

# **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 12<sup>th</sup> Grade Application Bootcamp Session #3 (7/16 – 7/18), 9:00 – 12:00 pm  
7/30 12<sup>th</sup> 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 (9<sup>th</sup> Grade)**  
8/6 9<sup>th</sup> Grade ID Pictures, 9:00 – 12:00 pm, Auditorium  
8/8 Activities Fair, 11:00 am, Wilson, SGA  
8/9 9<sup>th</sup> 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 12<sup>th</sup> 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, 1<sup>st</sup> 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 & 1<sup>st</sup> 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 9<sup>th</sup> – 11<sup>th</sup> Grades ID Pictures, (Make-Up for 9<sup>th</sup> 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 **1<sup>st</sup> 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 **1<sup>st</sup> Quarter Ends**  
10/30 **2<sup>nd</sup> Quarter Begins**  
10/30 9<sup>th</sup> – 11<sup>th</sup> 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 **1<sup>st</sup> 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 **2<sup>nd</sup> 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 **2<sup>nd</sup> Quarter Ends**
- 1/20 Dr. Martin L. King, Jr. Holiday (**SCHOOL CLOSED**)
- 1/21 **3<sup>rd</sup> 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 12<sup>th</sup> 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 **2<sup>nd</sup> 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 (10<sup>th</sup> 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 **3<sup>RD</sup> 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 **3<sup>RD</sup> Quarter Ends**  
 3/31 **4<sup>th</sup> 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 **3<sup>rd</sup> 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 **4<sup>th</sup> 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 **4<sup>th</sup> 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

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

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

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



# 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

<b>Baltimore City College Operations</b>	<b>Staff Member and Location</b>	<b>Department</b>
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, Khaliyah 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	Katherine Griffin	Support

Chair		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 <sup>st</sup> 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	TBA
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*

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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 <b>FAMILIES</b> to support student learning by...</p>	<p>► <b>Monitoring Student Progress:</b> Work with students outside of school to ensure they're meeting the expectations set out in this document.</p> <p>► <b>Promoting Self-Advocacy:</b> 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>► <b>Staying Involved:</b> 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	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.	28 - 32	100%	5.5
	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.	24 - 27	95%	5.5
Substantial	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.	19 - 23	87%	4.5
	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.	15 - 18	80%	4.5
Adequate	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 flexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	10 - 14	70%	3.5
	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.	6 - 9	55%	0.0
Limited	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.	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
<b>Language &amp; Literature</b>	Analyzing	Organizing	Producing Text	Using Language
<b>Language Acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals &amp; Societies</b>	Knowing and Understanding	Investigating	Communicating	Thinking Critically
<b>Sciences</b>	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
<b>Mathematics</b>	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-Life Contexts
<b>Arts</b>	Investigating	Developing	Creating	Evaluating
<b>Design</b>	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
<b>Physical &amp; Health Education</b>	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
<b>Personal Project</b>	Planning	Applying Skills	Reflecting	
<b>Interdisciplinary</b>	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.*

### Universal Referral/Administrative Support

There are instances when student may become upset, frustrated, disengaged, or have other factors impacting their attendance, behavior, academics, and/or mental health. Teacher should utilize the referral system to identify any student. This will task the administrative team with helping to identify an intervention or solution and making the family aware of how the school is offering support.

## **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:**

<b>Unapproved materials/device</b>	<b>Plagiarism</b>	<b>Collusion</b>
-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**

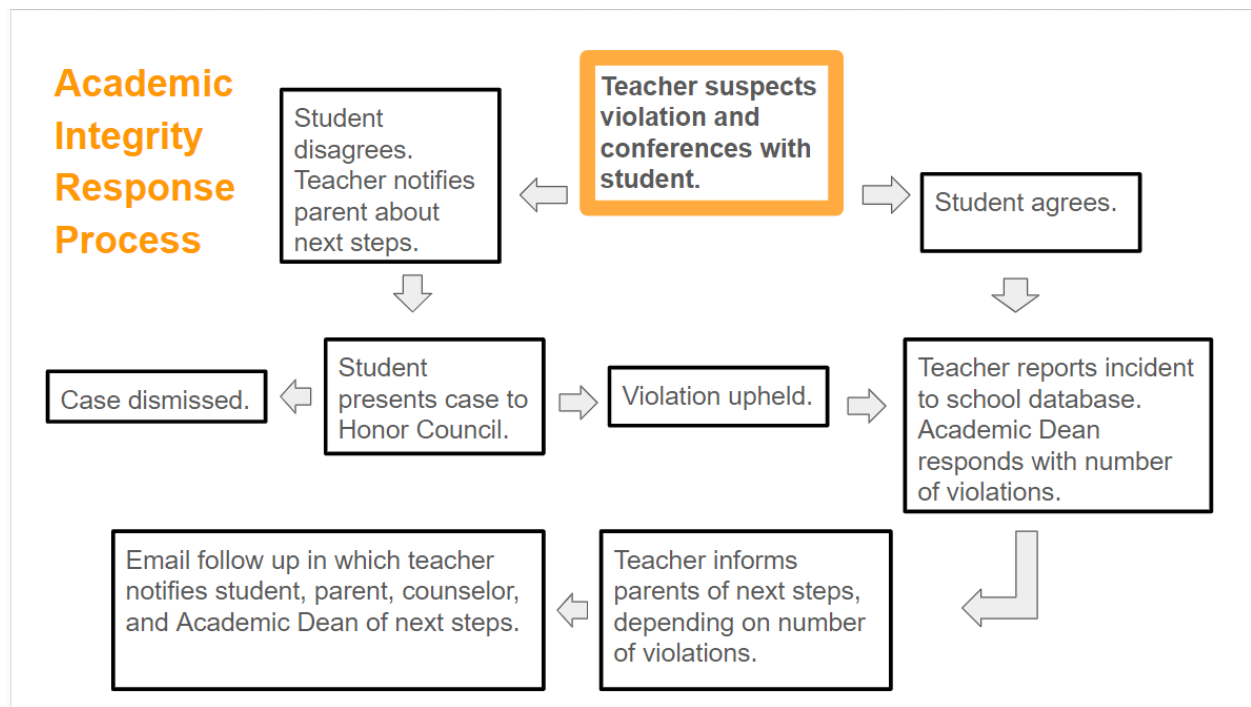
In each course, students will sign an academic integrity pledge at the start of each course. Academic integrity is a community value that must be fostered and knowledge around what counts as dishonesty must be taught and continuously clarified. Teachers and administrators will provide clear instruction 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

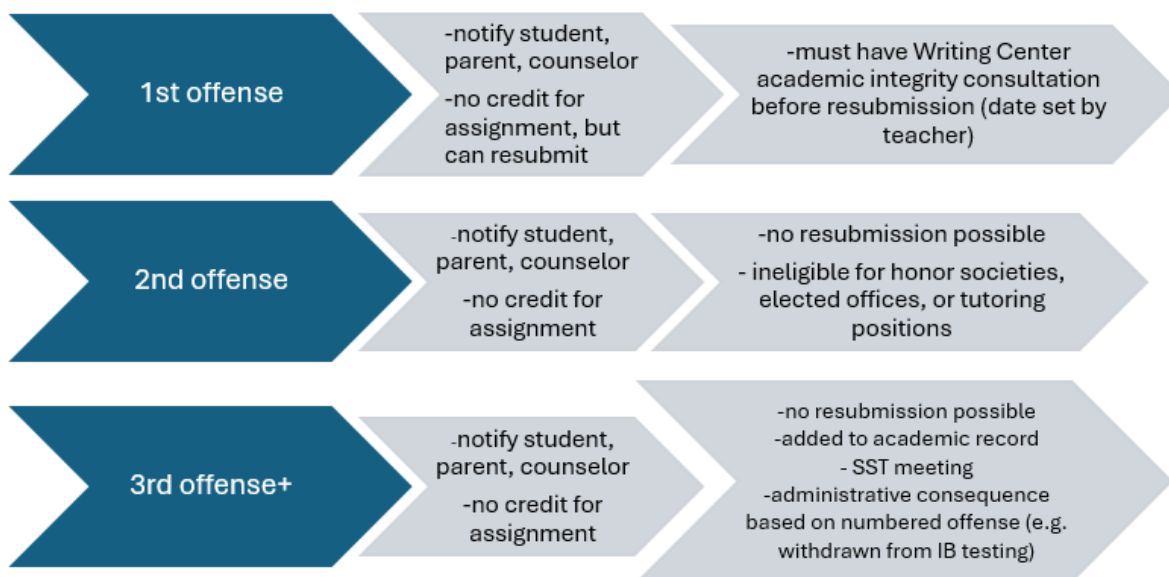


### Reporting an Infraction

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.

**6B-Knight time**

1A	1B
2A	2B
4A	4B
6A	Flexible Period

Students will be taking 7 courses, and will be able to use their 6B 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

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

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



## **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](mailto: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 4<sup>th</sup> 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**

## **ACTIVITIES**

All activities must be scheduled in advance. Permission to use the building must be arranged with Mr. Hopkins, Assistant Principal. All activities must conclude by **3:30 p.m.** except sports activities and music activities. Evening events must conclude no later than **8:00 p.m.** Security plan must be submitted electronically to Mr. Hopkins two weeks in advance of the event and must include budget for required security personnel.

## **ANNOUNCEMENTS**

Announcements will be read at the beginning of 2<sup>nd</sup> period each day. Please submit all announcements using the online portal through the school's website under "Teachers and Staff" **24 hours** in advance. Announcements must be concise and pertinent.

## **ASSEMBLIES**

- Students will attend assemblies as a class group and sit together in their assigned seats. Students will be taken to the assembly by their instructor and will leave together.
- Instructors must accompany their classes to the assembly and remain seated with them throughout the entire program.
- Instructors must require quiet, courteous behavior from students during assemblies.

## **ATTENDANCE OFFICE**

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

The Attendance Monitor will call students from class who must go home due to an early dismissal. **All early dismissal requests must go through the attendance office and be communicated via email at:**

**[bccattendance@CitySchools2013.onmicrosoft.com](mailto:bccattendance@CitySchools2013.onmicrosoft.com)**

The Attendance Monitor will maintain a written log and log each early dismissal into Infinite Campus.

Students who go home for early dismissal are responsible for making up missed work and should provide teachers with a pass from the Attendance Monitor documenting the early dismissal time and date.

The Attendance Office will document efforts to call parents and will send letters to homes of students with excessive absences or excessive tardiness to school. **(Any student who misses 18 or more days of school is chronically absent and at risk academically).**

The Attendance Monitor will notify the grade level counselor and administrator regarding cases of truancy from school and excessive tardiness.

The Attendance monitor will provide copies of phone logs and letters sent to parents to administrators.

**International Baccalaureate Policy regarding the use of ChatGPT, read more at:**  
<https://ibo.org/news/news-about-the-ib/statement-from-the-ib-about-chatgpt-and-artificial-intelligence-in-assessment-and-education/>

Latest developments in artificial intelligence (AI) software, such as ChatGPT, that can write sophisticated essay responses have generated a great deal of interest and discussion. The IB will not ban the use of AI software. The simplest reason is that it is an ineffective way to deal with innovation. However, the use of AI tools should be in line with the IB's academic integrity policy. We expect all our schools to discuss the various types of academic misconduct with their students.

The IB believes that artificial intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.

Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.

Read more from Dr Matt Glanville, Head of Assessment Principles and Practice at the IB, on the [IB Community Blog](#) and in an [article published by The Times](#).