



**Bard** High School Early College

**Baltimore**

**School Practices Manual**

**2020-21**

*Remote Learning Edition*

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## Welcome!

Dear Students and Families,

Welcome to the 2020-21 school year at Bard High School Early College Baltimore! Our school offers students the unique opportunity to take a two-year, tuition-free college course of study in the liberal arts and sciences following the 9th and 10th grades. Through a partnership between Bard College and Baltimore City Public Schools, we make it possible for students to earn both a high school diploma and up to 60 transferable college credits and an associate in arts degree from Bard College within four years.

The current school year begins in remote learning at least through mid-October. This version of the School Practices Manual is designed to address remote learning contexts; another version will be issued upon return to in-person instruction.

The school practices in this manual reflect our goal to create a thoughtful, caring, inclusive community of intellectuals who support each other's growth, development, and success. These practices are grounded in the following key principles:

- **Be present.** Bard Baltimore is distinguished by its academic rigor and accelerated curriculum that enable students to complete both a high school diploma and an associate's degree within four years. Every absence from class or from school makes it more difficult for students to reach both of these goals. Success at Bard depends not only on attending school every day; it also requires being present in the classroom in these ways:
  - Preparing for class by completing homework and studying for tests;
  - Participating actively in class discussions.
  
- **Be mindful.** Bard Baltimore is an intentional community in which students and families have chosen to enroll. Our student body is marked by diversity, and our school is a place where people of different ethnic, racial, religious, socioeconomic, gender, and intellectual identities come together to exchange ideas and learn from each other. Members of our community have a responsibility to each other to engage in mindful communication that respects these differences, even and especially when we disagree with each other.

We are always available to speak with you about additional ways that we can provide support.

Thank you for choosing Bard High School Early College Baltimore!

Francesca Gamber, Ph.D.

Matthew Croson, MFA

Melvin Bond, MBA

## School Procedures

*Add/Drop* During the fall 2020 semester, students in all grade levels have been scheduled as cohorts, sharing the same daily schedule. This is to prepare for a return to in-person instruction in a way that will minimize movement in the school building. As such, students taking college courses have been pre-scheduled into cohorts for the fall semester, and the traditional add/drop course selection process will not occur. We hope to reinstate add/drop in spring 2021, pending a return to school.

*Attendance* Like all Baltimore City high schools, attendance at BHSEC Baltimore is taken by each teacher for each period. During remote learning, students are expected to attend every class, five days per week. Classes will be taught on a synchronous basis, according to the school's in-person bell schedule.

Students who miss their synchronous class time due to extenuating circumstances may be counted present for the period that day if they submit evidence of participation by 11:59 p.m. on the day of the class that they missed. Individual teachers will determine what constitutes evidence of participation for their classes.

Doctor's notes or other documentation of an excused absence should be sent by email or text message to Ms. Gwendolyn Mountcastle, School Secretary, at [gmountcastle@bcps.k12.md.us](mailto:gmountcastle@bcps.k12.md.us).

*Code of Conduct* Students at Bard Baltimore are responsible for observing both the Baltimore City Schools Code of Conduct (<https://www.baltimorecityschools.org/code-conduct>) and the policies and procedures outlined in this manual. Both sets of policies are in effect during remote learning. We especially expect students to refrain from any inappropriate behavior or forms of communication in online forums and/or live class sessions.

In the event that a student refuses to comply with classroom policies and procedures, faculty members may refer the student to the Counseling team and/or to the Administration for further intervention.

Year 1 and 2 students are also expected to abide by the policies, regulations, and procedures outlined in the Bard College Student Handbook (<http://www.bard.edu/dosa/handbook/index.php?aid=1244>). Insofar as the College defines "[a]ny act or threat of physical violence" as "in direct conflict with the educational mission and goals of the College," Bard Baltimore students who commit acts of assault, who engage in physical fights, or who otherwise perpetrate physical violence against another member of the school community will receive disciplinary action that **may include loss of eligibility for the Associate in Arts degree**

**and/or loss of college credits earned or to be earned.** Whether or not eligibility may be restored will be determined on a case by case basis and at the discretion of school administration.

*Counseling Resources* Holistic support of students' academic, social, emotional, and physical well-being is central to our approach at Bard Baltimore. The school employs three full-time counselors: Lindsey Melchior, Marian Hoyt, and Ashley Bubb. Ms. Melchior will focus on grade 9, Ms. Hoyt on grade 10 through Year 2 (last names M-Z), and Ms. Bubb on grade 10 through Year 2 (last names A-L). Our staff also includes a full-time social worker, Ms. Remonia Ellis; school psychologist Dr. Marc Jacobs; and school-based therapist Mr. Philip Sharp.

*Diversity and Inclusion* BHSEC Baltimore admits students regardless of race, gender, ethnicity, sexual orientation, disability status, or other characteristics according to the nondiscrimination statements included in this handbook. We welcome learners of all backgrounds to our school, and we implement all accommodations required by 504 plans or IEPs in accordance with the law. We also support our gifted and advanced learners who have ILPs. Please also see the Bard Equity Code of Conduct in the Addendum, by which we also abide.

BHSEC Baltimore strives for a school community that welcomes people of all backgrounds and identities. Faculty are encouraged to ask students for their name and/or pronoun preferences at the beginning of the semester.

We encourage students to use the Student Grievance Policy in this manual to report instances in which they believe discrimination or harassment have occurred. Concerns about IEP or 504 compliance may be addressed to Mr. Jake Schmitt at [jschmitt@bhsec.bard.edu](mailto:jschmitt@bhsec.bard.edu).

*Dress Code* There is no uniform at our school; for general dress code guidelines, please see Baltimore City Public Schools' dress code policy at <https://www.baltimorecityschools.org/code-conduct>. We encourage students to express themselves as long as their attire does not interfere with the learning environment.

*Grading* Bard Baltimore seeks to provide regular feedback to students to strengthen their academic performance and promote intellectual growth. Faculty members will update grades in Infinite Campus approximately every two weeks. Campus Portal access codes to log into Infinite Campus can be requested from the main office. Long-form grade narratives with detailed feedback will be provided at the end of the first and third quarters. The weights given to categories of assignments are determined by individual faculty members.

A note about make-up work: From time to time, students are out of school for extended periods of time for a variety of reasons. They may be out of school during exams or major assignments. Our

policy in these cases is to record the student's grade as it stands at the end of a marking period. The student may have the opportunity to make up missed work; please refer to the Make Up Work Policy addendum in this manual.

*Home-School Communication Policy* Parents and guardians are critical partners with our faculty and staff in encouraging students' academic success. The administration sends home a weekly email update with general school news. Progress reports and/or report cards are distributed to students and mailed home every 5 weeks. We encourage faculty to reach out to families on a more frequent basis for students who are struggling in their classes.. The school also contacts home for absences and class cutting.

*Office Hours* Faculty members provide at least one hour of after-school office hours per week. During remote learning, Wednesdays are also to be used for office hours/teacher help.

*Restorative Practices* Bard Baltimore is a restorative practices school, meaning it operates from a mindset that emphasizes community, relationship-building, dialogue, and when harm is done, collectively-determined ways to restore harm. In the event of classroom disruptions or other student conflicts, the Administration will first endeavor to resolve conflict using Restorative Practices.

*Sex-Based Discrimination and Harassment* (from Baltimore City Public Schools): City Schools takes incidents of sex-based discrimination in schools or during school-sponsored activities seriously. The Director of Fair Practices and Compliance would like to remind all Principals, Staff, School and Department Leaders that all students have the right to a safe, supportive school environment. See the [Sex-Based Discrimination Board Policy JBB](#) and [Regulation JBB-RA](#).

Reporting an incident:

Board Policy requires that all staff members who have notice of an alleged incident of sex-based discrimination against a student must, within one business day, report the occurrence to the alleged victim's school principal/designee. Once on notice, the school principal/designee must then notify, within one business day, the Title IX Coordinator. In the event that the accused perpetrator is a City Schools employee, the principal/designee must also notify the Office of Labor Relations within one business day of receiving the complaint.

All reports must be investigated. The principal/designee is required to take immediate steps to investigate what occurred and must complete the investigation as promptly as possible and in all cases, within sixty (60) calendar days from the date the complaint is received. The principal must also report the complaint and the action taken to the Title IX Coordinator.

## Academic Policies

*Academic Integrity* Please refer to the Academic Integrity Policy in the Addendum.

*Credit Recovery and Transfer* Bard Baltimore strives to make opportunities available to students who have not earned a passing grade in a required class. These options can vary from year to year based on available resources, but they can include attending summer school; online coursework (for high school courses only); taking a similar course at another institution of higher education; and re-taking the course in a later semester or school year.

Students may transfer up to 6 credits taken at another college or university toward the Bard A.A. Online classes may not be transferred. The Year 1 and Year 2 Seminar requirements cannot be satisfied at another institution. Credit transfers must be approved by the Dean of Studies.

*Free Speech Policy* The content and nature of interaction among community members is taken seriously at Bard College. The prevailing ethos encourages open discussion and the expression of individual opinion. The College defends the rights of free speech and expression, dissent and protest. There can be no intellectual debate without honesty and integrity. Honest debate is often uncomfortable. While that is no reason to avoid difficult themes, it is reasonable to ask that the discomfort be mitigated by the good intentions of all involved. For this reason:

- Speech or conduct that employs force or the threat of force is prohibited. Deliberate conduct that egregiously interferes with another's speech, particularly in the regular academic and intellectual pursuits of the College, is prohibited.
- Threats, harassment, coercion, and acts threatening or causing physical harm are prohibited at Bard, as they are in the public community.
- Speech or expression that is not prohibited, but is rude, lacking in respect, disruptive, or hateful is discouraged. The College may voice its disapproval of such expression through private communications, public condemnation, the organization of public forum and calls for more speech and open debate.

*Grievance Policy* We are committed to maintaining a school environment characterized by respect for every member of our community. BHSEC Baltimore takes seriously reports of potential violations of school policy, especially those around Diversity and Inclusion, Sex-Based Discrimination and Harassment, the Nondiscrimination Statements below, and the Bard Equity Code of Conduct, and is committed to investigating them in full.

Student grievances should be communicated to the Associate Dean of Students for investigation. Grievances may also be reported to Baltimore City Schools' One Call Center at 443-984-2000.

Note that additional steps are required for Sex-Based Discrimination and Harassment complaints, as outlined in this manual.

A note on consequences: We are frequently asked what the consequences are for violations of the policies in this handbook and particularly of the equity-related policies noted above. Outcomes are determined on a case by case basis, according to the principles of restorative practices and mutual problem-solving, and the student and employee codes of conduct of either Baltimore City Public Schools or Bard College. The administration will seek to engage all parties in a process of coming to resolution together whenever possible, depending on the nature of the situation and the consent of the impacted parties. As such, the outcomes will differ according to the unique circumstances of each situation. In all cases, it is the administration's policy never to publicly disclose these outcomes out of respect for the privacy of the people involved.

*Make-up Work Policy* Please refer to the Make-Up Work Policy in the Addendum.

*Matriculation into the College Program* A Year 1 student is considered eligible to matriculate into the college program when his or her schedule consists solely of college courses. Year 1 students in 2017-18 and after who are taking high school courses for credit recovery will not be invited to the matriculation ceremony in the fall. Depending on their spring schedules, they may be able to participate in a smaller matriculation ceremony that will be offered at the beginning of the spring semester.

*Nondiscrimination Statement* From Baltimore City Public Schools  
(<https://www.baltimorecityschools.org/notice-nondiscrimination>):

Baltimore City Public Schools (“City Schools”) does not discriminate in its employment, programs, and activities, based on race, ethnicity, color, ancestry, national origin, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy / parenting status, disability, veteran status, genetic information, age, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community’s long-standing efforts to create, foster, and promote equity and inclusion for all. Some examples of discrimination include acts of hate, violence, harassment, bullying, or retaliation. For more information, see Baltimore City Board of School Commissioners Policies [JBA \(Nondiscrimination – Students\)](#), [JBB \(Sex-Based Discrimination – Students\)](#), [JICK \(Bullying, Harassment, or Intimidation of Students\)](#), [ACA \(Nondiscrimination – Employees\)](#), [ACB \(Sexual Harassment – Employees\)](#), and [ACD \(ADA Reasonable Accommodations\)](#), and the accompanying City Schools Administrative Regulations. City Schools also provides equal access to the Boy/Girl Scouts and other designated youth groups.



From Bard College (<http://www.bard.edu/dosa/handbook/index.php?aid=1258&sid=718>):

Bard College is committed to ensuring equal access to its educational programs and equal employment without regard to an individual's sex, gender, race, color, national origin, religion, age, disability, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, ex-offender status, or any other characteristic protected by federal, state, or local law. Students, employees, applicants, and other members of Bard College community (including, but not limited to, vendors, visitors, and guests) shall not be subject to discrimination or harassment prohibited by law or otherwise treated adversely based upon a protected characteristic. Similarly, the College will not tolerate harassing, violent, intimidating, or discriminatory conduct by its students, employees, or any other member of, or visitor to, the College community. This includes, without limitation, sexual harassment, sexual assault, sexual violence, dating violence, and domestic violence.

## **Addenda**

### **Academic Integrity**

Academic integrity is the honest completion of work without fraud or deception. In contrast, academic dishonesty includes, but is not limited to, cheating (which includes discussing or sharing images of an assessment), plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of other students. Academic dishonesty is a very serious offense which inhibits your pursuit of knowledge and damages your character.

The Bard faculty takes academic integrity very seriously. Listed below are guidelines to help students maintain academic integrity in their work:

- All work submitted must be the author's. Authors should be able to trace all of their sources and defend the originality of the final argument presented in the work. When taking notes, students should record full bibliographical material pertaining to the source and should record the page reference for all notes, not just quotations.
- All phrases, sentences, and excerpts that are not the author's must be identified with quotation marks or indentation.
- Footnotes, endnotes, and parenthetical documentation (called in-noting) must identify the source from which the phrases, sentences, and excerpts have been taken.
- All ideas and data that are not the author's must also be attributed to a particular source, in either a footnote, endnote, or in-note (see above).

- Bibliographies must list all sources used in a paper. Students who have doubts as to whether they are providing adequate documentation of their sources should seek guidance from their instructor before preparing a final draft of the assignment.
- Students may not submit the same work, in whole or in part, for more than one course without first consulting with and receiving consent from all professors involved.
- Students are prohibited from completing assignments for other students, with or without monetary compensation.
- Students and faculty members have a responsibility to report incidents of suspected plagiarism, cheating, or other violations of this policy.

At BHSEC Baltimore, faculty members observe the following policy steps for cases of suspected academic integrity violations:

Formative Assessments (e.g., classwork, homework)

- 1) The faculty member convenes a meeting with a student to discuss the suspected policy violation.
- 2) If a violation can be substantiated, the student receives a grade of zero on the assignment
- 3) The student participates in a restorative conversation with the teacher and is referred for academic and emotional support.

Summative Assessments (e.g., tests, quizzes, exams, projects)

Person Responsible	First instance
Faculty member	<ol style="list-style-type: none"> <li>1) The faculty member convenes a meeting with the student to discuss suspected policy violation.</li> <li>2) If a violation can be substantiated, the student must retake the assessment for 50% of the original credit.</li> <li>3) The student's parent/guardian is contacted.</li> <li>4) Faculty member notifies the Dean of Studies of the case and its resolution. Dean of Studies adds the information to student's file.</li> </ol>

<b>Person Responsible</b>	<b>Second instance</b>
Faculty member Dean of Studies	<ol style="list-style-type: none"> <li>1) Convenes a meeting with the student to discuss suspected policy violation.</li> <li>2) If a violation can be substantiated, the student will receive a grade of zero on the assignment with no possibility of resubmission.</li> <li>3) The student is referred for academic/emotional support and is placed on academic probation for the remainder of the quarter. Probation status will be removed if there are no further incidents by the end of the quarter.</li> <li>4) Faculty member notifies the Dean of Studies of the case and its resolution. Dean of Studies adds the information to the student's file.</li> <li>5) Dean of Studies convenes a conference with the student and his/her parent/guardian to discuss potential future consequences.</li> </ol>

<b>Person Responsible</b>	<b>Third and subsequent instances</b>
Faculty member Dean of Studies Principal	<ol style="list-style-type: none"> <li>1) Convenes a meeting with the student to discuss suspected policy violation.</li> <li>2) If a violation can be substantiated, the student will receive a grade of zero on the assignment with no possibility of resubmission. The student is referred for additional academic/emotional support and remains on academic probation.</li> <li>3) Faculty member notifies the Dean of Studies of the case and its resolution. Dean of Studies adds the information to the student's file.</li> <li>4) Dean of Studies and Principal convene a conference with the student and his/her parent/guardian to assess additional consequences. These may include suspension from school activities and/or loss of eligibility for the associate's degree.</li> </ol>

For summative assessments, students' academic integrity records and any count of previous instances will be reset upon promotion to the eleventh grade. The count of instances will begin anew at that point.

*Restoration*

In cases where a student has lost privileges due to repeated academic integrity violations, restoration of privileges may be possible. This will be determined on a case by case basis and through a restorative conference with all parties involved (student, faculty member, parent, administrator, and others as applicable).

*Appeals Process*

Bard Baltimore is committed to a process that both upholds academic integrity, is evidence-based, and honors the rights of students and families.

A student may contest a finding of an academic integrity policy violation by appealing to the following administrators:

<b>First instance</b>	Dean of Studies
<b>Second instance</b>	Principal
<b>Third and subsequent instances</b>	Dean of the Bard Early Colleges

Appeals decisions will be final.