

STUDENT HANDBOOK

2022 – 2023



BALTIMORE
CITY COLLEGE

Baltimore City College Diploma Requirements

Credit Distribution

Class of 2023

IB FULL Diploma Student: 30 Credits including successful completion of the IB MYP Personal Project, IB Theory of Knowledge, and IB Extended Essay.

IB Course Student: 29 Credits including successful completion of the IB MYP Personal Project

Class of 2023-Class of 2026

IB Diploma Student: 32 Credits including successful completion of the IB MYP Personal Project, IB Theory of Knowledge, and IB Extended Essay.

IB Course Student: 31 Credits including successful completion of the IB MYP Personal Project

All BCC Diploma Eligible Graduates MUST

- **Maintain Minimum Overall Unweighted GPA of 3.0**
- Pass all classes (Transcript must reflect a passing grade in all courses taken)
- Application to a minimum of 4 colleges (including FAFSA submission)
- Take the SAT or ACT at least twice
- Complete 75 documented Service Learning Hours

Baltimore City College does not rank student based on their GPA or any other academic measurement.



Celebrating 183 Years of Excellence

Baltimore City College

International Baccalaureate World School

2022 – 2023 Calendar

www.baltimorecitycollege.us

August

- 8/1 Summer Bridge (8/1 – 8/5), 9:00 – 12:00 pm (9th Grade)
- 8/2 12th Grade Summer Application Bootcamp #2 (8/2 – 8/4), 9:00 – 12:00 pm, College Advising
- 8/2 9th Grade ID Pictures, Auditorium
- 8/4 Activities Fair, 11:00 am, Wilson, SGA
- 8/8 Cheerleading Boot Camp (8/8 – 8/12), 7:00 – 10:00 am Gray-Rice
- 8/8 Senior Portraits (8/8, 8/10, 8/22), Cannon
- 8/9 12th Grade Application Bootcamp Session #3 (8/9 – 8/11), 9:00 – 12:00 pm
- 8/16 Transfer Students Orientation, 9:00 am, Givens
- 8/16 City College Choir Summer Camp (8/16 – 17) 10:00 am, Smith
- 8/23 Staff Return, Professional Development (8/23 – 8/26)
- 8/23 Faculty/Staff Meeting, 9:00 am, Harcum
- 8/29 **FIRST DAY OF SCHOOL, 1st Quarter Begins**
- 8/29 9th & 10th Grade Orientation, ½ Day 8:30 – 11:30 am
- 8/30 11th & 12th Grade Orientation, ½ Day 8:30 – 11:30 am

September

- 9/1 Senior College Advising 1:1 Meetings Begin (9/1 – ongoing), College Advising
- 9/5 Labor Day – **SCHOOL CLOSED**
- 9/6 College Representative Visits Begin (9/6 – ongoing), College Advising
- 9/7 Junior Rings Ordering, (9/7 – 9/8), Cafeteria, Cannon
- 9/8 10 – 12th Grade ID Pictures
- 9/13 Virtual Parent-Teacher Association Meeting, 6:30 pm, **PTSA**
- 9/12 **FACULTY MEETING** 3:00 pm, Harcum
- 9/13 **BACK TO SCHOOL NIGHT**, 6:00 – 8:00 pm
- 9/15 National Spanish Heritage Month (9/15 – 10/15)
- 9/22 Mandatory Senior Parent Night #1, 7:00 – 8:30 pm, College Advising, School Counseling
- 9/27 Senior Portrait Make-up (9/27 – 9/28), Cannon

October

- 10/3 Math & Writing Peer Tutoring Centers Open
- 10/4 Mandatory Junior Parent Night, 7:00 – 8:30, College Advising, School Counseling
- 10/5 Senior Day, Cannon
- 10/5 Student FAFSA (Free Application for Federal Student Aid) Brown Bag Workshop #1, 11:30 – 1:00 pm
- 10/7 Senior Inaugural/Ring Ceremony 9:00 am
- 10/5 Early Release Day for students, **1st QUARTER PROGRESS REPORTS**, Parent-Teacher Conferences, 1 – 3:00 pm
- 10/10 **FACULTY MEETING** 3:00 pm, Harcum
- 10/12 SAT (Grade 12), PSAT (Grades 10 & 11), Griffin
- 10/18 Senior College Bus Tours
- 10/20 **Baltimore City College Virtual Open House, 6:00 – 7:30 pm**, Gray-Rice
- 10/21 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
- 10/25 Mandatory Sophomore Parent Night, 6:30 – 8:00, Williams
- 10/25 Breast Cancer Awareness Day, Givens, SWTT
- 10/28 Hall of Fame, Auditorium
- TBA City/Poly Football Game, TBA

November

- 11/1 **1st Quarter Ends**
- 11/1 National French Week (11/1 – 11/5)
- 11/2 **2nd Quarter Begins**
- 11/2 Early Release Day for students, (**Professional Development**) Student FAFSA (Free Application for Federal Student Aid) Brown Bag Workshop #2, 11:30 – 1:00 pm
- 11/7 **FACULTY MEETING**, 3:00 pm, Harcum
- 11/8 Virtual Parent-Teacher Association Meeting, 6:30 pm, **PTSA**
- 11/8 Primary Election Day (**Schools Closed**)
- 11/9 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
- 11/10 Mandatory Freshman Parent Night, 6 – 7:30 pm
- 11/11 **1st QUARTER REPORT CARDS DISTRIBUTED**
- 11/15 World Language Honors Induction Ceremony, Jefferson
- 11/16 Junior Rings Payments due, Cafeteria, Cannon
- 11/18 Senior Interview Clinic, 7:30 – 3:30 pm, Doetsch Hall, College Advising
- 11/22 **IB Middle Years & Diploma Program Certificate Recipients Celebration Assembly**, Jeanblanc, Smart-Smith
- 11/23 Thanksgiving Holiday – **SCHOOL CLOSED**
- 11/24 Thanksgiving Holiday – **SCHOOL CLOSED**
- 11/25 Thanksgiving Holiday – **SCHOOL CLOSED**
- 11/28 Junior Week (**11/28 – 12/2**), Cannon
- 11/29 Parent FAFSA (Free Application for Federal Student Aid) Workshop #1, 6:00 – 8:00 pm
- 11/30 Middle School Preview Day, 9:00 – 12:00 pm, Gray-Rice
- 11/30 Junior Rings Delivery, Cafeteria, Cannon

December

- 12/2 Junior Ring Ceremony, 9:00 am, Cannon
- 12/2 Junior Ring Dance, Cafeteria, 7 – 11:00 pm, Cannon
- 12/5 MCAP (Maryland Comprehensive Assessment Program), Algebra + English Testing, **12/5 – 12/21**, Griffin
- 12/6 BCC Choir Choral Arts Society Performance, M. Smith
- 12/8 Parent FAFSA (Free Application for Federal Student Aid) Workshop #2, 6:00 – 8:00 pm
- 12/8 Drama Club Production 1 (Student Directed, **12/8-10**)
- 12/10 BCC Choir Annual Holiday Concert, 5:00 pm, TBA, M. Smith
- 12/12 **FACULTY MEETING**, 3:00 pm, Harcum
- 12/14 **Early Release Day for students** (Professional Development)
- 12/14 Drama Club Production (Student Directed)
- 12/14 Knights of the Round Table (Graduate Presentations), Carr, Gray-Rice
- 12/15 **Baltimore City College In-Person Open House, 6:00 – 8:30 pm**, Gray-Rice
- 12/16 **2nd QUARTER PROGRESS REPORTS DISTRIBUTED**
- 12/16 BCC Choir Performance with the Baltimore Symphony Orchestra at the Meyerhoff Symphony Hall, 8:00 pm, Smith
- 12/17 BCC Choir Performance with the Baltimore Symphony Orchestra at the Meyerhoff Symphony Hall, 1:30 pm, Smith
- 12/16 Drama Club Production 1 (Student Directed, **12/16-17**)
- 12/23 Winter Holiday – **SCHOOL CLOSED (12/23 – 1/2/2023)**

January

- 1/3 **SCHOOL REOPENS**
- 1/3 MCAP (Maryland Comprehensive Assessment Program), Government + Science Testing, **1/3 – 1/20**, Griffin
- 1/5 Parent FAFSA (Free Application for Federal Student Aid) Workshop #3, 6:00 – 8:00 pm
- 1/9 **FACULTY MEETING**, 3:00 pm, Harcum
- 1/10 Virtual Parent-Teacher Association Meeting, 6:30 pm, **PTSA**
- 1/11 **Early Release Day for students (Staff Wellness Half-Day)**
- 1/13 **Midterm Summatives Begin (1/13 – 1/20)**
- 1/16 Dr. Martin L. King, Jr. Holiday (**SCHOOL CLOSED**)
- 1/19 IB Theatre II Production, Rosenberg
- 1/20 **2nd Quarter Ends**
- 1/24 **3rd Quarter Begins**
- 1/26 IB Middle Years Program Personal Project Fair (**1/26 – 1/27**), Hodges

- 1/26 Parent FAFSA (Free Application for Federal Student Aid) Workshop #4, 6:00 – 8:00 pm
 1/31 IB Diploma Program Parent Information Meeting (10th Grade), 6:30 – 8:00 pm, Smart-Smith, Williams

February – BLACK HISTORY MONTH

- 2/1 Black History Month Events TBA
 2/1 Early Release Day for students, **2nd QUARTER REPORT CARDS DISTRIBUTED**
 2/1 Perspective Parent Meet & Greet, 8:30 – 10:30 am, Gray-Rice
 2/13 12th Grade Scholarship Application Blitz, College Advising
 2/13 **FACULTY MEETING**, 3:00 pm, Harcum
 2/17 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
 2/20 President's Day – **SCHOOL CLOSED**
 2/21 World Language Day, Jefferson

March

- 3/6 **3rd QUARTER PROGRESS REPORTS DISTRIBUTED**
 3/7 11th Grade Parent College Information Series: Part I, 7:00 – 8:30 pm, College Advising
 3/8 **Early Release Day for students**, Mock AP Literature Exam, 1/2 Day Parent/Teacher Conferences, 1 – 3:00 pm
 3/8 Peer Tutoring Conference, Tashjian
 3/13 **FACULTY MEETING**, 3:00 pm, Harcum
 3/14 11th Grade Parent College Information Series: Part II, 7:00 – 8:30 pm, College Advising
 3/14 Parent-Teacher Association Meeting, 6:30 pm, **PTSA**
 3/15 National Honor Society Ceremony & Reception, 5:00 – 7:00 pm, Marciano
 3/16 Drama Club Spring Production (**3/16 – 3/23**), Rosenberg
 3/17 **Early Release Day for students (Staff Wellness Half-Day)**
 3/20 **End of 3rd Quarter**
 3/20 International Francophonie Day, Jefferson
 3/21 **4th Quarter Begins**
 3/22 SAT, Grade 11, Griffin
 3/27 College Application Workshops for Juniors begin (**3/27 – 3/31**), College Advising

April

- 4/3 **Spring Break (4/3 – 4/10), SCHOOL CLOSED**
 4/11 Senior College Decision 1:1 Meetings Begin (4/11 – 4/29), College Advising
 6/28 **FINAL REPORT CARDS DISTRIBUTED**

- 4/11 MCAP (Maryland Comprehensive Assessment Program), Algebra, English, Government, Science Testing, 4/11 – 6/2, Griffin
 4/17 **3rd QUARTER REPORT CARDS DISTRIBUTED**
 4/20 BCC Annual College Fair
 4/20 IB Theatre I Junior Production, Rosenberg
 4/21 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
 4/21 **FACULTY MEETING**, 9:00 am, Harcum
 4/21 Junior Prom, 8:00 pm – 12:00 am, Reginald F. Lewis Museum, Cannon
 4/24 Senior Week (4/24 – 4/28), Cannon
 4/25 **IB/AP Testing Meeting**, Auditorium, Smart-Smith, Hedderick
 4/28 SGA Spring Fair, Hodges, Wilson

May

- 5/1 College Decision Day, Auditorium, College Advising
 5/2 **IB Exams Begin** (5/2 – 5/18), Smart-Smith
 5/4 Admitted Student Night, Gray-Rice
 5/4 AP Exams Begin (**5/4 – 5/13**), Hedderick
 5/6 BCC Choir Annual Knight of Music, 5:00 pm, Smith
 5/9 **FACULTY MEETING**, 3:00 pm, Harcum
 5/9 Parent-Teacher Association Meeting, 6:30 pm, **PTSA**
 5/13 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
 5/16 BCC Choir Awards Ceremony, 3:00 pm, Smith
 5/17 **Early Release Day for students** (Professional Development)
 5/19 SWTT (Strong Women of Today and Tomorrow) Tea, Givens
 5/20 **4th QUARTER PROGRESS REPORTS DISTRIBUTED**
 5/20 **Last Day of IB and AP Exams**
 5/25 Senior Prom, Marriot Inner Harbor, 8:00 pm – 12:00 am
 5/29 Memorial Day, **School Closed**

June

- 6/1 Senior Farewell, 9 am, Cannon
 6/2 Final Exams, Grades 9 – 11, (**6/2 – 6/9**)
 6/2 Senior Clearance, 10:00 am – 1:00 pm, Gym, Joyner
 6/6 Graduation Rehearsal, Joyner, 9:00 am, Meyerhoff Symphony Hall
 6/7 GRADUATION, Meyerhoff Symphony Hall, 9:00 am
 6/7 **Early Release Day for students (Staff Wellness Half-Day)**
 6/9 Drama II Production, Rosenberg
 6/13 **4th Quarter Ends**
 6/13 **LAST DAY OF SCHOOL FOR STUDENTS** (Half-Day)
 6/13 **LAST DAY OF SCHOOL FOR STAFF**

Bell Schedule

Period		Start	End
1		7:30	8:40
2		8:45	10:00
3	Café 9	10:05	10:40
4		10:45	11:15
5	Café 10	11:20	11:55
6		12:00	12:30
7	Café 11	12:35	1:10
8		1:15	2:20

Baltimore City College

School Website: www.baltimorecitycollege.us

School Motto: *Palnam Qui Meruit Ferat*
(Honor to the one who earns it)

School Mascot: Knights

School Colors: Black and Orange

Address: 3220 The Alameda
Baltimore, Maryland 21218

Phone: 410-396-6557

Fax: 410-243-0669

School Song/Alma Mater:

“Castle on the Hill”

How firm she stands with tower high,
Our Castle on the Hill.
For we have pledged our faith to you,
To ever do your will.
Forever let us praise your name,
Forever let us be,
The stalwart knights of City College,
Dear old BCC.

Forever will her banner fly;
her torch burn ever bright;
And will we follow its broad beam,
which guides us in the right;
Forever let us praise her name and
proudly boast to be
The stalwart knights of City College,
Dear old B.C.C.

School Fight Song

“City Forever”

City forever,
We'll praise her to the skies.
We'll fight for old City
Until we do or die.
Rah! Rah! Rah!

Dear alma mater
Loyal we'll always be.
City forever
And for victory.

Pledge of Allegiance (in Latin)*

Fidem meam obligo
Vexillo civitatum Americae
Foedaratum et rei publicae
Pro qua stat, uni nationi
Deo ducente, non dividendae
Cum libertate iustitiaque omnibus

**Traditionally recited by the student
body at the beginning of all assemblies.*

Baltimore City College School History

On October 20, 1839, Nathan C. Brooks, Principal, gathered forty-six students together to begin what was later to be called Baltimore City College. The students met in a rented building on Courtland Street. Their day was divided into two parts with a morning session from 9 to 12, and an afternoon session, from 2 to 5. During the first half of the day, Professor Brooks divided his time between the sixteen students who chose the Classical course and the thirty students who concentrated on the study of English and Mathematics. In the afternoon, everyone concentrated on the study of English. The Classical and English courses were identical except for the addition of Greek and Latin.

Professor Brook's pupils were chosen from among the best students of the elementary schools, which had first begun in Baltimore only ten years earlier in 1829. By 1839, there were four "Male Schools," each employing only one teacher regardless of the number of students. The resourcefulness of these early teachers and students must have been remarkable. In 1829, the Board of School Commissioners congratulated the William H. Coffin, the principal of the first public school in Baltimore, for his ability to handle his 212 students. To accomplish this task, the principals employed the more advanced students as monitors who acted essentially as assistant teachers, and separate classes were set up for their advanced studies. It was from among these monitors that the students were chosen for entrance into Professor Brooks' new high school.

There are few detailed records of the life of the first years of City College. No list of the early graduates exists since records were not kept until the school began to grant certificates of graduation in 1851.

The sole personal characterization that remains came from Professor Brooks in his annual report to the School Board in 1839:

It is no doubt, a matter of desire to be informed respecting the attendance, habits of study, behaviors, and general morals of the pupils under my care, as I am aware that an opinion prevails to some extent, that the children of the schools established by the Commissioners are rude, inattentive, ill-mannered, and vicious – I have conducted schools in the city and in the country – composed of day scholars, and boarders and last which I conducted was a select school of boys, carefully nurtured, and principally in the upper walks of life - and yet I must say that I have never superintended any school in which the boys were more generally prompt in attendance, more industrious, more respectful to myself, more kind and obliging to each other, or more correct in their general deportment, than students of the High School. Their conduct is truly praiseworthy.

While this praise from Professor Brooks remains, as the only direct description of the first years of the school, there is considerably more direct evidence that can be used to develop an understanding of life at the school. Professor Brooks' institution was designed to be the capstone of the public system begun in 1829, and the program of the elementary school led naturally to its establishment. When the school opened, it represented the fulfillment of a campaign for public education that had begun many years before. From the account of this early campaign, reported in the newspapers of the day, it is possible to get some understanding of what the City and its educators intended to accomplish with Baltimore City College.

Mission Statement

Baltimore City College is committed to the pursuit of excellence. We are a citywide college preparatory institution with selective admissions and an emphasis on liberal arts. Baltimore City College is the flagship high school of the Baltimore City Public School System. We are charged to provide a unique program of studies and to hold all members of our community to the highest standards of academic achievement and personal development. It is our mission to prepare all of our students so that they can succeed in the best colleges. By engaging every student in a rigorous study of liberal arts, and by providing strong extended academic and social support services, we will produce graduates who enjoy studying and learning. City College students will have an appreciation for scholarship, perform well on meaningful assessments, and make meaningful contributions to school life outside the classroom, and behave with civility, respect; and perform as reasonable leaders.

Equity Goal and Directives

Baltimore City College is committed to building a generation of young people with the skills, knowledge, and understanding to succeed in higher education, careers, and community, every City Schools employee and partner operate from and are accountable to the racial equity standards set forth in this policy consistent with all applicable U.S. Constitutional rights, civil rights, federal and state privacy laws, rules, and regulations.

Baltimore City Schools Board of School Commissioners Equity Directives:

- Disrupting and Eliminating Systemic Inequities
- Honoring Culture, Experiences, & Humanity of Students, Families & Community
- Ensuring Access & Representation in Academic Programming
- Building Staff Capacity for Equity-based Teaching and Leading

Belief Statements

At Baltimore City College, we believe that:

1. We should prepare students to be *life-long learners who can approach the world with an open-mind and intelligent empathy.*
2. All students have the right to appropriate instruction which assists them to progress and learn.
3. *Expecting students to achieve at the highest level* is a worthwhile and achievable goal.
4. Quality faculty and other staff are essential to school excellence.
5. Education is *a shared responsibility of all constituencies*: students and their families, school teachers, administrators and staff, community members, and governing authorities.
6. Understanding and *use of innovative technology* are essential components of learning for high school education.
7. School stakeholders will continuously implement thoughtful, *planned processes to safeguard and support quality instruction and increased student achievement.*
8. All students have a right to a *safe, secure learning environment and physical plant.*
9. The culture and climate of the school are important in shaping individual attitudes and behaviors.
10. Resources will be used effectively and responsibly to achieve the mission and goals of the school community.
11. We believe that a strong, active alumnus instills a sense of tradition, history, and values of the school community.

BCC Operations	Staff Member and Location	Department
Instructional Leadership, Operations Management, Budget Oversight, Curriculum Coordination, Staffing, Faculty Evaluations and Observations, School Family Council, PTSA, Alumni Liaison, Payroll, Discipline	Cindy Harcum, Principal Main Office	Administration ILT
IB Diploma Program Coordinator, Faculty Observations, Payroll, Office Manager, Discipline	Ndaneh Smart-Smith, Assistant Principal First Floor	Administration ILT
Facilities Management and Building Permits, Parking, Emergency Safety Drills, Faculty Observations, Discipline	Jonathan Hopkins, Assistant Principal First Floor	Administration ILT
Business Manager, Procurement, Faculty Observations, Master Scheduling, AP and ACT Testing, Teacher Recruitment, Grade Review, UMBC Partnerships, Discipline	Seth Hedderick Assistant Principal Third Floor	Administration ILT
Special Education and Health and Safety Manager, Grade Review, Discipline	Richard Kennedy Assistant Principal First Floor	Administration ILT
IB MYP and OTG Coordinator and Director of Teaching and Learning, Personal Project Evaluation	Sarah Jeanblanc Cordish	Instructional Leadership
Director of Student Achievement Academic Integrity Monitor, Technology Support	Michael Cameron	Instructional Leadership
Director of Academics/ Science Chair	Kevin Barnett	Instructional Leadership
Director of Institutional Advancement/Development Committee Chair	Elizabeth Cullen	Development Committee
Discipline, School Family Counsel, Student Mentorship, Behavior Intervention	Michael Hamilton Dean of Student Support Main Office	Support Services
College Advisors/ Academic Reporting	Rodney Joyner, Director Michele Flores, Kelly Tarini, Khaliah Williams	Support Services
Director of Student Admissions/Counselor 2026	Susanne Gray-Rice Admissions Office Rm 153-2	Support Services
Testing Coordinator	Katherine Griffin	Support Services
IB Diploma Program Research Coordinator	Jennifer Gaither-Berg Library Office	Support Services

Librarian	Katherine Menges Library	Support Services
Social Emotional Learning (SEL) Coordinator	Karen Hodges 2 nd Floor	Support Services
Coordinator for the Math Center	Alisa Engsberg Reed Center	Support Services
Coordinator for the Writing Center	Lena Tashjian Writing Center	Support Services
Counselors: Class of 2026 Class of 2025 Class of 2024 Class of 2023 Class of 2026/2023	Susanne Gray-Rice Adrienne Williams Autumn Carr Donna Givens, Department Lead Jarren Matthews	Support Services
IEP Team Associate Special Educator	Joy Bivens David Kimari	Support Services
Related Service Providers	Miles Waltuck, Psychologist Burnett Morsell, Social Worker Kia Baker, Social Worker Emily Smith, Occupational Therapy	Support Services
ESOL	Amanda Turner	Support Services
English Department	Amy Sampson, Lead	Instructional Leadership
Social Studies Department	Shaun Farries, Lead	Instructional Leadership
Mathematics Department	Danielle Moore, Lead	Instructional Leadership
Science Department	Kevin Barnett, Lead	Instructional Leadership
Foreign Language Department	Monica Jefferson, Lead	Instructional Leadership
Fine Arts and Drama Department	Alan Rosenberg, Lead	Instructional Leadership
Physical Education Department and Athletics	Rolynda Contee, Lead Athletic Director	Instructional Leadership
Technology Support	Michael Ochs (Staff Device Manager), Peter Swartley, Jesse Lang	IT
Webmaster	Jesse Lang	IT
Activities Manager	Barbara Anderson, Secretary	IB Office/Main Office

Main Office Assistant, Student Device Coordinator, Service Learning	Stephanie Marcano	Main Office
Registrar	Sherri Banks	Main Office
Guidance Office Assistant	Brandi Vereen	Counseling Office
Director of Attendance Compliance	Kevin Dobbins	Support Services
Attendance Monitor	Katrina Turner	Attendance Office
School Police	Cheryl McFadden	1 st Floor Office
Lead Custodian	Sheila Johnson	Ground Level
Cafeteria Manager	Katrina Peterson	Cafeteria
BTU Building Representative	Franca Muller Paz	BTU

CLUBS AND CO-CURRICULAR LEADS

<u>Chorus</u>	<u>M. Smith</u>
<u>Band/Marching Band</u>	<u>Gardner</u>
<u>ASCEND Advisor</u>	<u>Carr</u>
<u>Student Government Association</u>	<u>Hodges and Wilson</u>
<u>Debate/Mock Trial</u>	<u>Daniels</u>
<u>Newspaper/The Collegian</u>	<u>Phelps</u>
<u>Model U.N.</u>	<u>M. Kain</u>
<u>Gender and Sexuality Alliance</u>	<u>DV Yost</u>
<u>It's Academic</u>	<u>Baker/ Bettis</u>
<u>Chess Club</u>	<u>Swartley</u>
<u>Drama Club</u>	<u>Rosenberg</u>
<u>One City, One Book</u>	<u>A Sampson</u>
<u>SOMOS</u>	<u>Muller-Paz and Sanabria</u>
<u>Echoes Literary Magazine</u>	<u>Tashjian</u>
<u>Strong Women of Today and Tomorrow</u>	<u>Givens</u>
<u>Cheerleading</u>	<u>Gray Rice</u>
<u>Financial Literacy</u>	<u>Swartley</u>
<u>Anti-Defamation League</u>	<u>Massey</u>
<u>A Few Good Men</u>	<u>Larimore</u>
<u>Photography Club</u>	<u>Knapp/Clunas</u>
<u>Civil Rights Club</u>	<u>Tarrant</u>
<u>Asian Student Union, Anime</u>	<u>Chin</u>
<u>Environmental Club</u>	<u>Frye</u>
<u>The National Honor Society</u>	<u>Marcano</u>
<u>VEX Robotics</u>	<u>Ochs/Larimore</u>
<u>Art Club</u>	<u>Clunas</u>
<u>Recycling Club</u>	<u>Barnett</u>
<u>Doctors of Tomorrow DOT</u>	<u>Reyes</u>
<u>Science Olympiad Club</u>	<u>Padgett</u>
<u>Tech Knights, Sign Language</u>	<u>Jefferson</u>
<u>Guitar</u>	<u>Gover</u>
<u>Table Top GameClub</u>	<u>Yost</u>

The Baltimore City College Assessment and Learning Policy

Supporting Students to Challenge Themselves and Succeed

Assessment Philosophy

Baltimore City College is an International Baccalaureate World School that is committed to the philosophy and standards of IB curriculum, teaching, and assessment practices. We teach the Middle Years Programme (MYP) in grades 9 and 10 and the Diploma Programme (DP) in grades 11 and 12. Our vision, “*Supporting Students to Challenge Themselves and Succeed*,” sets high expectations for students and establishes goals for teachers, counselors, and administrators to guide students to develop academic and affective skills.

We believe that:

1. All students can learn and develop their academic skills.
2. Students should know their achievement levels and areas for improvement.
3. Students should desire growth and be intrinsically motivated
4. “Learning” may be academic, personal, cultural, or social; but, it should be joyful and full of inquiry.
5. Teachers inspire growth and excitement and model lifelong learning.
6. Effort is more important than ability in defining what “success” is.
7. Consistent work and completion of formative tasks increase summative achievement.
8. Summative assessments should be authentic and meaningful; all formative tasks should promote skill development.
9. Self-reflection is important in developing understanding and personal growth.
10. Experience self, peer, and teacher assessment as part of learning.
11. Approaches to Learning are essential skills in becoming a capable and self-aware person.
12. Students should be engaged in learning but they must also have a healthy life outside of school.

Our Beliefs about Assessment and Learning

BCC’s grading philosophy is not a traditional grading system and is different from other Baltimore City systems in several ways:

Our IB grading practices:

1. All MYP and DP grading is standards-based and focuses on grading achievement over time.
2. There are no categories for homework, classwork, quizzes, and tests.
3. Behavior is not graded, such as points being taken off of an assignment for late work, lateness to class, or presentation.
4. An “assessment” is an evaluation of a skill, and a “grade” is the final, numerical representation of an achievement level at the end of a grading period.
5. A student’s quarter grade represents only a snapshot of a student’s performance and is useful for communicating current achievement to the student and family. Quarter grades are not averaged to produce a final year grade.
6. A student’s year-end grade reflects growth as well as achievement.
7. All non-IB courses (e.g. World History, Physics, Anatomy and Physiology) incorporate the standards and assessment practices of the IB.

What Assessments Should Do:

1. All assessment should inform, enhance, and improve teaching.
2. All assessments must be integral to the learning process and not “busy work.” Therefore, all formative assessments must be aligned with summative tasks and specific rubric criteria for MYP or internal/external assessments for DP
3. All assessments (formative or summative) must be based on an MYP or DP rubric.
4. We believe that assessments should be as authentic and engaging as possible.

Beliefs About Students and Learning:

1. Timely and meaningful feedback is important to guide student learning and assessment.
2. There should be opportunities for students to exhibit transfer of skills across disciplines and in unfamiliar situations.
3. Should support the holistic nature of the IB programs and take into account the development of the whole student.

What Teachers Should Do:

1. All teachers of MYP or DP subjects must internally standardize summative assessments before final achievement levels are awarded to students. This is also required for the Personal Project and Extended Essay. The process involved teachers’ meeting to come to a common understanding on the criteria and achievement levels and how these are applied.
 2. Teachers should provide models of strong performance against a rubric for student evaluation and analysis. These models can come from internal standardization.
 3. Teachers should practice “best fit” grading where a rubric grade reflects the most consistent and representative achievement in a grading period (quarter, semester, or year).
 4. Through effective **formative** assessment, teachers gather, analyze, interpret and use a *variety* of evidence *to improve student learning* and to help students to achieve their potential.
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Defining Formative and Summative Assessment

All grades, tasks, or assignments are either 'formative' or 'summative'. We define this as:

Formative Assessment

Formative assessment is ongoing assessment aimed at providing information to guide teaching and improve student performance. It is assessment for learning, and is a chance to rehearse the content and skills needed to be successful on a summative task.

1. There may be many formatives in a unit, and they can take many forms such as draft writing, teacher observations, quizzes, homework, classwork, class discussions; they may be written, oral, or performance-based. They may be formal or informal.
2. They can be assessed by the student, a peer, or the teacher (or any combination). We recognize that peer- and self-evaluation are important aspects of learning.
3. Failure to complete formative tasks will greatly impact a student's ability to be successful on a summative task. Summative work will not be graded without evidence of formative completion as specified and verified by the teacher and may lead to a failing grade.
4. Formatives should be completed in a specific order to lead up to a summative.

Summative assessment

A summative assessment is the culminating assessment for a unit, term or course of study, designed to provide information on the student's achievement level against specific objectives. It is assessment of learning.

Requirements for summative/formative completion are written in each course syllabi.

1. There is usually only one summative per learning unit. Summatives must be completed as part of classwork, or a significant proportion of classwork, and generally are not completed purely as homework.
2. All summatives at BCC should reflect MYP or DP assessment practices.
3. All final grades for a quarter or semester are produced only from summative grades. Formative grades are not calculated as part of a final grade.
4. Failure to complete a summative will receive a score of 1.
5. Midterm and Final exams/tasks are summative grades and must be completed before the close of the exam administration window. If an exam is missed, the grade is 1.
6. There is a maximum of four summative assignments turned in each quarter.
7. There should be no more than two summatives per day, although it may be difficult to schedule
8. Summative deadlines/submission must be assigned according to the availability in the summative calendar (online).
9. **In any situation in which a summative is withheld, the teacher will notify the student and parent by email with an explanation of why the summative is being withheld and what next steps the student should take.**
10. **Students who are eligible, may ask for an extension for submission of a formative/summative assessment at least 24 hours ahead of time and the teacher will define the length of time for the extension.**
11. Student work must be submitted 1 week prior to grade closure for the quarter.

Student Information and On-Line Curriculum Platforms

- Schoology identifies assignment details, rubrics, curriculum resources, and formative marks.
- All summative grades are recorded in Schoology.
- Formative assignments may use criteria grades or comments.
- All summative grades are communicated using criteria scores or 1-7 IB scores.
- All quarter grades and final grades are posted in Infinite Campus

For Diploma Programme Students Only:

The overall grading practice includes aligning IB DP grading of Internal Assessments and other related summatives to DP examiner approaches to weighted assessments. The practice includes a review of the whole student performance overtime and across assessments with clarity to students and parents about what is required to pass DP examinations and how assessment weights factor into DP scoring. This practice applies consistently across the DP subject team of teachers. Retakes of the highest measured DP assessments are available when students do not meet with success.

For Seniors Only:

Student management of IB DP summative tasks prior to IB external examinations should create fair and balanced workloads across DP groups.

This means:

- Applying an IB mock assessment schedule by subject group during assigned classes March-April, with conclusion by April 6, prior to spring break.
- Eliminating field trips during mock assessment timeline and leading into DP external exams.
- Introducing review and portfolio-related activities for quarter 4, with no new content after mid April.

Revision Policy

Some summatives may be revised if the below conditions have been met. *In all cases, the original assignment instructions that teachers specified when assigning the task must be followed.* These may be substantially different depending on the subject and time of year.

1. A revised summative must be submitted by the deadline specified by the teacher.
2. Some summatives (performances, presentations, oral exams) may not be eligible for resubmission. This is indicated in the original assignment instructions.

3. The student must make a fair, original attempt on the initial summative in order to qualify for resubmission.
4. **Not all summatives can be resubmitted (performances, presentations, etc.) If a summative cannot be resubmitted, it will be noted by the teacher in the initial assignment.**
5. Some summatives may be resubmitted, if expressly allowed by the teacher and only if all required steps and conditions are completed. See the Revision Policy below for more.
6. **For resubmissions, teachers may require formative assessment at the passing level. These requirements will be noted on the original assignment.**
7. **In order to resubmit work, students must send an email to the teacher and to their parents stating the student's intent to resubmit and indicating the formatives the student must complete in order to resubmit.**
8. **Teachers may limit all resubmissions to two weeks after graded work is returned. Teachers may limit late submissions to within two weeks of students receiving their grades for the original assignment.**
9. **Final Examinations cannot be resubmitted.**

Communicating and Organizing Assessment

Assessment Calendar

All summative assessments given to students must be listed on the grade assessment calendar for each grade.

Communicating Assignments to students

Requirements for summative/formative completion are written in each course syllabi.

All summative assignments given to students must be communicated via Schoology.com

These should be:

1. MYP, DP, or AP rubric.
 2. Expected time required to complete.
 3. Deadline and method of submission.
 4. List of formative tasks directly linked to a summative task.
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Homework Policy

Homework is formative and should support student growth and learning. It should provide essential skill development and be directly linked to a summative task. We believe that homework should:

1. Be purposeful for the student in developing understanding and skills; it must link directly to a summative.
2. Prompt student ownership of learning and understanding.
3. Develop competence in a skill, task, or body of knowledge.
4. Be engaging and relevant to students.

Homework tasks may include:

1. Practice to support skill development and review of learned concepts, such as math problems, foreign language speaking tasks, and historical and science readings.
2. Preparation for upcoming units such as literary readings in English courses and vital stages in the writing or research process for all classes.
3. Extension of classroom tasks for completion such as technology projects, science lab reporting, and fine art projects.

4. Self-Assessment and Reflection such as journaling in the personal project stages

To help students balance workloads effectively and to maintain healthy engagement, student work at home is assigned as follows:

- Grades 9 and 10: Not to exceed 2 hours per week per subject
- Grades 11 and 12: Not to exceed 3 hours per week per subject (AP subjects included)
- Personal Project (grade 10): 25 hours over the course of the year
- Extended Essay (grade 11): 40 hours over the course of the year

Missing or Incomplete Work

Meeting deadlines is an important practice for learning, IB assessments, and college readiness. When student work is not submitted on-time it jeopardizes progress and is indicative of a skill or organizational concern.

Student work must be submitted 1 week prior to grade closure for the quarter.

When assessment measures are missing or late, we:

1. May use additional means to retrieve or collect evidence such that a true determination of student learning is evaluated,
2. May permit students until an agreed-upon time to complete the assessment,
3. Provide for teacher discretion in the process and timeline set for a student. However, the final deadlines and requirements specified by a teacher on assignment instructions are final.

Additional Means

Examples of additional means include:

- communication with families, parent/student meetings,
- mandatory attendance at after school coach classes and Centers for Teaching and Learning
- Suspension of extracurricular activities to complete tasks, revised deadlines.

Baltimore City College applies the following measures for supporting students who may struggle in the learning process and require additional coaching and assistance in submitting missed or late work:

- 1st *Contact Home*
- 2nd *Teacher or School-based Support Referral (Writing, Math, or Research Centers)*
- 3rd *Department Coaching Locations (as assigned)*
- 4th *Student Support Team Referral, Administration, Counseling, or Related Services*

Missed Summative Due to Unexcused Absence

If summatives are not submitted, there is no evidence that the standard has been achieved. The grade for a course will be a 1.

If a student fails to complete a summative assessment because of unexcused absence that cannot be verified, then no evidence can be submitted that the standard has been satisfied for retake or resubmission, therefore, the summative grade remains a 1.

Approaches to Learning (ATL)

Through approaches to learning in IB programmes, students develop skills that have relevance across all areas of learning and help them “learn how to learn”. Approaches to learning can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. Approaches to learning help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language for students to reflect on, and articulate how, they are learning. They prepare students for success in their studies and life beyond school.

- All teachers at BCC are responsible for integrating and explicitly teaching ATL skills
- ATL’s are essential for transferring the practice of formatives to successful completion of a summative.

Over time, students should develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning. This kind of self-regulated (independent and autonomous) learning helps students:

- reflect purposefully on their learning (metacognition)
- understand the diversity of human learning needs
- evaluate and provide evidence of their learning
- meet MYP subject group aims and objectives
- share responsibility for creating productive, cooperative and safe learning environments
- develop the confidence to try new strategies and explore new concepts and contexts for learning
- Prepare for further study and responsible participation in local and global communities.

Strategies and Practices we use to develop ATL skills:

1. All units are planned to incorporate ATL skill development, and all formatives must explain an ATL link to a summative.
 2. Explicit teaching of ATL skills in the Advisory Program.
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City College Grading Scale and Letter Grade Conversion for IB Courses

As an IB World School, all grading is completed using the IB 1-7 scale. Letter grades or percentages are not used at BCC to communicate student achievement.

- Grades are communicated for each quarter as an IB 1-7 or AP 1-5 grade (using Infinite Campus). This carries the most meaning for our students.

MYP Courses (Grades 9-10):

Students should prioritize individual growth of skills and understanding over the course of the programme.

MYP Criteria <i>For students in grades 9-10</i>	IB Grade	General Grade Descriptor	Percentages used for BCPS <i>These are not used internally but they will be seen on Infinite Campus reports.</i>	Weighted GPA <i>These appear on a final end-of-year transcript. No other IB or percent scores appears on a transcript.</i>
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	100%	5.5
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.	95%	5.5
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	87%	4.5
15-18	4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	80%	4.5
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	70%	3.5
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	55%	0.0
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	50%	0.0
0	n/a		0-54%	0.0

DP Courses (Grades 11-12):

It is our expectation that students work towards earning the minimum passing score of a 4/7 in all internal and external assessments. The highest achievable score is a 7/7.

DP Grade <i>For students in grades 11-12</i>	Percentages used for BCPS <i>These are not used internally but they will be seen on Infinite Campus reports.</i>	Weighted GPA <i>These appear on a final end-of-year transcript. No other IB or percent scores appears on a transcript.</i>
7	100%	5.5
6	95%	5.5
5	87%	4.5
4	80%	4.5
3	70%	3.5
2	55%	0.0
1	50%	0.0

AP Courses:

All AP courses are graded using the College Board's 1-5 grading, where a 3/5 is sufficient to potentially receive college credit.

AP Grade <i>For students in AP Literature, AP US History, or AP Calculus</i>	Percentages used for BCPS <i>These are not used internally but they will be seen on Infinite Campus reports.</i>	Weighted GPA <i>These appear on a final end-of-year transcript. No other IB or percent scores appears on a transcript.</i>
5	100%	5.5
4	95%	5.5
3	87%	4.5
2	77%	3.5
1	67%	2.5
0	55%	0.0

Non-IB or AP courses:

Even if not an official IB course, all classes at BCC follow the same assessment policy and grade boundaries as IB courses, including "best fit" grading and criterion-based formative and summative assessment.

Academic Honesty Policy

Academic achievement is ordinarily evaluated on the basis of work that a student produces independently. Students who submit academic work that uses others' ideas, words, research, or images without proper credit and documentation or citation are in violation of the Academic Honesty Policy. A student who helps another to act dishonestly is also violating the Academic Honesty Policy.

All written work must be uploaded to the school plagiarism checker.

Violations of the Academic Honesty Policy include:

- Misrepresentations or borrowing of facts without giving credit
- Representation of ideas or use of facts without giving credit
- Copying another student's work and claiming it as your own or purchasing another student's paper to use as your own
- Purchasing a paper to use as your own
- Using published markschemes to answer questions
- Working on an assignment with others and turning in the assignment as your individual work
- Plagiarizing
- Restating an original thought, concept, or idea without citing the source
- Cheating on a test or assignment
- Downloading information or graphics from the internet without citing the source
- Using cell phones to photograph work and send it to others.
- Paraphrasing material from a source without any indication that it came from somewhere other than your own brain
- Giving credit for a thought or idea to someone, but not correctly stating that thought or idea

Misunderstanding the code is not an excuse for dishonest work. Students who are unsure about the Academic Honesty Policy should meet with a teacher, the Writing/Math/Research Centers, or the librarian.

Academic Integrity Protocols

First Violation of Academic Honesty Policy

1. Teacher conducts investigation, with clear evidence to substantiate infraction identified (documentation or written statements)
2. No credit on the assignment. Student is required to check in with teacher to clarify expectations and requirements around violation (may include attending coach class or attending a session at center for teaching and learning)
3. Student is directed to attend sessions at the Writing Center, Research Center, or Math Center
4. Parents are notified the same day, by the teacher, with a phone call followed by an email to document phone call conversations. Email Notification to Director of Achievement for tracking of violation (submission of violation reporting form).
5. Required resubmission of the work, if possible

6. Exception: Final exams cannot be resubmitted.

Second Violation of Academic Honesty Policy

1. Teacher conducts investigation, with clear evidence to substantiate infraction identified (documentation or written statements)

2. No credit on the assignment. Student is required to check in with teacher to clarify expectations and requirements around violation (may include attending coach class or attending a session at center for teaching and learning)
3. Student is directed to attend sessions at the Writing Center, Research Center, or Math Center
4. Parents are notified the same day, by the teacher, with a phone call followed by an email to document phone call conversations. Email Notification to Director of Achievement for tracking of violation (submission of violation reporting form).
5. Referral to school counselor for SST meeting and counseling support.
6. No resubmission of the work possible.

Third Violation of Academic Honesty Policy

1. Teacher conducts investigation, with clear evidence to substantiate infraction identified (documentation or written statements)
2. No credit on the assignment. Student is required to check in with teacher to clarify expectations and requirements around violation (may include attending coach class or attending a session at center for teaching and learning)
3. Student is directed to attend sessions at the Writing Center, Research Center, or Math Center
4. Parents are notified the same day, by the teacher, with a phone call followed by an email to document phone call conversations. Email Notification to Director of Achievement for tracking of violation (submission of violation reporting form).
5. Director of Achievement notifies School Administrator for meeting with family
6. **Administrative consequences will include notation in student record, letter to university, as addition to transcript, forfeiture of City Diploma.**

Academic Integrity

The processes by which students learn are as important as their completed assignments. Unless it is designated as a collaborative assignment, it is expected that each student will do his/her own work, whether it is a short term (e.g., homework, class work), a long-term assignment (e.g., report, project, research paper), or written assessment (e.g., quiz, unit test, mid-term/final examination).

Students are guilty of academic dishonesty when they:

- Use any form of electronic devices while being evaluated on a test, quiz, or examination.
- Possess or use a "cheat sheet."
- Copy answers from another student and submit it as his or her own.
- Supply answers to another student to submit it as his or her own.
- Submit another person's work as his or her own.
- Talk during a quiz, test, or examination.
- Fail to cite proper sources.

Students who fail to meet Baltimore City College's academic standards will be subject to disciplinary action according to the BCC Grading and Assessment Policy.

Academic Support

Students who need academic help should begin with the teacher. Every teacher offers coach classes at least once a week. Coach classes are designed to provide individual and small group instruction. Lists of all coach class times are posted in each classroom.

Semester Examinations

Most academic classes at City College have a two-hour cumulative semester summative in January and June (May for seniors). Students should prepare for them throughout the year to avoid cramming at the last minute.

Sample Student violation notification letter:

Dear (student name)

You have been reported for an academic integrity violation. The policy states:

“Academic achievement is ordinarily evaluated on the basis of work that a student produces independently. Students who submit academic work that uses others' ideas, words, research, or images without proper credit and documentation or citation are in violation of the Academic Honesty Policy. A student who helps another to act dishonestly on an assignment is also violating the Academic Honesty Policy.”

Students are guilty of academic dishonesty when they:

- Use any form of electronic devices while being evaluated on a test, quiz, or examination.
- Possess or use a “cheat sheet.”
- Copy answers from another student and submit it as his or her own.
- Supply answers to another student to submit it as his or her own.
- Submit another person’s work as their own.
- Talk during a quiz, test, or examination.
- Fail to cite proper sources.

You have violated this policy with a recent work submission and the infraction in question will be shared with and explained to you and your parent/guardian to support you in avoiding any future instances of academic dishonesty.

Teacher Name:	Signature:
Student Name:	Signature:
Parent/Guardian Name:	Signature:

Academics

Admission and Retention

Baltimore City College is a citywide high school offering a college preparatory, Advanced Placement, and an International Baccalaureate curriculum. To be accepted to Baltimore City

College, eighth grade students must apply for admission through the Office of Student Placement. Students who meet our admissions criteria will be placed on a ranked eligibility list from which our next freshmen class will be chosen. At the end of each academic year, we will review the academic performance of each student. Students who demonstrate success in our academic programs will be allowed to remain at City College. Any failed course(s) must be made up in Summer School at the first possible opportunity in order to remain at City College. **Any student who accumulates three or more failures will be evaluated for placement regarding academic success.**

Baltimore City College Requirements for Success

Overview of Achievement Standard

Student academic achievement in rigorous programs is central to the mission of the college preparatory program at Baltimore City College. As a flagship school with traditions of excellence in education recognized nationwide, students experience a wide range of challenging coursework and assessment designed to meet standards for the most selective of universities.

As identified in the school profile, City requires course loads and credit earnings beyond the minimum requirements for the state of Maryland, meeting a distribution of social sciences, sciences, math, arts, and languages that align to university criteria for admission. These courses include required pathways to the demanding programs of International Baccalaureate and Advanced Placement.

In order to eligible for graduation status at Baltimore City College, students must meet minimum credit requirements in the freshmen and sophomore years. This ensures good transcript standing by the start of the junior year which is the most critical year for transcript evaluation by college admissions. Students attending City must pass courses and maintain a GPA and test measurements (SAT, AP, IB) that not only ensure diploma status but also meet college application criteria. To support students and families who may struggle in this process, interventions for success are provided throughout the ninth and tenth grade years. These documented interventions include:

- Invitation to Conferences (group and individual)
- Access to Tutoring and Coach Classes
- Access to curriculum and monitoring tools via On-line Programs
- Referral to On-site Academic Support Centers, Counseling, and Student Support Team Services
- Shared Progress and Grade Reports

Notification Timeline

- Contract Initiated with Student/Parent *Start of School Year (August)*
- Letter of Academic Warning Mailed *End of Quarter 1*
- Letter of Academic Warning Mailed *End of Quarter 2*
- Letter of Academic Probation Mailed *End of Quarter 3*
- Letter of Reassignment Mailed *End of School Year (July)*

Documentation of student performance and school interventions are provided in packet form by the sending school to the Office of Enrollment Choice and Transfers (OECT).

Calendar of Interventions for Success

August

- Handbook, Student/Parent Meeting, and Review of Graduation Requirements for earning the Diploma

September

- Mandatory Grade level parent meetings
 - Awareness of Academic Resources
 - Coach class
 - Tutoring
 - Mentorship
 - Community resources
- Back To School Night
 - Curriculum overview
 - Content-specific syllabi review
 - Grade/academic monitoring tools
- Advisory (on-going)

October

- First Quarter Progress Reports Distributed
 - Advisory (On-Going)
- First Parent – Teacher Conference

November

- First Quarter Report Card Distribution
 - Advisory (On-Going)
- Academic Warning Letters for students in

March

- Third Quarter Progress Reports Distributed
 - Advisory (On-Going)
- Third Parent – Teacher Conference
 - Referrals to SST Meetings as needed
 - Reminders to families about school based academic support resources

- jeopardy sent to families by School Counseling
- Referrals to SST Meetings as needed
- Reminders to families about school based academic support resources

December

- Second Parent – Teacher Conference
- Second Quarter Progress Reports Distributed
 - Advisory (On-Going)
- Exam readiness and other test prep support

January

- Second Quarter Report Card Distribution
 - Advisory (On-Going)
- Academic Warning Letters Sent by School Counseling Office
 - Referrals to SST Meetings as needed
 - Reminders to families about school based academic support resources
 - Mandatory first semester parent meeting with school administration and school counselors for students in academic jeopardy.

April

- Third Quarter Report Card Distribution
 - Advisory (On-Going)
- Probation Letters Sent by School Counseling Office
- Referrals to SST Meetings as needed
 - Reminders to families about school based academic support resources
- Exam readiness and other test prep support

- Mandatory third quarter parent meeting with school administration and school counselors for specific students in academic jeopardy
- Staff assigned mentorship to specific students in academic jeopardy

May

- Fourth Quarter Progress Reports Distributed
 - Advisory (On-Going)
- Fourth Parent – Teacher Conference
 - Referrals to SST Meetings as needed
 - Reminders to families about school based academic support resource

Attendance & Punctuality

Regular school attendance is important and essential for students to be successful at City College. Students are expected to be present every day when school is in session. If students are absent for an entire school day, or more, they must bring legal documentation for the absence no later than 48 hours after returning to school for the absence to be considered lawful. The note must be shared with **all assigned teachers and turned in at the end of the day to the Attendance Office**. The note should have the following information:

- ❖ student's name
- ❖ the date(s) of absence
- ❖ the specific reason for the absence
- ❖ parent's/guardian's signature
- ❖ parent's/guardian's daytime telephone number

Maryland State Law (Section 7-301 of the Education Article) sets the criteria for a valid excuse from daily attendance:

- Death in the immediate family
- Illness of the student
- Court summons
- Observance of religious holiday
- State of emergency
- Approved work or other activity sponsored by the school (such as field trip)
- Suspension or disciplinary removal

Students will have up to 48 hours after returning to school to submit documentation to their teacher(s) and/or attendance office for the absence(s) or lateness. Interviews and family vacations are examples of unexcused absences and should be scheduled during non-school hours. Students are responsible for promptly making up all work missed during any absence.

Lateness to Class

Students are expected to report to class daily and on-time. Hall passes between class periods are required of all students. Following the start time for school, students are expected to be seated in class at the beginning of each period. **After 3 occasions of lateness to class of more than 10 minutes, the teacher will warn the student and notify the parent. At the 4th occasion, the teacher will assign classroom detention to the student. If chronic lateness continues to impact learning after 5 or more occasions, the teacher will refer the student to the administration for detention, ineligibility for activities, and SST referral.**

Early Dismissal from School Must Occur Prior to 1:45 PM

Requests for Early Dismissal Must be Submitted in Advance to the Attendance Office Via Email Or Note from a Parent

Non-Emergency

Students who need to leave school early must have their parent/guardian come into the attendance office and sign them out. Parents/guardians must present a valid State ID and be listed on the Infinite Campus data base.

Illness/Injury

Any student who becomes ill or who sustains an injury during the school day and who needs to leave school before the standard dismissal time must see the school nurse. Emergency cards / Infinite Campus data base must be current and complete so that a responsible adult (parent, guardian, relative) can be contacted.

Arrival/Departure/Afterschool Times/Entrance

Students are not allowed in the building before 7:15 a.m. unless they are going to the cafeteria to eat breakfast or are accompanied by a staff member. **Students must enter the building through the Hall of Fame tower entrance, facing 33rd Street.** Students may not linger or congregate in any other area of the building.

Students are not permitted to remain inside the building after dismissal, unless participating in a supervised activity.

Auditorium

Throughout the year special programs and assemblies will be held in the auditorium. There will be assigned seating for all students invited to these programs and assemblies. The invited teacher will advise his/her students about the seating assignments for the class. Teachers will escort their students to the auditorium and sit with the class. Students invited to these events should report promptly to the auditorium and move quickly and quietly to their assigned seats. During the programs students should exhibit courteous and polite behavior. Students whose behaviors disrupt the program or interfere with the audience's enjoyment of the presentation will be removed from the auditorium and will be subject to disciplinary action.

Bullying, Harassment & Intimidation

Definition and Response

Bullying, harassment, or intimidation means intentional conduct-including verbal, physical, or written conduct, or an intentional electronic communication that creates a hostile educational environment. If you notice or are the victim of bullying, harassment or intimidation report it immediately any staff member and inform your parents. Bullying, Harassment, or intimidation reporting form is available in the code of conduct and in the guidance office. All reported allegations of bullying will be investigated by the appropriate staff.

Definition

- motivated by actual or perceived race, ethnicity, color, ancestry, national origin, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy / parenting status, disability, age, or other legally or constitutionally protected attributes or affiliations; OR
- b) sexual in nature, OR
- c) threatening or seriously intimidating,
- d) and the intentional conduct occurs on school property, at a school activity or event, or on a school bus

Any Student (victim/witness/bystander) or parent/guardian may report sexual harassment:

- In person or in writing to any City Schools staff, completing the Bullying Reporting Form on paper or online.
- City Schools Staff are Mandatory Reporters, Report the incident/form directly to the school principal, Principal/designee forwards the Bullying Reporting Form to City Schools' Title IX Coordinator (EEO-TitleIXCompliance@bcps.k12.md.us)
- *The Title IX Coordinator works in the Department of Fair Practices, in the Office of Legal Counsel.*
- Title IX Coordinator and the complainant's principal/designee contact the complainant (and their parent/guardian) to explain the grievance process and offer supportive measures
- The complainant then has 3 business days to file a formal complaint. If the complainant does not file a formal complaint, the Title IX Coordinator may elect to file the complaint.

- Title IX Coordinator and the respondent's principal/designee contact the respondent (and their parent/ guardian) to explain the grievance process and offer supportive measures, if appropriate.
- The investigator provides both parties an equal opportunity to present witnesses and evidence, and then sends the evidence to both parties. The investigator sends all evidence to both parties. The parties have 10 business days to provide a written response.
- The investigator provides a written report to both parties, including a recommendation on the question of responsibility and any recommended remedies and/or disciplinary consequences. The investigator also provides the entire record to the decision-maker, along with a description of the investigative procedure.
- No sooner than 10 business days after the parties receive the investigative report, the decision-maker determines, in writing, whether the respondent was responsible for the alleged sexual harassment and recommends remedies and /or disciplinary consequences (if any). • Either party may appeal the determination to the CEO/designee within 10 business days, and then appeal the CEO/designee decision to the Board.

The Title IX Coordinator, in consultation with the complainant's principal/designee, evaluates whether alleged conduct meets the definition of sexual harassment in Board Policy JBB.

a. If it does not meet the definition, then the principal/designee will proceed with the bullying investigative process under Board Policy JICK.

b. If the alleged conduct does meet the definition of sexual harassment as defined in Board Policy JBB, then the Title IX Coordinator will continue through the investigation process.

Remedial Measures

Designed to restore or preserve equal access to City Schools' education program and activities.

Examples:

- Counseling and advocacy services by City Schools mental health workers or appropriate outside providers to address the effects of the bullying
- Ability to make up, without penalty, any assignments missed
- Conducting follow-up inquiries to confirm that no new instances of bullying / harassment have occurred.

Supportive Measures

- Offered while the investigation is pending
- Non-disciplinary, non-punitive and individualized
- Offered as appropriate, as reasonably available and without fee
- Offered both to the complainant AND the respondent

Designed to restore or preserve equal access to education programs or activities without unreasonably burdening either party, protect the safety of all parties and the educational environment, and/or deter sexual harassment

Consequences

Student will be assigned consequences per the City Schools Student Code of Conduct and Board policies, based on the nature and severity of the offense.

Examples

- Positive behavioral interventions
- Counseling and training regarding bullying / harassment
- Transfer to another class
- Suspension or expulsion and/or Reporting to law enforcement, as required by law.
- Emergency removal: based on risk analysis, conducted in consultation with the Title IX Coordinator, the Office of Suspension Services, and the Office of Enrollment, Choice and Transfers

Baltimore City College Dress Code

Baltimore City College is a uniform school. **All students are required to wear the school uniform.** Refer to the website: www.baltimorecitycollege.us for images of sample attire and purchase locations. Students who fail to report to school in the appropriate uniform will be referred to the grade-level administrator.

Consequences include one or more of the following:

- Change into appropriate loaner uniform
- Parental contact
- Conferencing with school administration following repeated offense
- Detention
- Return Home for change

Uniform Stipulations

- Pants must be worn appropriately at the waist
- Shorts/skirts must be a minimum of 5-7 inches in length
- Uniform attire must cover the body appropriately for professional environments (building and events)
- City College logo outerwear tops are required/City College ID and Lanyard

Note:

On approved casual dress down days, students must wear full attire that covers the body and may not wear attire with offensive statements or design.

Code of Conduct

Students who violate school rules and/or classroom rules will receive disciplinary action in accordance with guidelines and protocols established in the **Baltimore City Code of Conduct**. We will communicate with parents to help prevent further misconduct. Each time students commit an offense, they will proceed through one or more of the following steps:

1. Student Conference with an Administrator
2. Parent Contact
 - Letter or Email
 - Telephone
 - Conference
3. After-School Detention
4. In-School Suspension
5. Short-Term Suspension (1 – 3 days)
6. Long-Term Suspension (4 – 10 days) Extended 45 days

Special Guidelines

All students have the responsibilities of leadership. Any student placed on suspension (short or long term) will automatically lose their privileges to participate in school activities including **participation in non-academic field trips, class activities, proms, homecoming events, graduation, athletic events, and performances.** The administration will meet to consider whether to restore any or all of the previously lost privileges.

Cafeteria

The breakfast and lunch periods provide a time for relaxation, social interaction, and a break from the rigors of the day. City College students are expected to demonstrate courteous manners at all times so that all students can enjoy breakfast and lunch. In order for this to happen, students must:

- ❖ Not allow their friends to cut the line.
- ❖ **Dispose of all trash and clean the eating area as soon as they have finished eating.**
- ❖ Avoid congregating/loitering in groups that impedes traffic, hampers visual supervision
- ❖ Not leave the cafeteria until dismissed; only by securing a written pass before coming to the cafeteria, may a student leave before regular dismissal time.
- ❖ **Students are not allowed to eat in class during the lunch periods.**

Students may bring lunch from home or obtain in the cafeteria. All food and beverages must be consumed in the cafeteria. No food is to be consumed in hallways or classrooms. Students are not permitted in classrooms during their lunch periods unless they have written permission from the teacher to complete make-up work or receive extra coaching /instructions at that time.

No student is permitted to leave the campus during lunch.

Clubs & Organizations

Clubs and school services organizations play an important role in the life of the City College student and in the growth of the City College tradition. Students who participate in school clubs may be eligible for various awards, such as certificates and school letters.

Students who are interested in beginning any new club should confer with Activities Advisor for authorization of Principal. Only groups, which have current official charters, constitutions and faculty advisors, may meet in the building or on the grounds. The faculty sponsor/advisor must be present whenever the group meets to provide supervision. Clubs and groups meet between 2:20-3:30 p.m. All meeting dates and times must be publicized in advance on the public address system during announcements.

Drug-Free School

Baltimore City Public Schools has a zero-tolerance policy for the possession, sale, or use of alcohol and tobacco products, and illegal drugs. Students who violate this policy will face legal charges as well as removal from the school. Each student is expected to help maintain a safe, drug-free environment

Electronic Devices

Baltimore City College is One to One Device School. The basic expectation is that all students have their own device which provides a reliable and consistent connection to the school's WI-FI network. These devices are used regularly in classes for both formative and summative tasks. **Students are expected to use these devices appropriately in class, throughout the school day, on all school trips, and at all times on school property.** Failure to use devices appropriately may result in restrictions being placed on a specific student's access to their device.

Personal electronic devices such as cell phones (with the exception of graphing calculator) **are not to be visible or used during class time unless authorized by the teacher for academic purposes.** Acceptable use locations include the cafeteria and hallways during passing time.

Baltimore City College will **NOT** guarantee the security of cell phones and other expensive personal electronic devices. The student assumes sole responsibility for any damage to or theft of personal electronic items. It is the student's responsibility to secure such item(s) when not on their person. School police can no longer investigate loss, damage, or theft of such devices.

Health Care

A nurse staffs City College's health suite five days a week. Students are only admitted if they have a pass from a teacher except in cases of emergency. Every City College student must have an Emergency Contact Card on

file. Daytime phone numbers should be included for the parent or guardian as well as two other adults designated by the parent for emergency contact. It is important to update phone numbers as needed during the school year. Please notify the staff of any changes in the above information as soon as possible.

If a student must take prescription medication during school hours, please contact the nurse. Baltimore City Public Schools requires a written physician's order signed by the parent in order for medications to be given to students by the nurse. School personnel are prohibited from giving medication. The medications must be brought to the health suite by the parent in the original pharmaceutical container.

Leaving the Campus

Students cannot leave the campus without permission and will be subject to the Code of Conduct for violations.

Library/The Center for Teaching and Learning

(The Stanley Reed Math Center, The Writing Center, Cordish Research and Technology Center)

The Library/Center for Teaching and Learning is located on the second floor. Students may use the library before and after school according to the hours posted at the library entrance. A student may also use the library during his/her lunch period, provided a pass has been obtained prior to lunch. This pass must be presented to the monitor on duty in the cafeteria prior to the student reporting to the Library. The Library offers tutoring support through **The Center for Teaching and Learning**. Students may receive tutoring during lunch, after school or during class time with a pass from a teacher.

Lockers

All students will be assigned individual hall lockers. Students must supply their own lock to secure their assigned locker. The lock may be either combination or key lock. Students are expected to go to their lockers before school to put away coats and get needed supplies. Students may use lockers again, before lunch to get supplies for the afternoon. Additional baggage beyond backpack should be stored in the locker. Lockers are not to be shared and students are responsible for keeping their lockers neat and clean. Food must not be stored in lockers overnight. All locker problems should be reported to the main office. Each student is responsible for the appearance of his/her locker and for all of its contents. Students and lockers are subject to unannounced searches by the administrative staff at any time. Random searches take place throughout the year.

Lost and Found

Lost items that have been found should be taken to the cabinet located in the ground floor print station.

Naviance

Naviance is a web-based research and planning tool for Baltimore City College students, parents, and guidance counselors. The website manages individual students as they move through the entire college planning, application and decision process. Through Naviance, counselors, student and parents can communicate about upcoming deadlines and important notices. Naviance provides a career assessment, SAT practice and a resume builder. Students may register for Naviance in the College Advising Office.

Outsiders/Unregistered Visitors

Anyone who does not have official business on the campus (e.g.; non-students) may be in the building only if properly registered at the reception area. Any City College student who brings or invites outsiders to the campus for any inappropriate reason will be subject to the code of conduct. Unauthorized visitors will be escorted from the campus or may be subject to arrest for trespassing.

All visitors must submit a state ID for the Visitor Pass System at the registration desk.

Printed Material

School Administrators must approve all printed materials, signs, or posters not sponsored by the school.

School Counseling

Counseling offices are located in Room 116, where counselors are available before and after school. Counselors may also be available during lunch periods if students have secured passes in advance. In case of extended absence, the counselor should be called and requested to notify teachers for make-up work. Records are maintained at the counseling office. In the event students change their address, they must bring two of the following documents showing parent/guardian's name and the new address to the guidance office:

- Telephone bill
- Gas and electric bill
- Water bill
- Rent or mortgage receipt

Smoking

City College is a smoke free facility. No one is permitted to smoke on campus at any time.

Vaping and Electronic cigarettes of any type are strictly prohibited.

Student Drivers

Students who choose to drive to school are responsible for operating their vehicles in a safe manner. The campus speed limit is 10 mph; however, traffic conditions often warrant slower speeds. All student vehicles must be parked on the student parking lot. All vehicles must be kept locked.

- Student-operated motor vehicles must be registered with the Dean of Students before they can be parked on campus.
- Students are to park their cars on the student lot on Loch Raven Boulevard.
- Students will not have access to vehicles during the school day.

Student Activities

Eligibility for Participation in Co-Curricular and Extracurricular Activities

Participation in any co-curricular or extracurricular activity at Baltimore City College is a privilege. Students aspiring to represent City College must demonstrate acceptable academic performance and behavior in order to participate in clubs, teams, and contests.

Any student receiving failing grades in two or more subjects in the most recent quarter will be deemed ineligible for participation in sports and co-curricular or extracurricular activities, such as class activities, ring dance and proms in the next quarter and the following semester. Sports participation requires a minimum GPA of 2.0.

Students who are suspended from school for demonstrating unsatisfactory conduct will immediately become ineligible for participation in a co-curricular or extracurricular activity for up to an entire school year to be determined by the Principal.

Students must have completed a pre-set number of service learning hours and have paid a specific amount of class dues in order to participate in class activities.

Class Dues

Dues cover costs for various class events for upperclassmen. They are not payable by specific events but must be paid for the entire class obligation of \$600. Events include:

- Proms and Dance Venues and Vendors

- Commencement Venue
- Inaugural
- Awards and Farewell Programs
- Class Shirts
- Yearbook
- Cap and Gown
- Diploma and Case
- Tickets and Programs
- Decorations

Students are encouraged to pay in installments throughout the 4 years.

Escorts/Dates for Dances and Proms: The full name of your guest must be given at the time you pick up or purchase your tickets. All escorts/dates who attend Baltimore City College must meet the participation requirements that apply to their grade; grades, behavior, dues payment and service learning hours. All guests who attend another high school must complete and submit the appropriate guest form on or before the date on the form. **All guests must have a picture ID to enter the event.**

Graduation Participation:

- Must meet all MSDE graduation requirements (Passing all courses, state exams and completing required service learning hours)
- Dues must be paid in full
- As determined by the administration, any student who is deemed a safety/security risk may be ineligible to participate in the graduation ceremony.

Students of AOP are ineligible for participation in the BCC graduation program.

S.G.A. and Class Officers

Students who wish to serve in leadership positions must meet these minimum qualifications to become candidates:

- ✓ An average grade of 4 or higher
- ✓ Regular attendance (95% or better)
- ✓ Passing all subjects
- ✓ No suspensions

Students who want to hold class or school leadership positions must demonstrate satisfactory conduct. School Administrators may remove students from their positions of leadership if it is deemed that their behavior is unsatisfactory.

Student Publications

The Collegian is the school’s official newspaper and the Greenbag is the yearbook. Echoes is the official school literary magazine.

Surveillance Cameras

The campus is monitored by 24 hours surveillance cameras. The electronic data recorded will be used for school/district administrative hearings and judicial proceedings.

Baltimore City College Sports

Baltimore City College athletes participate in sports governed by the Maryland Public Secondary Schools Athletic Association (MPSSAA). City College offers an extensive athletic program which is open to all eligible students:

Women's Sports

Badminton
Basketball
Bocce
Cheerleading
Cross Country
Dance Ensemble
Field Hockey
Lacrosse
Softball
Soccer
Swimming
Tennis
Track & Field
Volleyball

Men's Sports

Baseball
Basketball
Bocce
Cross Country
Football
Lacrosse
Soccer
Swimming
Tennis
Track & Field
Wrestling

Print and Digital Textbooks, Equipment, & Other School Property

City College students are issued school textbooks (digital or print) throughout the year. It is the responsibility of the student to access or take care of materials to prevent loss or damage. Lost textbooks must be paid for as soon as possible so that replacement texts can be issued. Students should sign in ink, their name, class, and date of issue in each book. Each student is responsible for laboratory and computer equipment used. Any damage to equipment due to misuse will result in an assessment of repair or replacement costs. Restitution will be sought from the student, parent, or guardian and disciplinary penalties may be imposed.

The physical plant is home to the City College family for many hours each day; therefore, the rooms, corridors, lavatories, furnishings, and grounds need to be treated with care and should never be defaced or abused. Those who violate our school will face disciplinary action, as well as bear responsibility for restoration and/or restitution. Students are expected to report needed repairs and/or evidence of any vandalism to school administration.

