERNANCE

Fenway High School's pilot school status with the Boston Public Schools gives the school autonomy to assemble its own governing board to act as the School Site Council.

Board of Trustees

The Board of Trustees works closely with the Head of School to set the overall mission, philosophy, and policies of the school; provides fiduciary oversight, and supports school fundraising activities. The Board meets 5-6 times during the school year and includes faculty, students, and parents, in addition to members of the community who are dedicated to Fenway's future. Most Board meetings for the coming year will be held at Fenway High School.

Lead Team

The Lead Team meets regularly throughout the school year to plan or discuss school-wide issues and advise the Head of School. The Lead Team is typically made up of leaders of Fenway's Houses and Small Learning Communities (SLCs).

Student Council / Government

The High School Student Council consists of one representative from each class in addition to six officers. These students plan school-wide activities such as Assemblies, Leadership Conferences and Kids Night Out. The Student Council also has two Greater Boston Regional Student Advisory Council (GBRSAC) representatives who represent Fenway High School at the state level.

Currently, the FHS Student Council is actively working to provide a place for students to talk about issues that arise in the school and how to deal with them. This year, we have had numerous discussions on how to improve the school community and promote a culture of kindness within the high school.

From the various fundraisers we organize, to the day to day interactions, Student Council provides a way to not only lighten the mood of students through events, but also provides opportunities for students to maintain their well-being and provide an environment that promotes collaboration as the group strives to make the school a better place.

Strategic Plan

Fenway High School completed a strategic planning process that engaged representatives of all primary constituents: students, families, alumni, faculty, and board of trustees, community partners, and administrators of the Boston Public Schools. Recognizing that our 40-year track record illustrates an ability to innovate and collaborate for the benefit of our students' academic achievement, we are poised to move beyond the successes of the past and of the moment to create a bold new future that envisions an urban public high school where all students achieve their academic potential at both the secondary and post-secondary levels and where all Fenway graduates are prepared to contribute to their community's civic and economic life.

Fenway seeks to realize this vision by implementing the following strategic goals:

1. Advance educational excellence and academic achievement
2. Improve post-graduate success in higher education
3. Increase awareness of Fenway and expand funding capabilities and financial stability
4. Review and plan governance and succession planning
5. Leverage our location and proximity to local universities and industries

ANNUAL EVENTS AT FENWAY

Parent Open House in September
Ninth Grade Retreat in September
Latino Assembly in October
Pajama Day in December
Science Fair
Career Day
Black History Assembly in February
Junior Review in May
Prom in May
Stepping Up in June
Graduation in June
Project Week in June
Community Days
New Student Orientation in June

Office of School Development and Partnerships (OSDAP)

The Office of School Development and School Partnerships is responsible for bringing in the resources Fenway needs to thrive as a school and as a model for other schools. The office builds relationships with those who can support the school and sponsors promotional and fundraising events.

Students and faculty who want to know more about how Fenway does fundraising and friend-raising are invited to come to speak with our Director of Development and School Partnerships, Robin Cohen at rcohen@fenwayhs.org. Partnerships include:

- Early College partnerships with Wentworth Institute of Technology and UMass Boston.
- Boston’s Museum of Science, working closely with FHS students for over 30 years.
- Dana-Farber Cancer Institute, providing internship, summer job opportunities, and support for the school since 2000.
- Technology Goes Home. empowering students and their families to access and use digital tools to overcome barriers and advance lives
- Sociedad Latina provides classes in percussion as part of the sophomore arts electives.
- Urbanity Dance, providing dance instruction as part of the sophomore arts electives.
- Company One, providing theater instruction as part of the sophomore arts electives.
- Amphibious Achievers, providing rowing, swimming and academic support after school.
- Project Bread provides Chefs at Fenway three days a week to enhance food services.
- Facing History and Ourselves working with Humanities faculty.

Graduation Requirements

Graduation from Fenway takes far more than showing up! Students are expected to “Work Hard” and work independently, demonstrate mastery of competencies, learn in the workplace through an internship, and exhibit good citizenship through community services.

In order to graduate from Fenway, a student who begins in ninth grade must take and pass the following courses and requirements.:

<p>ACADEMIC COURSES: 4 years of Math 4 years of ELA (for class of 2028) 4 years of Humanities 4 years of Science Spanish I and II Art / PE Elective Ventures</p>	<p>OTHER REQUIREMENTS: Senior Internship Senior Capstone Paper Community Service (40 hours) MCAS (Math, ELA, Science) Early College / Career courses (4 courses) Co-curricular activities (class of 2027)</p>
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Please see the Program of Students for a more complete description of courses and requirements.

Student Daily Schedule 2024-2025

All classes start at 8:45 a.m. sharp.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9AM -	8:45 A	8:45 B	8:45 A	8:45 C	8:45 C
	9:45		9:45	9:45	
10AM -	9:48 B	10:00	9:48 B	9:48 A	10:00
	10:48	10:05 A	10:48	10:48	10:03 D
11AM -	10:51 C	11:20	10:51 C	10:51 B	11:18
	11:51	11:25 LUNCH 11:55	11:51	11:51	11:20 ADVISORY 11:47
12N -	11:55 LUNCH 12:25	12:00 E	11:55 LUNCH 12:25	11:55 LUNCH 12:25	11:50 E
	12:30 D	1:00	12:30 D	12:30 D	1:05
1PM -	1:30	1:05 F	1:30	1:30	
	1:32 E	2:20	1:32 9/10 ADVISORY & ECC	1:32 E	
2PM -	2:32		2:32	2:32	
	2:35 F		2:35 F	2:35 F	
3PM -	3:35		3:35	3:35 11/12 ADVISORY	
4PM -					

MBTA Passes/One Card

All Boston students in grades 7-12 living and attending school in Boston will receive an MBTA “M7” pass through their school for the school year. The MBTA pass also serves as a student ID card and should be carried at all times. As a school ID, it gives access to many community resources across the City of Boston.

Students are responsible for the card. Lost, stolen cards or damaged cards can be replaced for a \$5 fee. Students may come to the Fenway’s administration office for T passes; however, they will not be given out during class time. Students should come before school to the main office to request a replacement pass.

The Roxbury Crossing T stop (Orange Line) is a short walk from the school.

Attendance

ABSENCES

Students are allowed no more than three unexcused absences for each of the four terms in any academic year.

- Parents or caregivers are asked to call the school each day a student is absent to notify the office and the Student Support Team. Extensive absences require a doctor's letter within seven school days of the absence.
- On returning to school, the student must bring a note explaining the absence to Ms. Rodriguez, the Head Staff Assistant, in the front office. She gives a copy of the note to the student who will then take it to Student Support; the student takes the copy to each of the teachers. An absence without a note is unexcused.
- Having an excused absence does not excuse the student from doing the work for the class they have missed.

ABSENCES (Daily)

- Parents or caregivers are asked to call the nurse if the student will be absent for a medical reason. Please email SST (Fenway-sst@bostonpublicschools.org) for any other reasons.
- A student must attend school for at least a half-day to be marked “present.” This means the following:
 - 3 hours and 25 minutes in high school (Monday, Wednesday, and Thursday)
 - 2 hours and 50 minutes in high school (Tuesday)
 - 2 hours and 10 minutes in high school (Friday)
- Absences may be excused for the following reasons: illness/injury, death in the immediate family, suspension, court appearances, medical/psychological appointments or tests, visit to special education school, cultural holidays, extraordinary circumstances such as transportation, family emergencies etc. The Student & Family Liaison will have the final determination if the absence is excused.
- If parents/caregivers believe an absence should be excused, they are required to send a written note with the student explaining his/her absence, the date of the absence and caregivers

signature. Students will submit this to the Student Support office.. Once the absence has been determined to be excused the absence will be marked with the following code, A-E, the, E, indicates that the absence was excused., Medical notes with detailed medical information need to be sent to the School Nurse, Ms. Dietz.

- An absence without a note is unexcused.
- Within a term, once you have a three excused or unexcused absences, each additional absence will require a doctor's note within seven school days of the absence.
- If an absence is excused, students are still required to make up the work that they missed, at a timeline agreed upon by the teacher. If an absence is unexcused it is up to the discretion of the teacher whether students can earn credit for the work they missed.
- Students are allowed no more than three unexcused absences for each of the four terms in any academic year. Once a student has reached:
 - Three unexcused absences within a term. The Attendance Team will contact and notify the students parent/guardian via phone, text, email, and/or Talking Points.
 - Six unexcused absences within a term. The Attendance Team will create an attendance contract. Eight or more unexcused absences in a term. Attendance Team and Small Community Leader Teacher will schedule a family meeting to create an attendance plan and an attendance card will be filed with Fenway's attendance district coordinator.

TARDY

Students who arrive at the school building after 8:45 are required to sign-in at the tardy desk in the Student Support Office, where they will receive a tardy pass that they should bring to class. Students will be marked tardy for the day.

Students are expected to be on time to all their classes.

TARDY (Daily)

- Students who arrive at their classroom after 8:45 are required to sign in at the tardy desk at the front entrance or in the Student Support Office (the Main Office when the Student Support Office is closed). There they will receive a tardy pass that they must bring to class. Students will be marked tardy for the day in Aspen.
- Students are allowed no more than three unexcused tardies for each of the four terms in any academic year.

SKIPPING/TARDY (Individual Classes)

Students are expected to be present and on time for all of their classes.

- Skipping is defined as missing more than half of a class.
- If a student skips once:
 - Student will conference with teacher around why they skipped class
 - Teacher will communicate home to parent/caregiver
 - Teacher will assign a 30 minute detention to take place within one week of the skipped class period
 - Teachers have the ability to assign a zero for any work a student misses due to skipping
- For each additional skip (or if the student does not attend the detention) students will be referred to the Dean of Students and a Discipline Hearing will be held.
- Students have a 5 minute passing period. If they are late to class without a pass they will be marked tardy for that class.

EARLY DISMISSAL

- Students needing to be dismissed from school early must have written permission from a parent or caregiver. Written permission in a letter, email, or text should be provided as early as possible to the Student Support Team (SST). A parent or caregiver may call SST directly (i.e. not via the student), but the student should still bring a note from home to SST as soon as possible.
- SST will provide a dismissal slip and dismiss student in ASPEN.
- If the student does not get a dismissal slip prior to leaving the school, the absence will be considered a skip. If a dismissal is reported after the student has already left, it will not be excused.
- Students who are ill should be dismissed by the School Nurse. If the student goes home sick without first visiting the Nurse's Office or SST, the absence will be considered a skip.
- Students who are dismissed may not be on school property.
- Students who return to school after being dismissed must check in with SST.
- Students are still required to make up the work that they missed, at a timeline agreed upon by the teacher. If a dismissal is unexcused it is up to the discretion of the teacher whether students can earn credit for the work they missed.

The SST will ensure that before any student is released from school there is written documentation in one of the aforementioned forms (email, text, or written letter). The SST team will also verify with the legal parent/guardian; at which point, the SST gives approval for the dismissal. In the event that an SST member is unable to carry out the process. An administrator will be contacted to approve dismissal or delegate to another staff member.

VACATIONS

Attending school every day is vital to students' academic success. Parents/guardians and students should make every possible effort to plan vacations during the regular scheduled school breaks listed in the annual academic calendar. We strongly discourage family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process of each course in ways that make-up work cannot reverse. State policy requires the Boston Public Schools to mark these days as unexcused absences. Vacations other than regularly scheduled school vacations are unexcused absences. Missing school days directly before and after school breaks due to extended vacations is not permitted. Teachers are not permitted to give out make-up work for such instances.

MAKE-UP WORK

Late work and Make-up work (including homework) are the responsibility of each student. As soon as a student knows they will be absent, they must contact all of their teachers immediately. Students must make up work right away that is late or is missed due to any absence. Students must stay updated and complete all Google Classroom (and other) assignments, see their teacher(s) before/after school, and work out a plan. If the absence exceeds more than three days, a make up plan will be communicated to their parent/guardian. Please note that extended family vacations (taken outside of regularly scheduled school vacations) interrupt the educational process of each course in ways that make-up work cannot reverse.

Small Learning Communities / Houses

Students are grouped into Small Learning Communities (Houses- Omega, Crossroads, and Phoenix) for grades 9/10 and Pathways/Early College for grades 11/12.

Small learning communities (SLC's) are used to provide a sense of community and give all students a chance to be known personally by both students and faculty. Teachers are assigned to a SLC and, in many cases, teach the majority of their classes within that SLC. Teachers within a SLC meet regularly to discuss each student's progress and plan community-building events. To facilitate school-wide communication and coordination, each SLC Coordinator participates as a representative on the school's Lead Team.

Advisory

“If even one person in a school knows him/her well enough to care, a student’s chances of success go up dramatically.” - TheodoreSizer

Each teacher also serves as an advisor to a group of students and that group meets several times a week in Advisory to discuss issues such as peer interaction, health and safety, college applications, and career choices.

Fenway teachers and their assigned Advisory students become friends and allies, interested in each other’s lives – a support group. In small groups that can focus on a range of subjects, teachers and students make new connections and together create a more personalized educational plan. Advisors are the direct link between the school and the home and maintain regular communication with parents/caregivers. They should be the first contact when parents have questions.

Advisory can also be a place to prepare portfolios and practice for exhibitions, such as junior review. Students can help to check each other's work and confront obstacles that might limit success.

During Advisory in grades 9 and 10, students focus on the “Fenway Tool Kit” – skills and habits that support students’ readiness for learning: mental health and stress reduction; the “safety guidelines;” fitness and exercise; time management; diet and nutrition; and sexuality and its risks/choices. Junior and Senior Advisory help students explore options for college and career opportunities.

Community Service

Part of Advisory, and a requirement for graduation, is that all students perform 40 hours of community service during their time at Fenway. Most often these hours are arranged and tracked by the advisor and then documented. Besides being a requirement by the state and city, Fenway has always believed that community service helps students understand the needs of the community and to learn about themselves by giving back to other people. Students should consult with an advisor about when community service will take place.

Student Support

COLLEGE ADVISING DEPARTMENT

The Fenway High College Advising Department assists students in finding their path for post-graduation. Almost all of Fenway's students attend college. Fenway has a dedicated College Advising Counselor who works with seniors and juniors in helping to choose colleges to apply to which match their academic, social, and financial needs. Fenway's College Advising Department utilizes Naviance, creates a comprehensive college advising handbook to all juniors and seniors and their parents/caregivers, provides one-on-one counseling to all seniors throughout the college application process, hosts admissions officers for information sessions, arranges class-wide college visit days for juniors and seniors, hosts a college fair in the fall, and implements systems to efficiently disseminate information to all faculty that work with seniors around this process.

LIBRARY

The mission of the Fenway High School Library Program is to ensure that students and staff are effective users of ideas and information. The school library program empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users and producers of information.

The school Library is at the heart of learning at Fenway High School. The Library is open to both students and faculty before, during, and after school. The Fenway High School Library is a part of the Metro Boston Library Network, which means our students have access to request and borrow materials from any of the Boston Public Library branches.

The teacher-librarian partners with classroom teachers to provide research-related instruction using Library resources. Incoming ninth graders are welcomed to the library through orientation, during which they get a library card, learn about how to use the library, and become familiar with the resources available.

Library Expectations

Students will be respectful of their classmates by:

- Being purposefully engaged in research, reading, or study and not interfering with any other student's ability to do the same.
- Entering quietly so as not to disturb others at work.

Students will be respectful of the space by:

- Cleaning up after themselves.
- Using furniture and equipment appropriately.
- Finishing lunch in the cafeteria before coming to visit the library.
- Recognizing that library materials belong to everyone, and so should always be returned.

During the school day, all students must come into the library with a Library Pass, unless it is lunchtime. Students who have a study block are also welcome to visit the library and will be asked to sign in.

Library Hours: Mon.-Thurs.: 8am-5pm; **Fri.:** 8:30am-3pm

LEARNING CENTER

The mission of the Learning Center is to provide academic support for Fenway students and instructional support for the Fenway faculty. The Learning Center serves as an information and resource center to reinforce and diversify classroom instruction.

The Learning Center primarily supports both students and teachers in meeting the needs of students with Individual Education plans within a heterogeneous classroom setting. The Learning Center staff assists all students with their individual academic needs in all subject areas. The staff offer in-school support to foster Fenway's culture of revision, individual growth, and excellence.

Learning Center Norms

Students must come prepared to work on an academic assignment. Students who are not working on their academics may be asked to leave. No students allowed without a teacher.

STUDENT SUPPORT TEAM

The mission of the Student Support Team is to promote healthy relationships among students, teachers, and parents. The goal is to encourage social and emotional well-being and to support a harmonious and safe community. The Student Support Team works to achieve this mission by:

- Teaching social and interpersonal skills
- Fostering communication and community building
- Providing support and guidance
- Promoting healthy behavior
- Providing staff consultation and professional development

Behavior Interventions

In instances of behavioral disruption in classrooms, students are directed to report to Student Support where counseling or behavioral interventions occur.

Peer Mediation

Peer Mediation is a way of helping people resolve conflicts by talking to each other. Mediations occur between students or teachers and students as a way to avoid serious disruptions and long-standing problems that might limit success or affect Fenway's environment. Mediation is strictly voluntary; people are not obligated to attend but it may be recommended as an alternative to suspension or disciplinary action. See your counselor if you would like to use mediation to solve a problem.

FENWAY ACADEMIC MENTORING (FAM)

Available to all students after school who would like one-on-one academic consultations or a quiet space to do homework provided after school Monday through Thursday at Fenway.

Student Assessment and Grading

ASSESSMENT

Teachers at Fenway will give tests and quizzes. In addition, Fenway actively explores ways to determine whether students are prepared to do the kinds of work and study required in the real world. Students graduating from Fenway do not earn diplomas according to the number of hours spent in class, the number of classes taken, or the number of points earned. Instead, students graduate by successfully completing a variety of courses and assessments.

Portfolios and exhibitions require a great deal of work but there are teachers and other students who are available to assist students who need help. It is important for each student to save major pieces of work in each class to properly prepare for exhibitions or portfolios.

Portfolios

Portfolios are purposeful collections of student work that show their understanding of different and important topics and skills, in ways that correlate to the competencies required in particular subject areas. Students edit and improve these pieces and save them as evidence, for reflection, and for use in Junior Review or for Senior Graduation Portfolios. Portfolios generally contain one of each of the following types of work: habits of mind, reader's log, research and teaching skills, position paper, and an interdisciplinary piece.

Exhibitions

Exhibitions at Fenway demonstrate that a student understands what they have studied, research they have conducted, or problems they have solved. Exhibitions are often presented to panels of Fenway staff members, colleagues, and partners from businesses, colleges, and invited guests. Students are asked to explain, instruct, defend, and apply specific concepts or topics in order to prove that they truly understand the material.

Rubrics

Rubrics are organized ways of judging and scoring presentations and examples of student work. At Fenway, students and teachers work together to understand what makes a good presentation or sample of work and use rubrics to determine the quality of work with respect to the standards. Rubrics are used each term to assess individual portfolio pieces. These rubrics are teacher generated and address the nuances of a given assignment.

Progress Reports and Reports Cards

Grades are e-mailed home on BPS issued report cards at the end of each of the four marking terms. ([see BPS calendar](#)). Teachers write an additional **Narrative Report** twice a year (December for freshmen and seniors and March for sophomores and juniors) to more specifically outline as student's strength and areas for growth. **Progress Reports** are distributed at the mid-term point for all students. Teachers and advisors maintain contact with parents of those students who are in danger of not passing. If a student does not receive a report card, a parent or caregiver should call the school to verify the address we have on file. Any errors on a student's report card should be discussed initially with the classroom teacher.

PROMOTION REQUIREMENTS/SIGNING OUT

All students at Fenway must “**sign out**” at the end of each academic year. “Signing out” means that each teacher has certified that a student has completed all required work. Work from the beginning of the year, and community service reports, etc., must be handed in, corrected and signed off by teachers and advisors in order for a student to earn credit and be promoted.

In order to **pass a course**, the student must earn a minimum grade of 60%. A student who scores 50-59% must attend summer school to receive credit for the course. A student who scores less than 50% may need to repeat the course.

IMPORTANT: In order to be promoted to the next grade, a student must have passed 3 out of 4 of their Math, Humanities, ELA, or Science classes. Those who have failed 3 out of 4 of Math, ELA, Humanities, or Science will repeat the grade. There are also attendance guidelines for being promoted to another grade. Students should attend at least 80% of school for promotion. Individual modifications to the standards will be considered on a student by student basis and can be petitioned to the Head of School.

GRADING SCALE

Grades are given four times a year for full year courses and twice a year for semester courses. In addition to term grades, a student will receive a year-end summative grade and, for those courses giving final exams, a final exam grade at the end of the course. Teachers determine how each individual grade is determined, and percentage grades are converted to letter grades using the following scale:

100-97 = A+	89.9-87 = B+	79.9-77 = C+	69.9-67 = D+	59.9-57 = F+
96.9-93 = A	86.9-83 = B	76.9 -73 = C	66.9-63 = D	56.9-53 = F
92.9-90 = A-	82.9-80 = B-	72.9-70 = C-	62.9-60 = D-	52.9-50 = F-

No Level

Courses designated as “No Level” will receive standard letter grades. Other than those taken in the ninth grade, grades in “No Level” classes will be included in a student’s unweighted GPA, but not the weighted GPA.

Pass-Fail (P-F)

Classes designated as “Pass-Fail” will receive a grade of a P, F, or, in some cases, A. Pass-Fail courses are not included in a student’s weighted or unweighted GPA calculation.

Reports To Colleges

Fenway High School sends the following information, either electronically or by mail, to colleges: a transcript showing courses taken at FHS, final grades, course credits, weighted GPA, the school profile, one to three teacher recommendation letters and a letter from the college advisor. All of the information supplied to colleges except for the teacher recommendation letters or the letter from the college advising counselor or guidance counselor is available to students for their review. In response to the general college requirement for a report of mid-year status, copies of the second term report card are forwarded automatically to those colleges to which application for admission has been made. No GPA update is made for these transcripts unless the student completed a fall semester dual enrollment course.

GPA (GRADE POINT AVERAGE)

Fenway High School calculates student GPA's by closely following the Massachusetts Department of Higher Education information for students who are applying to the four University of Massachusetts campuses as well as the eight Massachusetts State Universities. (Referenced at <https://www.mass.edu/shared/documents/admissions/admissionsstandards.pdf>). The majority of all private and public institutions of higher education will recalculate a student's GPA from their transcript when reviewing that transcript as part of the college application. At Fenway, we want our students to know as closely as possible what the colleges will use as their GPA when they are making informed choices about those colleges to which they will apply in their senior year.

All courses at Fenway High School are given the college prep level GPA weight. Honors courses will receive an additional weight of .50 in the GPA calculation. Dual Enrollment and AP courses will receive an additional weight of 1.0 in the GPA calculation. An example of the weighting system at Fenway High School can be found on the chart below.

Fenway High School GPA calculation chart

Grade	College/Regular	Honors	Dual Enrollment/AP
A+	4.3	4.8	5.3
A	4	4.5	5
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3	3.5	4
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2	2.5	3
C-	1.7	2.2	2.7
D+	1.3	1.8	2.3
D	1	1.5	2
D-	.7	1.2	1.7
F+	.3	.8	1.3
F	0	.5	1
F-	0	.2	.4

An unofficial GPA for juniors is used during Junior Review and is cumulative for 9th and 10th grades. GPA is calculated for grades 9, 10 and 11 at the end of junior year and entered into Naviance. Students are able to use this GPA while preparing their college application list. GPA is calculated again at the end of senior year and is sent on the final transcript to the college of choice by each student.

RAMP UP: Supporting students to succeed in college, career and life

In addition to teaching students content-focused skills and knowledge, Fenway staff also support students to RAMP UP. RAMP UP competencies represent the habits that will help students reach their goals in college, career, and life. Our goal is for Fenway students to graduate with the ability to independently demonstrate these competencies.

In their advisory class, students will have the opportunity to learn more about these competencies, reflect on their progress, set personal goals, and ask for support. Teachers will give students feedback on their progress informally throughout the year. Families and students will be formally notified of progress three times a year, in the fall, late winter, and June. During annual narrative conferences, families, students, and teachers will discuss students’ progress on RAMP UP competencies and how this growth impacts their academic work.

RAMP UP Competencies

Responsible for my learning

- I pay attention.
- I prioritize learning tasks.
- I use my phone and technology responsibly.
- I come to class on time.

Advocating for my needs

- I recognize when and where I need help and take appropriate and specific actions.
- I ask specific questions when necessary.
- I ask for extensions appropriately and before the due date.

Managing time and materials

- I maintain organized systems for my materials.
- I have a method to plan and schedule when assignments are due.
- I complete assignments and meet deadlines.

Partnering and collaborating

- I work successfully with other students.
- I follow and model the safety guidelines of Fenway.

Using my study skills and resources

- I take accurate notes.
- I know where to find resources to solve a problem.
- I prepare for assessments.
- I use relevant study strategies.

Persisting through challenges

- I use feedback to revise my work.
- I improve my learning habits.
- I persist when work is challenging.

CREDIT RECOVERY and SUMMER REVIEW

Fenway High School offers a number of opportunities for students to recover any courses they may have failed while in high school. This is to help students graduate within four years. These programs have strict attendance policies. Students are allowed only two absences (whether excused or unexcused). Students will be discharged from the program upon the third absence.

Credit Skills Course Recovery (online)

This is a district-wide program offered to 12th graders who need up to 4 additional courses to graduate. Students are enrolled online and must attend the computer lab courses at least twice a week.

Blended Model Credit Recovery

Provides online courses with the direct support of a teacher in a classroom setting.

Summer Review

The BPS Summer Review is a program available to BPS students who need to make up a course(s) in ELA, Math, Social Studies and/or Language and have a yearly attendance rate of 83% or above. Fenway High School may offer a Summer School Program depending on funding.

Standardized Testing

MCAS

The MCAS (Massachusetts Comprehensive Assessment System) is a graduation requirement for all public schools in Massachusetts and has tests administered to all students in the freshman and sophomore classes. MCAS is a mixture of multiple choice questions (where a student chooses from a list of possible answers) and short answer and open-ended questions (where the student writes or shows an answer) and write a composition as part of their English language arts test. The math, humanities, and science teams review MCAS performance on a regular basis and adjust the curriculum sequence to ensure that students are well prepared to complete this graduation requirement.

Passing the English Language Arts (ELA), Math, and Science tests is a graduation requirement. If students do not pass, they can retake the test. Additional tutoring and support are provided through after school programs and the Learning Center. Scores do not appear on the transcript. If parents or students wish to know the results of any tests that were not received at home they may speak with the student's advisor or the Student Support Team.

PSAT (Preliminary SAT)

Taken in 10th and 11th grades, this is a practice for the SAT tests; scores are used to name National Merit Scholars. This test is conducted at Fenway High during school time.

SAT

Administered during 11th grade and in the fall of 12th grade, the SAT is a standardized test required by many colleges and universities that tests English, Math and Reading. Scores are reported directly to students, to the school, and to the colleges that the student is submitting applications. For the 2022 college process, for some colleges, submitting SAT testing will be optional.

SAT fee waivers may be available. We recommend that all students take the SAT at least twice during high school: in the spring of the junior year and in the fall of senior year. SAT booklets, registration forms, and fee information are available in the Student Support Office. The test is given at various locations in the Boston area, and a photo ID is required. Scores are reported directly to students at home, and to the school.

Homework

Homework extends and reinforces the work of the classroom teacher. Desirable homework habits start at school with thorough instruction and clear assignments and are supported by good study experiences in school: beginning work promptly, having the necessary materials on hand, and working in a comfortable atmosphere free from distraction. Teachers will give clear and specific information for each assignment so that its requirements are clearly understood by each pupil and can be accomplished without further “teaching” on the part of parents/guardians.

Homework may require the use of reference materials readily available in the school or public library. Homework is a constructive learning activity, which should increase in complexity with the maturity of the pupil and the difficulty of the course. It is to be considered a gradual, progressive, and indispensable experience for all pupils at every grade level.

The purposes of homework include:

- To enrich school experiences.
- To reinforce learning by additional practice and application.
- To foster initiative and the ability to work independently.
- To develop responsibility for completing an assigned task.

Fenway High School teachers stay after school to assist students with their homework, projects, and subject matter. Students do not have to stay with their current teachers to seek help. Other teachers are open to work with any student who asks for academic support.

ACADEMIC SUPPORT

Twice a week, students will have an opportunity to meet with students for additional support.

FAM: Fenway Academic Mentoring

Available to all students after school who would like one-on-one academic consultations provided after school Monday through Thursday.

MCAS After-School and Summer Programs

Fenway High School occasionally offers the following program to all students who need some academic support during the school day as well as after school.

- MCAS for students who have to retake the exam / Math, English, or Science
- MCAS for first time test takers
- MCAS especially designed for English Language Learners

COPE Homework Hotline – Monday-Thursday, 4-8pm

1-800-646-2673 - Any subject, any grade (Harvard students)

Parents and Caregivers Engagement

Fenway encourages frequent communication between families, teachers, and advisors. Parents and caregivers are urged to telephone or email teachers using the directory at the front of this handbook. It is important for parents to notify their Advisory teacher if there is a change in the student's life such as divorce, death in the family, etc. For general concerns, or when you aren't sure who to contact, call your child's advisor or Student Support Team.

Parent and guardian involvement and interest in a student's school life is proven to be an important component to their success. High School age students can be encouraged and helped in their schoolwork and in achieving their goals after graduation. It is also important to support students to be at school on time and minimize the number of days the student is absent.

Family involvement is invited at Fenway High School in many ways:

- Participate in Parent Council meetings to be involved and learn about the school's activities. Council meetings are held the third Thursday of most months from 6-8 pm.
- Visit the school calendar on Fenway's website www.fenwayhs.org to learn about upcoming events and activities.
- Attend special events, exhibitions, and sports games.
- Volunteer to share Advisory group information with other parents and recruit for events. If you would like to volunteer, contact your student's Advisory teacher.
- Serve on the school's Board of Trustees. Parents are nominated at the September Parent Council Meeting.
- Attend your child's Narrative Conference.

FAMILY LIAISON

Fenway has a Family Liaison who parents and caregivers can call or email with any questions about school life, events, resources, or other questions you may have about Fenway High School.

FAMILY FORUM - WEEKLY EMAIL COMMUNICATION

The Family Forum is a weekly email that is sent out to all families and students. It contains information about events, announcements, and other information. If you are not receiving the email, please email gwalker@fenwayhs.org or call the school.

SIS/ASPEN

Report cards and grades can be accessed through the BPS [online system](#). Parents can request a security code from the Head Staff Assistant, Ms. Rodriguez, or the grade level Guidance Counselor, to create an account to see student attendance, grades, schedules, and assignments.

SCHOOL MESSENGER

Phone calls will be made at various points through our automated call system. It is important to make sure that your family's phone number is up to date in SIS/ASPEN. To make an update to a phone number, please call the Registrar at the school.

SOCIAL MEDIA

Fenway will also use social media such as Instagram as modes of sharing information.

IMPORTANT FAMILY EVENTS

(See [Fenway Online Calendar](#) for dates)

Parent/Family Council Meetings

The Fenway School Parent Council brings all parents and caregivers in the Fenway community together to support the school. Meetings are held at Fenway High School. At Fenway, we believe the best schools are the ones that invite parents and students to become partners in planning, leadership and development. All Fenway families are invited to participate in all Parent Council meetings

The Parent Council runs an annual fund drive to support the school by requesting a donation of any amount, no matter how small. Donations from parents are especially important in showing funders that there is parent support for programming. If you would like to get involved with the Parent/Family Council, please contact Fenway's Head of School, Geoff Walker at gwalker2@bostonpublicschools.org

Narrative Conferences

Twice a year, teachers and advisors prepare a written narrative summarizing the strengths and weaknesses of each student and suggest strategies to improve academic achievement. These Narrative Reports are mailed to parents in mid-December and mid-March. Parents are invited to a conference with teachers about their student's progress once a year by grade.

Family Back to School Night

Parents meet with faculty to review the year's program and expectations

Family STEM Night

Fenway employs a unique approach to math that integrates math topics year to year. Parents are encouraged to attend Family STEM Night to experience first-hand how students are taught math and science at Fenway.

Welcome Family Event

In May, Fenway hosts a dinner to welcome new students and their families.

Athletics

Students and coaches always appreciate parent and caregiver attendance at school sporting events.

Health and Wellness

SCHOOL NURSE

The School Nurse is Amy Dietz, RN, whose office is located on the first floor, room 115. Her office hours are **Monday to Friday, from 8:30 – 3:30 p.m.** She can be reached at **adietz@bostonpublicschools.org**

The school nurse will:

- evaluate and manage the health needs of all students;
- manage students with special health needs;
- give medications as prescribed;
- provide first aid and emergency care;
- manage the control of communicable diseases;
- provide physicals for athletics.

Parents can help the school nurse care for their child by:

- letting the nurse know about any chronic or acute illnesses;
- communicating with the nurse directly if medication or health needs change; and
- ensuring the child's emergency card is updated.

PRESCRIPTION MEDICINE

In order to administer prescription medications, the nurse must have a doctor's order and signed parent's permission. Non-prescription "over the counter" medications such as Tylenol or Motrin can be given without a doctor's note but does require parental permission. Parents must supply their child's medication, which must be in the original pharmacy container.

Health Insurance

Health Insurance is available for every child in Massachusetts. If you need more information about insurance and health care, call the school nurse of the Mayor's Health Line at 617-534-5050 or via the web: [Apply for Health Insurance](#)

Health Education

In accordance with General Laws Chapter 71, Section 32A, the Boston Public School District has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

All parents/guardians of students in our school are notified by means of this handbook of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. Within the scope of the existing curriculum, the following courses have components that include issues of human sexual education or human sexuality issues: Advisory, Health, Biology, Environmental Science, Wellness, Positive Decision-Making, and Connections.

Under Massachusetts Law and School Committee policy, a parent may:

1. Exempt his/her child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.

2. Inspect and review program instruction materials for these curricula, which will be made accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the principal.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for a student under this policy may send a written request to the superintendent for review of the issue. The superintendent will review the issue and give the parent/guardian a timely written decision.

We look forward to working with parents/guardians to ensure that our students have a positive and educationally enriching experience.

School Records

IMPORTANT FORMS

A packet of forms is distributed to students at the beginning of each school year. Many of these forms require a parent signature and must be returned to Ms. Rodriguez, the school secretary. Forms not received by the end of the second week of school will result in a student being sent home.

BPS ENROLLMENT

Students must be enrolled in Boston Public Schools and assigned to Fenway High School. To enroll a student and have them assigned to Fenway, a parent or caregiver must go to the [Family Welcome Center](#) with a letter of acceptance from Fenway. Students not enrolled with Boston Public Schools will be sent home.

TRANSCRIPTS

The school will provide an attendance report and transcripts for all current students and graduates upon request. The transcript shows the final grade for a course but not grades received in individual terms. To request a transcript please email or call our guidance office. Any errors noted on the transcript should be reported to a student's Guidance Counselor.

CHANGE OF ADDRESS OR PHONE NUMBER

To update a phone number, you may call the school. For an address change, only the parent or guardian listed on the student file can change a student's address by presenting two proofs of address at one of the BPS Welcome Centers. If you need assistance please email Ms. Rodriguez at srodriguez2@bostonpublicschools.org

MILITARY ACCESS TO STUDENT INFORMATION

As part of the *No Child Left Behind Act* signed into law, the school must release student names and addresses to military recruiters upon request unless a parent, in writing, has instructed the school not to do so. If you wish us to withhold information you do so by checking the appropriate box and signing the form in the BPS handbook that is distributed at the beginning of the year.

Athletics and Fitness

ATHLETICS PROGRAM

Fenway hosts its own and has cooperative teams with other nearby schools. Athletics at Fenway follow BPS protocols in line with state guidelines.

Students are encouraged to participate in several sports programs at Fenway, which is a member of the Massachusetts Interscholastic Athletic Association (MIAA). Games and practices are held after the regular school day. Students must maintain a 2.0 grade point average in order to participate in games. In addition, two Ds and/or one F will prevent a student from participation in games. Students may petition the Athletic Director for an exception to this guideline.

Fall sports

Cross-country, Cheerleading at Fenway
Boys' Soccer and Girls' Soccer at Snowden
Football and Girls' Volleyball at Madison Park

Winter sports

Girls' basketball, Boys' basketball, Cheerleading at Fenway

Spring sports

Softball, Baseball at Fenway

THE FITNESS ROOM

Filled with weight and other workout equipment, this room is available after school for students when faculty supervision is available.

After School Activities

SCHOOL ACTIVITIES

For information about how to join any of the following clubs, teams, or activities, ask your advisor.

Art Club	Prom Committee
Debate Team	Queer Straight Alliance
Fenway Academy Mentoring (FAM)	Drama Club
Fenway Ambassadors	Student Government*
Fitness Club	Tech Goes Home
Music Club	
Yearbook Committee	

*Student Government participants must maintain a C- or better in all classes.

Other community-based and summer opportunities can be found in our [Opportunities Guide](#)

STARTING A CLUB

- Groups will require a faculty or staff Sponsor for official recognition
- Clubs need to have at least five members to be considered
- Students should meet with their advisor about starting a club
- The advisor can act as the sponsor or recommend other candidates
- Once the group is registered, they can host activities and events and advertise them.

Hosting Events

- Posters and notices must be approved by a faculty or staff Sponsor
- Student should write a one-page proposal with the following:
 - Purpose of the event/activity
 - Clear ask for students, faculty, staff, parents, etc
 - Estimated timeline
- Once approved by a sponsor, it must be approved by the Associate Head of School.
- The event and or activity and posters must follow BPS guidelines, including:
 - Any snacks and drinks must be healthy
 - Posters may not obstruct windows

BPS Code of Conduct

Boston Public Schools students must follow the rules and Code of Discipline of the Boston Public School district. A letter acknowledging an understanding of the Code of Discipline and agreeing that the student will abide by it must be signed by each parent and be on file in the Fenway office by the **second week of school**. Students should expect that their constitutional rights, (e.g. the rights to due process, freedom of expression orderly assembly, the privacy of person, freedom from discrimination, and so forth) will be respected.

Hazing and Bullying

Chapter 269 Sections 17-19 of Massachusetts General Laws prohibits the practice of hazing. Fenway High School will not tolerate hazing within its community. Any victim or witness should immediately report such incidents to the Head of School or any staff member.

“The term "hazing" as used in this section, 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 another person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, 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.”

(<https://malegislature.gov/Laws/GeneralLaws/PartIV/TitleI/Chapter269/Section17>)

Chapter 603 Section 49 requires schools to report all incidents of Bullying. Fenway high School will not tolerate bullying within its community. Any victim or witness of bullying should report it to the faculty member or the Head of School immediately.

Fenway Anti-Hazing Policy: In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property. Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department. 19 Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days. Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days. Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant. In all cases relating to hazing, students will receive procedural due process. Crime of Hazing, Definition, Penalty Mass General Law Chapter 269, section 17-19 The term hazing refers to 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 other person. Massachusetts General Laws, Chapter 269, ss. 17 – 19 are reprinted below. Chapter 269, Section 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 other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to affect adversely 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. Chapter 269, Section 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 of not more than one thousand dollars. Chapter 269, Section 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 post secondary 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 post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a fulltime 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 post secondary education shall file, at least annually, a report with the regents 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 fulltime 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 education shall promulgate regulations governing the content and frequency of such reports and shall forthwith report to the attorney general any such institution that fails to make such report.

Technology

Fenway students have access to modern technology systems throughout the school as a tool to support their learning. Students develop their skills by engaging in a wide variety of technology projects within the context of other academic classes.

BPS EMAIL

All students have their own Boston Public School login account and email for the computers in the school which provides network storage accessible from any computer in the school. Students are expected to use this account whenever they log into a school computer. Students should use this account when logging into their school-issued Chromebook, Zoom, Clever, Google Classroom, or other applications used for school work.

GOOGLE SUITE

All students develop knowledge of the Google Suite (G-mail, Google Classroom, Docs, etc) and online research skills. In addition to computers, students also have access to a variety of peripherals such as projectors, cameras, scanners, and data logging probes.

SIS/ASPEN

The Student Information System (sis.mybps.org) provides access to student grades, assignment lists, announcements, student schedules and much more. Juniors and Seniors have access to Naviance in order to manage the college application process.

CHROMEBOOKS

All students will be supplied a Chromebook from Fenway High School that is property of the school or Boston Public Schools.

Students and Families should understand and agree to the following:

- I understand I will use this device for multiple years and it is my responsibility to take care of it and to keep it in full working condition in order to access my education.
- As such, I will close the laptop to carry it and I will take extra precautions to not spill any food or drink onto the Chromebook.
- I agree to bring my device fully charged to school every day.
- I understand that this device is for academic use only. I agree to be kind and safe in my interactions with others online and I know my device can be monitored or assessed at any time.
- I agree to report a lost, stolen or damaged device immediately to Ms. Raphael (wraphael@bostonpublicschools.org)
- I agree not to remove any hardware from my device or try to alter it in any way.
- I agree not to share my password or give another student access to my online tools.
- I agree to be a positive virtual student and behave in a professional manner online.
- I understand I must return both my device and charger if I plan to leave the Boston Public School district.

BPS ACCEPTABLE USE POLICY

It is the policy of the Boston Public Schools that students and staff will use all technology to access electronic ("computer") networks, including the Internet and e-mail, in a responsible, legal, and ethical manner. Failure to do so may result in the loss of network privileges for the user, disciplinary action under the Code of Discipline, and/or prosecution under federal or state law.

Inappropriate use includes viewing or sending content that contains vulgar and obscene language, offensive racial terms, violent or sexual content, offensive ethnic terms, violations of copyright laws, personal information about other users or yourself, such as address, credit card information, social security numbers or tampering with the system. Students may be liable for costs incurred and are subject to the Code of Conduct for inappropriate use of the Internet and may also lose computer privileges.

On the Chromebook, this also means that the student will adhere to the following:

- no chat rooms
- no online social networks such as Facebook, Twitter, and Instagram
- no computer games
- no streaming video unrelated to academics
- no food or drink in computer labs
- no inappropriate Internet use is permitted before, during or after school time.

Community Expectations and Policies

Fenway works hard to maintain a school climate that provides intellectual, emotional, and physical safety for all. All Fenway faculty and staff are expected to contribute to maintaining the climate by practicing and enforcing the safety guidelines and community expectations outlined in this Handbook. Allowing students to violate these expectations makes it difficult to maintain our school environment. These rules have been decided cooperatively and by consensus and deserve to be enforced by all staff.

1. Respect for Diversity

Fenway is a community of people that identify with different cultural, linguistic, racial and ethnic backgrounds – a mix that reflects the diversity of the city of Boston. Fenway expects that each student will make an effort to get to know those from different cultures and backgrounds.

At Fenway respect for others is expected. Learning from each other is part of being at Fenway and that extends to such matters as language, race, gender, sexual orientation, religions, and other traditions. Our curriculum honors diversity through the topics we study and the questions we ask.

2. Behavior

Fenway expects students to act in such a way that shows maturity and respect for others and oneself. Students are reminded that they are not only a member of the Fenway community but also a representative of it. All staff members in the building have the right and responsibility to direct the behavior of all students in the building

Noise, unruly behavior, and loudness can become a disruption for other people in the building, whether they are studying in the Library or in nearby classrooms or working in the offices. Horseplay can result in injury and/or damage to property and often leads to fights that can generate a permanent disciplinary record and lead to possible expulsion. Students may be held responsible for any damage to school property.

3. Threats and Harassment

Threats made both in writing or verbally will initially be investigated at the school level in accordance to Section 7.2.5 of the BPS Code of Discipline. If further investigation is warranted, a referral to the Boston Public Schools' Safety Office or the Boston Police Department will be made. Sexual harassment is a serious issue and can result in severe disciplinary action by both Fenway and BPS. Any improper language or behavior which makes a victim of a person because of their gender or sexual orientation is forbidden. It may also be grounds for legal action and fines through the criminal justice system. No one is permitted to use suggestive, rude, or offensive sexual words, gestures or actions in any way, at any time, while a member of the Fenway community. The degree of offense is not important. Any person heard or reported committing such an action can be charged with sexual harassment.

4. Profanity

Offensive language is a disruption and offensive to some on campus. Such language causes bad will and those who offend with profanity can be called to a disciplinary hearing.

5. Cell Phones

Cell phones should not be seen or heard inside any classroom at Fenway. Cell phones should be off and away in class and are to be turned into the teacher at the start of each class. Cell phones are allowed before and after school unless otherwise posted in specific areas of the building. If there are misuses of a cell phone in the classroom, a teacher will refer the student to SST for follow-up that may result in a disciplinary hearing.

6. Smoking or Vaping

Smoking or vaping is not permitted in any Boston Public School building or on any school property. This applies to staff, students, and visitors.

7. Asked to Leave Class or Assembly

There will be times when a teacher feels it is important that a student leave the room. It may result from an argument, lack of student participation, or other conditions. A teacher, administrator or other staff members always have the right and the authority to tell a student to leave the classroom and the student must do so immediately and without disruption.

All students have the right to appeal to an administrator, an Advisor or a member of the Student Support Team, and to have a conference with the teacher later. However, the student does not have the right to refuse to leave the area when asked. Students can and should use their rights to challenge a staff member after the fact, and through proper channels, but not to challenge this rule or the teacher in a heated moment. Students are expected to leave the area immediately and seek out their advisors, an administrator or a peer mediator. Violations of this rule will result in a suspension.

8. Clothing

Fenway High School is committed to creating a respectful, welcoming learning environment for all students. As part of that commitment, our students must adhere to the following standards for dress. While we encourage student’s self-expression and individuality, these standards help foster a secure, appropriate setting where all students can focus on their educational goals and flourish.

- Students should dress casually and comfortably for school while wearing clothing that is well suited for a school environment.
- All clothing should be neat, clean, and within the bounds of decency as appropriate for school.
- Clothing must cover a student’s torso, midriff and backside, and have sleeves or straps.
- Shorts, skirts and dresses must be an appropriate length (no shorter than 5 inches above the knee), even when leg coverings are worn underneath.
- Waistlines of shorts, skirts and pants must be on or above the hips or waist, with no undergarments or other clothing showing under the pants, shorts, dresses, or skirts.
- Clothing, drawings, tattoos and accessories that display or promote hurtful, violent or bias-based images are not permitted. These could include gang insignia or weapons; drug, alcohol or tobacco-related information; and obscenities, put-downs, stereotypes, sexual innuendos, or offensive words or graphics.
- Heads and faces are suggested to generally be uncovered. Appropriate headgear may be worn for warmth and protection outdoors, and inside for religious reasons or special circumstances.

- Students may wear shoes or sandals that do not present a safety concern, except during physical activity/education, while participating in school-related athletic competitions, events or activities, or while participating in other activities where safety is a concern.

A violation of the dress code will require a change of clothing. Sound judgment and reasonableness will be applied in interpreting the dress code. Special circumstances will be considered on a case-by-case basis.

9. Hats/Headgear

All students may be required to remove their hats and any other headgear in specific places in the building (except those intended for religious purposes). Hats and headgear may be required to be off in classrooms, school events, or activities. Fenway will have and teach a curriculum designed to address code switching and professionalism.

10. Music & Headphones

Students can play appropriate (radio version) music at a reasonable volume in the Commons at appropriate times. Music should not be played in hallways or classrooms without the expressed permission of a teacher. Because of the independent nature of the work usually conducted in the learning center and library, students are permitted to wear headphones to listen to music in these locations. The volume of the music should not be so loud as to disturb others who are studying. Headphones are generally not permitted in classrooms without the permission of the teacher.

11. Food

It is important that a clean learning environment is maintained in our school. Students are not allowed to eat in classrooms without explicit permission from a teacher. Students are expected to completely clean up after themselves and should also help with keeping our building clean. There should be no food in the hallways or stairways.

12. Breaks between Classes

Students have some time between classes to use the bathroom or to chat with friends. This is the only time teachers allow the whole class to leave the room.

13. Signs and Flyers

No written announcements may be put up anywhere on the Fenway campus without the permission of the Fenway administration. This policy includes school business, parties, bake sales, etc.

14. Visitors

Although we welcome young people and adults to view all aspects of the Fenway High School, no student may invite a visitor without the written permission of the Fenway administrators at least one day prior to a visit. Visitors who do not have permission may be removed from campus or arrested for trespassing, depending on the circumstances. A student assisting an intruder to enter the building will be subject to disciplinary action. ***NOTE: This policy includes infants and children.***

15. Attendance at All-School Events

Fenway has many community events and activities and it is expected that all students will participate in these events. Failure to attend will result in an unexcused absence from school.

16. Arrival and Dismissal

The school building opens to students at 8:15 am and closes at 5:00 pm. When arriving to the building, students should use the main entrance. Students should remain in the Commons until 8:30 and then can proceed to their first class of the day.

Fenway students may remain on campus only under the direct supervision of Fenway staff (clubs and activities, Fenway Learning Center, classrooms with a teacher present) or in the Library. Students may not arrive before school nor linger on the campus after school unless they are in one of these supervised situations and all students will be expected to leave by 5:00 pm.

17. Unauthorized Areas

Students are not allowed to use the Fenway Fitness Center without adult supervision. Other areas that may be designated as off-limits and are identified with appropriate signs.

18. Lockers

Fenway will provide a locker and lock for interested students on a first come, first served basis. The Advisor will set the policy for when lockers may be accessed by students.

- The lockers and locks are the property of Fenway High School.
- Personal property stored in the lockers is done so at the student's own risk.
- Lockers may be opened and contents examined at any time at the discretion of the Head of School or their designee in order to keep the community safe. You have no right to privacy in these circumstances since public safety issues will prevail and lockers may be opened and searched at any time. *(Everything you bring into the building becomes accessible to school authorities since the school is a public zone.)*
- There is a \$5 non-refundable rental fee for each year.
- Missing locks will be replaced at student expense at \$5.
- All students are responsible for cleaning lockers at the end of the year.

19. Plagiarism

Plagiarism, the act of using someone else's work as one's own, is prohibited at Fenway, including using another student's work as one's own. Plagiarism may result in no credit for an assignment and referral for additional discipline to the Associate Head of School. Flagrant or repeated violation can lead to a disciplinary hearing.

When a student writes for Fenway courses, free use of other people's ideas and information from a variety of sources are permitted as long as full credit is given to the sources of the ideas and information. Sources may include books, periodicals, brochures, reports, Internet sites, etc. They also may include correspondence, interviews, lectures, and similar sources.

There are two ways in which information from sources may be included in a writing assignment: use of a direct quote or a paraphrase. To paraphrase is to restate the information in one's own words. However, when a paraphrase is used, the original source of the information must be cited.

20. Artificial intelligence

“**Artificial Intelligence and Plagiarism Policy**”

At Fenway High School, we recognize the increasing role that technology, including artificial intelligence (AI), plays in education. While AI tools can be valuable resources for learning and research, it is essential that students understand our policies regarding their use to maintain academic integrity. Additionally, plagiarism is a serious offense that undermines the principles of honesty, originality, and intellectual growth that we uphold at Fenway High School. Therefore, it is imperative that all students adhere to the following guidelines:

Use of Artificial Intelligence:

1. **Ethical Use:** Students are encouraged to use AI tools responsibly and ethically. AI tools should be utilized as aids for learning and understanding, rather than as a means to circumvent academic challenges or obligations.
2. **Attribution and Citations:** When incorporating information obtained through AI tools into academic work, proper attribution and citations must be provided. Students are responsible for accurately citing the sources of any AI-generated content in accordance with established academic citation styles (e.g., MLA, APA).
3. **Independent Thinking:** While AI tools can assist in generating ideas and information, students must maintain their critical thinking skills and exercise independent judgment in evaluating and synthesizing the material produced by these tools.
4. **Prohibited Activities:** Any attempt to use AI tools to engage in academic dishonesty, such as producing work that is not the result of one's own effort or submitting AI-generated content without proper attribution, is strictly prohibited and will result in disciplinary action.

Plagiarism Policy:

1. **Definition:** Plagiarism is the act of presenting someone else's ideas, words, or work as one's own without proper attribution. This includes, but is not limited to, copying and pasting text from sources without quotation marks and citation, paraphrasing without giving credit, and submitting work obtained from another individual, whether online or offline, as original.
2. **Original Work:** All academic work submitted by students must be original and produced solely by the student unless otherwise instructed by the teacher. Collaboration is encouraged when explicitly permitted by the instructor, but each student must contribute substantially to the final product and properly acknowledge any collaborative efforts.
3. **Consequences of Plagiarism:** Plagiarism undermines the values of academic honesty, integrity, and intellectual growth that we uphold at Fenway High School. Students found guilty of plagiarism may face consequences, including but not limited to, receiving a failing grade on the assignment, disciplinary action, and parent or guardian notification.
4. **Prevention and Resources:** Students are encouraged to seek assistance from teachers, librarians, and other resources provided by the school to develop their research and writing skills. Proper citation methods, including how to cite sources obtained through AI tools, will be taught and reinforced throughout the curriculum.

At Fenway High School, we are committed to fostering a culture of academic honesty, integrity, and responsible technology use. By adhering to these policies, students contribute to the maintenance of a fair and respectful learning environment where everyone can thrive and succeed.” **(This was written by ChatGPT in June 2024).**

21. Library

Students in the library, either as individuals or with a class, are expected to follow the library expectations: Respect Yourself, Respect Your Classmates, and Respect the Space. Students who are being disruptive will be redirected, and if need be will be asked to leave the library. All materials checked out must be returned in order to sign-out at the end of the year or transfer schools; any materials lost or damaged will need to be either paid for or replaced.

22. Open Campus

11th and 12th graders will be allowed to leave the Fenway building during their lunch break and are expected to return by the beginning of the next class.

23. Lunch and Food Deliveries

Students may eat in the Commons, or a classroom so long as a faculty member is present and in agreement with this. Students should not eat in the hallways or linger in the hallways during lunch. Food deliveries are not allowed at Fenway High School.

24. Student Search and Seizure

In order to maintain school safety, Fenway follows the BPS circular SAF-1 on searching students. In regard to the questions of search and seizures, the Supreme Court of the United States of America has ruled:

- A warrant is not required before a teacher or school administrator conducts a search of a student suspected of violating a school rule or criminal statute.
- Probable cause is not required before a student may be searched; rather before conducting a search, the teacher must have “reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.”
- The search must be reasonable in its scope as well as its inception.

Members of the administrative & SST teams will be responsible for conducting any such search and seizures.

Regarding lockers and desks:

- Master keys and copies of combinations for lockers are retained by the school administration.
- The school administration retains the right periodically to conduct locker and desk searches, when warranted, in compliance with these rules.
- All students should be aware that the school administration may permit specially trained “search dogs” to patrol the hallways upon occasion, under the supervision of law enforcement officials and completely at the discretion of the administration, and that the administration shall cooperate completely with all law enforcement officials relative to the results of any searches that may be performed during such dog patrols including, without limitation, delivering any contraband discovered to said officials.

All students should also be aware that school lockers and desks assigned to individual students by the school's teachers or administration remain the property of the school and that the administration reserves the right to open and inspect any locker or desk and its contents at any time. In the event that any illegal substances, weapons, tobacco products, or other contraband are found in the locker or desk assigned to a student, that student shall be presumed to possess that contraband and shall be subject to immediate and appropriate discipline. This information serves as prior and ample notice of Fenway's procedure for student searches.

FENWAY HIGH SCHOOL

PROGRAM OF STUDIES

Work Hard. Be Yourself. Do the Right Thing.



67 Alleghany St
Boston, MA 02120

Main Office: 617-635-9911 Fax: 617-635-9204 www.fenwayhs.org

PROGRAM OF STUDIES INTRODUCTION

Fenway's Program of Studies is a valuable reference manual for students, parents, and Fenway educators. It is a complete guide to course offerings at Fenway High School. While students engage in a set curriculum in Humanities, English, Spanish, Math, and Science at each grade-level, students also have choices for early college and career programs in grades 11 and 12. Fenway's Program of Studies also supports the unique needs of English Language Learners and Students with Disabilities to provide full exposure to academic and enrichment areas.

The courses at Fenway provide students with many opportunities to meet educational needs and reflect our core values and habits of mind. Beyond state, district, college and career requirements, students are encouraged to engage with courses that will be academically stimulating and personally enriching. Planning an individual student's high school program of studies demands a cooperative effort between home and school. The program of studies that students pursue in high school should reflect their aspirations, achievements and aptitudes.

Graduation Requirements

Graduation from Fenway takes far more than showing up! Students are expected to “Work Hard” and work independently, demonstrate mastery of competencies, learn in the workplace through an internship, and exhibit good citizenship through community services.

In order to graduate from Fenway, a student who begins in ninth grade must take and pass the following courses and requirements.:

<p>ACADEMIC COURSES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 years of Math <input type="checkbox"/> 4 years of Humanities <input type="checkbox"/> 4 years of Science <input type="checkbox"/> 4 years of ELA <input type="checkbox"/> Spanish I and II <input type="checkbox"/> Art <input type="checkbox"/> Ventures <input type="checkbox"/> 4 courses of Early College, Dual Enrollment, Career Readiness, or other approved EC Elective Course 	<p>OTHER REQUIREMENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Senior Internship <input type="checkbox"/> Senior Capstone Paper <input type="checkbox"/> Community Service (40 hours) <input type="checkbox"/> MCAS (Math, ELA, Science) <input type="checkbox"/> 9th grade co-curricular requirement
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TRANSFER STUDENTS

For students transferring from another school, the Student Support Team, administration, and registrar will interpret varying courses and credentials to support transfer students on an individual basis.

FENWAY COURSE CHART

This chart outlines the courses that students take in order to be a fully enrolled student and to meet the graduation requirements for Fenway.

Grade 9	Grade 10	Grade 11	Grade 12
Math 1	Math 2	Math 3 OR UMB MA115 of MA130 or WIT MA1000	Pre-Calculus, Stats, Calculus, or AP Stats OR UMB MA130 or MA140 or WITMA1500 or MA1750
Physics 1	Chemistry 1	Biology 1	Advanced Topics in Science
Humanities	Humanities	Humanities	Humanities
ELA	ELA	ELA	ELA
Foundations of Literacy	Spanish 1 or Spanish for Heritage Speakers I	Spanish 2 or Spanish for Heritage Speakers II	Ventures
Physical Education	Physical Education		

Advisory & College Readiness	Advisory & College Readiness	Advisory	Advisory/Senior Institute
Project Week	Project Week	Project Week	Senior Internship
Health Art	Electives	Early College; UMB, WIT, RCC Career Readiness (MOS, TPZ)	Early College: UMB, WIT, RCC Career Readiness (MOS, TPZ)

MCAS Graduation Requirement

In addition to the requirements set by Fenway, the [Commonwealth of Massachusetts](https://www.mass.gov/info-details/commonwealth-of-massachusetts) requires that students receive passing grades in the English Language Arts, Mathematics, and Science portions of the MCAS tests in order to receive a high school diploma. Students who do not pass the tests have several opportunities to retake the tests. Students earning below Proficient on the English Language Arts and/or Mathematics exams are subject to the regulations of an Educational Proficiency Plan.

Early College / Career Graduation Requirement

Students will enroll in Early College, Dual Enrollment, Career Readiness, or other approved elective in 11th and 12th grade to fulfill their elective course requirements. Every term all 10th and 11th grade students must successfully complete an early college or career course. Examples of early college courses include courses with UMass Boston, Wentworth, and RCC. Examples of early career courses include The Possible Zone and Museum of Science.

In order to earn an early college credit for Fenway High School graduation, students must complete the following:

- pass and successfully complete the college course
- Meet additional requirements from Fenway Early College programming including:
 - attend every class (no more than two absences)
 - and/or have at least 95% attendance to class
 - demonstrate professionalism in class and meet behavioral expectations

NON-DISCRIMINATION POLICY

Fenway High School does not discriminate on the basis of sex in the educational programs or activities which it operates and is required by Title IX not to discriminate in such a manner. In addition, no child shall be excluded from or discriminated against in admission to a public school or in obtaining the advantages, privileges, and courses of the study of such public schools on account of race, color, sex, religion, sexual orientation, national origin or disability.

MASSACHUSETTS STATE UNIVERSITY SYSTEM AND UMASS MINIMUM ADMISSIONS REQUIREMENTS

The admissions standards for the state universities and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. It is important to note

that admissions standards for the state’s community colleges differ. Community colleges may admit any high school graduate or GED recipient.

The admissions standards for freshmen applicants have two main parts:

1. Sixteen* college preparatory courses distributed as below are required. (A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.)

* Effective with the college freshman class entering fall 2016, the number of required courses will increase to 17 with the additional year of math.

2. A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application.

Subject	Requirement for college freshman class entering...					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017 and beyond
English	4 courses					
Mathematics	3 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework)				4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school	
Sciences	3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering; including 2 courses with laboratory work); Technology/Engineering courses must be designated as science courses (taken for science credit) by the high school				3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering), including 3 courses with laboratory work	
Social Sciences	2 courses (including 1 course in U.S. History)					
Foreign Languages	2 courses (in a single language)					
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)					

NCAA REQUIREMENTS FOR STUDENT ATHLETES

Students who plan to participate in varsity athletics at a National Collegiate Athletic Association Division I or II institution must satisfy the following requirements:

1. Graduate from high school.
2. Earn the equivalent of a C average in a core curriculum of sixteen college preparatory courses. These courses must be completed before graduation.
3. Earn the ACT/SAT score matching your core-course GPA on the NCAA sliding scale. (Minimum SAT scores are 900 for Division I or 840 for Division II).

Students who have these aspirations should check in with their school counselors and complete the NCAA Eligibility Center registration process by the end of their sophomore year.

Freshman and Sophomore Years

High school freshmen face many challenges in a new environment with new people; increased workload, expectations, freedoms, and responsibilities. New students attend an orientation at the beginning of school to start to get to know the school and Fenway's expectations.

HEALTH AND WELLNESS

An important part of the freshman and sophomore years is the Health and Wellness program. This program provides an opportunity to learn and discuss issues that students face in their teens. Activities take advantage of many outside agencies and speakers and days set aside to focus on health and wellness.

COMMUNITY SERVICE

During the sophomore year, students identify an appropriate non-profit organization to give their time and energy. A minimum of 40 hours of community service is required prior to graduation. This activity is conducted through Advisory.

PSAT

Sophomores and juniors prepare for and take the PSAT (Preliminary Scholastic Aptitude Test). The test is administered during the school day and is an opportunity for students to as preparation for the SAT taken in senior year and widely used as a major criterion for college admissions, but also to qualify for the National Merit Scholarship Competition.

Junior Year

Junior year is the time when students start to turn their attention to the future. The foundation laid during this year will have a significant impact on a student's ability to complete the senior year successfully and get into the college or program of their choice. Much of Advisory time is spent preparing for Junior Review.

JUNIOR REVIEW

Junior Review is a Fenway tradition that takes place at the close of the 11th grade. Students begin their work for Junior Review early in junior year. The process of preparing for Junior Review is as important as the actual event. It is meant to be self-reflective and informative, not judgmental.

During Junior Review, students must comment on and demonstrate their readiness for the challenges of Senior Institute. Important criteria include good attendance, time management, strong portfolios, and successful exhibitions, and intellectual and social maturity. Outside collaborators are often invited to participate in Junior Review by reviewing student documents and assuring that the standards set at Fenway are consistent with those of business and higher education. Junior Review helps students focus on their learning styles, challenges and patterns of behavior.

EARLY COLLEGE / CAREER COURSES

Students will enroll in Early College, Dual Enrollment, Career Readiness, or other approved elective in 11th and 12th grade to fulfill their elective course requirements. Every term all 10th and 11th grade students must successfully complete an early college or career course. Examples of early college courses include courses with UMass Boston, Wentworth, and RCC. Examples of early career courses include The Possible Zone and Museum of Science.

Senior Year

Senior Institute is the final stage of study for students who have successfully completed three previous years of coursework and passed Junior Review. The Senior Institute captures and crystallizes the skills and intellectual maturity learned during the previous three years at Fenway.

EARLY COLLEGE / CAREER COURSES

Students will enroll in Early College, Dual Enrollment, Career Readiness, or other approved elective in 11th and 12th grade to fulfill their elective course requirements. Every term all 11th and 12th grade students must successfully complete an early college or career course. Examples of early college courses include courses with UMass Boston, Wentworth, and RCC. Examples of early career courses include The Possible Zone and Museum of Science.

VENTURES

Fenway Ventures is a grade 12 program that helps students develop their communications and professionalism skills. It gives students experience in business, networking, organizational and professional settings as a primer for their internship experience and life after high school.

Students begin the year with self discovery and career exploration, we transition into Career Day preparation in term 2 where we focus on networking and follow-up. Career Day is the springboard for job shadows which take place in the start of term 3 and internships which begin at the start of Term 4 and carry to the end of the school year.

The Senior Internship Program is the culmination of the skills, knowledge, and experience gained from the Ventures Program. The internship provides an opportunity for seniors to integrate school-based learning with career exploration and practical worksite experience in a six-week, full-time, unpaid internship in the field of their choice. The academic year is compressed into seven months to accommodate the internship requirement, which begins in April and lasts through May.

Planning for the future

More than 80 percent of our students go on to college or post-secondary training. An important part of senior year is spent thoroughly researching post high school options and keeping track of college application deadlines.

Graduation

Students that have successfully completed all of their requirements and have the approval of their team and the signature of the Head of School are eligible for the Fenway diploma. Those students who do not complete all requirements of Senior Institute are re-entered for the following fall term.

SENIOR INSTITUTE REQUIREMENTS

Senior Institute includes the successful completion of the following:

- **Coursework in Math, Science, English and Humanities**
Courses can be either at the high school or college level. Additional courses may also be included.
- **Senior Internship**
A full-time 6-week pre-professional experience during the last quarter of Senior Institute.
- **Standardized tests**
Taken by students in their senior year. Some are required and others are optional. The tests include SAT, TOEFL, and MCAS (for those who have not yet passed).
- **Senior Capstone Paper**
This paper, written in Humanities, presents opposing opinions and states the writer's position, demonstrating the student's writing and independent thinking skills.
- **Science Fair Project**
The project is independently researched and conducted by every senior student. Each student chooses a scientific topic and then designs and conducts an experiment to study a hypothesis of their choosing related to that topic.
- **Early College and / or Career Classes**
Students will enroll in Early College, Dual Enrollment, Career Readiness, or other approved elective in 11th and 12th grade to fulfill their elective course requirements. Every term all 10th and 11th grade students must successfully complete an early college or career course.

Early College Courses

In collaboration with the University of Massachusetts at Boston, Wentworth Institute of Technology, and Roxbury Community College, Fenway offers early college courses. Early College allows students at Fenway High School to enroll in and receive support to attend college level classes while attending FHS. Students in Early College have access to a wide variety of support outside of the classroom and are expected to take at least three to four college level courses prior to graduating from FHS. Courses taken through the Early College program are added to the student's transcript for credits.

Fenway's Early College Program allows students, beginning in 10th grade, to take college-level courses for credit and earn college 12-30 credits for free while still in high school and to continue to be supported and to continue to be supported in their academic and college readiness skills. The courses are part of an intentionally designed pathway sequence and are often in a cohorted model. Early College also provides exposure to career opportunities. Some courses are dual-credit, meaning they are both Fenway High School and higher education credits, while others are only for college credit.

Fenway offers two Early College programs: a state-designated Early College program with Wentworth Institute (WIT) and a pilot program with University of Massachusetts at Boston (UMB). Please see the [Fenway High School Early College Program Guide SY2024 for more details](#).

Early Career Courses

The Early Career courses and programs offer our Fenway students unique opportunities to explore a variety of career fields. Through a sequencing of technical and academic courses, students develop a solid foundation of knowledge and 21st century competency skills essential for a smooth transition to college/university and or the workforce. During the students' Early Career program experience, they will access, analyze, and synthesize information, create and problem solve using critical and innovative thinking skills as well as collaborate in teams, develop leadership skills and enhance their communication skills. Additionally, students who participate in Early College programs develop an individual Career Plan designed to help them make informed choices, now and for their futures. Upon graduation, students will be prepared to pursue a four or two-year college education, a technical training institute, apprenticeships, and/or enter the workforce.

F5A Experiential Learning 1 at the Museum of Science

Since 1992, Fenway High School has partnered with the Boston Museum of Science to provide students with a unique opportunity to explore a wide range of career options and develop essential career readiness and work skills. This long-standing partnership involves a group of about 20 eleventh-grade students who spend approximately two hours once per week at the museum throughout the school year. The program is designed to introduce students to the many diverse career paths within the museum. Each week, students explore a different aspect of museum work, including roles in security, cafeteria services, facilities management, exhibit curation, science, accounting, administration, teaching, and more. Through these experiences, students gain a deeper understanding of the various career opportunities that exist in both traditional and non-traditional fields. One of the key goals of the program is to help students leave with a clearer vision of their career aspirations. Towards the end of the year, each student reflects on the roles they explored and identifies a job they would pursue if they were to work at the museum. Students then discuss the career path they would follow to secure that job, including the skills they already possess and the

additional skills they would need to acquire. This program fosters career exploration and readiness, equipping Fenway students with a broader perspective on the working world and helping them prepare for their future careers

C50 Fabrication Lab at The Possible Zone

The mission of The Possible Zone (TPZ) is to advance economic equity by ensuring young people develop the entrepreneurial spirit, skills, and networks to launch successful careers. TPZ are committed to helping students find their passions; cultivate essential skills, mindsets, and assets; and shape their futures so that they can experience upward economic mobility in their chosen career paths. The Possible Zone pulls from their Future You curriculum with the intended impact of improving the Fenway students' SEL, critical thinking, growth mindset and other transferable skills so they are better prepared for postsecondary opportunities.

English Language Arts

All full-time students are required to take an English course each year of attendance and must pass 4 years of English, or equivalent credits, before graduation. The Fenway English Department curriculum consists of yearlong courses. All courses use an antiracist lens to study literature.

151 English Language Arts 9

152 English Language Arts 10

9th and 10th grade English rotate through the following essential questions on a 2-year cycle:

How do we govern ourselves?

Students will focus on the question of how we govern ourselves in our personal lives, as families, as societies, and as a world. Possible texts for this year include *Long Way Down*, *Punching the Air*, *We Set the Dark on Fire*, *Patron Saints of Nothing*, *Born a Crime*, and *Accountable*.

Who built the United States of America?

Students will read a variety of narratives reflecting the different groups who contributed to the building of the United States. Possible texts for this year include *A Raisin in the Sun*, *The Poet X*, *The Marrow Thieves*, *They Called Us Enemy*, *Just Mercy*, and *The Autobiography of Malcolm X*.

153 English Language Arts 11

154 English Language Arts 12

11th and 12th grade English rotate through the following essential questions on a 2-year cycle:

What does it mean to be human?

Students tackle this question through literature and philosophy. Possible texts include *There There*, *Their Eyes Were Watching God*, *Make Your Home Among Strangers*, *Macbeth*, and *Looking for Palestine*.

How do you do right in the face of injustice?

Students tackle this question through fiction and non-fiction. Possible texts include *Maus*, *The Shadow Lines*, *The Handmaid's Tale*, *The Laramie Project*, and *How the Word is Passed*.

All English classes include regular cycles of close reading, writing, and revision, as well as analytical speaking and listening.

Humanities

All students are required to pass four years of Humanities to graduate from Fenway.

Student mastery and deep understanding of concepts and skills, rather than broad coverage of content, guides the Humanities curriculum. In all grades the identification and exploration of central themes and patterns in human history are taught. Each year the curriculum is focused on a different theme expressed as an essential question. Supporting this inquiry are case studies and readings in the fields of history, literature, philosophy, government, religion, sociology, and geography.

The essential questions in a four-year rotation are:

- How do you do the right thing in the face of injustice?
- What does it mean to be human?
- Who built the United States of America?
- What principles guide the way we govern ourselves?

F51 Humanities 1

The overall objective of this course is to explore the essential question, “Who built the United States of America?” Students consider the history, present, and future of this country and their places within it. Students examine the people, movements, forces, and events that have shaped “America” over time. Instead of focusing on the roles of a few powerful individuals, the course highlights the humans that spurred growth and success of this country, as well as the human cost involved.

F51 Humanities 2

The overall objective of this course is to explore the essential question, “What principles guide the way we govern ourselves?” This course brings students an in-depth exploration of civics. Students participate in close evaluations of American politics and electoral processes and examine the structure, purpose, limits, and challenges to American democracy. During this course, students develop strategies for analyzing political discourse and try on advocacy and civic engagement through action projects. The course allows students to understand government and to find multiple avenues where they can exercise civic engagement in order to strengthen and preserve universal rights for all humans.

F51 Humanities 3

The overall objective of this course is to explore the essential question, “How do you do right in the face of injustice?” The focus of this course is historic – and current – patterns of injustice, and looking at our own lives to examine the way injustice touches us while analyzing strategies for handling it. Students begin by considering identity formation, in group/out group dynamics and how that leads to outcasting, and occasionally, to violence. Then, they use the tools they developed to complete an in depth case study on the Holocaust. Students examine Germany before and during the rise of the Nazis and study the social and economic conditions that led to the Holocaust. The course then asks students to apply the lessons they learned from this unit to other historic examples of mass oppression as well as other examples of injustice in their own lives.

F51 Humanities 4

The overall objective of this course is to explore the essential question, “What does it mean to be human?” This year begins with an anthropological approach to discovering what it means to be

human. Students examine the physical characteristics of being human, as well as the development of the human mind. They explore philosophy in order to contemplate reasoning, ethics and the purpose of existence. Using psychology and sociology, students contemplate human behavior, as well as the forces that shape identity, like family, religion, race, gender, and sexual orientation. Finally, students compare and contrast the major beliefs of many world religions in order to discover how humans live their lives and what they believe.

Mathematics

All students are expected to pass four years of math to graduate from Fenway. All freshmen at Fenway take Mathematics 1. All sophomores take Math II In the junior year, students take Math III. In the senior year, students take Statistics, Precalculus, or AP Calculus at Fenway or a math class at a local college through our early college program.

The Math Team at Fenway uses the Mathematics Vision Project (MVP) as a basis for Math 1 and II courses. The team pulls from a multitude of resources to cover the appropriate standards for junior and senior courses.

MVP is an organization whose vision is to provide and support student engagement in rigorous tasks and curriculum that are coherent and balanced. They desire to have students engage in deeper learning and benefit from gaining a strong conceptual foundation as well as procedural fluency in mathematics. MVP is an educator-driven collaborative and the courses are built from the ground up for the Common Core Standards.

491 Integrated Math 1

In Integrated Math 1, students study sequences, linear and exponential functions, features of functions, equations and inequalities, systems of equations and inequalities, transformation and symmetry, structures of mathematical expressions, and modeling data.

492 Integrated Math II

In Integrated Math II, students study quadratic functions, structures of expressions, quadratic equations, more functions, geometric figures, similarity and right triangle trigonometry, circles from a geometric perspective, circles and other conics, and probability.

493 Integrated Math III

In Integrated Math III, students study polynomial, rational, logarithmic and trigonometric functions represented algebraically, graphically, numerically in tables and by verbal descriptions. Students write equivalent polynomial, rational, exponential and logarithmic expressions to reveal information and key features. Students will also study arithmetic and geometric sequences and series and their relationship to linear and exponential functions. Students will also interpret data that is normally distributed.

45D Statistics

In *Statistics*, students study the mathematics of data collection, the tools of data analysis, and how to develop statistical inferences.

458 Precalculus

In *Precalculus*, students study inverse functions, domain and range, trigonometric functions as

derived from the Unit Circle, complex numbers, exponential and logarithmic functions, combinatorics, and probability and statistics.

459 AP Calculus AB

PREREQUISITE: *Precalculus or Bridge to Calculus Program or approved college course*

In *Calculus*, students study the behaviors of functions, limits, continuity, derivatives, curve sketching, tools for differentiation, optimization, antiderivatives, integrals, and the Fundamental Theorem of Calculus.

Science

The Science Team continues to engage students in their learning while preparing students for the demands of the Science MCAS, scientific majors in college, and careers. The curriculum allows students to explore concepts through hands-on activities.

Students tackle various scientific endeavors such as researching questions, testing hypotheses, and hands-on lab work while simultaneously exploring scientific concepts from multiple perspectives. Seniors have the Advanced Topics in Science course and may also have the opportunity to enroll in the Lab Science course at the Wentworth Institute of Technology.

Science Fair is a school-wide exhibition of projects, independently researched and conducted by every senior student. Each student chooses a scientific topic and then designs and conducts an experiment to study a hypothesis of their choosing related to that topic. Students present their work by creating exhibition boards, writing research papers, and refining their presentation skills. In addition to presenting to Fenway staff and students, group of approximately 40 judges from the professional, academic, and scientific communities are invited to evaluate the student's work and engage them in discussions about their projects and science in general. During senior year, Science Fair is the basis of the Senior Portfolio. and is held on the first or second Friday at the Museum of Science.

555 Physics 1 (Grade 9)

Physics is an introductory course, which explores the basic nature of the physical world, with an emphasis on developing conceptual understanding. Using a variety of instructional tools, including hands-on material and inquiry-based pedagogy, students will be prepared to devise controlled, multivariable experiments as well as appreciate and apply physics principles and procedures to real life situations. The specific topics include motion and forces, conservation of energy and momentum, heat and heat transfer, waves, electromagnetism, and electromagnetic radiation.

553 Biology 1 (Grade 11)

Biology is an introductory course exploring the concepts and interrelated laws of the biological world. Using a variety of instructional tools, including hands-on material and inquiry-based pedagogy, students will be prepared to devise controlled, multivariable experiments as well as appreciate and apply biology principles and procedures to real life situations. The specific topics include chemistry of life, structure, and function of cells, genetics, human anatomy and physiology, evolution and biodiversity, ecology and sustainability.

554 Chemistry 1 (Grade 10)

Chemistry is an introductory course about matter, defining the variety of materials of the physical world around concepts, and the use and interrelated laws of chemistry. Using a variety of instructional tools, including hands-on material and inquiry-based pedagogy, students will be prepared to devise controlled, multivariable experiments as well as appreciate and apply chemistry principles and procedures to real life situations. The specific topics include properties of matter, atomic structure, periodicity, chemical bonding, chemical reactions and stoichiometry, gasses and kinetic molecular theory, solutions, acids and bases, and equilibrium and kinetics.

Chemistry 2 (Grade 12)

Chemistry 2 is a senior science class that provides a more in depth look at the subject of Chemistry and builds upon what students learned in Chemistry I. This class provides more lab experiences and supports students in improving the quality of written lab reports. It will equip students with stronger study habits, including listening to lectures, reading, and studying and performing well on tests. Additionally, it can show students that a rigorous science course can still be fun and personally rewarding. Finally, this course aims to equip all students with the tools they need to become an independent learner of science.

Advanced Topics in Science

Science foundations is a high school, one year lab science course. It provides an integrated, standard-based foundation for high school content-specific courses. It uses a conceptual framework that connects biology, chemistry, earth and physics through problems and scenarios of interest to students. Students will learn about the nature of science and develop critical thinking skills through inquiry, experimentation, collaboration and data collection and analysis.

557 Anatomy and Physiology at Harvard Medical School - MEDscience

HMS MEDscience, a partnership with Harvard Medical School, is an innovative high school Biology course immersing students into simulated medical emergencies. This curriculum motivates students to think critically, communicate effectively, and work collaboratively in teams. MEDscience brings classroom learning into the real world with hands-on experiences, giving students the confidence they need to succeed. MEDscience offers semester programming at Fenway.

Spanish

Fenway offers its students two years of Spanish language, Spanish I and Spanish II, and a culturally explorative Spanish for heritage Spanish speakers. Spanish classes are year long courses. In Spanish I, students develop reading, writing, speaking, and listening skills within an authentic cultural context. The class involves activities such as creative projects, oral skits, games and role-play, and written journals. Spanish II builds on the basic skills acquired in Spanish I and provides a deeper exploration of expressions, grammar, vocabulary, and communication. Spanish I & II are conducted entirely in Spanish for native speakers. Students will further develop their Spanish literacy exploring literature from their own as well as other Spanish speaking cultures.

351 Spanish I

In alignment with the Massachusetts World Language Frameworks and the Boston Public Schools World Language Citywide Learning Standards, this course is designed to allow students to complete all stage 1 activities in the six areas of the city curriculum: culture, connecting, listening, speaking, reading, and writing. Students are expected to perform with confidence in tasks of increasing difficulty.

352 Spanish II

Prerequisite: 351

In alignment with the Massachusetts World Language Frameworks and the Boston Public Schools World Language Citywide Learning Standards, this course is designed to allow students to complete all stage 2 activities in the six areas of the city curriculum: culture, connecting, listening, speaking, reading, and writing. Students are expected to perform with confidence in tasks of increasing difficulty.

HS 1-356 Spanish for Heritage Speakers / Ethnic Studies I

This course is taught entirely in Spanish and it's designed for heritage speakers of Spanish (native speakers) with oral proficiency but limited formal training in the language. Students will build on the language skills they already possess and will develop their reading, writing, listening/comprehension and speaking skills through cultural activities, analysis of Latino literary works, art projects, and community activities.

HS 2-357 Spanish for Heritage Speakers / Ethnic Studies II

This course is a continuation of the Spanish for Heritage Speakers/Ethnic Studies I course. Students continue to strengthen their communication skills, as they are presented with opportunities to employ the Spanish language in personal and professional settings. Cultural projects and readings from around the Spanish-speaking world help reinforce learners' understanding of the multiple issues related to Latinos / Hispanics in the USA and Spanish-speaking populations abroad.

Sheltered English Immersion

Native Spanish speakers who have limited English proficiency are eligible for placement in the Sheltered English Immersion (SEI) program here at Fenway. Students are classed by proficiency level, not grade.

Sheltered English Instruction (SEI) is an approach to teaching academic language and grade-level content to English Language Learners in beginning to intermediate English Language Development levels. Nearly all classroom instruction is in English, but the curriculum and presentation are designed for students who are learning the language. Teachers use WIDA standards to develop appropriate language objectives. All books and materials are in English.

ESL 1 Beginning

The primary aim of this course is for students to develop academic English proficiency in the four language domains: speaking, listening, reading, and writing. Using essential questions that drive an inquiry-based curriculum, students also sharpen critical thinking skills while building interdisciplinary content knowledge.

15K ESL 2 Early Intermediate

The primary aim of this course is for students to develop academic English proficiency in the four language domains: speaking, listening, reading, and writing. Using essential questions that drive an inquiry-based curriculum, students also sharpen critical thinking skills while building interdisciplinary content knowledge.

15P ESL 3 Intermediate

The primary aim of this course is for students to develop academic English proficiency in the four language domains: speaking, listening, reading, and writing. Using essential questions that drive an inquiry-based curriculum, students also sharpen critical thinking skills while building interdisciplinary content knowledge.

Special Education

Fenway welcomes students with learning differences. In order for students to be enrolled in special education courses and/or programs, they must have an Individualized Education Program (IEP), which calls for the particular course(s) or program(s). Entry into or exit from special education courses or programs is a Team decision. The IEP Team will determine enrollment in these classes. Please refer to the BPS district-wide program guide for available special education support.

Fusion House

For students with a diagnosis of autism spectrum disorder, Fenway has an ABA Program known as “Fusion House”. Applied Behavior Analysis (ABA): ABA services are for students who present with educational and behavioral needs that benefit from highly structured instruction and interventions inclusive of: systematic individualized instruction (e.g. discrete trial training, natural environment training, comprehensive behavior support plans). A Board Certified Behavior Analyst (BCBA) provides services and consultation to students and the student’s IEP Team.

605 Individual Skill Building (ISB)

ISB provides services for students in Grades 9-12 with a wide range of disabilities and social needs, but is primarily designed for students with learning disabilities, Attention Deficit Disorders, and intellectual disabilities.

Students are referred for this course through the IEP Team process. Evaluations administered by BPS personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team process.

The goal of the course is to provide academic support, organization strategies and skill development in content areas. Some sections of academic support are focused on either Humanities, Math and/or Science to provide a “second dose” of remediation or support on the content provided in the students’ classes.

ISB’s primary focus is to provide academic support, skill development, and organizational structure in order that students achieve academic success within their core academic areas of study and within the school’s social environment. Students are taught learning strategies to help them compensate for their area(s) of disability. A further goal of the course is to help students understand their own strengths and weaknesses as learners and to effectively self-advocate. a certified special educator and a paraprofessional teach the class. Class size varies from 8-12 students.

Substantially Separate Courses

Foundation of Literacy, 151-09S and 152-10S

Humanities, F51-09S, F51-10S and F51-11S

Math, 491-09S, 454-10S and 450-11S

Science, 555-09S, 553-10S and 553-11S

The substantially separate program is designed to address the needs of students with mild to moderate cognitive and developmental delay across different domains (language, reading, writing, Math, fine motor, gross motor, and/or intellectual delays) in grades 9-11. These classrooms are staffed with a certified special education teacher in each content area and a paraprofessional, serving no more than 12 students per classroom. Students are taught using a modified curriculum that is aligned with the Massachusetts Curriculum Frameworks. All students are included with non-disabled peers during lunch and advisory, as well as in all school based activities, field trips, assemblies, etc.

Substantially separate students in Grade 12 are integrated within the Math, Science, and Humanities General Education classrooms. In Humanities, students are taught by a Special Education teacher or within a co-taught model (one general education teacher and one special education teacher). In addition, Grade 12 students also receive academic support with Individual Skill Building class (description provided above).

Dual Enrollment

Fenway has dual enrollment programs through Boston Public Schools with Bunker Hill Community College, Roxbury Community College, Franklin Cummings Institute of Technology, Cambridge College, Suffolk University, Fisher College, and Emmanuel College.

Juniors and seniors not enrolled in Early College may request to take college level courses in a subject matter of their interest. Students must show competency and a strong interest in a subject matter and be able to manage the extra work and different schedules. Approval is required from the department head and the student's advisor. College credit is received and if a comparable class is offered at Fenway, high school credit is also received. Summer courses are also available. Interested students should speak to the Director of Early College.

Physical Education

The Physical Education program at Fenway aims to provide students with the opportunity to participate in a wide variety of sports and encourage every student to make exercise an integral part of their life.

Physical activity and education is offered to all freshmen and some upperclassmen. On site, Fenway has an aerobics room and a well equipped fitness room that students use to exercise. The fitness room is available after school under faculty supervision. In addition, classes use off-site facilities at the Tobin Community Center, Reggie Lewis Center, and parks to play team sports.

Art

The Art program at Fenway aims to provide students the opportunity to investigate a wide range of media and techniques, from both a historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through

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critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials. Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills.

Parent and Student Acknowledgement Form

This Form acknowledges that ‘We’, Fenway High School students and parents - are asked to support the School and its mission, and to acquaint ourselves with, and abide by, the School’s policies and procedures. The detailed policies and procedures are found in The Fenway High School Family Handbook located on the School website: (www.fenwayhs.org). We understand that this Handbook is for informational purposes only and is meant to be used only by those affiliated with the Fenway High School community. We further understand that the School reserves the right, in its sole discretion, to add, revise and/or delete School policies before, during and after the School year and such updates need not be in writing or incorporated into this Handbook. Our signatures below indicate that we have reviewed and have familiarized ourselves with the contents of the Fenway High School Family Handbook and agree to abide by the School’s policies and procedures, as outlined in the Handbook. Please note this Family Handbook has been edited to reflect policy changes from prior years. This document serves as notification to parents and students of the School policies and procedures in effect for this school year.

I acknowledge, with my signature below, the receipt of the Fenway Student and Family Handbook on behalf of my son/daughter.

You can complete this form and return it, or submit your acknowledgement through this [Google Form](#).

Parent/Guardian	Signature	Date
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Parent/Guardian	Signature	Date
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Print STUDENT Name	Student Signature	Date
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Please complete this form (all students must sign) and return this form to your advisor prior to the first week of school.

Formulario para los Padres y Estudiante

Este Formulario reconoce que "Nosotros", a los estudiantes y padres de familia de Fenway High School, apoyen a la Escuela y a su misión, y que se familiaricen con las pólizas y procedimientos de la Escuela. Las pólizas y los procedimientos detallados se encuentran en el manual de la familia de la escuela de Fenway en la página del Web: (www.fenwayhs.org). Entendemos que este Manual es para propósitos informativos solamente y está diseñado para ser usado solamente por aquellos afiliados con la comunidad de la Escuela Fenway. También entendemos que la Escuela se reserva el derecho a su discreción, de agregar, revisar y eliminar las pólizas de la Escuela antes, durante y después del año escolar y dichas actualizaciones no necesitan ser escritas o incorporadas en este Manual. Nuestras firmas a continuación indican que hemos revisado y nos hemos familiarizado con el contenido del Manual para la Familia de la Escuela Fenway. Estamos de acuerdo en obedecer las pólizas y procedimientos de la Escuela como se describe en el Manual. Tenga en cuenta que este manual de la familia ha sido editado para reflejar los cambios de pólizas de años anteriores. Este documento sirve como notificación a los padres y a estudiantes de las pólizas y procedimientos escolares en efecto para este año escolar.

Reconozco, con mi firma abajo, el recibo del Manual de Estudiantes y Familia de Fenway High en nombre de mi hijo / a.

Firma del Padre / Encargado Fecha

Firma del Padre / Encargado Fecha

Firma del Estudiante Imprime tu nombre Fecha

Por favor complete este formulario (todos los estudiantes deben firmar) y devuelvalo a tu consejero.