

BARD EARLY COLLEGES



Bard High School Early College DC

Mascot: Falcons

School Colors: Bard Red, Black, Grey, and White

2019-2020

STUDENT HANDBOOK

From the Principal's Desk

Dear Bardian,

Welcome to BHSEC DC! It is an honor to serve as your principal and I look forward to getting to know you over the course of the next four years. Bard students are known for being engaging, thoughtful, energetic, and creative, and I know you are no exception.

Bard's motto is "A place to think." It is a place where students' ideas are taken seriously and where they are expected to be serious about their ideas. You will discover classes where your test score will not be more important than the ideas you're currently developing. We are interested in those ideas and the intellectual curiosity you use to cultivate them. We, therefore, expect you to come to class prepared to share those ideas and to hear those of your classmates.

As a Bard student, you will encounter a variety of texts and discuss them in seminar discussions and group activities. You will grow accustomed to writing daily homework responses, and to expressing greater depth in your understanding of literature, art, science and the humanities. The experience is rigorous and difficult, but we know that you are up to the challenge.

This Handbook outlines the structure of the program and our expectations of you. You will see that our expectations are high, but so is the level of support that we are prepared to provide for you. We invite you to reach out to us with any questions or concerns you have about the program, and to share your ideas inside and outside the classroom.

I'm looking forward to meeting and learning with you all.

Vanessa T. Anderson, PhD.
Principal

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DIRECTORY:

Bard DC Administrative Team

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Bard DC Student Support Team

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BARD DC Support Staff

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TBA	School Nurse	A103	N/A
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Ofc Tyreem Fosque	Security Officer	101B	N/A
Ofc Wootan	Security Officer	101B	N/A
Sgt Andrea Courtney	Security Officer	101B	N/A

A SHORT HISTORY OF THE BARD EARLY COLLEGES

The Bard Early College Network was first established in 2001 initially as a collaboration between the New York City Department of Education and Bard College in Annandale-on-Hudson, New York. Designed to offer motivated New York City public school students rigorous intellectual challenge, Bard High School Early College (BHSEC) Manhattan admitted ninth graders and prepared them to enter the early college program at the end of tenth grade. Students entering in ninth grade completed the required New York State Regents exams in the first two years at BHSEC. At the end of four years, they received the Associate in Arts (A.A.) degree in the liberal arts and sciences from Bard College as well as a New York State Regents diploma. Students with an A.A. degree from BHSEC have successfully transferred to the finest colleges and universities in the country. In response to demand from parents and prospective students, a second BHSEC campus was opened in Queens in 2009 and is now operating in Long Island City.

The third BHSEC campus, BHSEC Newark, opened in 2011 and is a collaboration between Bard College and the Newark Public School District. Since 2011 the Bard Early College Network has grown to include partnerships with public school districts in New Orleans, Louisiana, Cleveland, Ohio, the Hudson Valley, New York, and Baltimore, Maryland. Bard DC benefits from Bard College's 18 years of experience running successful early colleges across the United States with its launch in 2019. Bard High School Early College DC (Bard DC), opening in fall 2019, is a four-year public school that 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 the partnership between Bard College and the District of Columbia Public Schools (DCPS), students can earn a high school diploma, up to 60 transferable college credits, and an associate in arts degree from Bard College within four years—free of charge.

The creation of this unique opportunity for public school students is based largely on Bard's recognition that many bright, highly motivated young people are ready to begin serious college work by age sixteen. The Bard Early Colleges are modeled partly on Simon's Rock College of Bard, which, since 1966, has provided young students the opportunity to prove themselves in a rigorous and supportive learning environment.

PRINCIPLES OF THE BARD EARLY COLLEGES

MISSION STATEMENT

The mission of the Bard Early Colleges is to provide bright, highly motivated students of high school age the challenge of a rigorous course of study that emphasizes thinking through writing, discussion, and inquiry, enabling them to begin college upon completing the 9th and 10th grades. The fundamental principles guiding the Bard Early Colleges are:

That many motivated students, having had the benefit of a rigorous course of study in the 9th and 10th grade, are fully capable of beginning college work by the time they would normally reach the 11th grade;

That meeting the particular needs of such students requires a faculty as committed to fostering adolescent development as they are to teaching and scholarship;

That a strong general education in the liberal arts and sciences should be the foundation of the curriculum for these students; and

That an early college based on these principles could provide a model for reforming the education of American high school students.

ACADEMIC PROGRAM

The academic program at the Bard Early Colleges is the intellectual embodiment of the early college's principles and mission. The program is designed to engage students in the life of the mind through an exploration of Western cultural heritage and modes of thought from other cultures. At Bard DC, students will gain exposure to a broad spectrum of thought in the liberal arts and sciences, develop their intellectual curiosity, and work to satisfy this curiosity by thinking and learning independently. Students are also encouraged to test theory through practice – in the laboratory, the studio, in rehearsal and performance, and outside of school. In addition, students at Bard DC develop a sense of themselves as thinkers and creators with individual voices and perspectives:

Understanding of the scientific method – its approaches to inquiry, its strengths and limitations as a mode of analysis, and a basic comprehension of the fundamental laws governing both physical phenomena and human behavior;

Gain an appreciation of several forms of artistic and literary expression, the creative process, and the disciplined use of imagination, formal structure, and aesthetic values;

A flexibility of thought that allows for creative problem solving through an integration of quantitative and qualitative techniques;

Knowledge of some of the most influential works of Western culture and critical understanding of the values, assumptions, ideologies that they express;

Knowledge and appreciation of modes of thought of other cultures – including non-Western cultures, and groups or societies that exist as distinct subcultures within Western culture;

A sense of history – ideas, movements, peoples, and events of the past – and an understanding of how our view of the past is shaped, and shapes our understanding of the present and future;

Sensitivity to the moral and ethical dimensions of thought and action and developing the ability to make informed moral and ethical decisions.

Please note that, while this wonderful opportunity for students to earn college credits and a degree may not require tuition payments from families, students learn that the price of excellence is hard work and determination. Within this caring community and culture of high expectations, students develop a sense of responsibility for their own educational achievement, of leadership, and of accountability. They prove their college readiness through their efforts to achieve academic excellence as well as their positive contributions to the school community and beyond. Bard DC is a place for students to think and to grow into purposeful young adults prepared to take the next step toward positive participation in this 21st century global society.

ADMISSIONS

In SY 2019-20, eligibility for Bard DC is based on student performance on the Bard DC assessment (writing assessment and interview) and a math recommendation letter. Students formally apply to Bard DC through the DC lottery system, My School DC, and receive a match through My School DC. Only eligible students can be matched to Bard DC. Bard DC students in the first round placement cycle must enroll by May 1st to secure their seat at Bard DC. Bard will move students off of the waitlist starting on May 1st. Communications about admissions will come by email and phone from the Bard DC admissions staff as well as from My School DC.

Bard will continue recruiting through the start of school in SY 2019-20. Students transferring into Bard in the 11th grade may transfer in their high school credits. Students may also apply up to 6 credits from another Institution of Higher Education towards the Bard Associate's degree, pending approval of the school leadership team.

APPROVALS

Bard DC is accredited by the Middle States Commission on Higher Education and licensed to operate by the DC Higher Education Licensure Commission. Bard College is chartered by the State of New York and receives its Associate's degree-granting authority from the New York Board of Regents. The academic program at Bard DC is overseen by Bard College, through its Board of Trustees, the Bard Early Colleges division, and the Bard Standing Commission on Early Colleges.

LOCATION OF COURSES

All Bard DC courses will be offered at the Adelaide Davis swing space in SY 2019-20 (4430 H Street SE). Students at the Davis swing space will have adequate classroom space and access to appropriate technology, equipment, and course materials as well as a cafeteria, auditorium, and spaces for athletic activities.

BARD DC 2019 - 2020 ACADEMIC CALENDAR

NOTE: Dates on this calendar are subject to revision

Please consult the Bard DC website at bhsec.bard.edu/dc regularly for the most up-to-date information

Monday	Aug 5 - 16	Bard DC Faculty Orientation & Professional Development
Friday	Aug 9 - 23	Bard DC Summer Bridge Experience
Mon - Fri	Aug 26 - 30	W&T Workshops Begin
Monday	Sept 2	Labor Day – No School
Wednesday	Sept 4	Fledgling to Flight Bazaar: 9th Grade Assembly during Nest Advisory Period
Wednesday	Sept 4	Student Leadership Academy Part 1 (<i>open to all, attendance required to form a club</i>)
Thursday	Sept 5	Student Leadership Academy Part 2 (<i>open to all, attendance required to form a club</i>)
Wednesday	Sept 11	Drop and Add Deadline for Y1 and Y2 students
Wednesday	Sept 18	Club Fair @ 1 PM
Wednesday	Oct 2	Fledgling to Flight Bazaar: 9th Grade Assembly during Nest Advisory Period
Friday	Oct 11	Parent-Teacher Conferences - No School for Students
Saturday	Oct 12	Bard College Sister to Sister Conference
Monday	Oct 14	Columbus/Indigenous Peoples Day – No School
Wednesday	Oct 16	Fall SAT Day for Year 2's/PSAT for 9th & 10th Graders and Year 1's
Monday	Nov 4	Professional Development/Records Day - No School for Students
Tuesday	Nov 5	Professional Development Day – No School for Students
Wednesday	Nov 6	Fledgling to Flight Bazaar: 9th Grade Assembly during Nest Advisory Period
Monday	Nov 11	Veterans Day – No School
Wednesday	Nov 27-29	Thanksgiving Holiday – No School
Wednesday	Dec 4	Fledgling to Flight Bazaar: 9th Grade Assembly during Nest Advisory Period
Monday	Dec 23-31	Winter Recess – No School
Wednesday	Jan 1	New Year's Day - No School
Thursday	Jan 2	Classes Resume
Wednesday	Jan 8	Fledgling to Flight Bazaar: 9th Grade Assembly during Nest Advisory Period
Friday	Jan 17	Parent-Teacher Conferences - No School for Students
Monday	Jan 20	Martin Luther King, Jr. Day – No School
Monday	Jan 27	Professional Development/Records Day - No School for Students
Tuesday	Jan 28	Professional Development Day – No School for Students
Wednesday	Jan 29	W&T Workshops Begin/Start of Spring Semester
Wednesday	Feb 5	Fledgling to Flight Bazaar: 9th Grade Assembly during Nest Advisory Period
Wednesday	Feb 12	Drop and Add Deadline for Y1 and Y2 student
Monday	Feb 17-21	Mid-Winter Recess - No School
Monday	Mar 4	Spring SAT Day for Year 1's
Wednesday	Mar 11	Fledgling to Flight Bazaar: 9th Grade Assembly during Nest Advisory Period
Friday	Mar 20	Professional Development Day – No School for Students
Wednesday	Apr 1	Fledgling to Flight Bazaar: 9th Grade Assembly during Nest Advisory Period

Wednesday	Apr 8	Professional Development/Records Day - No School for Students
Monday	Apr 13-17	Spring Recess – No School
Wednesday	May 6	Fledgling to Flight Bazaar: 9th Grade Assembly during Nest Advisory Period
Friday	May 22	Parent-Teacher Conferences - No School for Students
Monday	May 25	Memorial Day – No School
Wednesday	June 3	Fledgling to Flight Bazaar: 9th Grade Assembly during Nest Advisory Period
Friday	June 19	Last official day of school
Monday	June 22	Professional Development/Records Day - No School for Students
Tuesday	June 23-24	Snow Make-Up Days

CODE OF CONDUCT

ESTABLISHING A CULTURE OF SOCIAL-EMOTIONAL LEARNING

In 2017 Mayor Bowser introduced a new vision for the District of Columbia Public Schools, *A Capital Commitment*, which seeks to create a system of excellence, equity, and love for all DCPS' students by 2022. Outlined in this strategic plan are six values (Students First, Equity, Excellence, Teamwork, Courage, and Joy), and five strategic priorities (promote equity, empower our people, ensure excellent schools, educate the whole child, and engage families). Implementing a culture of school-wide Social & Emotional Learning (SEL) is Bard DC's way to fulfill Mayor Bowser's Capital Commitment. Social and Emotional Learning is a term developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). SEL is not a program or curriculum; rather it is a practice that involves intentionality, vulnerability, and more importantly commitment from the entire Bard DC community. Together, we will work collaboratively to foster a positive school culture and climate where all staff and students can achieve personal, professional, and academic success through the acquisition and practice of social-emotional skills in the school building, in the community, and in the home.

Bard DC is committed to the vision of creating a social-emotional learning environment that leads to a positive school culture and climate where every community member feels valued, safe, and respected. As a community we are also committed to being a community in which all ranges of opinion and thought can be expressed and debated, and within which behavior is in adherence to public law, the District of Columbia Public School system, and consistent with the Bard Early College mission. The Bard DC community is a diverse one, including individuals of various races, religions, national or ethnic backgrounds, and sexual identities. We value our academic, political, and social diversity in developing and sustaining a community of learning. At Bard DC we are committed to creating and maintaining an environment free of all forms of discrimination, harassment, and intimidation. From time to time, members in our community may disagree with one another's ideas and behavior. As a community, we agree that when such disagreements occur, they will be addressed peacefully, through discussion and debate, rather than through force or confrontation. All who work, teach, and study at Bard DC are here by choice. As part of that choice, we are committed to these social-emotional standards, which emphasize a degree of caring, civility and a respect for the personal dignity of others.

STATEMENT OF NON-DISCRIMINATION

The Bard DC Community includes people from diverse backgrounds, religions, races, ethnic ancestries and sexual orientations. We recognize the value of such diversity and insist that persons are entitled to tolerance, respect, dignity and understanding. Bard DC is committed to freedom of thought, speech and debate in an atmosphere free of unlawful discrimination. Therefore, the members of the Bard DC community have the right to be free of discrimination and/or harassment based on race, age, gender, sexual orientation, religion, national/ethnic origin, or disability. Any behavior that violates this policy will be investigated and disciplined in accordance to the degree of the infraction.

HARASSMENT & BULLYING POLICY

Harassing, intimidating, and bullying behavior not only violates district and school policy, in some cases, it is against the law. Consequences for such behavior can be severe, because it hurts the entire community in addition to those persons involved in such incidents.

The District of Columbia Public Schools (DCPS) defines harassment as unwelcome comments or conduct (oral, written, graphic, electronic or physical) relating to an individual's actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or disability (i.e. protected status), that is sufficiently severe, pervasive or persistent so as to unreasonably interfere with or limit a student's ability to participate in or benefit from the district's programs or activities or by creating a hostile, humiliating, intimidating or offensive educational environment.

The Office of the State Superintendent of Education (OSSE) defines bullying as behavior characterized by aggression used within a relationship where the aggressor(s) has more real or perceived power than the target, and the aggression is repeated, or has the potential to be repeated, over time. Bullying can involve:

1. Overt physical behavior or verbal, emotional, or social behaviors (e.g., excluding someone from social activities, making threats, withdrawing attention, destroying someone's reputation) and can range from blatant aggression to far more subtle and covert behaviors
2. Cyberbullying, or bullying through electronic technology (e.g., cell phones, computers, online/social media), can include offensive text messages or emails, rumors or embarrassing photos posted on social networking sites, or fake online profiles.
3. Bullying:
 - a. Be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
 - b. Can reasonably be predicted to:
 - i. Place the youth in reasonable fear of physical harm to their person or property;
 - ii. Cause a substantial detrimental effect on the youth's physical or mental health;
 - iii. Substantially interfere with the youth's academic performance or attendance; or
 - iv. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an OSSE, educational institution, or grantee

Under DC Code § 2-1535.03(b)(2;9 and 3) acts of bullying by youths and acts of retaliation by youths for reporting bullying are wholly prohibited by any persons working, participating or attending events sponsored by OSSE.

Acts of bullying, including cyberbullying, whether by youth, volunteers or staff, are prohibited:

1. On OSSE grounds and immediately adjacent property, at OSSE -sponsored or related events on and off OSSE grounds, on any vehicle used for OSSE business, at any transit stop at which youth wait to be transported to OSSE business, or through the use of any electronic devices owned by the OSSE, leased by the OSSE or used for OSSE business, including but not limited to school bus transportation arranged by OSSE, and
2. At a location or function unrelated to the OSSE, through the use of any electronic devices, including those not owned or leased by the OSSE, if the acts of bullying or cyberbullying create a hostile environment at OSSE for the victim or witnesses, infringe on their rights at the OSSE, or materially and substantially disrupt the orderly operation of the OSSE

Retaliation against a youth, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Any such behavior should be reported to a responsible adult in the community. For anonymous reporting, please use the **Anonymous Report Form** available on the Bard DC website under the “Forms” link.

Bard DC’s **Anti-Bullying Point of Contact is Jeffery Moss** in Room 202 who can be reached at jmoss@bhsec.bard.edu.

SEXUAL HARASSMENT POLICY

The District of Columbia Public Schools (DCPS) defines sexual harassment as:

- Unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other non-verbal, or physical conduct of a sexual nature. This includes:
 - **Sexual Violence:** A form of sexual harassment that refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent (e.g. due to the student’s age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion
 - **Gender-Based:** Unwelcome verbal, written or physical conduct based on a person’s actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes and not necessarily involving conduct of a sexual nature. For example, anti-gay slurs or insults, graffiti or symbols, imitating mannerisms, taunting or invading personal space to intimidate

Charges of sexual harassment can impact the lives of all involved. Thus, a person who intentionally and knowingly files a false complaint under this policy will be subject to disciplinary action.

DRESS CODE EXPECTATIONS

Bard DC does not have a school uniform. We encourage our students to freely express themselves as they feel comfortable and in doing so we expect that those choices are made mindfully and respectfully. The following **Bard DC guidelines** may help when planning your daily outfits:

- Shirts should cover at least $\frac{3}{4}$ of the shoulder

- Hooded apparel can be worn but the hoods must remain off while in the school building
- Shorts, skirts, dresses, jumpers, and any other clothing worn on the bottom should fall below the middle of one's thighs
- Shirts and tops should fall at or below the natural belly button; sheer or mesh tops are acceptable if they are worn on top of an undershirt that doesn't expose underwear or skin
- Clothing must be worn at the natural waist (no sagging pants) in order to avoid exposing underwear
- Students should remove hats, hoods, durags, bandanas, bonnets, or other headwear (except religious exemptions) when in the school building
- Students are required to abide by the dress code for individual classes including Dance, PE, and Science Labs

Any questions or concerns regarding this policy should be referred to Jeffery Moss, Dean of Students, at jmoss@bhsec.bard.edu.

CELL PHONE USE POLICY

The Bard DC administration has decided on a school-wide strategy aimed at removing barriers and distractions from our 9th grade students that are a result of cell phone usage. Our focus is on maturing our young students into an early college mindset, which includes developing study habits, increasing students' capacity for longer duration of focus, organization, and developing a disciplined approach to school work. Our approach is to facilitate the development of these skills by providing a distraction-free environment for our students in the high school program. Consequently, cell phone usage in the building by our 9th and 10th grade students is strictly prohibited. Any high school student found to be using their cell phone at any point during the day will have their phone immediately confiscated and held by an administrator until the end of the school day. Students who receive two or more infractions will have their cell phone held until the end of the day and will be required to have their parent come into the school to pick it up. Cell phone usage at Bard DC will always remain a privilege and not a right. This policy will be reviewed again with our student and parent community before the start of the 2020-2021 school year to determine if policy revisions are necessary.

Students in the college program (Year 1 & 2's) may use their cell phones on school grounds at three points of the day: before school, after school, and during lunch periods. If a college student wishes to use their phone in student spaces, they do so understanding that they are liable for their property at all times. College students should not leave their cell phones unattended at any time or in any space; unattended phones (even those being charged) are liable to be collected by Bard DC administration, faculty, and staff. If phones are collected, students can pick their phones up at the end of the school day from the front office. Use of cell phones in the classroom is not permitted unless permission is granted by the instructor to use the phone for instructional purposes. Faculty may provide a "charging station" in their classrooms for students to use during that class period, but faculty members are not liable for students' devices. Even for our college students, cell phone usage at Bard DC is a privilege and not a right. The policy is subject to revision and revocation at the discretion of the Bard DC administrative team at any time.

SCHOOL LOCKER POLICY

All Bard DC students will have access to and be assigned a school locker. College students' lockers will be located in the College Lounge and all 9th grade students will be centrally located on the 2nd floor of the school building. While students are being provided a locker to secure their personal belongings and books, it is the student's responsibility to secure their locker with a combination lock. It is **HIGHLY ENCOURAGED** students use a lock to secure their belongings stored in their individual lockers. Bard DC **will not be responsible** for any lost or stolen items from student lockers. Additionally, students should record their locker combinations in a safe place in the event they forget their combination - this is especially true after long breaks.. Any students requiring locks to be removed will be held responsible for the full cost of hiring a locksmith.

DRUG AND ALCOHOL POLICY

The distribution, possession, and use of alcohol or any illegal substance is absolutely prohibited on the Bard DC campus or at any school-sponsored event. This includes possession or distribution of tobacco, over-the-counter medication, marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants or drug paraphernalia. Smoking is not permitted on school grounds (the school building, school yard, and the streets bordering the school).

The consequences for a drug/alcohol infraction include, but are not limited to:

- Meeting with a social worker/Department of Behavioral Health clinician or counselor
- Conference with teacher/administrator and/or a counselor
- Mandated Cannabis Youth Treatment (CYT) curriculum
- Community alcohol/substance abuse referral
- Alternative Assignment: Research project focused on the effects of drugs that are specified in the student's disciplinary referral
- Parent Workshops

ATTENDANCE POLICY

First period begins at 9:00 a.m. **All students must be in the school building by 9:00 a.m., even if they have no first period class.** All students in the high school program must stay in the building until dismissal at 3:30 p.m.

Students must attend all classes. The following absences may be classified as an excused absence:

- Illness of the student (a doctor's note is required for a student absent five or more days in a term)
- Illness of a child for parenting students (a doctor's note is required for a student absent five or more days in a term)

- Medical or dental appointments for the student
- Death in the student's immediate family
- Exclusion by direction of the authorities of the District of Columbia due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons
- Necessity for a student to attend a judicial proceeding, or court-ordered activity, as a party to the action or under subpoena
- Observance of a religious holiday, religious event, or celebration outside of a religious holiday

For observance of religious holidays, students must inform their instructors ahead of time of such an absence and make up any work missed. **Similarly, if illness or emergency necessitates missing a class, students should talk with their instructors about how to make up the work missed.** Students should consult with individual course policies to understand the specific consequences of missing classes and not rely on a note from a parent to excuse them from missed work. Since a large percentage of a student's course grade can be based on class participation, any absence may jeopardize the student's ability to earn credit for a course.

NOTE TO PARENTS/CARETAKERS AND STUDENTS: There may be rare urgent circumstances when it is necessary for parents/caretakers to pick up their children from school before 3:30 pm. To ensure student safety, only caretakers authorized in Aspen can sign a child out of the building. Any unauthorized person will be refused permission by Security or the Admin Aide in the Main Office. Therefore, it is important at the beginning of the school year that all caretakers complete our emergency contact forms and confirm that the appropriate parties are noted in Aspen. Similarly, unless parents of 18-year-old students provide written permission for them to do so, students 18 or older are not authorized to sign themselves out of school. As noted above, whenever students miss all or part of a class, they are responsible for any work missed.

Classes immediately before and after vacations are as important as all other classes in the term and attendance is required. Students are expected to attend those classes and to limit their vacation to the days prescribed in the Bard DC Academic Calendar.

TARDINESS

If a student cuts a class or is frequently late to class (by ten minutes), the missed class time will negatively affect the student's course grade and could lead to students failing a course if class participation counts for a large percentage of the course grade (i.e., Seminar classes). Students should consult their course syllabi for specific repercussions of tardiness for their classes.

"CUT" POLICY

"Cutting" class is defined as a student not present in class during the scheduled time as stated on the student schedule. Cutting class negatively affects the student's course grade and could lead to students failing a course if class participation counts for a large percentage of the course grade (i.e., Seminar classes). If a student is found to cut class at the first instance, a call will be made to the home by the teacher and documented in the student's file. If a student is found to cut class at the second instance, the cut will be documented in the student's file and mediation with a Student Support Team member will be scheduled with the student. At the third occurrence, or in the case that a student does not report to mediation, a conference will be held with

the student's parent/guardian about the incident and is subject to further consequences including the loss of privileges.

STUDY PERIODS

If students have an unassigned period, they must remain in the school building and make productive use of their time (i.e., studying, reading, research, homework completion, college or other post-high school planning, etc.). College students who may have morning study periods are still required to report to school at 9:00 am. They may go to the Learning Commons, which is to be used for quiet study, or, visit with their teachers. Year 1 and 2 college students can utilize the college lounge, located in room B108 during these periods. Students found abusing these periods, cutting classes, or are found leaving campus during unauthorized times are subject to referral for mediation by a member of the Student Support Team.

THE LEARNING COMMONS

The Bard DC Learning Commons is a quiet study space and its resources are available to all the members of the Bard DC community. It has been specifically designed to help students with their academic work and to allow them to research material outside the classroom. Students are encouraged to take advantage of the resources while keeping in mind that these same resources are limited and must be used responsibly and respectfully in order to preserve them. Therefore, there are certain policies that the Bard DC community must honor. The Learning Commons exists to help students successfully achieve their educational goals in an Early College Program. We support students by offering individualized writing tutoring. The schedule for the Writing Center and Tutoring shall be posted in the learning center. Students will be expected to adhere to the posted rules and expectations of the Bard DC Program Associate.

LEARNING COMMONS POLICIES

- Students are expected to respect others working in the Learning Commons by not engaging in loud conversation or inappropriate and distracting behavior.
- Students may not bring or eat food and/or drink (aside from water, in lidded, plastic containers) into the learning center. Water bottles must be stored in backpacks.
- Do not litter. Make sure your workplace is clean before you leave. Recycle by depositing materials in the designated containers.
- Learning Commons computers are to be used only for academic work. No games of any kind may be played on Learning Commons computers. Students who do not abide by this may be asked to leave the space.
- Students are expected to handle all Learning Commons resources (i.e. furniture, books, and computers) respectfully. Students who do not abide by this rule may be asked to leave the space.

- Students who lose materials must pay for their replacement, or will lose borrowing privileges.
- Students are only allowed in the Learning Commons during enrichment/study periods, lunch and after school. Any students found in the Learning Commons during an unauthorized time will be subject to the temporary to semester removal of the privilege of using the Learning Commons.

BARD DC COMPUTER USE POLICY

The Bard DC Computer Lab is open and available throughout the school day, including before and after school, for students to complete schoolwork. Activity on Bard DC computers should be limited to schoolwork only. Checking email is permitted; however, please be advised that if another student needs to use a computer to complete a school assignment, a student may be asked to offer their place to another student. Inappropriate use of school computers will lead to the student being scheduled for mediation with a Student Support Team member and/or a family conference.

GUIDELINES FOR COMMUNITY CONDUCT

In the spirit of ensuring the fidelity of creating our vision of a social-emotional learning environment that leads to a positive school culture, students and all community members must adhere to this code of conduct. While our commitment is to restorative practices when disciplining students, there are cases where illegal and/or violent behaviors warrant suspension or expulsion from the school. Outlined here are “Serious Behaviors that Must Result in a Suspension,” as guided by the District of Columbia Public School’s Student Disciplinary Policy, DCMR Chapter 25. For a full list of behaviors, please refer to the DCPS Student Discipline Policy available on the DCPS website: <https://dcps.dc.gov/chapter25>. Students may also bring grievances to the Higher Education Licensure Commission as a last resort if they fall under its jurisdiction.

Listed below are some examples of conduct that is subject to exclusionary discipline:

1. Acts of vandalism, destruction of property, or graffiti (tagging)
2. Interfering with school authorities or participating a major disruption of the school’s operation
3. Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business
4. Fighting which creates substantial risk of or results in minor injury
5. Inciting others to violence or disruption
6. Activating false alarm
7. Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
8. Possession or distribution of alcohol
9. Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001)
10. Causing serious disruption or damage to school’s computer systems, electronic files, or network

CONSEQUENCES FOR STUDENT MISCONDUCT

Conduct which is not in keeping with the principles of the school shall be met with the following consequences*:

- Parental notification and conferences
- Confiscation of non-sanctioned or improperly used items (e.g. cell phones, hats, etc.).
Confiscated items may be picked up from the front office at the end of the day on a first offense. On the second offense parents will be required to pick up their son or daughter's electronic devices from the front office. Additional offenses will result in the confiscated items being held for longer periods (for example, until the end of semester)
- Student Support Team Mediation
- Student Restitution for incidents that involve damage to property or major disruptions (Fines for destroyed or damaged school property, including lost textbooks or defaced furniture).
Unpaid fines for can result in students not receiving report cards or transcripts, as well as not being issued textbooks for the next semester until fines are paid or payment arrangements made
- Meeting with Social Worker/DBH clinician
- Referral to outside community agency for support
- Cannabis Youth Treatment
- Mandated individual or group counseling
- Parent Workshops
- Suspension according to the regulations of the District of Columbia Public Schools
- Exclusion from graduation/commencement activities
- Withholding of the A.A. degree

**Note that the needs of the specific situation will dictate the degree of the consequence.*

SECURITY

Please keep in mind some general safety precautions as you travel to and from the school building:

1. Students must not leave school before dismissal; in cases of emergencies, students' authorized parent/guardian must notify the school in writing or pick up their child in person
2. Maintain a level of vigilance when going to or from school and report any disturbances/incidents to your parents and/or school personnel. Avoid public display of valuable items such as jewelry, phones, or money
3. Student drivers may not park in the school parking lot due to space restrictions; however, they may park on the street, following all posted parking regulations. Student drivers are responsible for the physical safety of their personal property. Bard DC will not assume any liability for students parking their cars off campus
4. Bard DC will be outfitted with metal detectors. Students and all guests will be expected to follow entry procedures as directed by the school security team and the Bard DC administrative team. Students should plan ahead each morning to factor in time to clear security. Tardiness to morning classes due to

clearing security are not excused latenesses.

The school security guards are on campus to protect our school community. Please comply with their requests and interact with them respectfully.

CONSEQUENCES FOR FIGHTING AND OTHER DANGEROUS ACTS

The Bard College Handbook (<http://www.bard.edu/dosa/handbook>) defines “any act or threat of physical violence,” as “in direct conflict with the educational mission and goals of the College.” Bard DC 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 one, two, or all three of the following:

1. Suspension and/or other consequences, according to the regulations of the District of Columbia Public Schools
2. Exclusion from special events including, but not limited to, field trips, prom, and graduation/commencement activities
3. Removal from eligibility for college credits or the A.A. degree

Consequences in either category above will be determined by the administrative team within 24-48 hours of the incident. If a student becomes ineligible for the A.A degree at any point, whether or not eligibility may be restored will be determined on a case by case basis at the discretion of school administration.

Students not directly involved in the physical component of the fight, but who are involved in harassing behavior leading up to a fight, and/or otherwise promoting or encouraging a fight, including moving toward a fight as a spectator/bystander, and/or obstructing an investigation of a fight, are also subject to consequences that can include all three of the above. This includes failing to follow the community procedures for fight response detailed below.

PROCEDURES FOR FIGHTS IN THE BUILDING

Below are the procedures members of the Bard DC community are expected to use if there is a fight:

If a fight breaks out in the hallway during a passing period --

- Students in the hallway should go quietly into the nearest classroom
- Students who are already in classrooms should remain there and not go into the hallway

If there is a fight in their classroom --

- Students should move to one side of the room, just like in a lockdown drill, away from the students who are fighting

Please remember that the consequences for fighting can be severe. Students who are not involved in the fight should not encourage other community members to risk losing the opportunity to earn an A.A. degree or worse.

FLEDGING TO FLIGHT: THE 9TH GRADE JOURNEY TO THE EARLY COLLEGE PROGRAM

OUTLINE

At Bard DC, we believe in not only providing a nurturing, and supportive journey for our students throughout the four-year Bard Early College experience, but also in providing a safe environment for our 9th graders, or *fledglings* (in bird speak, a young bird that is still dependent upon parental care and feeding is called a fledgling), to develop the capacity and muscle memory to learn how to take flight for themselves. Here, we call this process “*Fledgling to Flight*,” the guided journey our 9th grade students take from transitioning out of the middle school mentality to learning how to manage the expectations and responsibilities of becoming a young adult. In this year long journey, our young students will work closely with the Bard DC staff, faculty, administration, and local DC organizations to develop explicit competency in leadership & professional development, social & emotional awareness, and civic & community engagement. Bard DC will expect every *fledgling* to commit to developing themselves through this formal process of maturing into an early college student capable of handling the college program. Additionally, our *fledglings* will...

1. Begin the process of developing a community-centered mindset by committing to the completion of a minimum of **25 hours of community service** by the end of the academic year
2. Engage with one of the **community partnerships** established by the Bard DC administrative team
3. Attendance at each of our **once a month bazaars** (grade-wide assembly)
4. Submitting yourself to a meaningful **mentorship relationship** (with a peer, adult, or community member)

WHAT HAPPENS NEXT

Our fledglings are automatically “enrolled” in the “*Fledgling to Flight*” process. Each 9th grade student at Bard DC will be expected to demonstrate competency in the areas of:

- **Leadership & Professional Development**
 - Acquiring Knowledge of Leadership Theory and Practice
 - Developing Knowledge, Skills, and Abilities that are Transferable to the World of Work
- **Social & Emotional Awareness**
 - Self-Awareness
 - Self-Management
 - Social Awareness
 - Relationship Skills

- Responsible Decision-Making
- **Civic & Community Engagement**
 - Community Service Participation
 - Engagement with Other Youth Across DC, the Nation, and/or the World

Competency will be measured in various ways including the submission of weekly community service hours and progress toward the required 25 hours for the year, regular engagement with our community partners, regular attendance at our monthly bazaars, and participation in our Big Sibs Mentorship Program or submitting to mentorship by a non-family member in the community. The Bard DC administrative team will inspect progress in these areas throughout the year through our Nest program (the Bard DC advisory group).

BARD DC ACADEMIC OVERVIEW

GOOD ACADEMIC STANDING, ACADEMIC PROBATION, AND TRANSFERS

Bard DC offers students a rigorous academic program. Meeting the academic needs of students eager for intellectual challenge, the Bard Early College program moves students from the 9th grade of high school through the first two years of college in four years. Bard DC seeks students ready to rise to this challenge and offers various forms of support to any who have difficulty once at the school. In order to enter the early college program, students must have achieved a minimum of a 2.0 average in 9th and 10th grade. Students who have not achieved a 2.0 GPA at the end of their 10th grade year will enroll in modified high school courses for 11th and 12th grade and graduate with only the high school diploma.

ACADEMIC PROBATION HIGH SCHOOL 9TH AND 10TH GRADERS

To be in good academic standing at the end of a semester, students in the 9th and 10th grades of the high school program must complete the required program of classes with an average of at least 2.0 for the semester. A student who is not in good standing at the end of the semester will be placed on academic probation for the following semester. A student who achieves an average of at least 2.0 for the probation semester will automatically be removed from academic probation at the end of the semester.

At the end of the fall mid-term period and spring mid-term period each year, any student whose average is below 2.0 will be required, with his or her parents, to attend a meeting with representatives of Bard DC to discuss the student's difficulties and to determine what support is necessary. A similar meeting will be required at the end of the fall semester and spring semester, respectively, if the student's semester average is still below 2.0.

Furthermore, all students on academic probation are required to meet weekly with a Bard DC counselor/advisor and they must meet with members of the Bard DC faculty for tutoring.

EARLY COLLEGE YEAR I AND YEAR II STUDENTS

A cumulative GPA of at least 2.0 for Year I and Year II of the early college program is required for graduation with the A.A. degree. To be in good academic standing at the end of Year I, a student must complete the required program of classes with a cumulative GPA of at least 2.0. At the end of the fall mid-term period of Year I, any early college student whose average is below 2.0 will be required, with his or her parents, to attend a meeting with a representative of Bard DC to discuss the student's difficulties and to determine what support is necessary. A similar meeting will be required at the end of the fall if the Year I student's fall semester average is below a 2.0, and the Year I student will be placed on academic probation for the following semester. If the Year I student's average is still below 2.0 at the end of the spring mid-term period, the student will again be required, with his or her parents, to attend a meeting with representatives of Bard DC to discuss the student's difficulties and to determine what further support is necessary. The practice of this procedure applies to the Year II academic year as well.

If the Year II student's cumulative average is below a 2.0 at the end of the spring mid-term period, the student will again be required, with his or her parents, to attend a meeting with a representative of Bard DC to discuss the student's difficulties and the type of degree which the student can realistically expect to receive at the end of the spring semester. Students are expected to graduate from the early college program in four semesters.

ACADEMIC INTEGRITY: PLAGIARISM AND CHEATING

Bard DC has three basic guidelines for academic conduct:

- Work done at Bard DC or for Bard DC classes will represent the original ideas of individuals who have submitted the work
- Students will never try to pass off another person's idea as their own
- Students will neither give nor receive aid on exams

Exams and other assessments conducted in or out of class must reflect a student's individual work unless the assignment specifies collaboration. Giving as well as receiving unauthorized assistance is unacceptable. Both students involved in such an activity will be held accountable. Assignments that are plagiarized (paraphrasing or quoting directly from another writer's work without acknowledging the source) are recorded as zero and a first letter documenting the plagiarism is placed in the student's file. **A conference will be held with the student's guardian about the incident and its consequences.** If no further instances occur, the letter is removed upon the graduation of the student. Any second instance of plagiarism, either in the class where the first instance took place or in any other class, **automatically results in a loss of college credits for the course if it occurs at the college level. The assignment receives an automatic 0, without the possibility of redoing the assignment. A permanent letter documenting the plagiarism goes into the student's file. Additionally, the administrative team will put together a mandatory intervention plan, tailored to the needs of the student, to support further academic and social growth within our program. Interventions may include but are not limited to mandatory office hours, meetings with Bard Fellows, counseling sessions with social workers or Deans, or peer support groups.**

The same policy applies to cheating on an exam. The first instance results in a zero on the exam and a letter documenting the cheating in the student's file. **A conference will be held with the student's guardian about the incident and its consequences.** If no further instance occurs, the letter is removed upon the graduation of the student. Any second instance of cheating, either in the class where the first instance took place or in any other class, **automatically results in a loss of college credits for the course if it occurs at the college level. The assignment receives an automatic 0, without the possibility of redoing the assignment. A permanent letter documenting the cheating goes into the student's file. Additionally, the administrative team will put together a mandatory intervention plan, tailored to the needs of the student, to support further academic and social growth within our program. Interventions may include but are not limited to mandatory office hours, meetings with Bard Fellows, counseling sessions with social workers or Deans, or peer support groups.** Students cannot give or receive unauthorized assistance with examinations, including take-home examinations.

Students cannot represent work completed for one course or teacher as original work for another course or teacher.

In addition, students must sufficiently document when they have utilized the ideas, data, or research of another source. This includes the correct citation of direct quotes, paraphrasing, Internet information, interviews, lectures, video and audio, tape, and film.

Disregard for the BHSEC academic integrity policy may result in the withholding of the A.A. degree.

WRITING & THINKING WORKSHOPS

What is a foundation, and how is it built? The word foundation derives from Latin *fundus*, meaning ‘the bottom’—this is the first part laid down when building a house; in broader terms, it is the groundwork of anything. This question of foundations—intellectual, technical, social, philosophical—is part of the thinking behind the Writing & Thinking Workshop at BHSEC. The Workshop—a five-day intensive held every year prior to the start of fall semester classes—provides students in every grade level with foundational skills in critical reading and writing, upon which they can build future scholarly work. Conceived by President Botstein and based on the principle that strong writing and close reading enrich and enliven the classroom experience, the workshop sets the stage for the kind of interdisciplinary, intensive work students will tackle during their time at BSHEC.

Faculty members from nearly all disciplines lead section workshops of students in short writing activities, critical reading exercises, and group discussions about the texts at hand—a shared selection of traditional and contemporary poetry, plays, essays, and fiction—developing a common vocabulary that will serve students well as they continue to grow as readers, writers, and thinkers.

Whether engaged in a ten-minute “focused free-write,” or debating the meaning of a line of poetry, students not only work with faculty and with each other to build their critical language skills, they also experience what it means to participate in an intimate intellectual community. They are learning to take initiative, speak up, and think differently while listening to alternative ideas, presenting personal work for feedback, and providing thoughtful criticism on others’ work. By the end of the workshop, students produce a piece of polished prose that can become a tool for reflection, skill assessment, and continued development.

HIGH SCHOOL PROGRAM REQUIREMENTS

English	Grade 9	Literatures of the Americas I & II
English	Grade 10	World Literatures I & II
Social Studies	Grade 9	History of the Americas I & II
Social Studies	Grade 10	Area Studies I & II
Math	Grade 9	Algebra 1 (may change based on placement)
Math	Grade 10	Geometry (may change based on placement)
Science	Grade 9	Physics I & II

Science	Grade 10	Biology I & II
World Language	Grade 9	Intro to Language (fall semester); Spanish I or Chinese I (spring semester)
World Language	Grade 10	Chinese II & III, Spanish II & III
Arts	Grade 9 Grade 10	Introduction to Art I and Art Elective Introduction to Art II and Art Elective
Health Education	Grade 9	Health Education
Physical Education	Grade 10	Lifetime and Fitness I & II

DISTRIBUTION REQUIREMENTS FOR THE ASSOCIATE IN ARTS DEGREE

Students must maintain a 2.0 Bard GPA, earn no less than 60 college credits during the two years in the college program, fulfill the following distribution requirements and complete all District of Columbia high school diploma requirements in order to receive the Bard Associate of Arts Degree:

- All four semesters of the Seminar sequence
- Two semesters of laboratory college science (*Note: not every science course fulfills the laboratory requirement*)
- Two semesters of college mathematics, starting with the appropriate core course
- Two semesters of college foreign language, including one at the intermediate level
- Four semesters of social science and/or literature, including at least one semester in history and at least one semester in literature (*Note: Please consult the Social Science Department for a list of courses that fulfill the history requirement.*)
- Three credits of music, theater, dance, and/or visual art while enrolled in the college program

EVALUATION

As an indication of academic performance, students receive written narratives and letter grades for each course taken. At midterm, these narratives and grades are distributed to students and their families in order to praise scholarly work as well as address particular difficulties. The grades at the end of each semester are recorded in the student's official academic transcript.

For certain purposes, it is useful to calculate a grade point average (GPA), which is done in the following manner: First, letter grades are translated into grade point equivalents according to the table below. (Note that some courses are graded on a Pass/No Credit basis and do not factor into the GPA. Also note that college courses transferred from another institution do not factor into this GPA.) These grade point equivalents are then averaged; in the case of Year I and Year II students, this average is weighted by the number of credit hours assigned to each course.

The table below shows the correspondence between letter grade, grade point equivalence, and standard of work. It also indicates a translation between grade and percentage score that may be used in some classes at BHSEC.

TRANSCRIPTS

TWO (2) transcripts are maintained for BHSEC students:

1. The District of Columbia Public Schools Transcript records all courses taken to satisfy the District of Columbia high school diploma. This record includes courses taken while at BHSEC as well as courses taken at other District of Columbia High Schools (public, public charter, private).
2. The Bard College Transcript lists only courses taken during the college program that are being applied toward the Associate in Arts Degree and may also include up to six (6) transfer credits if approved by the Dean of Studies.

Bard DC maintains student records in secure physical and digital systems, in a manner consistent with The Family Educational Rights and Privacy Act (FERPA).

DROP, ADD, AND WITHDRAWAL (FOR YEAR I AND YEAR II STUDENTS)

Year I and Year II students are required to take between 14 credits and 18 credits each semester, unless they receive approval of an exception from the Dean of Studies. A student may change programs during the beginning of the semester as long as the resulting schedule meets the course load requirements and will enable the completion of A.A requirements on schedule. The final dates for making such changes are determined by the Dean of Studies.

After the drop deadline, a student in the college program may petition to withdraw from one regular class in each academic year. The course instructor, student's advisor, and Dean of Studies must approve the withdrawal. Upon withdrawal, a W grade is listed on the student's academic transcript.

Letter Grade	Bard GPA	High School Program GPA	College Program GPA	100 point scale	Explanation
A, A-	4.0, 3.7	4.0, 3.7	5.0, 4.7	100-93, 92-90	Excellent Work
B+, B, B-	3.3, 3.0, 2.7	3.3, 3.0, 2.7	4.3, 4.0, 3.7	89-87, 86-83, 82-80	Work is more than satisfactory
C+, C, C-	2.3, 2.0, 1.7	2.3, 2.0, 1.7	3.3, 3.0, 2.7	79-77, 76-73, 72-70	Competent work
D+, D	1.0	1.0	2.0	69-67, 66-64	Work is poor but deserving credit
F	0.0	0.0	0.0	63 and below	Failure to reach the standard required for credit

PASS/FAIL (FOR YEAR I AND YEAR II STUDENTS)

At one time during the last two years at BHSEC, a student may request to take a single course, excluding Seminar, on a Pass/Fail basis. This grading option must be exercised at the beginning of the term during the Add / Drop period, and is subject to approval by the instructor and the Dean of Studies.

REQUIREMENTS FOR ENTERING EARLY COLLEGE

Students will only be considered for the Early College program if they have maintained a 2.0 or better GPA in the 9th and 10th grades. All high school requirements must have been satisfied.

INDEPENDENT STUDY

Students may earn academic credit by successfully completing independent study projects that are not available through the regular course offerings. Before such a course of study can begin, a formal written course description as well as a contract of student and faculty responsibilities (including credits, readings, number of meetings, and number and types of assessment) must be submitted and approved by the Dean of Studies no later than the end of the Add/Drop period. It should be noted that because independent studies require additional work and responsibility on the part of the instructor and the students involved, these projects are only considered when they are not available in the regular course description catalogue for a given semester.

RETAKEING A COURSE

High school students who fail a class (receive a grade of 64 or below) during the school year must retake that class. In such a case, both the failing grade and the new grade will be recorded on the student's high school transcript. Students needing to retake a course will need to discuss this concurrently with the Dean of Studies and the School Counselor.

TRANSFERRING IN COLLEGE CREDITS

Year I and Year II students may transfer in up to six college credits to be applied towards the 60 credits necessary to graduate with the Associate in Arts Degree. Students should speak with the Dean of Studies before taking college courses at another institution, and are responsible for providing documentation (transcript and syllabus) after satisfactory completion of the course.

CREDIT TRANSFER

Credits earned at Bard DC are transferable to Institutions of Higher Education across the country. While credit acceptance is at the discretion of the accepting institution, Bard High School Early College students have a 17 year record of successfully transferring their 60 credits to public colleges and universities from the State University of New York to the University of California as well as to certain private colleges. Bard also has four formal articulation agreements (with Goucher College, McDaniel College, Mount St. Mary's College, and Bowie State University) and will continue to build that database to support credit transfer of its students.

ACADEMIC GRIEVANCE POLICY

PURPOSE

Students of BHSEC DC who believe that policy has not been followed with respect to academic matters may initiate the academic grievance procedure. Academic matters are those concerned with instructional activities, grading procedures or other incidents related to academic affairs.

Students should be aware that clear evidence is needed to contest a grade. Belief that a subject or text was too difficult is not grounds for a complaint. A student must have evidence that specific policy was violated or that he or she was treated in a prejudicial or capricious manner. This policy does not limit BHSEC DC's right to change rules, policies, or practices.

INFORMATION RESOLUTION

1. A BHSEC DC student must first contact the faculty member who allegedly violated his/her rights to determine if there can be an informal resolution. The contact should be made by the student within **ten (10) business days** (Monday – Friday excluding observed holidays) of when the alleged violation occurred. The student must provide a written document to the faculty member which includes:
 - A statement concerning the nature of the complaint
 - Any evidence on which the complaint is based; and
 - The outcome that the student seeks
2. The faculty member will respond in writing within **ten (10) business days** to the student's written document. The student and faculty member will then meet to determine if an informal resolution can be reached.

FORMAL RESOLUTION

3. If the student is not satisfied with the outcome of this meeting, the student may contact, within five (5) business days, the Department Chair in which the alleged violation of the student's right has occurred to appeal the outcome. If the faculty member is the Department Chair, the student may proceed to the Dean of Studies. (Step 6)
4. The student must present a written appeal to the Department Chair. The Department Chair and student will meet within five (5) business days after the student's written appeal has been received by the Department Chair. The Department Chair will respond in writing to the student's written appeal within five (5) business days after the meeting. This response will go to both the student and the faculty member.

5. If the outcome of this meeting is not satisfactory to the student, he/she may appeal to the Dean of Studies within five (5) business days after receiving the Department Chair's response in writing. All written documentation up to this point will be sent to the Dean of Studies.
6. Within five (5) business days of receiving the documentation, the Dean of Studies will meet with the student and the faculty member to attempt to arrive at a mutually satisfactory settlement of the disagreement. If the dispute is not resolved to the student's satisfaction, the student may initiate an academic grievance hearing in writing to the Principal.
7. Within Five (5) business days of receiving a written request for an academic grievance hearing, the Principal will lead an Academic Response Team composed of three neutral faculty members. The Principal will appoint one faculty member from the teaching faculty at large and one faculty member each from lists of three faculty submitted by the student and the faculty member who is involved in the grievance, none of whom shall be members of the academic department of the faculty member who is being disputed.
8. The Academic Response Team will review written statements and information supplied by the student and faculty member. Both the student and the faculty member have the right to make a personal appearance before the Academic Response Team. The team may make such further investigation as is deemed appropriate and may seek assistance or information from other personnel. All discussions and submitted written documents will be treated as strictly confidential.
9. After this review, the Academic Response Team will make a decision regarding the complaint within five (5) business days. This is considered to be the final step in the academic grievance procedure. The Academic Response Team will issue their decision to the grievant, the faculty member and the department chair in writing that will include the relevant findings of fact, conclusions and reasons for the decision.

STUDENT ACTIVITIES

THE BARD DC WEEKLY NEST ADVISORY PROGRAM

At Bard DC, we believe in not only providing a nurturing and supportive journey for our students throughout the four-year Bard Early College experience, but also in providing a safe environment from which they learn to become interdependent, civic-minded, engaged, and successful young adults. One way in which we do that explicitly is through the Nest weekly advisory program. The Bard DC Nest weekly advisory is a teacher facilitated, student-centered, weekly circle designed to strengthen relationships, build community, improve literacy, and teach and practice key social-emotional (SEL) skills. Grade level Nests will be guided by the School-Connect SEL curriculum and Bard Early College's College Transfer Advisory curriculum for age-appropriate skill building and discussions. Nests will also provide us with an opportunity to teach our students important mindfulness techniques to alleviate daily stress.

All Nest advisory sessions are conducted in circles and will consistently follow a sequence: Mindfulness First, Check-Ins, Work*, and close with Appreciations. *Work is guided by the School-Connect SEL curriculum and the Bard Early College Transfer Advisory curriculum; additionally, advisors may elect to use the Work section of the Nest to address a relevant crisis or issue affecting the advisory, the school, the community, the nation, or the world.

EXTRACURRICULAR ACTIVITIES AND CLUBS

All Bard DC staff and students can achieve personal, professional, and academic success through the acquisition and practice of social-emotional skills in the school building, in the community, and in the home. Together as a community, we strive to be Social and Emotional Learning live by the year 2025. To that end, students at Bard DC can choose from a variety of student leadership, volunteer, internship, and after school activities. Bard DC students are encouraged to be active participants in the ongoing cultural and social development of our school; moreover, Bard DC students in good social and academic standing (minimum GPA 2.0) are encouraged to participate in extracurricular activities.

To start a club, students must complete an online "Club Formation Request" form which can be accessed online under the "Forms & Publications" or "Student Activities" links on our website. Prior to a club being approved to operate, student leaders must identify a sponsor, or a member of the faculty who agrees to supervise the club, and the club must have a minimum of 10 Bard DC students in good academic standing on its official roster. The Dean of Students will approve only the club requests that meet these requirements. The Dean of Students will schedule a school-wide club fair during the first quarter of the year to provide clubs with an opportunity to generate interest and begin to build their club membership.

COMMUNITY SERVICE CREDIT

Bard DC students may receive community service credit for performing school service. Examples of school service include tutoring, Learning Commons service projects, lab technician, work in the college transfer office and assisting in other administrative offices.

External community service and civic engagement opportunities will be posted for students under the “Student Activities” link on our website. Students can also check the bulletin board located outside of the Dean of Students office for additional opportunities.

BARD DC ATHLETICS

Bard DC encourages broad participation and sportsmanship through our athletic program. Our physical education program stresses lifelong fitness participation and nutrition awareness. If Bard DC students wish to join an athletic team and are eligible (see below), they are expected to participate on Bard DC teams where applicable. If a sport is not offered at Bard DC, students may notify the school Athletic Director that they wish to participate in programs offered at other district high schools.

ELIGIBILITY FOR PARTICIPATION ON ATHLETIC TEAMS

1. Participation on athletic teams requires that students be in good academic standing. Student athletes on academic probation are ineligible to play or attend practice for Bard DC athletic teams.
2. Once the academic probation list is released each marking period, student athletes will have a two-week window to address academic concerns. The Dean of Students will contact all involved members of the faculty at the end of the two-week window, and on a regular basis thereafter, to assess if academic deficiencies have been addressed.
3. At this time, if a student athlete has demonstrated that she or he should no longer be considered on academic probation, the Dean of Students may give written clearance to allow the student to resume participation in athletics.
4. The Dean of Students and the Principal will have final authority on any student’s eligibility to participate in the athletic program, and may use their discretion to determine a student’s eligibility to participate in the athletic program in individual cases.

PARENT INVOLVEMENT

BARD DC PARENT ASSOCIATION

All Bard DC parents and guardians are strongly encouraged to become members of the Bard DC Parent Association. Meetings are held on a monthly basis during the school year and provide opportunities for parents to volunteer in maintaining active roles in the academic and social lives of their students through a collective parent leadership group.

Bard DC PA funds are used to support student activities and student clubs at the school, scholarships for student trips, the Learning Commons and text books, computer software, and other specific school needs. The Bard DC PA Budget is voted on by the General Bard DC PA body.

For more information about the PA, please contact Brian Massey, Family and Community Engagement Coordinator at bmassey@bhsec.bard.edu.

ASPEN PARENT PORTAL

Research shows that when parents are engaged, students become more active participants in the educational process, which helps mitigate problems, instills better study habits, and addresses issues as they arise – all of which are key factors in academic success. More than ever, parent/guardian involvement is critical to the academic success of their children. At Bard DC, parent/guardian partnership is absolutely essential throughout the entire journey of our young scholars.

Bard DC parents can access their children's academic information within the secured internet Aspen Parent Portal. By providing our parents/legal guardians a way to view student grades and attendance – and more – we are taking yet another step to promote student success.

Aspen's Parent Portal provides parents/guardians real time access to information tied to your child(ren), such as attendance, grades, and future assignment descriptions. Parents/guardians will only be able to see information for their own child(ren) through the use of their own Aspen Parent Portal account. In addition, Aspen's Parent Portal allows teachers and parents/guardians to communicate electronically so that information is shared on a regular, timely basis.

You may gain access to the Aspen Parent Portal by contacting our school. Tutorials for the Aspen Parent Portal are offered during Parent Teacher Conferences and select school activities. One on One tutorials are available at the school by request.

LOCAL SCHOOL ADVISORY TEAM (LSAT)

The Local School Advisory Team (LSAT) of the District of Columbia Public Schools is a group of elected and appointed members that exists for every DCPS school. The team consists of parents, teachers, non-instructional school staff, a community member, and in some cases students, to advise the Principal on matters that promote high expectations and high achievement for all students.

Local School Advisory Teams are a key lever to increasing transparency at DCPS and ensuring decisions affecting school communities are made collaboratively with the help of a diverse group of school stakeholders. As such, every District of Columbia public school must have a functioning LSAT that is constituted according to the LSAT Guidelines, and that conducts the business outlined therein.

VERIFICATION OF UNDERSTANDING

In order to verify support and understanding of this student handbook, we ask that both the student and parent/guardian sign below. By signing below, you agree that you have read this handbook and understand that you will be held to the standards and expectations contained within. Please be advised, that signing this document without reading the handbook will not be an acceptable defense in the case of an infraction requiring disciplinary action.

Student Verification:

By signing below, I, _____, acknowledge that I have read and understand the
PRINT STUDENT LAST NAME, FIRST NAME
Bard DC Student Handbook.

Student Signature: _____

Date: _____

Parent/Guardian/Caretaker Verification:

By signing below, I, _____, acknowledge that I have read
PRINT LAST NAME, FIRST NAME
and understand the Bard DC Student Handbook and will support my child's success in this program.

Signature: _____

Date: _____

UNDERSTANDING ACADEMIC HONESTY

ACADEMIC HONESTY POLICY VERIFICATION OF UNDERSTANDING

BHSEC is a school designed for students who are eager to learn and willing to apply themselves wholeheartedly to the learning process, working hard to rise to the challenges presented in all of their courses. Our students understand that true learning requires diligence and a thoughtful, patient application of effort over time. BHSEC appeals to students who like to think for themselves, because independence of thought, originality, and intellectual adventurousness are valued in our courses and assignments.

BHSEC also fosters the sharing of ideas and collaborative learning. Our school endeavors to help students develop processes for effective seminar discussion, small group critique, and laboratory partnerships.

Academic honesty is expected of all students at BHSEC. Students must complete all assignments responsibly and honorably, and the work they submit must represent their own efforts. In situations where group work, collaboration, or sharing of ideas are encouraged, it is important that students understand exactly how the teacher expects each student's contributions to be credited.

Plagiarism is a particular form of academic dishonesty that students need to understand. According to the Bard College Catalogue:

To plagiarize is to 'steal and pass off as one's own the ideas, words, or writings of another.' This dictionary definition is quite straightforward, but it is possible for students to plagiarize inadvertently if they do not carefully distinguish between their own ideas or paper topics and those of others.

Often before coming to high school, students have been allowed to use encyclopedias, websites, and other sources without correct attribution; indeed they may have been commended for doing such research without attribution. At BHSEC students learn that all research requires documentation. They must develop new habits of writing, where they can draw on the thinking and writing of others to make their own case responsibly, giving credit for the sources of their ideas and inspiration.

Violations of academic honesty at BHSEC result in an automatic F for the assignment, require teachers to report the offense to the school administration, and are followed by a parent meeting. Second offenses may result in an F for the semester and documentation in your permanent record. Selective colleges frequently ask recommenders whether they have any reason to doubt a student's honesty, so such an annotation in your record can negatively affect your transfer application. (see Academic Integrity section for full description of responsibilities and consequences.)

You must not ever act as if someone else's words or ideas are your own. Under no circumstances should you turn in any assignment that does not genuinely reflect your own work and thinking. Obviously, this doesn't mean that you can't use other people's words or ideas, but you must always tell your reader that you are doing so. Documenting and understanding where your ideas originate is one of the most necessary and sophisticated habits of the scholar. You cannot use ignorance as an excuse; *it is your responsibility to ensure that you have provided adequate citation, and any failure to do so, intentional or otherwise, is academic dishonesty.*

Guidelines for avoiding academic dishonesty:

- Enclose other people’s words in quotation marks or set them off in a block-quote and provide all the bibliographical information your reader might need to find the source.
- Give specific, bibliographical citation each time you use an idea or a concept that you got from someone else. If you consult books or other sources in preparing a paper, include a bibliographic list of everything you used.
- Do not turn in other student’s work as your own or use other students’ homework, or papers in preparing your own, except where the teacher has explicitly required or approved such sharing, and do not permit others to use your work. In such cases, both students involved are guilty of academic dishonesty.
- Turn in new work for each new assignment. Assignments that seem to overlap for different courses do not mean that you can hand in the same work. You grow more intellectually with each new assignment, and you should approach each assignment as a new challenge that builds on previous knowledge.
- Do not use unapproved aids for exams.

Student Verification:

By signing below, I, _____, acknowledge that I have read and understand the
PRINT STUDENT LAST NAME, FIRST NAME
 Bard DC Student Handbook.

Student Signature: _____

Date: _____

Parent/Guardian/Caretaker Verification:

By signing below, I, _____, acknowledge that I have read
PRINT LAST NAME, FIRST NAME
 and understand the Bard DC Student Handbook and will support my child’s success in this program.

Signature: _____

Date: _____