

# Table of Contents

## Contact Information

### History, Philosophy and Mission

Governance & Administration - 2  
Vision & Mission - 3  
Core Values - 3

### I. Student Life & School Environment

Expectations for Successful Students - 4  
Bullying/Assault/Harassment - 4  
Responsibility for the BSA Environment - 4  
Relations with Mt. Vernon Community - 5  
Before & After School/School Hours - 5  
Student Clubs - 5  
Standards Committee/Probation - 5 & 6  
Attendance - 6  
Excused/Unexcused Absences - 6  
Make-up Work while Absent - 7  
Punctuality - 7  
Rehearsal/Performance Day Attendance - 7  
Early Dismissal - 8  
School or Class Skipping - 8  
Policy on Drug and Alcohol Use - 9  
Dress Code - 9  
Visitors - 9  
Outside Food Ordering - 9

### II. General School Information

Schedule of Classes - 10  
Student Pick-up and Drop-Off - 10  
Transportation - 10  
Parking - 10  
Use of Entry/Exits - 10  
Locker Assignment and Use - 11  
Student Intellectual Property - 11  
Return of Loaned Materials - 11  
Smart Phones/Electronic Devices - 11 & 12  
Technology Policy - 12 & 13  
Google Apps - 13 & 14  
Center for Collaborative Arts (CCAT) - 14 & 15  
Cafeteria - 15  
Elevator Use - 15  
Library - 16  
Weather Related Closures - 16  
Delayed Opening Schedules - 16

### III. Graduation Requirements & Grades

Promotion, Scheduling, Graduation Reqs. - 16 & 17  
Grading Scale - 18  
Interim Progress Report - 18  
Homework & Weekly Syllabus - 18 & 19  
Reassessment & Remastery Policy - 19  
Latework Policy - 19  
Add/Drop Period - 20  
Summer School - 20  
Advanced Placement Classes - 20  
Semester Assessments - 21  
Exemption Requirements for Seniors - 21  
Academic Integrity - 21 & 22  
Introduction to Artificial Intelligence - 22 & 23

### IV. Recognizing Achievement at BSA

The Dean's List - 23  
Honor Roll - 23  
National Honor Society - 23  
Eligibility for Valedictorian & Salutatorian - 24

### V. BSA's Support & Counseling Services

Services Available - 24  
Parent Requests for Student Support - 24  
Guidance Program - 24  
College Research, Applications, and Visit - 24  
Transcript & Recommendation Requests - 24

### VI. General Arts Issues

Performances and Exhibitions - 25  
Juries - 25  
Casting and Exhibition Selection - 25  
The Integrity of the Creative Process - 26  
Use of Student Images and Works - 26  
Outside Engagements - 27  
Professional and Early Leave - 27

### VII. Specific Department Policies

Dance: 27 - 32  
Music: 32 - 37  
Acting & Stage Design & Production: 37 - 39  
Visual Arts: 39 - 41  
Film: 41 - 43

### VIII. Baltimore School for the Arts Foundation

What We Fund/Why We Matter - 43  
How Parents Can Help - 43 & 44

## **Baltimore School for the Arts**

**712 Cathedral Street  
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### **Dance Department**

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### **Music Department**

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### **Theatre Department**

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### **Production Manager**

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### **Visual Arts Department**

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### **School Counselor**

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### **BSA Foundation**

#### **Foundation Director**

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410.625.0403

#### **Marketing Manager**

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kingram@bsfa.org

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**All BSA faculty and staff emails follow the same format:**

**First initial last name@bsfa.org**

**Vision Statement:**

*We respect the young creative mind and exist to nurture its passion and potential. We believe that the pursuit of mastery in an artistic field, paired with a strong individual sense of purpose, leads to a wide range of positive outcomes for both the student and the community.*

**Mission Statement:**

*Baltimore School for the Arts seeks to prepare the next generation of the creative workforce by providing inspiring arts and academic training to high school students as well as opportunities in the arts to younger children and the greater community.*

We also believe the following six **Core Values** are critical to the development of young people:

**BSA's Core Values*****Curiosity***

Curiosity is the engine of learning and the mother of creativity. Our goal is to systematically create, facilitate, and engage the creative mind.

***Confidence***

A confident individual will travel at the boundary of the known and unknown, develop an appetite for intellectual and creative risk, and be able to arrive at innovative solutions.

***Expertise***

We believe students with a high level of expertise and mastery in their artistic field experience an important sense of accomplishment. To achieve this goal, students are immersed in focused study of an artistic field, taught by experts, and held to high standards of competency and skill.

***Collaboration***

Working with others in collaborative projects is increasingly important in artistic disciplines and beyond. Collaboration reinforces the idea that, while each of us is unique, we are all stronger when we combine the abilities of others.

***Purpose***

Developing an individual voice is critical to building a sense of purpose and to creating meaningful artistic work.

***Global Perspective***

To access the world's information and disseminate one's work widely, one needs to be aware of the world at large and how to engage with it. To promote students' understanding of the larger world we must provide opportunities to authentically connect with a wide range of people, culture, art, and life experiences

## **I. Student Life and School Environment**

### **Expectations for Successful Students at BSA**

- Attend all classes consistently and punctually. The school day is from 8:00 a.m to 3:51 p.m.
- Be prepared for your work by having this handbook, and the necessary equipment and materials requested by your teachers.
- Contribute to all your classes by participating in discussions and by being attentive to your teachers and classmates.
- Communicate with your teachers frequently. Talk when you have questions or when there is a problem. If necessary, schedule an appointment. Plan to attend coach class and make sure that you check your email and Canvas on a regular basis.
- Avoid falling behind in any course work by completing your assignments on time.
- Work hard and be courteous to classmates and members of the faculty and staff.

Your progress in any class will be determined by your work, your behavior, and your attitude. Following an absence, remember that it is your responsibility to identify and make-up any missed work.

### **Bullying/Assault/Harassment**

Bullying, harassment, and assault of any kind have no place at the Baltimore School for the Arts. Structures have been established to ensure all students feel safe at BSA for the 2026/2027 school year.

Additionally, students and families can report incidents to the district and the school is compelled to respond and investigate. The website is [baltimorecityschools.org/bullying](https://baltimorecityschools.org/bullying). At this website, you can locate reporting forms and information on Title IX guidelines.

### **Responsibility for the School Environment**

Each member of the BSA community shares responsibility for a thriving school environment. This cherished school environment is a combination of people, their actions, and the spaces in which we work.

As a community, the actions and attitudes of each person have profound effects. We always endeavor to be respectful of each person, hold high standards of personal behavior, and foster the development of the complete individual.

No one should:

- use profane language,
- engage in inappropriate or unwanted contact, or
- treat any member of the BSA community with disrespect.
- Videos and/or recordings of students/staff/faculty are strictly prohibited

Everyone is expected to set the tone of the building by

- comporting yourself responsibly,
- cleaning up after yourself and throwing away trash in receptacles,
- being aware of your noise level, and
- treating everyone with courtesy and respect.

Graffiti, vandalism, and theft are antithetical to all that the BSA community represents. Anyone who commits any of these acts willfully will be subject to review and disciplinary action per Baltimore City Schools' Code of Conduct.

### **Relations with the Mount Vernon Community — Before and After School**

We expect all students to demonstrate mature, respectful behavior outside the school, on the streets and parks of Mount Vernon, at local stores, at bus stops, as well as on buses and trains when traveling to and from school. It is important for students to understand that student behavior in the community must conform to the same behavioral standards required of students inside the school's building.

For example when skateboarding or bicycling in the neighborhood, students must be respectful of others moving through the neighborhood.

Any reported incidents are subject to administrative review.

### **Before & After School — Hours for In-Person Operation**

The school is open from 7:30 a.m to 4:00 p.m. The cafeteria opens for breakfast at 7:50am. At 8:00am, students can report to their homeroom class. The building will need to be cleared of all high school students by 4:00pm.

Once a student has arrived in the building, they cannot leave the campus due to safety and supervision considerations.

### **Student Clubs**

BSA supports several student affinity groups for the purpose of providing safe places for discussion and camaraderie among students with similar interests or experiences. These student groups have a faculty advisor and, with administrative consultation, organize events at the school campus.

Currently BSA is proud to have these active clubs. They may be contacted at the listed addresses.

|                                                      |                                                            |
|------------------------------------------------------|------------------------------------------------------------|
| Black Student Union                                  | <a href="mailto:BSU@bsfa.org">BSU@bsfa.org</a>             |
| The Purple Chair/Queer Student Alliance              | <a href="mailto:GSA@bsfa.org">GSA@bsfa.org</a>             |
| Green Team                                           | <a href="mailto:green@bsfa.org">green@bsfa.org</a>         |
| Student Government Association                       | <a href="mailto:SGA@bsfa.org">SGA@bsfa.org</a>             |
| The Muse                                             | <a href="mailto:jbacon@bsfa.org">jbacon@bsfa.org</a>       |
| Latino Student Union                                 | <a href="mailto:iimhoff@bsfa.org">iimhoff@bsfa.org</a>     |
| Jewish Student Group                                 | <a href="mailto:JSG@bsfa.org">JSG@bsfa.org</a>             |
| National Honor Society                               | <a href="mailto:froblin@bsfa.org">froblin@bsfa.org</a>     |
| Asian Student Union                                  | <a href="mailto:ASU@bsfa.org">ASU@bsfa.org</a>             |
| The Listening Party                                  | <a href="mailto:mhendrick@bsfa.org">mhendrick@bsfa.org</a> |
| Fiber Arts Club                                      | <a href="mailto:krook@bsfa.org">krook@bsfa.org</a>         |
| The Venus Association                                | <a href="mailto:arhein@bsfa.org">arhein@bsfa.org</a>       |
| Book Club                                            | <a href="mailto:atatum@bsfa.org">atatum@bsfa.org</a>       |
| Christian Club                                       | <a href="mailto:jbacon@bsfa.org">jbacon@bsfa.org</a>       |
| Aspiring Medical Professionals and Scientists (AMPS) | <a href="mailto:sallison@bsfa.org">sallison@bsfa.org</a>   |

### **Standards Committee and Probationary Status**

The Standards Committee meets quarterly at the break of each marking period to consider students who are struggling in artistic or academic work. The Committee consists of arts and academic leadership.

Committee members will meet with struggling students to discuss adjustments in processes that will lead to success.

Students who fail to respond to intervention with measurable growth may be placed on probation. If this occurs, a letter will be sent home to inform the guardian. Students who have been placed on academic probation cannot rehearse, perform, and/or attend field trips. Students who are on probation at the conclusion of the year may be recommended for dismissal from the school.

### **Attendance**

Attendance and punctuality are key attributes of successful students and professionals. Absence and lateness contribute to poor performance; they are also important factors considered by the Standards Committee when evaluating a student's continued status with the school.

If you are going to be absent for whatever reason, a parent/guardian must email the school at [attendance@bsfa.org](mailto:attendance@bsfa.org). Attendance will then be marked accordingly in Infinite Campus. Parents should also include your child's art department head in your correspondence.

Students cannot email or call themselves out of school. That correspondence must come from parents/guardians.

City Schools mandates that, if a student must be absent, a note must be brought upon return to the school from the parent, guardian, physician, or official. The note, hand-delivered to Ms. Jackson or her designee in the front office, is to indicate the student's name, date(s), and reason for absence.

### **Excused and unexcused absences.**

In Maryland, an absence is considered excused once the parent or guardian provides a note explaining that it was due to one of these reasons:

- Death in the immediate family (a parent note is acceptable)
- Illness (a parent note is acceptable for an illness up to three days; a doctor's note is required for illnesses lasting longer than three days)
- Court summons (the student's name must appear on the summons)
- Hazardous weather conditions (a parent note is acceptable)
- Observance of a religious holiday (a parent note is acceptable)

In addition, absences for these reasons are considered excused and do not require documentation:

- School-approved activities or work
- Suspension
- Lack of authorized school transportation
- District- or schoolwide closings due to inclement weather or other emergency conditions

According to state law, an absence for any other reason is considered unexcused.

### **Make-Up Work When Absent**

It is the student's responsibility to request make-up work on the day they return to school and students have the number of days they were absent to complete their work after they are provided by the teacher. For example, if a student is absent for three days they have three days to submit make-up work. The time allowed for makeup work may be extended on a case-by-case basis for extenuating circumstances determined by the teacher.

- For daily assignments, teachers should work reasonably to get graded within 5 school days of collection
- Teachers should mark work as missing in IC or absent students as close to the collection date as possible

### **Missed Assessments**

Students will make up any missed assessments on the day they return to school with appropriate documentation. Parents and guardians need to provide documentation of the absence to school administration to be able to make up the assessment. Acceptable documentation includes doctors' notes, court documents, or other approved official documentation.

### **Punctuality**

#### **Being on Time for School**

You are required to be present in the homeroom by 8:00 a.m. In the event you are late — *for your presence to be recorded and for you to be admitted your 1<sup>st</sup> period class* — the school requires that you do the following:

- You will receive a late slip from the team at the front desk. This does not excuse the lateness, but rather provides a record of your tardiness.
- If you arrive any time after 10:00 a.m, you will be required to present written verification from a parent. If you fail to bring in this written note, you will be required to remain in the office until a parent can be contacted by phone.

Students who are regularly and/or excessively late will be reported to the Standards Committee if disciplinary action is warranted.

A teacher may submit attendance at the beginning of a class period, in which a late arriving student may be marked absent until it is amended.

#### **Being on Time for Class**

A student is considered to be on time if they are physically seated and ready to learn at the start time for that particular class.

### **Attendance on Rehearsal and Performance Days**

BSA and its students are successful because we value arts and academics equally. Students with unexcused absences from their academic classes on the day of performance will not perform on that day. Students must attend all academic classes on performance days. If a student is too ill to attend classes, the school considers that student too ill to perform.

For school-sponsored absences, students are responsible for asking for make-up work before the trip occurs. Normal make-up work timelines (one day for make-up for each day of absence) will be in place. Repeated unexcused absences or tardies may result in loss of ability to participate in school-sponsored events.

**Early Dismissal**

When special circumstances require that you leave school at any time before the end of the day, you must submit a note to the lobby office receptionist in the morning upon arrival. It must include an explanation from a parent, and a phone number where the parent may be reached. You will be provided with a form for verification of the early dismissal.

When there is an unforeseen need for an early dismissal initiated by the parent, we will need written verification of the request by phone or email. The parent must come into the school to sign the student out.

Students above the age of 18 cannot sign themselves out. There will be no early dismissals after 3:30 p.m.

**School or Class Skipping**

The Baltimore School for the Arts exists in a busy downtown neighborhood. The school is always concerned about students' safety. Students may not leave the school building during the school day without supervision or official permission. The student's behavior may be subject to review by the Standards Committee.

If it is determined that a student cut a class or was absent from a class for more than 15 minutes, the following consequences will occur:

1st occurrence:

- A teacher will record the skip in a behavior log.
- No make-up work will be provided.
- The administration will give the student an official Class Skip notice that will be emailed to the parent and teacher

2nd occurrence:

- A teacher will record the skip in the behavior log
- A teacher will reach out to the parent via phone
- No make-up work will be provided
- The administration will give the student an official Class Skip notice that will be emailed to the parent and teacher
- Student will have a 1:1 conference with an administrator
- Student will be assigned a detention

After the second occurrence, administrators will reserve the right to hold parent conferences and/or refer to the student to our Student Support Team (SST).

### **Policy on the Use of Illegal Drugs and Alcohol**

The possession, use, or sale of alcohol, marijuana, or any illegal narcotic substance is strictly forbidden at BSA and at any time the student is under BSA supervision, including at school sponsored off-campus events/performances and on trips.

Violation of this policy will result in search and possible arrest and may be considered sufficient reason for suspension or dismissal. When a student is found to have possessed, used, or sold alcohol, marijuana, or other narcotic substances or any paraphernalia or equipment associated with the use of these substances at BSA or during a school-sponsored event off-campus, school administration will determine the plan of action to be taken as well as consequences.

Decisions will be made based on facts about the specific situation. The decision is made at the sole discretion and judgment of the administration and is final.

In addition, smoking or the use of vaping pens/e-cigarettes is prohibited anywhere on campus and at any time the student is under BSA supervision, including at off-campus events and performances and on trips.

### **Dress Code**

Students should adhere to the following Baltimore City Public Schools dress code policy:

- *Bedtime apparel:* No pajama-type attire, undershirts, or other bedtime attire is allowed during the school day or during school-sponsored activities.
- *Headwear:* No hats or bonnets are allowed during the school day or during school-sponsored activities.
- *Printed matter on clothes:* Apparel with vulgar statements or statements promoting illegal drugs, alcohol, sex, violence, or gangs is not allowed.
- *Exposure:* No clothing designed to expose undergarments or showing overly exposed skin.
- *Underwear:* No undergarments worn as outerwear are allowed.
- *Sunglasses:* Sunglasses cannot be worn during the school day.

### **Visitors to BSA**

Except where permission has been obtained in advance from the school's administration, friends or family members are not allowed to accompany you to school. Parents who wish to visit the school for the purpose of meeting with teachers or administrators are required to call ahead or email for an appointment. In addition, all visitors must sign in at the front desk and wait to be escorted.

### **Policy on Leaving Campus and/or Ordering Food to be Delivered to Campus**

At no time are students permitted to leave campus to get food during the school day, and additionally, parents and/or students cannot order food or have food ordered and sent to them by any third party.

## **II. General School Information**

### **Schedule of Classes**

| <b>BSA Bell Schedule</b> |                              |               |
|--------------------------|------------------------------|---------------|
|                          | <b>Monday -<br/>Thursday</b> | <b>Friday</b> |
| HR                       | 8:00 - 8:11                  | 8:00 - 8:11   |
| 1                        | 8:15 - 8:57                  | 8:15 - 8:53   |
| 2                        | 9:01 - 9:43                  | 8:57 - 9:35   |
| <b>Crew</b>              |                              | 9:39 - 10:15  |
| 3                        | 9:47 - 10:29                 | 10:19 - 10:57 |
| <b>4</b>                 | 10:33 - 11:15                | 11:01 - 11:39 |
| <b>5</b>                 | 11:19 - 12:01                | 11:43 - 12:21 |
| <b>6</b>                 | 12:05 - 12:47                | 12:25 - 1:03  |
| <b>7</b>                 | 12:51 - 1:33                 | 1:07 - 1:45   |
| <b>8</b>                 | 1:37 - 2:19                  | 1:49 - 2:27   |
| 9                        | 2:23 - 3:05                  | 2:31 - 3:09   |
| 10                       | 3:09 - 3:51                  | 3:13 - 3:51   |

### **Student Pick-up and Drop-off**

In an attempt to improve the safety for students as well as traffic flow in the neighborhood, the BSA has expanded space to pick up or drop-off your student. The two areas are on the north side of Madison and on the west side of Cathedral. Please use these spaces when picking up your children as there is a \$250 fine for double parking near schools in Baltimore.

### **Transportation**

Students who live more than 1.5 miles from the school and who are residents of Baltimore City are eligible for free public transportation. "One-Cards" showing entitlement to this free transportation will be distributed close to the beginning of the year. If lost, destroyed, or stolen, the card can be replaced but a fee is charged. If you need a replacement, please contact the lobby office receptionist.

### **Parking**

Students are strongly urged to use public transportation or to make arrangements to be dropped off and picked up. If you must drive a car to school, please make use of the commercial parking lots in the neighborhood. Under no circumstances will any student be permitted to leave the school building to "feed a meter" during the school day.

### **Use of Entry and Exit Doors**

All persons must use the Madison Street door for entering and exiting the building except in the case of emergency and/or when directed by staff to do otherwise. Students who exit other doors or leave doors ajar put our population and property at risk. Students who are found to have exited or entered unauthorized doors will be subject to disciplinary action. All doors are alarmed for security purposes for entry and exit.

### **Locker Assignment and Use**

Students are assigned lockers when they enter the BSA. Lockers are for storing books, outdoor clothing, instruments, and other specialized art supplies. Except for the day's lunch, no other food is to be kept in your locker. Students are responsible for keeping their lockers clean, and must empty their lockers at the end of the school year. A fee is charged for replacing a lost lock. Questions concerning lockers/locks should be directed to the staff member who assigned you your locker/lock. Per City Schools Cell Phone policy, student lockers are also meant to be where phones are stored during the day.

Lockers are the property of the school and, as such, are only temporarily used by the students. The school may legally inspect any locker at any time. The Fourth Amendment of the Constitution protects citizens from unreasonable search and seizure but, in the instance of school-owned lockers, the contents of these lockers are subject to inspection by authorized school personnel.

### **Student Intellectual Property Policy**

Intellectual Property is a term for "products" of the human mind, such as:

- works of creative expression like songs, plays, performances, artwork, designs, films, novels, and poetry;
- life stories;
- aspects of your persona; and
- inventions.

When artists create intellectual property, the legal rights in their work comprise their intellectual property rights. Various laws, such as copyright, trademark, patent laws, and laws regarding privacy and rights of publicity, work together to protect intellectual property. The Baltimore School for the Arts respects and complies with intellectual property laws and expects students to do the same.

The school often documents BSA classes, rehearsals, performances, exhibitions, and students' artwork and writings for academic, documentary, and student and school marketing purposes. The school produces, displays, and disseminates materials, publications, and audio-visual materials about the school's programs, activities, and performances.

### **Return of Loaned of Materials**

The Baltimore School for the Arts permits students to borrow textbooks and, at times, certain materials, supplies, equipment, or musical instruments. Students are obligated to return these items in good condition or to make restitution for them if they are lost or damaged.

### **Smart Phones/Electronic Devices**

Cell phones/smart phones/Airpods/headphones are not allowed to be used in the classroom or studio spaces.

Students are meant to place their cell phones in their lockers at the beginning of each day and they can retrieve them at the conclusion of the day. They are meant to remain there all day.

City Schools updated policy on cell phone use is linked [here](#).

If a student is found to be using these devices, actions could include meetings with administrators, phone calls home, detention or students removed from the classroom for further disciplinary action.

BSA assumes no responsibility for lost devices. It is the responsibility of the student to monitor their own technology. Cameras and other detection services will not be used to locate lost devices.

**Students are not authorized to record in any manner or post on the internet any classes, rehearsals, performances, or exhibitions without the explicit permission of the school or individual.**

If a student's phone or other electronic device is used to record and/or disseminate fights or other disruptive behaviors, disciplinary action will be taken per the Code of Conduct.

### **Technology Policy**

While in classrooms or studios, students shall use the technology resources solely for educational and professional purposes, such as academic and arts coursework, homework, research, preparation for testing, college searches, resumes, preparation of audition and portfolio materials, and college applications, and communications related to such activities. Students shall use the technology resources as directed by teachers or administrators. Food and drink shall not be in computer labs or near technology resources.

Your use of technology resources and personal electronic devices must be made according to all local, state and federal laws, including but not limited to copyright, privacy, rights of publicity, and other intellectual property laws.

In using BSA computers, do not:

- change the desktop appearance;
- change system settings;
- download or install unauthorized software/applications;
- circumvent the BSA firewall by installing proxies to gain access to inappropriate or unauthorized websites; or
- use school computers to communicate in any form, offensive, threatening, or obscene messages or information.

Penalties for failure to comply with the technology policy include, but are not limited to, the following:

- temporary or permanent loss of access to BSA technology resources
- administrative review

Students are prohibited from posting any unauthorized content including content involving another student or faculty/staff member, as well as performances, recitals, artwork, master classes, or lectures.

Students are particularly cautioned that the use of email, voice mail, or other electronic messaging systems, or the internet, may cause liability for harassment (bullying). Students may not generate, should not retrieve, and must not forward any message or graphic that might be taken as offensive based on sex, gender, race, or other protected characteristic. This includes, for example, the generation or forwarding of offensive "humor" that contains sexually-offensive terms, or terms that are offensive to any race, religion, national origin group, or other protected group.

Students receiving offensive messages over computer equipment, or receiving other unlawfully offensive messages or graphics over computer equipment, should report those messages to their department head or the director.

Students are reminded that the Foundation and the school retain the right to monitor their computers, computer systems, and networks to ensure compliance with this requirement.

### **Google Workspace for Education (GWFE) at BSA**

The following services are available to each student and hosted by Google as part of the Baltimore School for the Arts presence in the online Google Workspace for Education environment (GWFE):

#### **What is GWFE?**

GWFE is an online suite of applications designed for schools which includes calendars, email, web pages, word processing, spreadsheets, and presentations -- all of which synchronize and flow together and integrate into existing course curricula. GWFE is provided free of charge to schools, colleges and universities across the United States and around the world. GWFE is a cloud-based resource and may be accessed from any device with internet access. This education version provides a self-contained environment for students and staff to collaborate and share information.

The following services are available to each student and hosted by Google as part of the Baltimore School for the Arts presence in the online Google Workspace for Education environment:

#### **Mail**

An individual email account for school use managed by Baltimore School for the Arts (*students will only be able to email other BSA students, staff, and teachers with this email account*).

#### **Calendar**

An individual calendar provides the ability to organize schedules, daily activities and assignments.

#### **Docs**

A word processing, spreadsheet, drawing, and presentation toolset that is very similar to Microsoft Office.

#### **Sites**

An individual and collaborative website creation tool.

#### **Classroom**

A class-based, online learning site used to organize instructional materials for students to access, use, and turn in assignments. In AY27 we will no longer be using Google Classroom for classroom instruction as we have moved to Canvas for this purpose. Departments may still use Google Classroom for purposes other than classroom instruction.

### **Expectations of Students**

Student use of the GWFE system follows the expectations outlined in the Technology Policy of the Student Handbook (p. 11 & 12). Although the GWFE resources may be accessed outside of school, any use of the account on the Baltimore School for the Arts domain is bound by the same rules and guidelines as those resources accessed on school property. It must always be used for educational purposes just as if the student were in school.

Students are responsible for their behavior and communications in online environments such as GWFE. It is presumed that users will comply with school standards and will honor the agreements they have signed. The online learning environment storage areas may be treated like school lockers. By default, students may not see each other's files, system administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored in the online learning environment will be private. Users should not use online learning environment resources to store any files that are not educational. Students are not permitted to make copies of the recordings in Google Meet. The recordings are intended only for the use of the teacher and students in the teacher's class.

If a student forgets the password to their GWFE account, they should contact their department program manager for assistance resetting the password.

### **Expectations of School**

GWFE student accounts will be managed based on requirements for use in classes. Internet safety and digital citizenship education will be included in the student curriculum. In school, teacher supervision and school content filters are used to prevent access to inappropriate content and to ensure that student use of digital technology follows the school Technology Policy. Student accounts can be accessed by domain administrators at any time.

### **Expectations of Parents/Guardians**

Parents/Guardians assume responsibility for the supervision of internet use outside of school. They are encouraged to discuss family rules and expectations for using internet-based tools, including GWFE. As some of our instructors implement the Google Classroom app, parents/guardians will have the opportunity to receive summaries of their student's classwork for specific classes. You will be contacted by individual teachers as this functionality develops. Parents can visit [myaccount.google.com](https://myaccount.google.com) while signing in to their child's Google Workspace for Education account to view and manage the personal information and settings of the account.

### **Privacy & Security**

*"Google Apps is governed by a detailed Privacy Policy, which ensures we will not inappropriately share or use personal information placed in our systems. Google complies with applicable US privacy law, and the Google Apps Terms of Service can specifically detail our obligations and compliance with FERPA (Family Educational Rights and Privacy Act) regulations. Google is registered with the US-EU Safe Harbor agreement, which helps ensure that our data protection compliance meets European Union standards for educational institutions."*

[https://edu.google.com/why-google/privacy-security/?modal\\_active=none](https://edu.google.com/why-google/privacy-security/?modal_active=none)  
[https://gsuite.google.com/terms/education\\_privacy.html](https://gsuite.google.com/terms/education_privacy.html)

### **CENTER FOR COLLABORATIVE ARTS & TECHNOLOGY (CCAT)**

Arts Technologist: David Diongue [ddiongue@bsfa.org](mailto:ddiongue@bsfa.org)

The CCAT, located on the 3rd floor, is a professional digital media facility focused at the intersection of art, technology, and collaboration. In the CCAT, students and faculty can interact with each other and technology in a meaningful way and develop the necessary skills to succeed in the 21<sup>st</sup> century. Using the CCAT and its resources is a privilege and failure to follow the rules and policies will result in the

suspension of this privilege. For more information regarding the CCAT and its general rules and policies please visit <https://sites.google.com/bsfa.org/ccat/home> (you may need to log into your BSFA Google Workspace for Education account to access the site).

### **Rothman Family Production Suite**

The Rothman Family Production Suite is located on the 2nd floor and consists of a soundstage with a green screen and a recording studio. It is open to all students and faculty for use, though permission and training are required and use is at the sole discretion of the Production Suite Coordinator and Director of Creative Technology. Students may not use this space without the direct supervision of an approved faculty/staff member. For more information or to schedule time in the suite please reach out to our Production Suite Coordinator, Mark Navarro, via email at [mnavarro@bsfa.org](mailto:mnavarro@bsfa.org).

### **Baltimore School for the Arts Equipment Cage**

The Baltimore School for the Arts Equipment Cage is located on the basement level and houses prosumer and professional level audio and video equipment that is available for checkout by students and faculty. In line with the *Loaned Materials policy*, students are responsible for the full replacement cost or lost or damaged equipment.

For more information on policies and procedures please visit <https://sites.google.com/bsfa.org/equipmentcage> (you may need to be logged into your BSFA Google Workspace for Education account to access the site). Parents/guardians may request digital copies of the policies and procedures by emailing [equipment@bsfa.org](mailto:equipment@bsfa.org).

In AY27 we will be switching to a new equipment checkout system called WebCheckout, which is a standard across colleges and universities. Additional information will be provided once the system is up and running.

### **The Cafeteria**

The cafeteria should offer a peaceful environment for eating lunch. Rules of conduct apply here as they do elsewhere in the school, including

- comport yourself responsibly,
- clean up after yourself and throw away trash in receptacles,
- be aware of your noise level, and
- treat everyone with courtesy.
- All City Schools' students receive a free breakfast and lunch. Breakfast is served from 7:50 a.m to 8:00 a.m. All food must be consumed in the cafeteria.

All students must eat in the cafeteria during their assigned lunch period. No students are permitted to consume any food, snacks, or beverages outside the cafeteria. Seniors may be given a dispensation to eat in locations like the outdoor courtyard or Salon as available.

### **Elevator Use**

The school has two elevators. It is your responsibility to use good judgment on the elevator and avoid overcrowding. The staff designated elevator is not for students unless they have a pass from an administrator to use it. Otherwise, students are to use the student elevator.

**Library**

The school library is open for your use Monday-Friday from 8:15 a.m to 4 p.m. Students who engage in inappropriate conduct can lose the privilege of library use.

Books are lent for a two-week period. Reference books do not circulate and may not be removed from the library.

The foyer area (the atrium) outside the library is a space for brief gatherings and in between classes. No food may be eaten here. Keep the volume of conversation low to avoid disturbing nearby classes. Use of this space is a privilege that can be revoked at any time.

The library's copy machine is for student use for academic and arts work only.

**Weather Related Closures**

The Baltimore School for the Arts observes Baltimore City Public Schools' decisions with regard to adjustments to openings and closures. Please check online or on the television for this information. Please do not call the school.

**Delayed Opening Schedules**

|                          |
|--------------------------|
| TWO HOUR Delay Schedule  |
| 1st Period - 10:15-10:45 |
| 2nd period - 10:49-11:19 |
| 3rd period - 11:23-11:53 |
| 4th period - 11:57-12:27 |
| 5th period - 12:31-1:01  |
| 6th period - 1:05- 1:35  |
| 7th period - 1:39 - 2:09 |
| 8th period - 2:13- 2:43  |
| 9th period - 2:47-3:17   |
| 10th period -3:21-3:51   |

**III. Graduation Requirements and Grades**

Assistant Principal: Thomas Askey [taskey@bsfa.org](mailto:taskey@bsfa.org)

**Promotion Policy, Scheduling, and Graduation Requirements**

A student is promoted to the next grade according to the guidelines of the State of Maryland and Baltimore City Public Schools. In Maryland, a student is required to attend high school for four years after completing the eighth grade, a condition that does not allow for early graduation.

Baltimore City Schools' promotion policy is listed below.

|                |                                                                                                                                                                                                  |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 9 to 10  | At least 5 credits, including English I, ESOL English I, or Algebra I                                                                                                                            |
| Grade 10 to 11 | At least 10 credits total, including 3 credits in English I, ESOL English I, Algebra I, English II, ESOL English II, and Geometry, and at least 1 credit in either social studies or science     |
| Grade 11 to 12 | At least 15 credits in total, including 5 credits in English I, English II, English III, Algebra I, Geometry, and Algebra II, and 3 credits in science and social studies (at least one in each) |

In order to be eligible for a diploma from this school, you must meet the requirements of your arts department and the Maryland State Department of Education (MSDE).

Assessments that must be passed to graduate are:

- State tests in American Government, Algebra I, Biology and English II
- The score on the American Government & Biology tests count for 20% of the student's final grade in the class

Students must also complete 75 service learning hours during their four years at BSA. Some of these hours are embedded in the curriculum for certain classes. Students will receive hours on a case-by-case basis helping the school with productions, rehearsals, and other activities related to the maintenance of the school's operation. Additionally, some classes have service learning woven into them. Any outside hours can be sent to Angela Mayer, Post-Secondary Advising Specialist, at [amayer@bsfa.org](mailto:amayer@bsfa.org).

| <b>Courses</b>                 | <b>Credit Required for Graduation</b> |
|--------------------------------|---------------------------------------|
| English                        | 4                                     |
| Mathematics                    | 4                                     |
| Science                        | 3                                     |
| Social Studies                 | 3                                     |
| Foreign Language*              | 2                                     |
| Foundation of Computer Science | 1                                     |
| Health                         | 1                                     |
| Physical Education             | .5                                    |

\*The two-year foreign language requirement demands that the same language is studied for two years.

At BSA, students are required to take four periods of academics and four periods of arts each year. Students in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades must be enrolled in at least four academic courses except under specific direction of the assistant principal for academics. On your report card, you will find that arts and academic subjects have letter grades.

## **ARTS**

For many studio and performance classes, grading rubrics are used. These rubrics express student achievement (from excellent to failing) across five categories. Students and parents will have access to

their rubric assessments. Report card grades (A+ to F) will be developed based on the rubric using a school-wide algorithm.

## **ACADEMICS**

| <i>Letter Grade</i> | <i>Numerical Ranking</i> | <i>Letter Grade Description</i>    |
|---------------------|--------------------------|------------------------------------|
| A+                  | 97 - 100                 | Excellent                          |
| A                   | 93 - 96                  | Excellent                          |
| A-                  | 90 - 92                  | Excellent                          |
| B+                  | 87 - 89                  | Good                               |
| B                   | 83 - 86                  | Good                               |
| B-                  | 80 - 82                  | Good                               |
| C+                  | 77 - 79                  | Satisfactory                       |
| C                   | 73 - 76                  | Satisfactory                       |
| C-                  | 70 - 72                  | Satisfactory                       |
| D+                  | 67 - 69                  | *Poor/Warning of Potential Failure |
| D                   | 63 - 66                  | *Poor/Warning of Potential Failure |
| D-                  | 60 - 62                  | *Poor/Warning of Potential Failure |
| F                   | 59 and below             | Failing                            |

\*To avoid failure, students' work must consistently meet expectations.

## **Interim Progress Report**

An interim progress report is issued to every student during each quarter of the academic year. Notices are distributed at the midpoint of each quarter to allow sufficient time for improvement before the quarter ends. Please refer to the school calendar for distribution dates.

## **Homework**

Homework is defined as any work outside of the school day class period. Includes practice problems, reading, writing, worksheets, etc.

- Standard level courses: average an hour per night across all academic classes (each academic teacher caps at 1 hour / week per course)
- Honors: average 90 minutes per night across all academic classes (each academic teacher caps at 90 minutes / week)
- AP: average 2 hours per night across all academic classes (each AP course would cap at 2 hours per week)

## **Weekly Syllabus**

Each week, students will receive weekly syllabi documents in their academic classes. It will be a standardized document that will look the same across all classes with information applicable to the individual classes. Hard and soft copies will be available to all students.

Components will include:

- Lesson focus points
- Homework due dates and times
- Homework estimated completion times
- Due dates and upcoming big stuff
- Remastery eligible assignments and due dates
- Coach class hours

Parents have access to these documents in the first couple weeks of school as embedded links in a Google document that also outline's teacher coach class hours.

### **BSA's Reassessment/Remastery Policy**

In keeping with the district policy, there is now a standardized reassessment/remastery policy here at BSA. Eligible assignments can earn up to 50% of the missed points. For example, if you receive 60 points on a 100 point assignment, you are eligible to recover 20 points (half of 40). Students will have 2 weeks from the return of the assignment to complete the reassessment. Additionally, there will be 1 attempt per assignment for mastery. The student will be responsible for requesting the time and date outside the normal class time to complete the reassessment.

Reassessment happens after the student demonstrates a reasonable likelihood of improving their grade as shown during....

|                   |                           |                               |                   |
|-------------------|---------------------------|-------------------------------|-------------------|
| Coach class       | Classwork/Participation   | Test corrections              | Later assessments |
| Writing Revisions | Conversation with teacher | Lesson re-teach opportunities |                   |

### **Late Work**

This is defined as not submitting work on a day and time it is due to your teacher whether you are present or not in class. Late work will be counted as 75% of your earned grade. For example, if you would have received a 100%, then you would have earned 75%. Late work can only be submitted through the end of the unit the work pertains to.

Even though assessments can be made up through the final day of the quarter based on the above criteria, if a teacher has set clear written guidelines about making up classwork and participation work, and communicated those to students and families, then that earlier date must be adhered to when submitting late work.

### **Student Absence Related to Suspension**

If a student is placed on suspension, they are eligible and expected to receive all work from their teachers prior to leaving the building. Upon return, they have as many days to submit the work as they were absent for full credit.

### **Grading:**

- Teachers must enter a minimum of one grade per week into the Infinite Campus gradebook.
- Teachers have one week (7 days) to enter assignment grades into the Infinite Campus gradebook.
- Teachers have 24 hours after an assignment is submitted to mark it as either "turned in" or "missing".

| <b>Infinite Campus Problems</b><br>Infinite Campus is Baltimore City Public Schools' grading platform.<br>Below are a list of letters you may see attached to an assignment in Infinite Campus with explanations for clarity. |                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>If...</b>                                                                                                                                                                                                                  | <b>Then...</b>                                                                                                                                                                                                                                                                                                               |
| Empty                                                                                                                                                                                                                         | The assignment has been entered, but I have not looked at it or graded it yet. This does not impact students' grades in any way.                                                                                                                                                                                             |
| An "M"                                                                                                                                                                                                                        | Your student did not submit this assignment and/or they were absent. I input "missing" to alert students and parents that an assignment is missing. This 'M' lets you know you need to complete this assignment. 'M' calculates as zero. Once the assignment is submitted and the grade is entered it will no longer be a 0. |
| A "T"                                                                                                                                                                                                                         | The assignment has been turned in, but is not yet graded.                                                                                                                                                                                                                                                                    |
| A "L"                                                                                                                                                                                                                         | An 'L' means the assignment was turned in late. Although the score may reflect a late submission, the 'L' label does not impact the grade. Even when a grade is entered an 'L' will remain listed with the assignment.                                                                                                       |

### **Add/Drop Period**

At the beginning of the school year, there is an add/drop period for students to request changes in their academic classes. The period ends on the second Friday of the first quarter. To add or drop a class, a student must request a form from the guidance counselor or the assistant principal for academics. This form must be returned to the assistant principal for academics by 4 p.m on the second Friday of the first quarter.

### **Summer School (credit recovery)**

Summer School must take precedence over any other summer plans, camps, and programs. If a student fails an academic class and does not attend Summer School to make up the credit, the student may not be eligible for promotion to the next grade level. Credit recovery must be done through a Maryland State approved program.

### **Advanced Placement Classes**

BSA offers Advanced Placement classes for the following academic courses:

- AP Calculus AB
- AP Seminar
- AP Pre-Calculus
- AP Statistics
- AP English Language & Composition
- AP English Literature & Composition
- AP Spanish Language & Composition

Students may request placement in AP classes. These requests are balanced with their current year's performance in a similar content class. In special circumstances, the assistant principal reserves the right to place or remove students in AP courses.

### **Semester Assessments**

Five days at the end of each semester are reserved for semester assessments during which time no other classes are held. Students need only report for their scheduled assessments according to the special schedule distributed about three weeks before the exam period. All students are required to take these assessments as scheduled.

For any exceptions, permission must be obtained from your art department head or the assistant principal for academics prior to the scheduled assessment. Absence due to illness must be verified by a parent before the time of the scheduled assessments in order to be considered for rescheduling. In the event of illness on the day of assessments, an administrator must be notified and approval for make-ups will be granted on a case-by-basis.

### **Senior Exemption from Second Semester Assessments**

Senior final exemption is earned in each individual class based on the following criteria:

- A second-semester average of 85 or better with no quarter grade lower than 80 in the 3<sup>rd</sup> and 4<sup>th</sup> quarters.
- No more than five days absent during the second semester (not including up to five approved college visits or college auditions).
- Every two (2) unexcused late arrivals to class will be counted as one (1) absence for that class.

A student will lose the right to exemption in all classes if:

- They have committed any administratively documented instance of disrespect, plagiarism/cheating, or other unprofessional act in the second semester.
- They have skipped any class during the second semester.
- They have six or more late arrivals to school in the second semester, inclusive of homeroom.

### **Academic Integrity**

The Baltimore School for the Arts considers honesty to be central to our students' development.

Academic dishonesty is not tolerated. Academic dishonesty includes plagiarism and cheating.

Plagiarism is defined as using another person's work/words as your own without proper citation.

Cheating is defined as copying homework from another person and representing it as one's own work, having unsanctioned collaboration with another student on an assignment, and cheating on any in-class assignments, quizzes, and exams.

Many institutions of higher education have a zero-tolerance policy of immediate expulsion for these violations, so the BSA believes this is an important learning experience for our students. With the oversight of the assistant principal, this process will address issues of academic dishonesty with the ultimate goal of helping students develop the skills, discipline, and work ethic to avoid further violations of the academic integrity code.

### **Plagiarism/Cheating**

The first case of plagiarism/cheating will be addressed directly by the classroom teacher and at minimum will result in the student receiving:

- a zero on the assigned essay, exam, project, assignment, or test.
- The violation will be reported to the administration and parent

For the second offense of plagiarism/cheating, the student will receive:

- a zero on the assignment, and
- the violation will be reported to the administration and parent.
- Referral to detention

Additionally, the student will be required to work with an administrator to understand the ramifications and solutions going forward.

For the third offense of plagiarism/cheating, the student will receive a:

- zero on the assignment,
- it will be reported to the administration and parent, and
- the student will be referred to SST or a meeting with the admin, teacher, and parent will occur.
- referral to the BSA's Standards Committee.

Referral to this committee could result in the student being placed on academic probation, thus affecting the student's standing at the BSA. Parents will receive written communication once the Standards Committee has met and decided upon consequences.

Additionally, in keeping with BSA policy, if any incident of academic dishonesty involves a student's use of his/her phone, or other technology, that item will be taken by the teacher and given to a BSA administrator. In such cases, the BSA administrator will be involved in all communications with the parents even if it is the student's first case of violating the academic honesty code.

The teacher will communicate the incident as well as the penalty to the student's parents and BSA administration.

Violations will be recorded and counted cumulatively to include grades 9-12, per occurrence (not per teacher or class). If a student or parent disagrees with the teacher's decisions, the case will be referred to an administrator who will make the final decisions.

### **Introduction to Artificial Intelligence (AI)**

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines that are programmed to think and learn. It can perform tasks that typically require human intelligence, such as understanding language, recognizing patterns, solving problems, and making decisions. In the educational context, AI can support personalized learning, automate administrative tasks, and provide interactive and engaging learning experiences. As AI technologies evolve, it's imperative to establish clear guidelines to leverage these tools effectively at BSA.

### **Responsible AI Use:**

#### **Educational Purpose:**

Students must use AI tools solely for educational purposes as directed by teachers or school administrators. Using AI for non-educational activities or submitting AI work as original student work within the school context is prohibited and constitutes cheating.

#### **Ethical Conduct:**

Students are expected to use AI technologies ethically, respecting copyright laws, privacy norms, and the intellectual property rights of others. AI should not be used to engage in plagiarism, cheating, or any form of dishonesty in academic work. AI work must not be submitted in the place of student work.

**Safety and Security:**

Students must not use AI to access or disseminate harmful or inappropriate content. They should immediately report any security breaches, suspicious activities, or exposure to inappropriate content encountered during AI use to school administrators.

**Resource Responsibility:**

AI resources, such as software, chatbots, or assistants should be used responsibly and not abused for the ease of use in creating original content. Students should ensure that AI tools are used responsibly, without unnecessary ethical implications.

**Monitoring and Compliance:**

The school will monitor the use of AI technologies to ensure compliance with this policy. Monitoring will be conducted in an ethical manner, respecting the privacy and rights of students.

Violations of this policy may result in disciplinary action, including but not limited to, the same scale outlined above for cheating.

[Academic AI Guidance-Baltimore City Schools](#)

#### **IV. Recognizing Achievement at the Baltimore School for the Arts**

Many BSA students not only meet the demanding expectations of the arts and academic programs, but reach even higher levels of achievement and recognition. We encourage every student to strive for the recognitions noted below.

**The Dean's List**

The Dean's List recognizes the students with the highest marks in both arts and academics. Students on the Dean's List must have academic grades of 90 or better and arts grades of A- or better at the end of each semester. Students under medical excuse are not eligible for Dean's List due to their limited educational schedule.

**The Honor Roll**

The Honor Roll recognizes students that exceed expectations most of the time. To attain Honor Roll status, a student will earn academic grades of 80 or better and arts grades of B- or better at the end of each quarter. Students under medical excuse are not eligible for Honor Roll due to their limited educational schedule.

**National Honor Society-Daniel Ramos Chapter**

The Daniel Ramos Chapter of the National Honor Society chapter at BSA is an organization that recognizes the very brightest and most successful students in the entire country. Members of the NHS are expected not only to have the very best grades, but must also demonstrate outstanding character (with no infractions of school rules), leadership, and service to the school and community.

Seniors who have a cumulative unweighted GPA of 3.75 or above (inclusive of all arts and academic classes) at the conclusion of their junior year, are invited to be considered as candidates. Members vow to maintain all of the standards of the NHS until graduation. All members are expected to participate actively in BSA's tutoring program and other service learning activities.

### **Eligibility for Class Valedictorian and Salutatorian**

Each year, the senior who earns the highest grade-point average is designated the valedictorian and the student ranking second, the salutatorian. This is determined by averaging all grades within the full program of arts and academic course work over a program of not less than three years.

### **V. BSA's Support and Counseling Services**

Assistant Principal: Thomas Askey [taskey@bsfa.org](mailto:taskey@bsfa.org)

Special Educator (IEP & 504 Plans): Anne Laro [alaro@bsfa.org](mailto:alaro@bsfa.org).

### **Support and Counseling Services at BSA**

The BSA works to support students' excellent physical and mental health during their time at the BSA. Recognizing there will be times when assistance is needed, we have a dedicated support staff at your service.

- School Social Worker: Terry Harris [tharris@bsfa.org](mailto:tharris@bsfa.org). BSA's social workers help students and families solve challenges through active listening and referring students and families to useful support agencies.
- School Psychologist: Nicole Eventoff [neventoff@bsfa.org](mailto:neventoff@bsfa.org). Our school psychologist provides crisis support and assessment, some ongoing therapy services (when approved by parents), and refers students and parents to useful support agencies (Mezzanine).
- Educational Associate: Damien Ford [dford@bsfa.org](mailto:dford@bsfa.org). BSA's educational associate provides academic and personal emotional support, academic mentoring, and student advocacy support (Room 206).

### **Parental Requests for Additional Student Support**

The BSA recognizes our students are diverse learners with varying needs. If parents suspect that their child is experiencing significant academic, behavioral, or learning difficulties, please email the support team at [taskey@bsfa.org](mailto:taskey@bsfa.org).

### **School Counseling Program**

Our school counseling Office is in room 406. BSA's counselor, Abigail Warren ([awarren@bsfa.org](mailto:awarren@bsfa.org)), helps students adjust to the unique environment of the BSA and, in conjunction with department heads and faculty, assists students in college and career planning and in the college-application process.

### **College Research, Application, and Visits**

The BSA is committed to making college study a viable option for every student. School Counselor Abigail Warren is very active in introducing college experiences, assisting in researching colleges, and helping students make effective applications to colleges. Part of the research and application process involves visiting colleges. Seniors are permitted five excused absences for the purpose of visiting colleges. A signed letter from a parent must include the time of the visit and the college(s) to be visited. Please consider visiting colleges during summer vacation and weekends following professional development days, early release days, and spring break. These forms are located in room 305.

### **Transcript and Recommendation Requests**

It is BSA policy that official transcripts and recommendations are sent directly to an institution/college from the Guidance Counseling Office or the teacher. We do not give official transcripts or recommendations to students or parents.

## **VI. General Art Issues**

### **Performances and Exhibitions: Preparation/Rehearsal**

In addition to the serious study of academic subjects, students attending BSA are expected to participate fully in their chosen art fields. During the course of the year, we present a series of performances, recitals, and exhibitions at the BSA and in the community. These public presentations are essential parts of each students' educational program at the BSA.

All presentations require preparation and rehearsal time. Rehearsals after school, on weekends, and during holidays are an integral part of the BSA program; they are not extracurricular activities and, therefore, are not optional.

Timely arrival at all rehearsals and performances is a basic expectation of all members of our community. Late arrival or absence from rehearsals or performances is a very serious issue.

To be late to or absent from a regular school day, rehearsal, or performance is a very serious issue involving disciplinary action that could take the form of failing grades and/or inability to perform.

### **Changing Art Majors once a student at BSA**

Current BSA 9th graders who wish to change art departments are required to enter the applicant pool for the regular January audition cycle for admission to 10th grade. Because of the ensemble nature of the programming at BSA, student shifts to a different department require the audition and structured conversations between the department head, administration, student, and family. Students desiring this change must be in good academic standing and in good standing with their current department.

### **Performances and Exhibitions: Audience Expectations**

We ask that our audiences (students, parents, and members of the community) do not take video, photos, or recordings of any kind at the BSA's performances and exhibitions – whether from smart phones, video cameras, cameras, or audio recording devices. There are several reasons for this policy:

- It is a serious safety issue for the performers.
- It is a distraction for fellow audience members.
- There are legal issues with regard to intellectual property rights for composers, playwrights, and choreographers.
- There are privacy rights for our artist-students.
- Posting video of BSA activities to the internet is prohibited except by specific permission of the director.

### **Juries**

Students are admitted to the BSA on the basis of an audition in one of five arts programs. At the end of each year in specific departments, students appear before a panel (jury) of faculty to demonstrate progress from one year to the next. During the course of the school year for those students who will have juries, expectations, procedures, and preparation information are widely disseminated.

### **Casting and Exhibition Selection**

Decisions for casting dance, music, or theatre students for public performances and selection of student work for exhibitions are made by the school's professional faculty and/or by visiting artists, through audition or jury.

### **The Integrity of the Creative Process**

All artistic work presented by students as their own must strictly adhere to principles of honesty and integrity. Representing the creative work of another artist or student-artist as your own is a serious breach of the honor code and will result in Standards Committee review and disciplinary action.

Vandalizing or stealing artwork is a serious offense that may result in disciplinary review and action by the Standards Committee.

### **Use of Student Images and Works**

The Baltimore School for the Arts and the Baltimore School for the Arts Foundation, Inc. and its teachers, employees, officers, directors, volunteers, students, guests, vendors, and all those acting on the School's behalf (collectively, "BSA" or "School") regularly photographs, records, interviews, and films student in s and student artworks, designs, and performances during classes, studios, programs, rehearsals, performances, events and activities, whether on or off campus.

By accepting admission to BSA, and/or continuing to attend the School, and in consideration of attending the School and other good and valuable consideration, the receipt of which is hereby acknowledged, each student and his or her parents and/or guardians hereby grant permission to BSA to photograph, record, interview, and/or film the student during and/or in connection with classes, studios, rehearsals, performances, exhibitions, concerts, programs, events, and other School activities, wherever such activities take place, and to use the student's name, image, voice performance, interview, photography, and other likenesses in all media including, without limitation, print, broadcast, online media, including social media websites, and other electronic media, known or in the future for any purpose related to the mission and programs of BSA, including without limitation, educational and professional purposes, outreach, publicity and promotion of the School, its students, faculty, programs, fund raising, events and activities; and BSA may use the student's name, voice performance, interview, photograph and other likenesses with other materials without restriction as to manner, frequency or duration of usage; and such materials may be edited by BSA in its sole discretion, are and will remain the sole and exclusive property of BSA; and neither the student nor his or her parents and/or guardians have the right to review such materials prior to their use.

Students own and retain their rights in works they create while attending BSA (collectively, "Works"). The School and its vendors photograph, record, reproduce, display, and distribute Works for School-related purposes, including but not limited to: classroom and studio work, student and school publications, the BSA website, rehearsals, critiques, performances, exhibitions, concerts, programs, events, School activities, college applications, auditions, preparation for professional opportunities, and to promote BSA and the students (collectively, "School Purposes"). In consideration of the School's education, assistance, and promotion of students, each student irrevocably grants to BSA a non-exclusive, perpetual, royalty-free, compensation-free, fully-sub-licensable license to use, reproduce, publish, display, and distribute Works for the School's Purposes.

Students and their parents and/or guardians, agree to release and hold harmless BSA from any and all claims, actions, and demands that arise from the use of the student's works name, performance, interview, photography, and other likenesses, including without limitation, from any distortion, alteration, or compound use, intentional or otherwise including but not limited to invasion of privacy, libel, copyright infringement, or infringement of his or her rights of publicity.

### **Outside Engagements**

Occasionally students maintain or develop relationships with outside music, theatre, or dance groups whose activities may conflict with the school's schedules of classes, studios, rehearsals, or performances. To maintain high standards at BSA, the school's programs take precedence over all outside arts activities. Consideration to be excused from any commitment to the school's schedule must be petitioned in writing to the arts department head far in advance of the date in question. Permission may or may not be granted.

### **Professional and Early Leave**

Should a student be offered a professional artistic opportunity requiring time away from school or leave the BSA early for a professional program, a request for professional leave must be submitted in writing to the arts department head for review by the Standards Committee well ahead of the time of departure. Permission may or may not be granted.

## **VII. Specific Art Department Policies**

***Recording or posting of video content of any kind taken in BSA art studio spaces to post on social media or for other dissemination purposes not expressly authorized by the school is strictly prohibited and violations will be addressed via Baltimore City Schools Code of Conduct.***

### **DANCE**

Department Head: Iris Andersen '96 [iandersen@bsfa.org](mailto:iandersen@bsfa.org)

The Dance Department at Baltimore School for the Arts provides a rigorous pre-professional training program grounded in the traditions of classical ballet and modern dance. Our curriculum is designed to cultivate technically proficient, artistically expressive, and intellectually curious dancers while preparing students for collegiate dance programs and professional careers in the performing arts and beyond. Students are expected to approach their training with discipline, integrity, curiosity, and a commitment to continual growth.

Success in the program requires a significant investment of focus, time, and energy. Daily classes are only one component of a dancer's development. Students are responsible for building and maintaining the strength, flexibility, stamina, and overall physical conditioning necessary to meet the demands of the curriculum. Additional conditioning, cross-training, and wellness practices outside of the school day are an essential part of a dancer's training. Guidance regarding appropriate cross-training activities is available through the Dance Department Head, faculty members, and department workshops with professionals in the field.

Dance is both an art form and an athletic discipline. Students are expected to continue training throughout the summer to maintain their technical progress and physical readiness. Summer study should be planned in consultation with the dance faculty whenever possible. As a service to our students—and because many colleges, conservatories, and summer intensive programs request auditions—BSA periodically hosts auditions and master classes on campus. Attendance is required for all students in the designated level whenever a required master class or audition is scheduled.

Placement within the dance program (Levels A, B, C, and D) is determined by technical proficiency, artistic development, and readiness rather than academic grade level. Because all students enter the

afternoon program during their junior year, tenth-grade students are expected to achieve the technical standards of the A2 or B level by the conclusion of their sophomore year.

### **Classroom and Rehearsal Standards of Behavior**

***Students are expected to conduct themselves in a manner that reflects the standards of a pre-professional training environment. Professionalism, respect, and personal responsibility are essential components of a dancer's education.***

- As a sign of respect and readiness, students should stand and take their places to begin class as soon as the teacher enters the room.
- If a student is late to class or rehearsal, they will be admitted at the discretion of the teacher.
- Unless directed to do so by a teacher or for safety reasons, conversing with other students unrelated to classwork is prohibited during dance classes and rehearsals.
- With the exception of water bottles, no food or drink may be brought into the studio at any time, including during rehearsals.
- Students should thank the teacher and accompanist after each class and rehearsal.
- Students should review prior classwork or choreographic material for the next day's work.
- If a student must observe class due to injury or illness, or is told to sit down at the front of the room due to lateness, the student must remain attentive by observing the dance class and completing a seated assignment to be handed in to the teacher at the end of class.

***If a student's behavior disrupts the learning environment, they may be asked to be seated and observe class. All disciplinary actions taken will align with the Baltimore City Schools Code of Conduct.***

### **Dress Code**

- Color-coded uniforms are worn distinguishing morning and afternoon dancers as well as indicating class genre (ballet or modern).
- All students, independent of gender expression with medium to long hair, must wear their hair pulled back and secured close to their head. A dancer's hair should not exceed a length that prohibits safe and uninhibited movement, and hairstyle secured to the head must be no larger than the crown of the dancer's head. Hair adornments, if worn, should be modest and strategically placed to accent the hairstyle and not impede movement. Students with short hair must keep hair neat, secure, and away from the face. Hair color must remain within the range of natural human hair color.
- For class, students are expected to provide their own shoes, including ballet slippers and pointe shoes, as part of their uniform. Other shoes may be recommended or required as needed (e.g.: character shoes, jazz shoes, etc.) Students not in proper attire may be excluded from participation in class or rehearsal, which could impact performance opportunities.

### **In addition:**

- Shoes, leotards, shirts, and tights should be kept clean, free of holes, and replaced as needed.
- Shoe elastic and ribbons are to be sewn on the shoe and not tied or left loose.
- All men are to wear a dance belt.
- No underwear should be worn under tights; body liners are recommended. If underwear is needed it should not be seen from underneath the uniform.

- Large and dangling jewelry may not be worn, including any necklaces, bracelets, permanent jewelry, and statement earrings. No septums or nose rings may be visible, and may not be worn for performances.
- Nails must be kept short and no longer than the tip of finger, and may only be painted a neutral color. NOTE: For performances, *only clear nail polish* may be worn.
- Dancers are encouraged to use contact lenses rather than glasses. Because glasses are not worn for performances, it is best to take class and rehearse in the same fashion.
- During breaks from class, dancers should add outer clothing (e.g., sweatpants and oversized shirts) when traveling in the hallways or to bathrooms.
- Dance uniforms must be covered outside of dance class periods.

#### **Attendance/Lateness Policy** (specific to the Dance Department)

The first few exercises of any dance class are geared towards a safe and proper warm up of a dancer's body. These key exercises allow the dancer to be in control of their body while focusing on proper use of musculature and alignment. This proper warm up is vital to prevent injury during their athletic endeavors. Additionally, several dance classes meet only once or twice a week; hence, every minute counts in every dance class.

- **If a student arrives more than 15 minutes late, they may be asked to sit and observe the class and complete a written assignment provided by the teacher.**

It is not acceptable to sleep, or to do assignments that are not relevant to the class at hand while sitting.

- Students with permission for an early dismissal are required to inform the department head as well as the teacher of each missed class or rehearsal.
- Parents/Guardians must provide notification to the department head as well as front office personnel. They must also sign out at the front office desk.

*Please also refer to the general early dismissal policy in the previous section of the handbook.*

- Morning students: If a student has been dismissed late from a before-school coach class, they must bring a signed note from the coach class teacher.
- Since morning students must be in uniform and ready for their first dance class at 8:00am, students should be fully dressed in uniform with regular clothes on top *prior* to entering the building.
- Afternoon students: if a student has been dismissed late by an academic teacher or administrator, they must bring a signed note to verify late release.
- Attendance is taken at the start time of each class. Students coming in late will be marked tardy, and only admitted with a note signed by an administrator.

#### **Class Skipping**

Skipping dance classes is a serious violation of departmental policy. Skipping classes will ultimately be reflected in diminished progress and lower grades. A student who has skipped class, either academic or dance, may be removed from performance opportunities, special guest workshops or field trips.

*Please also refer to the general class skipping policy in the previous section of the handbook.*

### **Illness/Injury**

A dancer's experience may involve injury that can be debilitating or temporarily disabling, a condition that usually requires one to miss a class or several classes over an extended period of time.

If illness or injury prevents a student from attending classes, rehearsals, or performances, **a physician's note is required**. The note, or notes when follow-up appointments are required, should be provided in a timely manner, and contain the following information:

- an explanation of the illness/injury, a course of treatment, and a prognosis for recovery;
- a date for expected return to modified work;
- the extent of class participation; and
- an approximate date for the return to full participation.

If the illness/injury continues for more than a week, the department will need to be updated as to the progress of recovery. **A signed release from the physician is required before the student may return to class or rehearsal. It is the responsibility of the injured student to inform each of their dance teachers about their injury.**

Unless specifically directed by a doctor, a student who is unable to participate in all classes may not choose which type of dance class to attend or when to attend it.

After sufficient warning, the school reserves the right to discuss dismissal for dance students whose injuries preclude full participation in the program for an extended period of time. During a student's recovery period, they are required to attend and observe all of their normally scheduled classes. They must complete a written assignment or research project in lieu of physical participation. The department head, in conjunction with the instructor, will assess the completed assignments for class attendance and participation credit.

### **Performance**

Performance is a critical part of the dance training at the BSA. Many performances present the work of professional choreographers, and students are selected through an audition or assessment process. Performance privileges may be denied to students who are on academic or artistic probation, and students under guidance from a licensed medical professional may perform only at the discretion of the department head.

Students are required to participate in all dance classes, rehearsals, and performances for which they are scheduled. Rehearsals and performances are often scheduled after-school and on weekends. Excessive absences from class may result in a student being removed from a casting consideration or performance opportunity. Medical verification is required for rehearsal and performance absences due to illness or injury. Students must be physically participatory in their regularly scheduled dance classes in order to participate in rehearsals. Seated dancers due to injury are required to attend scheduled rehearsals to observe and take notes.

### **Alternative Schedules**

When students are required to attend rehearsals or performances that conflict with their regularly scheduled academic classes, it is the responsibility of the dance department and the affected students to schedule times to meet and/or take class when possible with their academic teachers. Rehearsals and performances cannot replace required academic work, and all assignments must be made-up or completed within a reasonable and agreed-upon time frame.

### **Outside Extracurricular Dance Activities**

It is highly recommended that families seriously consider the physical and mental impacts of participation in extracurricular dance activities beyond BSA's curriculum. The BSA school day is demanding to the body and the mind, and additional activities can leave a dancer more susceptible to injury or burnout. Any non-medical absence due to outside dance engagements must be approved by the department head. Requests for approval, including the complete schedule of rehearsals and performances or specific events, should be submitted as early as possible. Failure to discuss with the department head within a minimum of two weeks to the potential conflict are subject to removal from a performance cast or audition opportunity. Grades may also be affected due to absences.

### **Exams and Solo Juries**

Class exams are given to all levels as a culminating evaluation at the end of each semester. Exams and juries reflect the assessment practices of collegiate and professional dance training programs. They provide students with the opportunity to demonstrate their technical achievement, artistry, performance quality, and preparedness while receiving constructive feedback to guide future growth and advancement in the program.

### **Participation and attendance in exams and juries is required.**

- Students at each level must complete a jury in both ballet and modern at the end of the school year. For freshmen, sophomores, and juniors, failure of the jury or exam or failure to appear at the jury or exam without permission may result in non-promotion or probation.
- Class uniforms are required and students are required to be performance-ready for all exams and juries.
- All students will be assigned repertoire for ballet solo juries that will be taught during Variations classes.
- Modern solo juries will be choreographed by the student. No costumes or props may be used. Throughout the year, deadlines will keep the creative process on track. Only instrumental music may be used. The solo must be between 1 ½ and 2 minutes in length. Solo juries may not include any solos that have been coached or performed for any BSA events.
- Failure to take exams due to injury or illness requires medical verification.
- All students unable to take exams or juries due to illness or injury, including dancers on pointe who are unable to do pointe work, must still attend the exam or jury. A doctor's note dated within five days of the exam or jury should be provided, even if there is a previous note on file. The student must complete a written exam at the same time as their scheduled exam. Additionally, a written jury—prepared in advance in collaboration with the department head—must be presented during their scheduled jury time.
- Any exceptions must be reviewed by the department head a minimum of three weeks prior to the exam or jury. Both exams and juries are graded by faculty and should demonstrate significant progress from classes and/or previous jury or audition solos, and must include the requirements as listed in the exam and jury rubric.

### **Senior Juries**

Seniors are expected to show the care and artistic maturity that exemplifies the professional standards of the department at the culmination of their training at BSA. This requires fully and physically participating in exams classes and presenting juries.

- Seniors will take part in a senior-only ballet exam and modern exam within the final exam schedule window.
- Ballet jury material will be taught in their level pointe/variations class and modern juries are student-choreographed. Previously self-created solos such as those used for college auditions may be used for the modern jury as long as they fit the jury rubric criteria.

## **MUSIC**

Department Head: Dr. Mellasenah Edwards '85 [medwards@bsfa.org](mailto:medwards@bsfa.org)

Our programs are built on the techniques and repertoire of classical music. We are a diverse and nurturing community, and we embrace the values of discipline and personal growth fostered by training in the arts. Music students at the Baltimore School for the Arts pursue a course of study that seeks to foster the comprehensive development of the young musician.

### **Studio Lesson**

The studio lesson is the center of the music curriculum. It is a weekly individual meeting between the student and an artist-teacher who specializes in the student's major area of performance. We feel the relationship of students to the artist-teacher is crucial to the development of young musicians. There is an agreement stating the nature of the relationship of the musical mentor to the student that must be read and signed before lessons begin.

The studio lesson is a class that requires significant home preparation and is graded weekly, principally on the quality of the home preparation. Teachers provide students with written instructions for the preparation of each lesson. It is the student's responsibility to purchase the sheet music as directed by the studio teacher promptly.

A professional pianist is provided for rehearsals (piano coaching) with each student. Students must arrive punctually for this individual rehearsal. Piano coachings are mandatory and a contract with piano expectations must be signed by the student, parent, and private lesson teacher at the beginning of the school year.

An average schedule of practice for the private lesson:

- Instrumental musicians – 90 to 120 minutes a day (10½ to 14 hours per week)
- Vocal musicians – 45 minutes a day (5 hours per week)

### **Student Recitals and Performance Juries**

The studio lesson and piano coaching prepares the student for the solo recitals and performance juries. All students perform twice per school year (once per semester) in student recitals. Student recitals occur most weeks during the school day on Wednesdays and occasionally landing on Mondays or Fridays during the school year.

All music students participate in performance juries. All first and second year students perform in two juries - a mid-year jury in January and the final jury at the end of the second semester. All third and fourth year students perform at the end of the year jury examinations. Specific requirements for jury presentations will be posted during the second quarter for the midterm jury and during the fourth quarter

for the end of the year jury. The performance jury is graded by the attending faculty panel and will appear on the report card in the private lesson grade.

### **Ensembles**

*Chorus, Wind Symphony, String Orchestra, BSA Orchestra, Chamber Chorus, Instrumental Chamber Music, Jazz Ensembles*

There are many performance ensembles at the BSA. They vary from the 120-member chorus (all BSA music students sing in the chorus) to chamber ensembles of three or four persons. The amount of preparation required varies by ensemble and by individual.

All students are graded through individual hearings of prepared material. Proper rehearsal behavior (quiet, aware, and receptive), serious preparation and prompt arrivals at all ensemble meetings are the principal elements of success in all ensemble work. Please see the information below about policies regarding performances and rehearsals.

Repertoire is prepared and presented for public performance. Consistent, punctual attendance is necessary for success.

- Chorus – All music students participate in the Chorus. This experience is designed to develop musical literacy for all participants.
- Wind Symphony – All wind, brass, and percussion students participate in the Wind Symphony.
- String Orchestra – All violin, viola, cello, and bass students participate in the String Orchestra.
- BSA Orchestra - All members of the string orchestra plus selected winds, brass, and percussion by audition participate in the BSA Orchestra.
- Instrumental Chamber Music – All violin, viola, cello, bass, guitar, brass, wind, and percussion participate in Chamber Music. Piano and harp students may have opportunities to participate in Chamber Music - selection is made in consultation with the private lesson teacher, chamber coach, and the music department head.
- Jazz Ensemble – All saxophone, trumpet, and trombone students are required to participate in the Jazz Ensemble for four years. All piano, guitar, bass, and percussion students are required to participate in the Jazz Ensemble for one year of study. Selection of these students is made with consultation with the jazz instructor, private lesson teacher, and the music department head.
- Jazz Combo - Students interested in the combo should talk with the department head and the jazz instructor. Auditions for this ensemble occurs in May for current students and during the audition week for entering students. Students in this program receive jazz private lessons in addition to their classical private lessons and take a jazz performance jury at the end of the school year in addition to the classical performance jury. Please contact the jazz instructor or the department head for specific requirements for this program.

### **Attendance and Lateness Policy for all Music Classes (lessons, courses, and ensembles)**

Rehearsals cannot be made-up if missed. Students should be in rehearsals on time every class day. Students are required to be in rehearsals with their materials (music, pencil, instrument, and all equipment needed for the rehearsal) and ready to work on time.

### **Classroom and Rehearsal Etiquette**

- Students should arrive on time for all classes and rehearsals with all materials needed for those courses. No unnecessary talking during classes or rehearsals.
- No eating or drinking (with the exception of water) in the recital hall or the ballroom.

It is expected that all classes and rehearsals will be held in an orderly and professional manner.

### **Music Theory**

This sequence of classes teaches students the following:

- **Aural skills:** The ability to sing written melodies on sight without the aid of instruments (sight-singing) and the ability to write music by ear (dictation).
- **Written skills:** Understanding and fluency with the written elements of music—scales, intervals, melody writing, and harmony.

Homework is assigned most evenings. Aural skills practice should include 10-20 minutes per night and written skills work should include 15-30 minutes per night.

### **Music Literature**

This class studies classical music through listening and analysis. Pieces are studied in terms of their genre, period, and form. Elements of score reading and orchestration are included. Students are expected to identify recorded musical examples, learn musical terms, and attend and review one professional concert per quarter. Preparation for this class should be about 60 minutes per week.

### **Classes for Vocalists**

BSA vocalists have several specialized classes to prepare them for the professional world.

- **Diction:** Students learn to pronounce several languages in a series of diction classes: English, Italian, French, and German. Three classes per week.
- **Keyboard:** Two levels of keyboard class to begin the development of piano skills. The school has instruments to loan to students who do not have a piano or keyboard at home.

### **Repertoire Classes**

All students will participate in weekly repertoire classes in their field of study. These classes are in place to help prepare students for solo performances and performance juries. Students will be expected to perform solo literature and these could include etudes and scales for instrumentalists.

### **Class Skipping**

Skipping music classes is a serious violation of departmental policy. Skipping classes will ultimately be reflected in diminished progress and lower grades. A student who has cut class, either academic or music, may be removed from performance opportunities.

*Please also refer to the general class skipping policy in the previous section of the handbook.*

### **Lockers**

Each music student will receive a locker on the first day of school.

*Vocalists* - You will receive an academic locker. This will include a lock and will be on one of the academic floors.

*Instrumentalists* - Your locker will be located on the second floor and will not include a lock. Students should bring their own lock for the year. The lock should be a combination lock with a serial number. Please no key locks. We will log your combination and serial number information during the first weeks of school for our files.

## Performances

Music performances at the Baltimore School for the Arts are varied. A performance schedule is distributed at the beginning of each semester. Please read the schedule carefully and note all dates that involve you.

A description of the various types of performances is below:

- **Student Recitals:** Student recitals occur most weeks of the school year on Wednesdays and possibly Mondays and Fridays in the Straus Recital Hall and at times in either the Schafer Ballroom, the Brownstone parlor rooms, or in room 206. Early in the semester, the music department program manager schedules students for their individual performance date. Students prepare the recital material in the studio lesson and in the piano accompaniment rehearsal period. Parents and relatives are invited to attend their child's recital.
- **Recital Hall Evening Concerts:** These performances tend to feature smaller ensembles in a more intimate setting. Jazz ensembles, chamber music groups, and the chamber chorus sometimes perform in this venue.
- **Ballroom Performances:** These are large-scale public performances for the school. These are scheduled early in the school year and represent culminating experiences for the large ensembles at the school. The expected standard of performance and behavior is extremely high. We encourage students to bring friends and family to these performances. There is often a charge for these performances. (These funds are used to support the arts programs at the Baltimore School for the Arts.)
- **Off-Campus Performances:** The Baltimore School for the Arts is occasionally invited to perform off-campus at various community arts venues. These are generally the most intensely reviewed performances and require a high level of planning, preparation, and commitment. These performances are the most public musical events for the school.

## Policies Regarding Performances, Illness, Punctuality, and Dress Rehearsals

All students are required to participate in all music classes, rehearsals, and performances for which they are scheduled. Rehearsals and performances are often scheduled after-school and on weekends. Excessive absences and lateness from classes or rehearsals may result in a student being removed from a performance opportunity. Medical verification is required for rehearsal and performance absences due to illness or injury.

The performance calendar includes the public musical activities at the Baltimore School for the Arts for the coming year. We encourage students to record these dates on a calendar at home for your family's information.

- **Dress Rehearsals:** Dress rehearsals take place in the concert space. They are similar to performances in that they require punctual attendance. Missing a dress rehearsal without an appropriate medical excuse may be grounds for exclusion from the live musical performance.
- **Performances:** Since live musical performances are culminating activities for performance classes, it is understood that failure to attend a performance will result in a failing grade for that class for the quarter. Studio lessons, chorus, orchestra, wind symphony, jazz ensembles, and chamber music groups are examples of performance classes. *Performances are not optional.*

## Illness

Please call the Music Department to notify the music department head if sickness will prevent your attendance at a performance or dress rehearsal. Medical verification is required for rehearsal and performance absences due to illness or injury. Advance notice will help us make emergency plans. When you return to school, please bring a doctor's note.

### **Punctuality**

Lateness is not acceptable in professional activities or at the Baltimore School for the Arts. Attendance will be taken at the appointed performance call time in the appointed place. Students who arrive late for the performance call may have their quarter grade for that ensemble lowered.

### **Conflicts with BSA Performances**

If you have a conflict with a BSA performance obligation, please speak with the music department head at the earliest possible opportunity. BSA performances should be students' main priority. From time to time, it is possible to arrive at a compromise between two conflicting obligations. It is much easier to arrive at such a compromise at a very early date.

### **Concert Attire (needed by early October)**

All music students at BSA are required to purchase their own concert attire. Concert attire for BSA formal concerts must be ordered from Stage Accents, Inc. [www.stageaccents.com](http://www.stageaccents.com). We expect students to look prepared and professional on the stage. Pictures and sizing charts for each piece is available on the Stage Accents website. Students will receive a list of options through email in July.

Please order your formal concert attire (dress or ensemble) no later than early October 2026 to ensure that you will have your proper size and hemming completed before the first fall concert. Students who are not prepared with their concert attire will not be permitted to perform, and their grade will suffer.

Please contact the music department head or other school administrators if there are any problems or difficulties in purchasing the required attire. No one should be prevented from performing due to inability to afford appropriate attire.

### **Formal Concerts**

Stage Accents dress or ensemble

- Black shoes
- Flesh tone or black hose/ black socks
- Black belts for those wearing belts with the pant ensemble

### **Informal Concerts**

These concerts include the weekday solo student recitals, some chamber ensemble concerts and some off campus performances. This is a list of appropriate pieces for these events:

- Casual to dressy dresses and skirts that fall below the knee (3/4 length is suggested)
- Blouses and dress pants are also acceptable
- NO low cut blouses, off the shoulder dresses or tops and NO spaghetti straps
- Shoes should not be too high and not very bulky
- Khaki or dark colored pants (gray or black) with button shirt, tie, or even a shirt you can wear without a tie and a belt
- Blue or black blazer
- Street shoes NO TENNIS SHOES PLEASE

Formal concert wear will be used for large ensemble concerts and possibly as needed for other events. Informal concert wear is suitable for student recitals and smaller ensemble concerts. Conductors and coaches of the ensembles will confirm the concert attire for their productions. If there is a question as to whether a particular piece of clothing is suitable, please consult the music department head before the

performance. If a student so desires, slightly more formal clothes may be worn for student recitals—for example: a suit and tie/ a colored knee-length dress.

If a student arrives at a performance with inappropriate clothing (skirt of incorrect length, jeans, sneakers/athletic shoes, etc.), they will not perform, and the grade for the class will be lowered due to failure to perform.

### **Illness/Injury**

If illness or injury prevents a student from attending and or participating in classes, rehearsals, or performances, a physician's note is needed.

The note should be provided in a timely manner, and contain the following information:

- an explanation of the illness/injury, a course of treatment, and a prognosis for recovery
- a date for expected return to modified work;
- the extent of class participation
- an approximate date for the return to full participation

If the illness/injury continues for more than a week, the department will need to be updated as to the progress of recovery. A signed release from the physician is required before the student may return to class or rehearsal.

It is the responsibility of the injured student to speak to each of their music teachers about their injury.

After sufficient warning (written notification/due process), the school may reserve the right to discuss dismissing a music student whose injury precludes full participation in the program and whose injury has hindered achievement of the class standard. They are required to attend and observe all of their normally scheduled classes during this time.

## **THEATRE: ACTING and STAGE DESIGN & PRODUCTION**

Department Head: Becky Mossing '88 [bmossing@bsfa.org](mailto:bmossing@bsfa.org)

Production Manager [jfranz@bsfa.org](mailto:jfranz@bsfa.org)

### **Department Overview:**

**The Theatre Department** comprises two tracks: Acting and Stage Design & Production. Each works in collaboration with, and cannot function without, the other.

**Acting Program** provides intensive training in acting technique, voice and movement utilizing a variety of philosophies and techniques including Stanislavski, Viewpoints, Linklater, Laban, and IPA (International Phonetic Alphabet).

**The Stage Design & Production Program** develops a student's capacity to collaborate and communicate (both verbally and visually). Students train to fully participate (as designer, artisan, and crew) in all areas of theatrical design and production: scenic, costume, lighting, audio, and projections. Students also develop the skills to become project and stage managers.

**The Theatre Department** is committed to the development of the whole person not just as artists but as young people developing into the creative adult artists they will become. Classes are taught

by professional teaching artists working in the industry. It is essential to the work that we create a respectful, trusting, and judgement free workspace for our students so they may reach their fullest potential.

### **Proper Attire for Studio (Acting)**

For all studio work:

- Students must wear proper studio clothes in all studio classes: black warm up sweatpants, joggers, yoga pants, leggings or gym shorts and a black tank or tee shirt in all studio classes. These may be purchased online at retailers like Walmart or Amazon in multipacks. It is recommended that students have 3 -5 pairs of bottoms and 3 tops to switch out during a typical school week.
- Socks should be worn in the studio with the exception of specific classes.
- There is to be no jewelry worn in the studio unless it is small stud earrings or can be tucked away and not seen.
- In junior year, students must have jazz shoes or sneakers.

Actors are encouraged to purchase at least 3 pairs of studio warm ups and to have one pair clean to swap out mid week. Grades are affected when students are not wearing proper uniform warm ups in class.

### **Proper Attire for Shops and Crew Assignments (Stage Design & Production)**

SDP students are expected to complete their Personal Safety Check prior to shop work:

1. Hair away from face, controlled, and pulled back
2. Jewelry must be small and tucked in clothing or stowed away
3. Clothing must protect and fit the body while providing full range of movement
4. Shoes must be closed-toed and flat

All SDP students are encouraged to purchase long or short-sleeved coveralls and keep them on-campus. Coveralls (also called jumpsuits or onesies) come in varying styles and colors. They can be worn on top of clothes or alone. Grades will be negatively affected if you are unable to complete an assignment because of improper attire.

Crew Assignment Attire is the same as described above but clothing and shoes must be black. Long or short-sleeved coveralls are again recommended for Crew Assignments.

### **Confidentiality of Ensemble Work**

The importance of trust within the ensemble is vital. The studio must be a place where individuals can feel free to take risks and theatre students must respect the right to privacy for each member of their ensemble. It is neither polite nor professional to discuss a classmate's individual work outside the ensembles or the studio.

### **Lateness**

Students are required to be prompt to all classes. We regard promptness as an essential habit to be developed by all who hope for success. Lateness negatively impacts a student's grade and will affect a student's ability to participate in performances. Students in the Theatre Department work as a unit. When a member of that ensemble is late it affects the entire group.

### **Performance Participation (inside school)**

Being a member of an ensemble does not guarantee that a student will take part in the performances and projects of that ensemble. If a student is on academic probation, or if the faculty determines that a student is not eligible to take part in a particular production experience, a suitable alternative project will be substituted. However, when assigned to a production, it is part of the curriculum and is not optional. Students are expected to be present for every rehearsal and performance call for that production. Students are expected to be on time for all call times. Students are expected to attend performances produced by the theatre department. Attendance will be taken and class assignments are often given to accompany production feedback.

### **Crew Assignments**

Design and Production Assignments are part of the curriculum; they are not optional. At the beginning of the school year, students will be given Crew Assignments for the year. Students are expected to be at every rehearsal and performance call for that Production. All crew members are expected to stay up to date with adult supervisors, directors, and stage managers regarding call times and duties. Crew Members are required to maintain a Running Order of responsibilities that is kept up-to-date and is shared with the adult supervisor, director, and stage manager starting at the end of the first day of work.

### **Juries**

Every January and June, all students present work for a faculty Jury. Specific requirements for jury presentations will be posted during the second quarter for midterm Juries and during the fourth quarter for end of year Juries.

### **Performance Commitments (outside school)**

The Theatre Department does not keep its students from performance opportunities outside school. However, school performances and activities take precedence and students are required to obtain prior permission from the Theatre Department before accepting work (acting or production) that may require them to miss school. Students must submit a complete rehearsal and performance schedule to the department head for approval before they commit to any project.

## **VISUAL ARTS**

Department Head: Archie Veale '85 [aveale@bsfa.org](mailto:aveale@bsfa.org)

### **Department overview**

**The Visual Arts Department** provides intensive training in Visual Arts techniques and professional practices for gifted young people in Baltimore. Students benefit from a combination of classical and contemporary instructional models taught by working, professional artists. Students are prepared with the necessary foundation, experience, knowledge and expertise needed to pursue the highest educational and professional opportunities.

**Our model of leadership** is based on relationships rather than position. In order to instill the core values of BSA (curiosity, confidence, expertise, collaboration, global perspective and purpose) the department as a whole endeavors to be a functioning model of them. We are committed to pursuing technical mastery, fostering creativity, and developing the personal artistic voice.

**The Visual Arts curriculum** is designed to provide students with a strong foundation of skills and techniques as well as the means and perspective to critically think about and discuss art and the creative process. We make stuff. We learn how and why other people make stuff. We make better stuff.

Each instruction level includes perceptual skill development, tactile and hand skill development, a three dimensional construction and joinery skills component, and a technology or process-based component. There is also a three course curriculum of art history.

These advanced level studio experiences prepare and assist students in creating the portfolio that will propel them well ahead into their next educational or professional venture.

Working one-on-one with teachers, group critiques, portfolio reviews, guest artists masterclasses, tours of local artist studios, gallery and museum visits are integral parts of the visual arts department.

**Attendance**

Most studio experiences cannot be made up if missed, so it is essential to be in class on time every day. Students are required to be in class with their tools, materials, home assignments, appropriately dressed and ready to work. We regard attention, punctuality, and preparedness a sign of professionalism.

**Critiques**

Group and individual critiques are an important part of an art student's education. While it may be difficult for new students to hear about weaknesses in their work, it is the best way for a teacher to show how to improve the work. Learning to hear and use criticism constructively is essential to an artist's growth. Critiques not only help students improve their own work, they also help them develop a critical eye which is necessary for every artist to be successful.

**Supply Policy**

The Visual Arts Department provides many art supplies for its students, especially those that are consumable, specialized, or very expensive. Students must provide items such as reusable personal tools and equipment and some less expensive consumable items that will be used throughout their studies at the BSA and beyond. Students will gradually build up a complete set of basic tools necessary to most art-related fields. Any equipment that is loaned out to a student to use over the course of a class (typically expensive equipment; cameras, laptops, tablets) is expected to be well maintained and returned. Failure to do so may result in a loss of borrowing privileges.

**Lockers**

Each Visual Arts student is assigned an art locker specifically to store supplies as well as finished work safely. Students must provide their own locks. Visual Arts students are required to periodically empty their lockers and take work home. We ask that students take care of their lockers and report any damage as it occurs. We cannot guarantee the safety of items in unlocked lockers or any materials or personal property left in lockers over extended breaks or summer. We recommend key locks as students often forget their combination. If the student desires we can keep a record of their lock combination with their locker assignment. The lock itself is the student's responsibility. If a lock cannot be opened by a student, we will remove it but it will not be replaced by the department.

**Department and Individual studio policies**

Students will be provided a written copy of the department-wide studio policy. These govern the visual arts department overall. Many of these initiatives are adjusted year to year to reflect a need or change in directive due to current circumstances.

That being said, best behavior is expected in all studios and art spaces (classrooms, gallery, adjacent hallways, staircases, et al). Safe and responsible use of all tools and equipment is expected at all times. Students should conduct themselves in a respectful, professional manner at all times. Some work and safety policies may vary from studio to studio. Some areas may require protective clothing or special safeguards, may limit access, or require increased supervision. There may be different restrictions on seating arrangements, social interaction, and use of personal devices.

Each student is responsible for upholding the studio standards and practices laid out by the teacher of that course. All liberties or restrictions in every studio are in place to maintain the optimal working relationship and learning atmosphere. Specific studio directions, policies and expectations will be laid out by your instructors. We ask that students receive and respect the expectations of their instructors as best professional practices.

## **Exhibitions**

Student exhibitions in the Segall gallery and other building spaces provide visibility for the Visual Arts Department and highlight the highest quality work done by our students. Preparing work for exhibitions and having it juried by faculty is an important aspect of a young artists' education.

Since only the strongest works are exhibited, exhibitions serve as an important learning tool, demonstrating in a very concrete way what the Visual Arts Department considers to be successful work efforts. All exhibitions are documented and may be available to view online or on social media. Every effort will be made to keep student work secure, however, BSA is not financially responsible for work damaged or lost while on display.

Exhibitions are open to the public, free of charge, and we encourage family and friends to attend our opening receptions (whether their scholar is represented or not) as a way of supporting the students, the department, and the school as a whole.

## **Juries**

At the end of each school year, every student participates in a jury. In the Visual Arts Department, students are required to present a body of work reflecting their best accomplishments in each class. In addition to class work, all students are required to submit at least one independent work done outside of school.

The jury is a private presentation of art work made before a panel of faculty members and professional artists. Students are responsible for the selection, preparation, and presentation of their work. Faculty members are readily available for advice and help prior to the jury.

Each student receives a grade for the jury on the last report card of the year that reflects the following:

- overall presentation, craftsmanship, and care of the work;
- quality of individual pieces: work should demonstrate knowledge of materials and techniques, be creative, and fulfill the assignment; and
- oral presentation: the ability to speak on behalf of the work, including materials, techniques, and goals of each piece.

The jury grade is one of the most important factors in determining a student's continuation in the school. A failing grade on the jury can lead to discussion about student dismissal.

## **CHARLES C. BAUM FILM & VISUAL STORYTELLING DEPARTMENT**

Department Head: Bea Bufrahi [bbufrahi@bsfa.org](mailto:bbufrahi@bsfa.org)

## **Mission**

The Film and Visual Storytelling Department provides students with a comprehensive understanding of the art of the moving image, emphasizing the principles of storytelling and the collaborative production of narrative, documentary, experimental, and animated film. Throughout the four years, students will engage in a rigorous curriculum anchored by cultural studies, master classes, and professional excursions to prepare students for a life in the media and content creation industry.

### **Collaboration**

Film is a collaborative art form. It is expected that film students will work together as a team in all film productions and to work with students from other art disciplines. Refusal to collaborate, both actively and passively, may negatively impact grades within the film department and preclude students from invitations to future collaborative opportunities.

### **Production**

Film production is the essence of filmmaking and participation in all aspects of production are a core component of the program. Students will be assessed on their participation, effort, and expertise during these periods. Because of the time and resource-intensive nature of these productions, they will occur during scheduled times during the year. Students are expected to prioritize and clear their calendars for scheduled productions particularly during after school hours, evenings and weekends.

### **Film Department Equipment**

We are very proud to give students access to high-quality film equipment. However, due to the expense and demand, the proper handling and caretaking of film department equipment is essential. The department reserves the right to charge students and families for lost or damaged equipment. Additionally, rental privileges may be suspended for any students who demonstrate an inability to properly care for or maintain department resources.

### **Midyear Jury and End-of-year Jury**

A Midyear jury is given to sophomores and juniors only. End-of-year juries are given to freshmen, sophomores, and juniors. Specific requirements for jury presentations will be posted during the second quarter for Midyear Juries and during the fourth quarter for End-of-year Juries.

### **Attendance of Screenings and Film-related Events**

To grow as a filmmaker and to gain a comprehensive understanding of the industry, film students are expected to attend all film screenings and other BSA film-related events for which the film department has purchased or arranged for tickets. Students must attend screenings by the film department. Attendance is a professional expectation and therefore will constitute 10% of your grade in all film classes.

### **Personal Laptop Use**

Personal laptop use is restricted to writing and film history classes. Students must use the school computers for all other film classes. The use of external hard drives is required for students who have the capacity to work on projects at home. Students' personal hard drives need to be available upon request to check on project files and file management.

### **Social Media Postings of Footage and Class Material/Exercises**

Film students are prohibited from posting any footage taken in classes on social media or websites without specific permission from the film department head. Moreover, all work conceived or produced by the Charles C. Baum Film and Visual Storytelling Department, if distributed to a public audience, will be done with the approval, coordination, and consultation of the film department head.

### **Conduct**

We expect all film students who graduate from the film department at the BSA to know how to behave on a professional film set. Respectful and courteous behavior is expected from all film students in their daily

interaction with others. Film students represent the film department and all its film students and faculty at all times in and outside of school.

### **VIII. Baltimore School for the Arts Foundation**

The BSA has an independent 501(c)(3) Foundation which works in partnership with the BSA Board of Directors to support the vision of the Executive Director and artistic leaders. The Foundation engages individual donors, corporations and foundations to support BSA and TWIGS (To Work in Gaining Skills) and works to raise the visibility and prominence of the school in our community and beyond.

The Foundation provides roughly **40% of the funding** necessary to support the operations of this unique arts-focused high school as well as 95% of the funding needed for TWIGS. Annual fundraising only makes up a portion of this funding. Each year interest allocations generated from the Foundation's endowment and support from an Memorandum of Understanding with the Baltimore City Public School System assist in balancing the budget for BSA, TWIGS, and the Foundation.

#### **WHAT WE FUND:**

- performances, visual arts exhibitions, master classes with visiting artists, and cultural outings;
- restricted endowed funds support the annual operational costs associated with the Charles C. Baum Film & Visual Storytelling Department;
- academic programs, including summer assistance program, textbooks, computers, and visiting lecturers;
- purchase of instructional materials and supplies, including furniture, projectors, musical instruments, theatre scripts, pointe shoes and costumes, visual arts materials, and special library acquisitions including electronic media, art books, scores, and dance videos;
- special assistance for students: summer study grants for juniors and college scholarships for graduating seniors;
- the innovative and essential technology infrastructure needed to support the Center for Collaborative Arts & Technology, Rothman Family Production Suite, and on-campus services;
- outreach programs including TWIGS, BSA's after-school and Saturday arts training program for Baltimore City elementary and middle school students. This free-of-charge program is critical to the success of the high school. Today, TWIGS has 500+ Baltimore City students enrolled, and each year about 50% of the BSA's incoming 9th grade class has participated in the TWIGS program, and,
- the part-time arts faculty salaries.

#### **WHY WE MATTER:**

Your student benefits every day from programs funded by the Foundation. From world-class faculty to unforgettable training opportunities, our support helps them grow as artists and prepare for college and beyond.

#### **HOW YOU CAN HELP:**

- **Give:** Make an annual gift of any size to the Foundation at <https://bsfa.org/make-a-donation>. If your corporation or business has a matching gift program and/or philanthropic program. The Foundation can take the lead in establishing new relationships for the school with your help.

- **Tickets:** Purchasing tickets to Expressions and other school performances throughout the year. Ticket proceeds to performances at BSA help us to offset the costs of these productions. It costs a great deal to produce performances and exhibitions, and they are an integral part of the BSA curriculum. We make every effort to keep the prices of tickets as low as possible.
- **Volunteer:** Join our amazing team of volunteers at BSA Foundation events throughout the year. Reach out at [foundation@bsfa.org](mailto:foundation@bsfa.org) to let us know you are interested in volunteering and we will make sure you receive invitations to join us.
- **Show Your Pride:** A portion of all sales from the School Store support the work of the Foundation. Get your gear here: <https://bsaschoolstore.itemorder.com/shop/home>

BSA values the support it receives from our parents and alumni, who understand first-hand how important these special resources are to our students. Please contact the BSA Foundation at 410-625-0403 to learn more about it, or visit the BSA website at [bsfa.org/foundation](https://bsfa.org/foundation).