**STUDENT HANDBOOK**

**2023 – 2024**



**Baltimore City College Diploma Requirements**

**Credit Distribution**

**Class of 2024-Class of 2027**

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****.*

**BCC School Calendar 2023-2024**

**July**

7/31 Summer Bridge (7/31 – 8/4), 9:00 –12:00 pm (9th Grade)

**August**

8/1 Summer Bridge (7/31 – 8/4), 9:00 – 12:00 pm (9th Grade)

12th Grade Summer Application Bootcamp #2 (**8/2 – 8/4**), 9:00 – 12:00 pm, College Advising

8/1 9th Grade ID Pictures, Auditorium

8/3 Activities Fair, 11:00 am, Wilson, SGA

8/4 9th Grade Class Picture

8/4 Last Day of Summer Bridge

8/5 Cheerleading Boot Camp (8/5 – 8/10), 7:00 –10:00 am Gray-Rice

8/8 Senior Portraits (8/7, 8/8, 9/1), Cannon

8/8 12th Grade College Application Bootcamp #2, (8/8 – 8/10) 9am – 12pm, College Advising

8/9 12th Grade Application Bootcamp Session #3 (8/9 – 8/11), 9:00 – 12:00 pm

8/9 Fall Sports Begin

8/14 12th Grade Application Bootcamp Session #3 (8/14 – 8/16), 9:00 – 12:00 pm

8/14 Transfer Students Orientation, 9:00 am, Givens

8/15 City College Choir Summer Camp (8/15 – 16) 10:00 am, Smith

8/21 Staff Return, Professional Development (**8/21 – 8/28**)

8/21 Faculty/Staff Meeting, 9:00 am, Harcum

8/28 **FIRST DAY OF SCHOOL, 1st Quarter Begins**

8/28 9th & 10th Grade Orientation, ½ Day 8:30 – 11:30 am

8/29 11th & 12th Grade Orientation, ½ Day 8:30 – 11:30 am

**September**

9/4 Labor Day – **SCHOOL CLOSED**

9/5 Senior College Advising 1:1 Meetings Begin (9/5 – 10/13)

9/7 New to City & Year 1 Teacher Meeting, 2:45, Hodges

9/8 10th – 12th Grades ID Pictures, Cannon

9/9 BCC Choir Parent/Student Event, M. Smith

9/11 **FACULTY MEETING** 2:45 pm, Harcum

9/12 College Advising Apply Maryland Workshop #1, 2:30 – 3:45 PM

9/12 Junior Rings Ordering, (**9/12 – 9/13**), Cafeteria, Cannon

9/12 **BACK TO SCHOOL NIGHT**, 6:00 – 8:00 pm

9/20 Maryland College Counselor Conference, 8:00 – 2:30 pm, Doetsch, Rm. 150, Reed Center, College Advising

9/21 New Teachers (Years 2 & 3) Meeting, 2:45, Hodges

9/26 Mandatory Senior Parent Night #1, 6:30 – 8:00, Auditorium, College Advising, Carr

9/27Mandatory Freshman Parent Night, 6:30 – 8:00 pm, Matthews

**October**

10/2 Math & Writing Peer Tutoring Centers Open

10/2 **FACULTY MEETING** 2:45 pm, Harcum

10/2 Mandatory Senior Parent Night #2, 6:30 – 8:30, Auditorium, College Advising

10/4 **1st QUARTER PROGRESS REPORTS DISTRIBUTED**

10/6 Asynchronous Day, Student Learning Plans, **Parent Teacher Conferences**

10/9 College Advising Apply Maryland Workshop #2, 2:30 – 3:45 pm

10/11 SAT (Grade 12), PSAT (Grades 10 & 11), Griffin

10/12 New to City & Year 1 Teacher Meeting, 2:45, Hodges

10/12 Mandatory Junior Parent Night, 6:30 – 8:00, College Advising, Williams

10/13 Stem Speaker Series Event, Barnett

10/17 Senior College Bus Tours

10/19 New Teachers (Years 2 & 3) Meeting, 2:45, Hodges

10/19 **Baltimore City College Open House, 6:00 – 7:30 pm,** Gray-Rice

10/20 Senior Inaugural (Cruise), TBA, Cannon

10/20 Professional Development **(SCHOOL CLOSED FOR STUDENTS)**

10/25 BCC Choir High School Invitational Concert, UMD, M. Smith

10/26 10th – 12th Grades ID Pictures

10/27 Hall of Fame, Auditorium

10/28 City-Poly, TBA, Contee

10/30 **1st Quarter Ends**

10/31 **2nd Quarter Begins**

**November**

11/2 New to City & Year 1 Teacher Meeting, 2:45, Hodges

11/3 **Early Release Day for students**, Professional Development

11/7 **FACULTY MEETING,** 2:45 pm, Harcum

**11/7 1st QUARTER REPORT CARDS DISTRIBUTED**

11/10 Stem Speaker Series Event, Barnett

11/15 World Language Honors Induction Ceremony, Muller

11/16 Senior Interview Clinic, 8:00 – 3:30 PM, Doetsch Hall, College Advising

11/16 New Teachers (Years 2 & 3) Meeting, 2:45, Hodges

11/16 Mandatory Sophomore Parent Night, 6:30 – 8:00, Gray-Rice

11/17 Professional Development **(SCHOOL CLOSED FOR STUDENTS)**

11/21 Middle School Preview Day, 8:30 – 11:00, Gray-Rice

11/21 **IB Middle Years & Diploma Program Certificate Recipients Celebration Assembly**, Period 8, Jeanblanc, Smart-Smith

11/22 Wellness Day – **SCHOOL CLOSED**

11/23 Thanksgiving Holiday – **SCHOOL CLOSED**

11/24 Thanksgiving Holiday – **SCHOOL CLOSED**

**December**

12/1 Asynchronous Day, Student Learning Plans, Teacher Planning

12/4MCAP (Maryland Comprehensive Assessment Program), Algebra + English Testing, **12/4 – 1/19/24**, Griffin

12/5 **FACULTY MEETING**, 2:45 pm, Harcum

12/6 Junior Rings Arrive! Cannon

12/6 SOMOS International Night, 5:30 pm, Muller

12/7 New to City & Year 1 Teacher Meeting, 2:45, Hodges

12/8 Junior Ring Ceremony and Dance, TBA, Cannon

12/11 BCC Choir Annual Holiday Concert, 5:00 pm, TBA, M. Smith

**12/13 2nd QUARTER PROGRESS REPORTS DISTRIBUTED**

12/14 New Teachers (Years 2 & 3) Meeting, 2:45, Hodges

12/14 Drama Club Production (Student Directed, 12/14 - 16), 6:00 pm, Rosenberg

12/15 Stem Speaker Series Event, Barnett

12/15 Drama Club Production (Student Directed), 3:00 pm

12/16 Drama Club Production (Student Directed), 6:00 pm

12/19 Knights of the Roundtable, TBD, College Advising

12/21 **Baltimore City College Open House, 6:00 – 8:30 pm,** Gray-Rice

12/22 Wellness Day – SCHOOL CLOSED

12/25 Winter Holiday– **SCHOOL CLOSED** (**12/23 – 1/1/2023**)

**January**

1/2 **SCHOOL REOPENS**

1/3 MCAP (Maryland Comprehensive Assessment Program) continues, Government + Science Testing, **1/3 – 1/19**, Griffin

1/4 New to City & Year 1 Teacher Meeting, 2:45, Hodges

1/5 Stem Speaker Series Event, Barnett

1/8 **FACULTY MEETING**, 2:45 pm, Harcum

1/10 **Midterm Summatives Begin** (**1/10 – 1/18**)

1/11 New Teachers (Years 2 & 3) Meeting, TBA, Hodges

1/15 Dr. Martin L. King, Jr. Holiday **(SCHOOL CLOSED)**

1/18 **2nd Quarter Ends**

1/19 **3rd Quarter Begins**

1/19 **Early Release Day for students**, Professional Development

1/22 12th Grade Scholarship Application Sessions, Room 150, (1/22 – 1/25), College Advising

1/25 IB Middle Years (MYP) Personal Project Exhibition, TBA, Hodges

1/26 Senior Class Ski Trip, TBA, Cannon

1/26Professional Development **(SCHOOL CLOSED FOR STUDENTS)**

**1/30 2nd QUARTER REPORT CARDS DISTRIBUTED**

1/31 IB Diploma Program Parent Information Meeting (10th Grade), 6:30 – 8:00 pm, Smart-Smith, Gray-Rice

**February**

2/1 Senior 1:1 Midyear Check-ins begin (2/1 – 3/1), College Advising

2/5 **FACULTY MEETING**, 2:45 pm, Harcum

2/8 New to City & Year 1 Teacher Meeting, 2:45, Hodges

2/9 Stem Speaker Series Event, Barnett

2/9 IB Theatre II Production, 3:00 pm, Black Box, Rosenberg

2/15 Middle School Preview Day

2/15 New Teachers (Years 2 & 3) Meeting, 2:45, Hodges

2/16 Wellness Day – **SCHOOL CLOSED**

2/19 President’s Day – **SCHOOL CLOSED**

**2/29 3RD QUARTER PROGRESS REPORTS DISTRIBUTED**

**March**

3/1 Asynchronous Day, Student Learning Plans, **Parent Teacher Conferences**

3/4 **FACULTY MEETING**, 2:45 pm, Harcum

3/5 Mandatory Junior Parent College Night #1, 6:00 – 7:30 pm, Auditorium, College Advising

3/7 11th Grade College Application Workshops (3/7 – 3/8) Auditorium, TBA, College Advising

3/7 New to City & Year 1 Teacher Meeting, 2:45, Hodges

3/8 Stem Speaker Series Event, Barnett

3/9 SAT, Grade 11, TBA, Griffin

3/12 Mandatory Junior Parent College Night #2, 6:00 – 7:30 pm, Auditorium, College Advising

3/13 National Honor Society Ceremony & Reception, 5:00 – 7:00 pm, Marcano

3/14 New Teachers (Years 2 & 3) Meeting, 2:45, Hodges

3/14 Drama Club Spring Production, (3/14, 3/16, 3/19 – 3/21) Blackbox, Rosenberg

3/15Professional Development **(SCHOOL CLOSED FOR STUDENTS)**

3/25 **Spring Break (3/25 – 4/1),** **SCHOOL CLOSED**

**April**

4/1 **Spring Break (3/25 – 4/1),** **SCHOOL CLOSED**

4/2 **SCHOOL REOPENS**

4/3 Senior College Decisions 1:1 Meetings Begin (4/3 – 4/26), College Advising

4/3 **3RD Quarter Ends**

4/4 **4th Quarter Begins**

4/5 Peer Tutoring Conference, TBA, Tashjian, Engsberg

4/5 **Early Release Day for students,** Professional Development

4/8 **FACULTY MEETING,** 2:45 pm, Harcum

4/8 MCAP (Maryland Comprehensive Assessment Program), Algebra, English, Government, Science Testing, 4/8 – 5/24, Griffin

**4/11 3rd QUARTER REPORT CARDS DISTRIBUTED**

4/11 New to City & Year 1 Teacher Meeting, 2:45, Hodges

4/12 Stem Speaker Series Event, Barnett

4/13 Spring Dance Concert, TBA, Freeman

4/17 **IB/AP Testing Meeting**, TBA, Auditorium, Smart-Smith, Hedderick

4/18 BCC Choir Music Competition (4/18 – 22), TBA, M. Smith

4/18 New Teachers (Years 2 & 3) Meeting, 2:45, Hodges

4/19 **IB Exams Begin (4/19 – 5/17)**, TBA, Smart-Smith

4/19 BCC Annual College Fair, 8:00 am – 12:00 pm, Gym, College Advising

4/20 Junior Prom, Reginald F. Lewis Museum, TBA, Cannon

4/25 **International Baccalaureate (IB) Exams Begin (4/24 – 5/17)**, Smart-Smith

4/26 Spring Fair, TBA, Hodges

**May**

5/1 College Decision Day, Auditorium, College Advising

5/3 Stem Speaker Series Event, Barnett

5/4 BCC Choir Annual Knight of Music, TBA, Smith

5/6 **AP Exams Begin (5/4 – 5/17),** TBA,Hedderick

5/6 Junior College Advising 1:1 Meetings Begin (5/6 – 5/31), College Advising

5/6 **FACULTY MEETING**, 3:00 pm, Harcum

5/9 New to City & Year 1 Teacher Meeting, 2:45, Hodges

**5/13 4th QUARTER PROGRESS REPORTS DISTRIBUTED**

5/14Primary Elections **(SCHOOL CLOSED**

5/16 New Teachers (Years 2 & 3) Meeting, TBA, Hodges

5/16 Newly Admitted Student Night, 6:00 – 8pm, Gray-Rice

5/17 Last Day of IB Exams

5/17 Professional Development **(SCHOOL CLOSED FOR STUDENTS)**

5/23 Senior Prom, TBA, Cannon

5/23 Drama Student Play Festival, Blackbox, TBA, Galuardi

5/27 Memorial Day, **School Closed**

5/30 Senior Farewell, TBA, Cannon

5/31 Senior Clearance, 9:00 am – 12:00 pm, Gym, Joyner

**June**

6/3 Final Exams, Grades 9 – 11, (**6/3 – 6/7**)

6/3Graduation Rehearsal, Joyner, 9:00 am, Meyerhoff Symphony Hall

6/4 GRADUATION, Meyerhoff Symphony Hall, 9:00 am

6/10 **4th Quarter Ends**

6/10 **LAST DAY OF SCHOOL FOR STUDENTS (**Half-Day**)**

6/10 **LAST DAY OF SCHOOL FOR STAFF** (Half-Day)

6/21 **FINAL REPORT CARDS DISTRIBUTED**

**Bell Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday-Thursday** | | | |
| **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** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Advisory** | | | |
| **Start** | **End** | **Period** |  |
| **7:30** | **8:40** | **1** |  |
| **8:45** | **9:50** | **2** |  |
| **9:55** | **10:30** | **Adv** |  |
| **10:35** | **11:20** | **3** | **Lunch 9/10** |
| **11:25** | **11:45** | **4** |  |
| **11:50** | **12:25** | **5** | **Lunch 11/12** |
| **12:40** | **2:20** | **6** |  |

9th/10th Grade

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday-Thursday** | | | |
| **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** |  |
| **12:55** | **2:20** | **6** |  |

11/12th Grade

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday-Thursday** | | | |
| **Start** | **End** | **Period** |  |
| **7:30** | **8:55** | **1** |  |
| **9:00** | **10:30** | **2** |  |
| **10:35** | **11:20** | **3** |  |
| **11:25** | **12:00** | **4** |  |
| **12:05** | **12:50** | **5** | **Lunch 11/12** |
| **12:55** | **2:20** | **6** |  |

Baltimore City College

School Website: [www.baltimorecitycollege.us](http://www.baltimorecitycollege.us)

School Motto: *Palmam 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 civitatium 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.

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| --- | --- | --- |
| **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 |
| IB MYP and OTG Grade 9 Coordinator and Director of Teaching and Learning | Sarah Jeanblanc  Library | Administration  ILT |
| Director of Academics/ Science Chair | Kevin Barnett | Administration  ILT |
| Literacy Coach/English Chair | Jamie Massey | Instructional Leadership |
| Director of Student Achievement  Academic Integrity Monitor, Technology Supervisor, Webmaster | Michael Cameron | 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 |
| Parent Community Liaison | Monica Brown | Support Services |
| Testing Coordinator | Katherine Griffin | Support Services |
| Librarian | Katherine Menges  Library | Support Services |
| Social Emotional Learning (SEL) Coordinator, New to City Teacher Mentor, IB Personal Project Coordinator, Advisory Coordinator | 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 2027  Class of 2026  Class of 2025  Class of 2024 | Donna Givens, Department Lead  Jarren Matthews  Susanne Gray-Rice  Adrienne Williams (504 Coordinator)  Autumn Carr (Academic Advisor for Student athletes) | 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 | Tobias Pessoa Gingerich | 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 | Kevin Barnett, 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 | Kamerhon Jackson | Support Services |
| 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 | Assigned Office | 1st 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 | Gardner |
| 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 | DV Yost |
| It’s Academic | Baker/ Bettis |
| Chess Club | Sutherin |
| Drama Club | Rosenberg |
| One City, One Book | A Sampson |
| 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 |
| Civil Rights Club | Tarrant |
| Asian Student Union, Anime/ Art Assistant Club | Chin |
| Environmental Club/Recycling | Frye |
| The National Honor Society | Marcano |
| VEX Robotics | Ochs/Larimore |
| Art Club | Clunas |
| Doctors of Tomorrow DOT | Reyes |
| Science Olympiad Club | Mawi |
| Tech Knights, Sign Language | Jefferson |
| Guitar | Gover |
| Table Top GameClub | Yost |

**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.**

**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, formative and summative marks.
* **All grades (formative and summative) are recorded in Schoology, prior to distribution of graded student work.**
* **Per District mandate, at least one grade every 2 weeks is recorded in the gradebook (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. **These summatives must receive prior approval from the Director of Academics.**

This is indicated in the original assignment instructions. 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.

1. **The student must make a fair, original attempt on the initial summative in order to qualify for resubmission.**
2. **If a summative cannot be resubmitted, it will be noted by the teacher in the initial assignment.**
3. **For resubmissions, teachers may require formative assessment at the passing level. These requirements will be noted on the original assignment.**
4. **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.**
5. **Teachers may limit all resubmissions to two weeks after graded work is returned. All late submissions may be limited to within two weeks of when the original assignment was due NOT when it was returned.**
6. **Midterms and 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. **Additionally, all summative assessments require a minimum of a one week notice for students.**

**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.*

**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 summatives are not submitted, the grade for a course is 1, as the teacher has no evidence of the student achieving the standard.**

When assessment measures are missing or late, we:

**May use additional means to retrieve or collect evidence such that a true determination of student learning is evaluated. Examples of additional means include:**

* 1. *communication with families/home*
  2. *mandatory coach class with the teacher or tutoring session in the Center for teaching and learning for academic intervention and support*
  3. *Revised deadlines-May permit students until an agreed-upon time to complete the assessment. 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.*
  4. *Suspension of extracurricular activities to complete tasks, if necessary.*

**Academic Intervention and Support**

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.

**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**  *For students in grades 9-10* | **IB Grade** | **General Grade Descriptor** | **Percentages used for BCPS**  *These are not used internally but they will be seen on Infinite Campus reports.* | **Weighted GPA**  *These appear on a final end-of-year transcript. No other IB or percent scores appears on a transcript.* |
| 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**  *For students in grades 11-12* | **Percentages used for BCPS**  *These are not used internally but they will be seen on Infinite Campus reports.* | **Weighted GPA**  *These appear on a final end-of-year transcript. No other IB or percent scores appears on a transcript.* |
| **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**  *For students in AP Literature, AP US History, or AP Calculus* | **Percentages used for BCPS**  *These are not used internally but they will be seen on Infinite Campus reports.* | **Weighted GPA**  *These appear on a final end-of-year transcript. No other IB or percent scores appears on a transcript.* |
| **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:

**Examples of Misconduct include but are not limited to the following**:

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

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 Honesty Violations Process**

**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, and/or Reed Math and Science 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, once student has completed required coach class or tutor session and has met the expectations of the teacher and assignment, as outlined in the violation follow up.**
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, and/or Reed Math and Science 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 **(Any infraction after 3 follows same protocol)**

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, and/or Reed Math and Science 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**

|  |  |
| --- | --- |
| **Month and Milestone** | **Support** |
| **August**   * Back to school workshops | Handbook, Student/Parent Meeting, and Review of Graduation Requirements for earning the Diploma |
| **September**   * 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 |
| **October**   * 1st progress report distributed * Advisory (on going) | 1st parent teacher conference |
| **November**   * 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 |
| **December**   * Second Quarter Progress Reports Distributed * Advisory (On-Going) | Second Parent – Teacher Conference  Exam readiness and other test prep support |
| **January**   * 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 1st semester parent meetings with school administration and counselors for students in academic jeopardy |
| **February**   * Advisory (on going) | Referrals to SST Meetings as needed  Reminders to families about school based academic support resources |
| **Month and Milestone** | **Support** |
| **March**   * Third Quarter Progress Reports Distributed * Reminders to families about school based academic support resources * Advisory (On-Going) | Third Parent – Teacher Conference  Exam readiness and other test prep support  Referrals to SST Meetings as needed |
| **April**   * Third Quarter Report Card Distribution * Reminders to families about school based academic support resources * Advisory (on going) | 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 |
| **May**   * Fourth Quarter Progress Report Distributed * Reminders to families about school based academic support resources * Advisory (on going) | Fourth Parent – Teacher Conference  Exam readiness and other test prep support  Referrals to SST Meetings as needed |

**Academic Intervention**

**Prep Period**

Overview

**Three Goals**: To support development of your executive functioning skills, maximize your engagement with formative work, and personalize your learning before the summative task.

1. At least twice a quarter, you will have a Prep Period to prepare for success on your summative. Prep periods will be scheduled at the beginning of the quarter and appear on the summative calendar. Teachers may schedule more than two prep periods per quarter.
2. If a teacher is absent on the scheduled prep day, the prep day will be rescheduled for when the teacher is present to work with you.
3. The prep period will be at least 45 minutes in length. It can be the entire 90 minute class per the discretion of the teacher and amount of students in tier 2 or 3 (see below)
4. Before each prep period, your teacher will sort you into 1 of 3 tiers, depending on your progress. Your tier will be posted in the Schoology gradebook so that you know your status in advance:

**\*tier 1**- You have demonstrated completion of formative work and success on retrieval tasks. You can work independently on your summative or even work on other subjects.

**\*tier 2-** You need reinforcement or reteaching of material as evidenced by formative work or retrieval tasks. You may work in a small group with your teacher or you may be scheduled to work with tutors to make sure that you are ready for the summative task.

**\*tier 3-** You are in danger of failing the summative because of a lack of formatie work, absences or failure of retrieval tasks. You will work one on one with your teacher. You can also work with a tutor, as long as you have “checked in” with the teacher first to set goals.

**Important notes about passes:** Passeswill not be issued during prep period. If you are assigned to Tier 2 or Tier 3 and assigned to a tutor, that will be scheduled ahead of time.

**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 provide legal documentation for the absence no later than 48 hours after returning to school for the absence to be considered lawful. This can be shared with an email to [bccattendance@CitySchools2013.onmicrosoft.com](mailto:bccattendance@CitySchools2013.onmicrosoft.com) and 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**:

1. Death in the immediate family
2. Illness of the student
3. Court summons
4. Observance of religious holiday
5. State of emergency
6. Approved work or other activity sponsored by the school ( such as field trip)
7. Suspension or disciplinary removal

**Students will have up to 48 hours after returning to school to submit documentation to the attendance office for the absence(s) or lateness, by email at bccattendance@CitySchools2013.onmicrosoft.com** 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**

#### \*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](mailto: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

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](mailto: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**](http://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 B**altimore 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 and Science Center, The Writing Center)**

The 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. All students must follow the required procedures to gain admittance, including having an authentic pass, as well as an email from their teacher to the librarian stating they have permission to be in the library during the current time. A student may also use the library during lunch, provided a pass has been obtained from the librarian. This pass must be presented to the hall monitor on duty in the cafeteria prior to the student reporting to the Library. 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.

**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 though 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-** *(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. Echoe*s* 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.