

STUDENT HANDBOOK

2024-2025



BALTIMORE
CITY COLLEGE

Baltimore City College

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Chief Executive Officer
Sonja B. Santelises, Ed.D.

Principal
Cindy Harcum

School Colors
Orange and Black

School Mascot
Knights

School Motto
Palnam Qui Meruit Ferat

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.

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.

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



Celebrating 185 Years of Excellence
Baltimore City College
International Baccalaureate World School
2024 – 2025 Calendar

July

- 7/16 12th Grade Application Bootcamp Session #3 (7/16 – 7/18), 9:00 – 12:00 pm
7/30 12th Grade Application Bootcamp Session #3 (7/30 – 8/1), 9:00 – 12:00 pm

August

- 8/5 **Summer Bridge (8/5 – 8/9), 9:00 – 12:00 pm (9th Grade)**
8/6 9th Grade ID Pictures, 9:00 – 12:00 pm, Auditorium
8/8 Activities Fair, 11:00 am, Wilson, SGA
8/9 9th Grade Class Panoramic Picture
8/10 Cheerleading Boot Camp (8/10 – 8/15), 7:00 – 10:00 am Gray-Rice
8/12 Senior Portraits (8/12, 8/13, 8/14), 8:00 – 2:00 pm, Cannon
8/13 12th Grade Application Bootcamp Session #3 (8/13 – 8/15), 9:00 – 12:00 pm
8/13 Transfer Students Orientation, 9:00 am, Givens
8/14 First Day of Fall Sports Practice, Contee
8/14 Baltimore City College (BCC) Choir Summer Camp (8/14 – 15) 10:00 – 12:00 pm, Smith
8/19 Staff Return, Professional Development (PD) (8/19 – 8/23)
8/19 Faculty/Staff Meeting, 9:00 am, Harcum
8/20 Senior Portraits (Appointments), 8:00 – 2:00 pm, Cannon
8/22 Senior Portraits (Appointments), 8:00 – 2:00 pm, Cannon
8/23 Senior Portraits (Appointments), 8:00 – 2:00 pm, Cannon
8/26 **FIRST DAY OF SCHOOL, 1st Quarter Begins**

September

- 9/2 Labor Day – **SCHOOL CLOSED**
9/3 Senior College Advising 1:1 Meetings Begin (9/3 – 4/30/25)
9/3 College Representative Visits Begin, College Advising Office
9/4 Junior Rings Ordering & 1st Payment, Cafeteria, Cannon
9/9 **FACULTY MEETING** 2:45 pm, Harcum
9/11 College Advising Apply Maryland Workshop #1, 2:30 – 3:45 PM
9/11 **BACK TO SCHOOL NIGHT**, 6:00 – 8:00 pm
9/17 Library Author Event, 1:00 pm, Library, Menges
9/17 Ascend Event, 2:45 pm, Room 150, Carr
9/17 Mandatory Senior Parent Night #1, 6:00 – 7:30, Auditorium, College Advising, A. William
9/18 Grade 9 Parent/Guardian Meeting at University of Baltimore (UB), TBA, Harcum
9/19 Grades 10 & 11 Parent/Guardian Meeting at University of Baltimore (UB), TBA, Harcum
9/23 9th – 11th Grades ID Pictures, (Make-Up for 9th Grade pictures) 7:45 – 3:00 pm, Cannon
9/24 Mandatory Freshman Parent Night, 6:00 – 7:30 pm, Auditorium, Carr

October

- 10/1 Math, Science & Writing Peer Tutoring Centers Open
10/1 Mandatory Senior Parent Night #2, 6:30 – 8:30, Auditorium, College Advising
10/2 1st QUARTER PROGRESS REPORTS DISTRIBUTED
10/7 **FACULTY MEETING** 2:45 pm, Harcum
10/8 Virtual Financial Aid Night, College Advising
10/9 College Advising Apply Maryland Workshop #2, 2:30 – 3:45 pm
10/9 Parent, Teacher, Student Association (PTSA) Meeting, 6:30 pm, Auditorium
10/10 Mandatory Junior Parent Night, 6:00 – 8:00, College Advising, Gray-Rice
10/10 Fall Open Mic Night, 5:00, Black Box, Rosenberg
10/15 Ascend Event, 2:45 pm, Room 150, Carr
10/15 Mandatory Sophomore Parent Night, 6:00 – 7:30, Auditorium, Givens
10/16 SAT (Grade 12), Griffin
10/17 **Early Release Day for students** (Student Learning Plan (SLP) workday for Staff)
10/17 PSAT (Grades 10 & 11), Griffin
10/17 Senior College Bus Trips, College Advising
10/17 **Baltimore City College Open House, UB, 6:00 – 7:30 pm**, Gray-Rice
10/18 Staff (PD) Day, **Schools Closed for Students**
10/18 Senior Inaugural (Cruise), 10:00 – 2:00 pm, Cannon
10/26 City-Poly Football Game, Morgan State University, Contee
10/28 Junior Final Rings Payment Due, Junior Lunch, Cannon
10/29 **Early Release Day for Students**, Teacher Workday
10/29 **1st Quarter Ends**

- 10/30 **2nd Quarter Begins**
 10/30 9th – 11th Grades Make-up ID Pictures, 8:00 – 12:00 pm, Cannon

November

- 11/1 Hall of Fame, Auditorium
 11/4 Staff PD Day, **Schools closed for Students**
 11/4 **Baltimore City College Open House, UB, 6:00 – 7:30 pm, Gray-Rice**
 11/4 **FACULTY MEETING** 2:45 pm, Harcum
 11/5 **General Election, Schools Closed**
 11/8 **1st QUARTER REPORT CARDS DISTRIBUTED**
 11/12 Senior Portrait Make-Up, 8:00 – 2:00 pm, Cannon
 11/12 Parent, Teacher, Student Association (PTSA) Meeting, 6:30 pm, Auditorium
 11/13 Senior Portrait Make-Up, 8:00 – 2:00 pm, Cannon
 11/13 Junior Rings Arrive! Junior Lunch, Cannon
 11/13 World Language Honors Induction Ceremony, Muller
 11/15 Senior Interview Clinic, 8:00 – 3:30 PM, Doetsch Hall, College Advising
 11/15 Junior Ring Ceremony (10:00 – 11:30 am) and Dance (7:00 – 10:00 pm, Cannon
 11/15 First Day of Winter Sports Practice, Contee
 11/19 Senior Portrait Make-Up, 8:00 – 2:00 pm, Cannon
 11/19 Ascend Event, 2:45 pm, Room 150, Carr
 11/20 Senior Portrait Make-Up, 8:00 – 2:00 pm, Cannon
 11/22 Career Day, TBA, Givens
 11/26 **IB Middle Years Certificate & Diploma Program Recipients Celebration Assembly, Jeanblanc, Smart-Smith**
 11/27 Wellness Day – **SCHOOL CLOSED**
 11/28 Thanksgiving Holiday – **SCHOOL CLOSED**
 11/29 Thanksgiving Holiday – **SCHOOL CLOSED**

December

- 12/2 **FACULTY MEETING**, 2:45 pm, Harcum
 12/4 SOMOS International Night, 5:30 pm, Muller
 12/5 BCC Drama Club Fall Student-Directed Production 1, (12/5-7), 6:00 pm, 3:00 pm on Friday only), Rosenberg
 12/7 BCC Choir Annual Holiday Concert, 5:00 pm, TBA, M. Smith
 12/10 Parent, Teacher, Student Association (PTSA) Meeting, 6:30 pm, Auditorium
 12/12 BCC Drama Club Fall Student-Directed Production 1, (12/12-14), 6:00 pm, 3:00 pm on Friday only), Rosenberg
 12/13 **2nd QUARTER PROGRESS REPORTS DISTRIBUTED**
 12/13 **Baltimore City College Open House, UB, 6:00 – 7:30 pm, Gray-Ric**
 12/17 Ascend Event, 2:45 pm, Room 150, Carr
 12/18 Knights of the Roundtable, TBD, College Advising
 12/23 Winter Holiday – **SCHOOL CLOSED (12/23 – 1/1/2023)**

January

- 1/2 **SCHOOL REOPENS**
 1/6 **FACULTY MEETING**, 2:45 pm, Harcum
 1/6 MCAP (Maryland Comprehensive Assessment Program) continues, Government + Science Testing, **1/3 – 1/17**, Griffin
 1/6 IB Middle Years (MYP) Personal Project Exhibition, (1/6 – 1/8), Center for Teaching & Learning (CTL), Menges
 1/9 **Midterm Summatives Begin (1/9 – 1/16)**
 1/9 Free Application for Federal Student Aid (FAFSA) Help Session #1, 5:30 – 8:30 pm, College Advising
 1/10 Parent, Teacher, Student Association (PTSA) Meeting, 6:30 pm, Auditorium
 1/17 **Early Release Day for students, Teacher Workday**
 1/17 **2nd Quarter Ends**
 1/20 Dr. Martin L. King, Jr. Holiday (**SCHOOL CLOSED**)
 1/21 **3rd Quarter Begins**
 1/21 Ascend Event, 2:45 pm, Room 150, Carr
 1/23 Free Application for Federal Student Aid (FAFSA) Help Session #1, 5:30 – 8:30 pm, College Advising
 1/27 12th Grade Scholarship Application Sessions, Room 150, (1/27 – 1/28), College Advising
 1/29 Senior 1:1 Midyear Check-ins begin (1/29 – 3/3), College Advising
 1/31 **2nd QUARTER REPORT CARDS DISTRIBUTED**

February

- 2/3 **FACULTY MEETING**, 2:45 pm, Harcum
 2/6 IB Theatre II Epic Theatre Production, 3:00 pm, Black Box Theatre, Rosenberg
 2/9 IB Theatre II Production, 3:00 pm, Black Box, Rosenberg
 2/11 Parent, Teacher, Student Association (PTSA) Meeting, 6:30 pm, Auditorium
 2/12 IB Diploma Program Parent Information Meeting (10th Grade), 6:30 – 8:00 pm, Smart-Smith, Givens
 2/13 Staff PD Day, School Closed for Students
 2/14 Wellness Day – **SCHOOL CLOSED**

- 2/17 President's Day – **SCHOOL CLOSED**
- 2/18 Ascend Event, 2:45 pm, Room 150, Carr
- 2/21 Senior Class Trip, TBA, Cannon

March

- 3/3 **FACULTY MEETING**, 2:45 pm, Harcum
- 3/4 **3RD QUARTER PROGRESS REPORTS DISTRIBUTED**
- 3/11 Parent, Teacher, Student Association (PTSA) Meeting, 6:30 pm, Auditorium
- 3/13 Mandatory Junior Parent College Night #1, 6:00 – 7:30 pm, Auditorium, Gray-Rice, College Advising
- 3/14 Staff PD Day, **School Closed for Students, Student Learning Plan Parent Conferences**
- 3/18 Ascend Event, 2:45 pm, Room 150, Carr
- 3/18 Mandatory Junior Parent College Night #2, 6:00 – 7:30 pm, Auditorium, College Advising
- 3/19 SAT, Grade 11, TBA, Griffin
- 3/21 First Day of Spring Sports Practice, Contee
- 3/24 Junior College Application Workshops, (3/24 – 3/25), TBA, College Advising
- 3/27 National Honor Society Ceremony & Reception, 5:00 – 7:00 pm, Marcano
- 3/28 **Early Release Day, Teacher Workday**
- 3/28 Peer Tutoring Conference, TBA, Tashjian, Engsborg
- 3/28 **3RD Quarter Ends**
- 3/31 **4th Quarter Begins**

April

- 4/1 Senior College Decisions 1:1 Meetings Begin (4/1 – 4/30), College Advising
- 4/3 Drama Club Spring Production (4/3 4/10) 6:00 pm (3:00 pm on 4/4 & 4/9), Blackbox, Rosenberg
- 4/7 MCAP (Maryland Comprehensive Assessment Program), Algebra, English, Government, Science Testing, 4/7 – 5/30, Griffin
- 4/7 **FACULTY MEETING**, 2:45 pm, Harcum
- 4/8 BCC Annual College Fair, 8:00 am – 12:00 pm, Gym, College Advising
- 4/8 Parent, Teacher, Student Association (PTSA) Meeting, 6:30 pm, Auditorium
- 4/11 **3rd QUARTER REPORT CARDS DISTRIBUTED**
- 4/11 Spring Dance Concert, TBA, Freeman
- 4/14 **Spring Break (4/14 – 4/21), SCHOOL CLOSED**
- 4/22 Senior Week Begins (4/22 – 4/25), Cannon
- 4/24 **IB/AP Testing Meeting**, TBA, Auditorium, Smart-Smith, Barnett
- 4/24 Ascend Event, 2:45 pm, Room 150, Carr
- 4/26 Junior Prom, Reginald F. Lewis Museum, TBA, Cannon
- 4/29 **IB Exams Begin (4/29 – 5/21)**, TBA, Smart-Smith

May

- 5/1 Spring Open Mic Night, 5:00 pm, Black Box Theatre, Rosenberg
- 5/3 BCC Choir Annual Knight of Music, TBA, Smith
- 5/5 **AP Exams Begin (5/5 – 5/16)**, TBA, Hedderick
- 5/5 **FACULTY MEETING**, 3:00 pm, Harcum
- 5/7 College Decision Day, Auditorium, College Advising
- 5/13 Junior College Advising 1:1 Meetings Begin (5/13 – 6/11), College Advising
- 5/13 Parent, Teacher, Student Association (PTSA) Meeting, 6:30 pm, Auditorium
- 5/14 **4th QUARTER PROGRESS REPORTS DISTRIBUTED**
- 5/16 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
- 5/20 Ascend Event, 2:45 pm, Room 150, Carr
- 5/21 Last day of IB Exams
- 5/22 Senior Prom, Belvedere & Co, 8:00 – 12:00 am, Cannon
- 5/23 Spring Fair, TBA, Hodges
- 5/26 Memorial Day, **School Closed**
- 5/29 Senior Farewell, 10:00 – 11:30, Cannon
- 5/30 Senior Clearance, 9:00 am – 12:00 pm, Gym, Joyner

June

- 6/2 Final Exams, Grades 9 – 11, (**6/2 – 6/9**)
- 6/4 **GRADUATION, Meyerhoff Symphony Hall, 9:00 am**
- 6/7 Junior Class Trip, TBA, Cannon
- 6/9 Sophomore Class Trip, TBA, Cannon
- 6/11 **4th Quarter Ends**
- 6/11 **LAST DAY OF SCHOOL FOR STUDENTS**
- 6/11 **LAST DAY OF SCHOOL FOR STAFF**
- 6/19 **Juneteenth Holiday**
- 6/26 **FINAL REPORT CARDS DISTRIBUTED**

Bell Schedule

<u>Regular Schedule</u>			
Start	End	Period	
7:30	8:55	1	
9:00	10:30	2	
10:35	11:20	3	Lunch 9/10
11:25	12:00	4	
12:05	12:50	5	Lunch 11/12
12:55	2:20	6	

2-Hour Delay			
Start	End	Period	
9:30	10:30	1	
10:35	11:35	2	
11:40	12:10	3	Lunch 9/10
12:15	12:40	4	
12:45	1:15	5	Lunch 11/12
1:20	2:20	6	

Half Day/Early Dismissal		
Start	End	Period
7:30	8:25	1
8:30	9:30	2
9:35	10:30	4
10:35	11:30	6

School Songs

“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.

“City Forever”

City forever,
We'll praise her to the sky.
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

Baltimore City College 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, Teacher Recruitment, UMBC Partnerships, Discipline	Seth Hedderick Assistant Principal Third Floor	Administration ILT
Special Education and Health and Safety Manager, Grade Review, Discipline, Counseling, Faculty Observations	Richard Kennedy Assistant Principal First Floor	Administration ILT
Director of Institutional Advancement/Development, Alumni Association Liaison, IB Diploma Program, Faculty Observations, Discipline	Yavona Piral Assistant Principal 2nd Floor	Administration ILT Development Committee
IB MYP and OTG Grade 9 Coordinator and Director of Teaching and Learning	Sarah Jeanblanc Library	Administration ILT
Director of Academics, Scheduling, Academic Integrity Monitor	Kevin Barnett	Administration ILT
Literacy Coach/English Chair	Jamie Massey	Instructional Leadership
Director of Student Achievement, Toddle Support	Anthony Storck	Instructional Leadership
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
Multi-Lingual Family Liaison, CAS Coordinator	Monica Brown	Support Services

Testing Coordinator, Development Committee Chair	Katherine Griffin	Support Services
Librarian, IB Personal Project Coordinator	Katherine Menges Library	Support Services
Social Emotional Learning (SEL) Coordinator, New to City Teacher Mentor, Advisory Coordinator, SGA Advisor	Karen Hodges 226	Support Services
Coordinator for the Reed Math and Science Center	Alisa Engsberg Reed Math and Science Center	Support Services
Coordinator for the Writing Center	Lena Tashjian Writing Center	Support Services
Counselors: Class of 2028 Class of 2027 Class of 2026 Class of 2025	Autumn Carr (Academic Advisor for Student athletes) Donna Givens, Department Lead Susanne Gray-Rice Adrienne Williams (504 Coordinator)	Support Services
IEP Team Associate	Joy Bivens	Support Services
Special Educator	Kameron Cherry	Support Services
Related Service Providers	Miles Waltuck, Psychologist Burnett Morsell, Social Worker Kia Baker, Social Worker Emily Smith, Occupational Therapy	Support Services
ESOL Instructor ESOL Para-Educator	Tobias Pessoa Gingerich Ana Maderos	Support Services
English Department	Jamie Massey, Lead	Instructional Leadership
Social Studies Department	Shaun Faries, Lead	Instructional Leadership
Mathematics Department	Danielle Moore, Lead	Instructional Leadership
Science Department	Gerimi Belin, Lead	Instructional Leadership
Foreign Language Department	Franca Muller Paz, 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, Siven Odenwald	IT
Community School Specialist	Ronald Covington	Support Services
Activities Director	Barbara Anderson, Secretary	IB Office
Main Office Assistant, Student Device Coordinator, Service Learning	Stephanie Marcano Sayra Medrano	Main Office
Main Office Assistant		
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	Assigned Officer	1 st Floor Office
Lead Custodian	Sheila Johnson	Ground Level
Cafeteria Manager	Assigned Personnel	Cafeteria
BTU Building Representative	Franca Muller Paz	BTU

CLUBS AND CO-CURRICULAR LEADS

Chorus	M. Smith
Band/Marching Band	Jackson
ASCEND Advisor	Carr
Student Government Association	Hodges and Wilson
Debate/Mock Trial	Daniels
Newspaper/The Collegian	Phelps
Model U.N.	M. Kain
Gender and Sexuality Alliance	Lawrence, Odenwald, Benner
It's Academic	Baker/ Bettis
Chess Club	Sutherin
Drama Club	Rosenberg
One City, One Book	Ullman
SOMOS	Muller-Paz and Morales
Echoes Literary Magazine	Tashjian
Strong Women of Today and Tomorrow	Givens
Cheerleading	Gray Rice
Financial Literacy	Swartley
Anti-Defamation League	Massey
A Few Good Men	Belin/Larimore
Photography Club	Knapp/Clunas
Asian Student Union, Anime/ Art Assistant Club	Chin
Environmental Club/Recycling	Frye
The National Honor Society	Marcano, Davidoff-Gore
VEX Robotics	Ochs/Larimore
Art Club	Clunas
Doctors of Tomorrow DOT	Reyes
Science Olympiad Club	Mawi
Tech Knights, Sign Language	Jefferson
Guitar	Gover
Dungeons and Dragons	Dominguez-Urban
Science National Honor Society	Barnett
Muslim Student Association	Mawi
Black African American Culture Club	Tarrant
Jewish Student Union	Pearcy

The Baltimore City College Assessment and Learning Policy

Supporting Students to Challenge Themselves and Succeed

Assessment Philosophy

BIG PICTURE:

How do assessments tie into the IB mission and our school vision?

As an IB World School, we embrace the IB mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” Our assessment philosophy aligns with this mission and our school vision of supporting students to challenge themselves and succeed. At BCC, assessments go beyond measuring achievement; they fuel a love of inquiry and a growth mindset. By providing opportunities for self-reflection and skill development, assessments empower students to achieve their full potential and contribute meaningfully to the world.

HOLISTIC GRADING:

What is holistic grading, and why do we use that approach?

At BCC, we utilize a standards-based holistic grading approach which aligns with IB practices. This method focuses on a student’s mastery of specific skills and their achievement over time, rather than a point system for classwork, homework, or behavior. Grades represent a “snapshot” of a student’s current achievement based on recent summative performance, with an emphasis on growth throughout the grading period and across the year. This approach provides a clear picture of a student’s strengths, areas for development, and progress towards achieving the challenging goals of the IB curriculum.

TEACHING AND LEARNING:

How do assessments support teaching and learning at our school?

To achieve these goals, teachers utilize a series of ongoing formative assessments that culminate in a set summative assessment for each unit. Formative tasks align to MYP and DP rubrics used to evaluate student learning on summative assessments to ensure a seamless progression for students as they practice and refine essential skills. Teachers use these assessments to gather data, adapt instruction, and provide timely, specific feedback that allows students to self-reflect and adjust their approach. This continuous cycle of learning, assessment, and feedback fosters the development of mindsets, knowledge, and skills that are essential to student success.

Stakeholder Expectations

We expect
STUDENTS
to own their
learning
through...

▸ **Preparation and Dedication:**

Come prepared for assessments by reviewing materials, completing assignments and homework, and asking clarifying questions beforehand. Put forth your best effort during learning activities and assessments. Avoid distractions to the learning environment out of respect to yourself and peers.

▸ **Reflection and Growth Mindsets:**

Reflect on formative and summative performance. Work with teachers to set goals and monitor progress toward achieving them. Utilize feedback to revise work and move toward mastery.

▸ **Communication and Organization:**

Submit all assignments on time. Maintain an organized record of notes, work, and resources. Keep families and teachers updated on your progress and when you need help.

We expect
TEACHERS
to support
students
through...

▸ **Task Alignment:**

Develop standards-based formative and summative tasks. Ensure formative tasks and learning activities are directly aligned to and prepare students for summative tasks.

▸ **Multiple Assessment Methods and Clear Expectations:**

Incorporate a range of formative and summative tasks which allow students to demonstrate learning in a variety of ways. Provide students with task-specific rubrics that clearly define expectations including academic integrity.

▸ **Data-driven Decisions:**

Adapt lesson activities to address student needs in response to formative and summative assessment results. Facilitate student academic goal setting and reflection to improve learning.

▸ **Meaningful and Timely Feedback:**

Provide meaningful feedback to students in a timely manner. Report assessment results on a regular basis using the school's online gradebook so students and their families can monitor academic progress.

We expect
**SCHOOL
LEADERS**
to support
students &
teachers
through...

▸ **School-wide Goals:**

Establish and communicate clear goals and success measures as outlined by the school performance plan. Utilize assessment data to identify trends and address student and teacher needs. Ensure equitable practices are implemented for all teaching and learning.

▸ **Professional Development:**

Encourage a culture of collaboration amongst teachers to improve assessment practices. Identify areas for growth and provide opportunities for assessment-related professional development.

▸ **Evaluation and Feedback:**

Ensure stakeholders adhere to the expectations established in this policy. Analyze formative, summative, and external assessments (IB, AP, etc.) and provide feedback to improve assessment practices.

<p>We expect FAMILIES to support student learning by...</p>	<p>► Monitoring Student Progress: Work with students outside of school to ensure they're meeting the expectations set out in this document.</p> <p>► Promoting Self-Advocacy: Encourage students to seek out opportunities for enrichment and support, as needed. Include students in communications, so they can own their learning and learn to advocate for themselves.</p> <p>► Staying Involved: Collaborate and provide feedback to students, teachers, and school leaders. Track student academic progress and attendance through the online learning management systems (Infinite Campus and Toddle).</p>
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School-Wide Assessment Practices

Assessment Types

All assignments must be integral to the learning process and directly align to summative assessments. Teachers achieve this by backwards planning and tying task descriptions to specific rubric criteria that reflect MYP or DP assessment practices as appropriate. All assessments should inform, enhance, and improve teaching and learning.

Formative Assessments (F)

Formative assessment is ongoing assessment FOR learning aimed at providing information to guide teaching and improve student performance. 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.

Examples of formative assessments include:

- Quizzes
- Rough drafts and outlines
- Class discussions
- Practice problem sets

Failure to complete formative tasks will greatly impact a student's ability to be successful on a summative task. Summative resubmissions will not be permitted unless students have completed required formative assessments at the passing level.

Summative Assessments (S)

Summative assessments are culminating assessments OF learning that occur at the end of a unit or course, designed to provide information on the student's achievement level against specific objectives. There is a maximum of two single-day in-class seated summatives per quarter. The Instructional Leadership Team (ILT) may approve additional summatives per quarter as needed.

Examples of summative assessments include:

- Unit, midterm, and final exams
- Final drafts of essays, research papers, and lab reports
- Presentations, oral exams, and performances

Summatives must be completed as part of classwork, or a significant proportion of classwork, and may not be completed purely as homework. Summative work completed outside of class is considered part of the time allotted for homework each week (see homework policy below).

Summative Portfolio Tasks (SP)

Summative portfolios provide evidence of student growth throughout a unit, and are made up of a collection of tasks that support the process of learning. Summative portfolios should include a pacing guide that includes suggested benchmarks and time needed to complete each task.

Examples of portfolio tasks:

- A series of formative assessments (identified by the teacher at the outset of the unit)
- Performance tasks with open-ended problems allowing for multiple and differing responses
Academic grades must be based on content knowledge and skill mastery. They cannot be based on behavior, including attendance, late submissions, completion, or extra credit.

Homework Policy

Homework can be either formative or summative work and should support student growth and learning. Formative work should provide essential skill development and be directly linked to a summative task. These assignments should be purposeful for the student in developing understanding and skills, prompt student ownership of learning, and be engaging and relevant to students.

Homework tasks may include:

- Practice to support skill development and review of learned concepts
Ex: math problems, foreign language speaking tasks, and historical and science readings.
- Preparation for upcoming units
Ex: flipped classroom instruction, literary readings and vital stages in the writing or research process
- Extension of classroom formative or summative tasks for completion
Ex: technology projects, science lab reporting, and fine art projects
- Reflection and self-assessment
Ex: 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.

MYP (Grades 9 - 10)	DP (Grades 11 - 12)	Personal Project (10th)	Extended Essay (11th)
2 hrs or less per week per subject	3 hrs or less per week per subject	25 hrs over the course of the year	40 hrs over the Course of the the year

Communicating Assignments

Clear communication of expectations and deadlines is integral to student success. Teachers will post task descriptions in the online classroom on the day that an assessment is assigned so they can be easily found and referenced. For summatives, the task description must be posted at least one week prior to the exam date or assignment deadline.

All assessment task descriptions must include the following:

- Task-specific rubric (aligned to MYP or DP rubrics as appropriate)
- Expected time required to complete
- Deadline and method of submission
- List of formative assessments required for resubmission (summative task descriptions only)

Throughout the unit, teachers should also provide models of strong performance against a rubric for student evaluation and analysis.

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.

Summative deadlines are final. Late work will only be accepted in accordance with this policy, as defined below.

Extension Requests

Students in need of an extension are required to be proactive and must request one no later than 24 hours prior to the assignment deadline. Teachers must require students to send an email to the teacher and to their parents stating a valid reason for needing an extension. If approved by the teacher, they will define a new deadline, which should not be more than 10 school days after the original due date. All student work must be submitted no later than one week prior to grade closure for the quarter. Resubmissions submitted after this time will be considered in determining students' end-of-year course grade; however, they will not impact their grade for that quarter. **When summatives are not submitted, the overall grade for a course is a one, as the teacher has no evidence of the student achieving the standards assessed by that task.**

Missed Summative Deadline

If a student does not submit a summative on time, teachers will notify the student and their family via the online gradebook. Since the student has not provided evidence of standard mastery, the summative score will default to a zero in the gradebook.

Missed In-Class Exam

If a student does not attend class on the day of an in-class summative assessment, the score will be marked as a zero and missing in the online gradebook. If the absence is **unexcused**, the summative grade remains a zero and the student is not eligible to resubmit. If the absence is **excused**, the student should be prepared to take the assessment **on the day that they return to class**.

For an absence to be considered "excused," students must provide an official signed note or email that is approved by the school attendance office and shared with all of the student's teachers.

Revisions and Resubmissions

Formative Reflections

Students are expected to read formative feedback, reflect on their performance, and apply what they learn through this process on future formatives and summatives. Teachers may require students to submit revisions for certain formative assignments.

Summative Resubmissions

Summatives may be revised and resubmitted; however, certain summatives are not eligible for resubmission including Midterms, Finals, and performance-based assessments. The following requirements apply to all summative resubmissions, and any additional requirements must be included on the task description that is posted when the assessment is assigned.

In order to resubmit work, students must:

- Make a genuine effort on the initial attempt
 - Complete all required formatives (indicated on task instructions) at the passing level
- Teachers may also require students to attend coach class and/or the peer tutoring center for support. Approved revisions must be resubmitted within 5 school days after the teacher provides feedback to students.

Academic Interventions and Support

Students who repeatedly struggle to complete and submit assessments on time and at the passing level will be identified as needing additional coaching and assistance. The following resources are available for students and may be required if the student does not pass multiple formative or summative assessments:

- Peer Tutoring: Work with trained peer tutors in the Writing, Math and Science, or Research Centers
- Coach Class: Work with the student's teacher or other teachers of the same subject
- Student-Led Conferences: Teacher, student, and family discuss root causes and possible supports
- Student Support Team (SST): Referrals to administration, counseling, or related services

Students struggling in multiple classes will be identified to be part of the On Track to Graduate (OTG) cohort for that grade level. These students will meet with OTG team members on a regular basis to ensure that they are taking advantage of available support and improving.

Standardization of Assessment

All teachers of the same course must internally standardized grading of summative assessments before final achievement levels are awarded to students. Teachers will meet in subject teams, analyze student work, and come to a consensus on how criteria and achievement levels will be determined.

Reporting Student Achievement

Grade Descriptors and Conversions

As an IB World School, all grading is completed using the IB 1 - 7 scale. Equivalent percentages are not used internally, but will be shown on report cards and final grades as mandated by the school district. The table below includes IB grade descriptors and conversions for all grading scales. Non-IB and AP classes will have grades reported as percentages with associated letter grades.

Mastery Level	IB	General Grade Descriptor	MYP Criteria	%	GPA Weighted
Excellent	7	Quality of work: High and frequently innovative Understanding: Comprehensive Critical thinking: Consistently sophisticated Application: expertise in a variety of complex situations, frequently with independence	28 - 32	100%	5.5
	6	Quality of work: High and sometimes innovative Understanding: Extensive Critical thinking: Frequently sophisticated Application: familiar and unfamiliar situations, often with independence	24 - 27	95%	5.5
Substantial	5	Quality of work: Generally high Understanding: Secure Critical thinking: Sometimes sophisticated Application: in familiar situations independently, unfamiliar with support	19 - 23	87%	4.5
	4	Quality of work: Good Understanding: Basic with occasional minor gaps Critical thinking: Often basic Application: Some flexibility with familiar situations, unfamiliar needs support	15 - 18	80%	4.5
Adequate	3	Quality of work: Acceptable Understanding: Basic with occasional significant gaps Critical thinking: Beginning Application: Often inflexible, often needs support even with familiar situations	10 - 14	70%	3.5
	2	Quality of work: Limited Understanding: Significant misunderstandings/gaps Critical thinking: Infrequent Application: Generally inflexible, infrequently uses knowledge/skills	6 - 9	55%	0.0
Limited	1	Quality of work: Very limited Understanding: Lacking for most concepts/skills Critical thinking: Very rarely Application: Very inflexible, rarely uses knowledge/skills	0 - 5	50%	0.0

Grading Practices & Reporting Timeline

Report card grades are based on students' academic performance and content mastery. Therefore, they will be determined based exclusively on the grades students earn on summative assessments, which include portfolio tasks. Formative tasks are integral to the learning process and must align directly to summative tasks, but they are not used in determining overall course grades.

REPORTING FORMATIVE & SUMMATIVE GRADES

Each course has an online classroom where teachers will post assignment details, rubrics, curriculum resources, formative, and summative marks. All formative and summative grades are recorded in the online classroom's gradebook prior to the distribution of graded student work.

Grades and teacher feedback for all assessments should be posted within 10 school days of the assessment's due date. Per district mandate, at least one grade every 2 weeks will be recorded in the online gradebook.

REPORTING QUARTERLY GRADE REPORTS

Families will receive two printed grade reports each quarter: one progress report and one report card. The dates for distribution windows are available on the Baltimore City Public Schools website. These quarterly progress reports and report cards as well as students' final grades are posted in the district's official learning management system (Infinite Campus).

When progress reports are due, if no summatives have yet been given that quarter then grades may be based on formative performance; however, if a summative has been completed, that grade must be reflected on the progress report.

REPORTING OVERALL COURSE GRADES

A student's quarter grade represents only a snapshot of their performance at that time. Quarter grades are not averaged to produce a final year grade. 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). A student's overall course grade is determined holistically and reflects both growth and achievement.

Approaches to Learning (ATL)

Although other aspects of learning like behavior, effort, and organization are not graded, developing these skills is essential to preparing students for academic, personal, and professional success. The International Baccalaureate's (IB) approaches to learning (ATL) equip students with the following transferable skills that empower them to become independent, lifelong learners:

Communication	Social	Self-Management	Research	Thinking
Interaction Language	Collaboration	Organization Affective Reflection	Information Literacy Media Literacy	Critical Thinking Creativity and Innovation Transfer

These skills are explicitly taught, practiced, and refined throughout the program, forming a strong foundation for success in all subjects, individual work, and collaboration. This ensures students develop a sophisticated understanding of "how they learn" and become empowered, self-directed learners.

Assessment in the IB Middle Years Programme (MYP)

MYP Assessment Criteria Across the Curriculum

In the MYP, subject-group objectives correspond to four assessment criteria, as shown in the table below. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals & Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-Life Contexts
Arts	Investigating	Developing	Creating	Evaluating
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
Physical & Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Personal Project	Planning	Applying Skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement. A student’s overall grade is determined by calculating the sum of their four criteria scores out of 32 marks. Mark band ranges for MYP Criteria totals to overall IB Grades are shown in the Grade Descriptors and Conversions table above.

Assessment in the IB Diploma Programme (DP)

Each DP Course has both internal and external assessments. Summative assessment grades throughout the course are weighted in alignment with the weighting of these end-of-course assessments.

External Assessments (EA)

Written exams taken at the end of the course and submitted to the IB for grading. In some courses, EAs include performance-based components, such as creative portfolios.

Internal Assessment (IA)

Student IAs are evaluated by their teacher, then student work samples are submitted to the IB for moderation.

Assessment for College Credit

In addition to earning credits toward district and state graduation requirements, students have the opportunity to earn college credit for AP and DP courses. For each course, students will submit a series of external and internal assessments to demonstrate mastery of the content. ***All students enrolled in DP and AP courses will be registered and required to sit for these exams.***

Academic Integrity

Academic integrity is the process of acting in an honest and responsible way in producing original academic work. 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 their own work, whether it is a formative assignment (e.g., homework, class work, quiz) or a summative assignment (e.g. report, project, research paper, unit test, mid-term/final).

Students who submit academic work that uses unoriginal ideas, words, research, or images without proper credit and documentation or citation are in violation of the Academic Integrity Policy. A student who helps another to act dishonestly is also violating the Academic Integrity Policy.

All written work must be uploaded to the school plagiarism checker, Turn-It-In.

Violations of the Academic Integrity Policy include, but are not limited to, the following:

Unapproved materials/device	Plagiarism	Collusion
-cheat sheet	-not citing sources (including AI)	-using another student's work
-calculator	-copying/cut and paste work from online research or sources	-allowing another student to use your work/answers
-cell phone	-using paid for essay services	-cheating off a friend on a test
-notes	-searching the internet for answers and copying and pasting them as your work	-helping a friend cheat
-talking during testing or breaks	-reusing your own work from another class or assignment	-distributing answers of assessment materials (including essays)
-taking pictures of tests/work		
-using AI or chat bots to generate essays		

Misunderstanding the code is not an excuse for dishonest work. Students who are unsure about the Academic Integrity Policy should meet with a teacher or administrator.

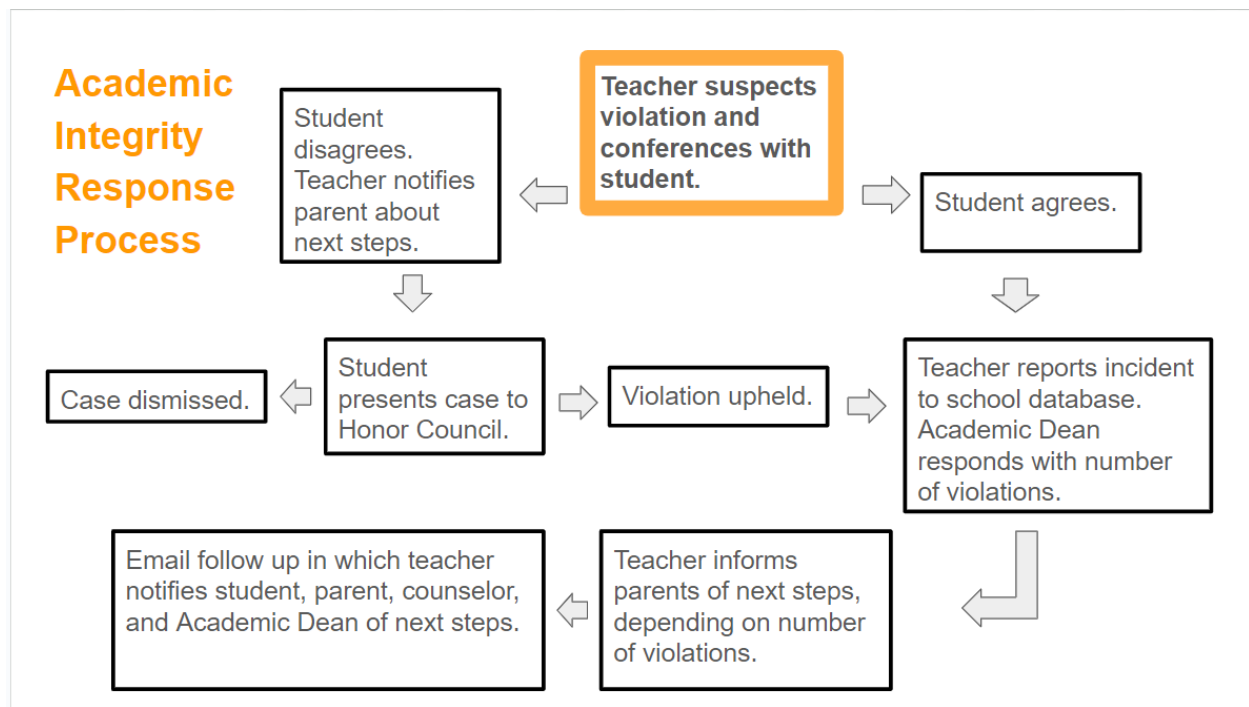
Academic Support and Fostering Academic Integrity

In each course, students will sign an academic integrity pledge at the start of each course. Academic integrity is a community value that must be fostered and knowledge around what counts as dishonesty must be taught and continuously clarified. Teachers and administrators will provide clear instruction on academic integrity throughout the school year, teaching skills such as appropriate citation and inappropriate AI usage. Teachers will ensure students know how to submit work through Turn-It-In and inform students about how to read their own reports as applicable. Teachers will reiterate when collaboration is allowed on formative and summative assignments and provide opportunities for students to ask questions about what upholds or violates academic integrity for each assignment.

Academic integrity is most often challenged when students are struggling with content and/or time management. Students who need academic or study skills 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.

All courses 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.

Academic Integrity Violation Process

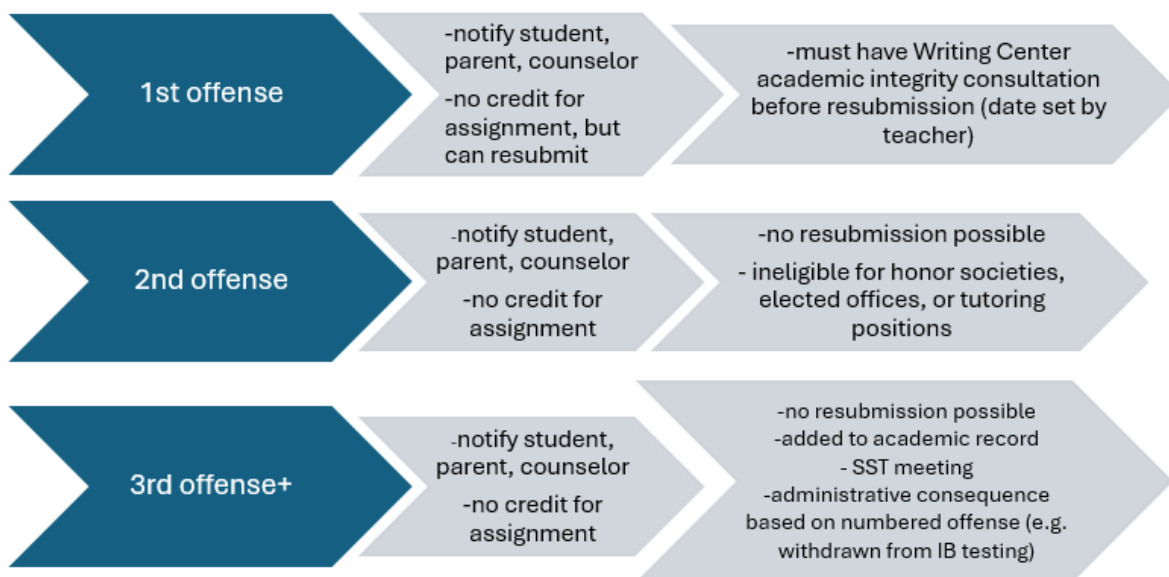


Reporting an Infraction

When a teacher suspects a violation of academic integrity, in either formative or summative work, they should conduct an investigation to substantiate this claim. This could include documenting observation of violation, consulting Turn-It-In.com, looking at track changes on Google docs. Teachers should conference with students during this phase so both teacher and student fully understand the situation. If a teacher cannot make contact with a student within 3 school days, they should proceed with contacting the parent and loop in the student when possible. The teacher should submit a report through the Student Referral Form in order to determine the appropriate next steps, based on how many offenses the student has already committed. If a student refutes the teacher’s account, teachers should submit the case to the Honor Council.

If a student believes that another student has committed a violation of the academic integrity code, they should contact a school administrator.

Consequences for Violations



First Violation of Academic Honesty Policy

1. No credit on the assignment. Student is required to check in with teacher to clarify expectations and requirements around violation.
2. Student is directed to attend peer-led Academic Integrity session at the Writing Center, and/or Reed Math and Science Center.
3. Parents are notified the same day, by the teacher, with a phone call followed by an email to document phone call conversations. This communication should be documented to the head of Academic Integrity and the counselor should be CCed.
4. Student should resubmit work after completing Academic Integrity session within a reasonable time frame agreed upon by teacher and student.

Second Violation of Academic Honesty Policy

1. 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)
2. Parents are notified the same day, by the teacher, with a phone call followed by an email to document phone call conversations. This communication should be documented with the head of Academic Integrity and counselor should be CCed.
3. No resubmission of the work possible.
4. Students are ineligible for honor societies, elected offices, and tutoring positions in Writing, Math, and Science Centers.

Third and Subsequent Violation of Academic Integrity Policy

1. 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)
2. Parents are notified the same day, by the teacher, with a phone call followed by an email to document phone call conversations. This communication should be documented with the head of Academic Integrity and counselor should be CCed.
3. Referral to school counselor for SST meeting and counseling support.
4. Administrative consequences could include, for third or subsequent violations, notation in student record, letter to university as addition to transcript, forfeiture of City Diploma, or loss of privileges such as sitting for IB exams.

Exceptions and Further Guidance:

1. Midterms and Final Exams cannot be resubmitted.
2. If a student commits a second or higher offense on a task that must be completed for graduation purposes, such as the Personal Project or an IA, the student does still need to complete the work. Students in these circumstances should have additional measures enacted, such as requiring work within the Writing Center or having to restart the task with a new prompt.
3. If a teacher is unable to contact a student or parent, a counselor should be brought in for support.

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:

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.

4B-Knight time

1A	1B
2A	2B
3A	3B
4A	W.I.N/Knight Time

Students will be taking 7 courses, and will be able to use their 4B as a flexible period.

- Attendance is required and will be tracked.
- Students will have the opportunity to attend Coach Classes or extracurriculars during a regular school day.
- Teachers on duty will be responsible for hosting or facilitating Coach Class or extracurriculars.
- **25 minutes in W.I.N. (What I Need)**
Focus on student conferencing, discussions of student priorities, completion of SLP
- **55 minutes of Knight Time**
- Teachers will create coach class, activities, and events that students will sign up for in AllTimely.

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 be 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 Report

Notification Timeline

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

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

Month and Milestone	Support
<u>August</u> <ul style="list-style-type: none"> • Back to school workshops 	Handbook, Student/Parent Meeting, and Review of Graduation Requirements for earning the Diploma
<u>September</u> <ul style="list-style-type: none"> • Mandatory Grade level parent meetings with information on “Awareness of Academic Resources” • Back To School Night • Advisory (on going) 	including Coach class, Tutoring, Mentorship, Community resources Curriculum overview, Content-specific syllabi review, Grade/academic monitoring tools
<u>October</u> <ul style="list-style-type: none"> • 1st progress report distributed • Advisory (on going) 	1 st parent teacher conference
<u>November</u> <ul style="list-style-type: none"> • First Quarter Report Card Distribution • Reminders to families about school based academic support resources • Advisory (on going) 	Academic Warning Letters for students in jeopardy sent to families by School Counseling Referrals to SST Meetings as needed
<u>December</u> <ul style="list-style-type: none"> • Second Quarter Progress Reports Distributed • Advisory (On-Going) 	Second Parent – Teacher Conference Exam readiness and other test prep support
<u>January</u> <ul style="list-style-type: none"> • Second Quarter Report Card Distribution • Reminders to families about school based academic support resources • Advisory (on going) 	Academic Warning Letters for students in jeopardy sent to families by School Counseling Referrals to SST Meetings as needed Mandatory 1 st semester parent meetings with school administration and counselors for students in academic jeopardy
<u>February</u> <ul style="list-style-type: none"> • Advisory (on going) 	Referrals to SST Meetings as needed Reminders to families about school based academic support resources

<u>Month and Milestone</u>	<u>Support</u>
<p><u>March</u></p> <ul style="list-style-type: none"> • Third Quarter Progress Reports Distributed • Reminders to families about school based academic support resources • Advisory (On-Going) 	<p>Third Parent – Teacher Conference Exam readiness and other test prep support Referrals to SST Meetings as needed</p>
<p><u>April</u></p> <ul style="list-style-type: none"> • Third Quarter Report Card Distribution • Reminders to families about school based academic support resources • Advisory (on going) 	<p>Academic Probation Letters for students in jeopardy sent to families by School Counseling Office Mandatory 3rd Quarter parent meetings with school administration and counselors for students in academic jeopardy Staff assigned as mentors to students in jeopardy Exam readiness and other test prep support Referrals to SST Meetings as needed</p>
<p><u>May</u></p> <ul style="list-style-type: none"> • Fourth Quarter Progress Report Distributed • Reminders to families about school based academic support resources • Advisory (on going) 	<p>Fourth Parent – Teacher Conference Exam readiness and other test prep support Referrals to SST Meetings as needed</p>

Baltimore City College Diploma Requirements

Credit Distribution

Class of 2025-Class of 2028

IB Diploma Student: 31 Credits including successful completion of the IB MYP Personal Project, IB Theory of Knowledge, and IB Extended Essay.

IB Course Student: 30 Credits including successful completion of the IB MYP Personal Project

All Graduates:

- **Minimum Overall Unweighted GPA of 3.0**
- Passing all classes (Transcript must reflect a passing grade in all courses taken)
- Application to a minimum of 4 colleges (including FAFSA submission)
- **Completes all registered AP/IB Exams**

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

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.

LIBRARY/The Center for Teaching and Learning

(The Stanley Reed Math and Science Center, The Writing Center)

Students may use the library during school hours until 3:30. All students must follow the required procedures to gain admittance, including having permission in an email from their teacher to the librarian stating they have permission to be in the library during the current time. A substitute may not write passes to the library.

The Center for Teaching and Learning is located on the second floor. The Center for Teaching and Learning offers tutoring support through the Writing Center and Reed Center. Students may receive tutoring during lunch, after school or during class time with a pass and email from their teacher. All CTL Locations, including the library close at 3:30 daily.

Student Attendance & Punctuality

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. **Further, all communication regarding absences, appointments, late arrival, and early dismissal must be directed to the attendance office at: bccattendance@CitySchools2013.onmicrosoft.com**

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

LATENESS POLICY

Students should not be turned away from the class for arriving late.

No student should be sent out of class to locate a pass.

Students must not be required to stand outside the classroom door.

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 using the administrative referral form and administration will follow up with student, parent, and teacher.**

STUDENT ATTENDANCE

Daily Attendance- In order to ensure accuracy, daily attendance must be efficient and accurate in submission to insure quality data.

1. Attendance should be taken by the classroom teacher daily in each class period and recorded in the Infinite Campus.
2. **Upon the third absence from class, the teacher should contact the home.**
3. **Upon the fifth absence from class, the attendance monitor should be notified.**

Excused Absences from Class

Students are to be marked present and are allowed to make-up work

1. Team Participation
2. Field trip participation
3. Performance in assemblies

*** each instance above should be communicated at least 24 hours in advance**

ATTENDANCE OFFICE

All communication regarding attendance and any to the attendance office must be via email (bccattendance@CitySchools2013.onmicrosoft.com)

Early Dismissal

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 at bccattendance@CitySchools2013.onmicrosoft.com. All requests must be documented and the parent picking the student up must present ID and be listed in the Infinite Campus Database for the student.

Non-Emergency

Students who need to leave school early must have their parent/guardian come into the attendance office and sign them out with a valid ID.

Illness/Injury

All student accidents, injuries, and illnesses must be reported immediately to a school administrator. 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.

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.

HALL PASSES

Students will utilize the digital hall pass from Alltimely

Ensure students sign-in and out on a log when using passes.

1. Must be limited to after the first ten minutes of class, but not in the last 10 minutes of class (unless there is an extreme emergency)
2. Students should not be released from any class without utilizing the pass system

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 Transfer

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

- Khaki colored bottoms and a City College shirt.
- 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 the only outerwear permitted**

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/Lunch

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
- ❖ **Students are not permitted to walk the school building or grounds during lunch and are not leave the cafeteria until dismissed.**
- ❖ **Students are not allowed to eat in class during the lunch periods.**

Baltimore City College uses a schedule for 2 lunch periods:

- **9/10th grade students eat lunch in the cafeteria and stadium grounds from 10:35-11:20**
- **11/12th grade students eat lunch in the cafeteria and stadium grounds from 12:05-12:50**
- **By district policy, students are not allowed to leave school grounds or order outside food:**

New for SY 2024-2025 BCPSS Wellness Policy on Competitive Foods
“Students can no longer receive food at school from meal delivery apps during the school day.”

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.

Leaving the Campus

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

Lockers

Every year students will be assigned a new individual hall locker. 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. Students requesting to see the guidance counselor need an appointment.

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- (*Students are encouraged to pay in installments throughout the 4 years*)

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

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.