

FACULTY HANDBOOK

2021 - 2022



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 181 Years of Excellence
Baltimore City College
International Baccalaureate World School
2021 – 2022 Calendar
www.baltimorecitycollege.us

August

- 8/2 Summer Bridge (8/2 – 8/5), 9am–12pm (9th Grade)
8/3 12th Grade Virtual College Application Bootcamp Session I (8/3 – 8/5), 10:00 – 11:00am, College Advising
8/4 9th Grade ID Pictures, Auditorium
8/4 Transfer Students Orientation – 1pm – 2pm, Givens
8/6 Activities Fair, 11:00am, Givens, Rosenberg
8/7 Cheerleading Boot Camp (8/7 – 8/12), 7am–10am, Gray-Rice
8/17 12th Grade Virtual College Application Bootcamp Session II (8/17 – 8/19), 10:00 – 11:00am
8/23 Staff Return, Professional Development (8/23 – 8/8/27)
8/23 Faculty/Staff Meeting, 9am, Harcum
8/25 9th Grade Parents Orientation 3 – 4:00pm, Harcum
8/25 10th Grade Parents Orientation 4 – 5:00pm, Harcum
8/26 11th Grade Parents Orientation 3 – 4:00pm, Harcum
8/26 12th Grade Parents Orientation 4 – 5:00pm, Harcum
8/30 **FIRST DAY OF SCHOOL, 1st Quarter Begins**

September

- 9/1 College Representatives Visits Begin (9/1 – 9/30), College Advising
9/1 Senior College Advising 1:1 Meetings Begin (9/1 – ongoing), College Advising
9/6 Labor Day – SCHOOL CLOSED
9/8 10th & 11th Grade ID Pictures
9/9 New Teachers/Staff Meeting, 3:00 – 4:00pm, Hodges
9/13 **FACULTY MEETING** 3pm, Harcum
9/13 Senior Portrait Make-Up 8:30-3:00
9/14 **BACK TO SCHOOL NIGHT**, 6:00 – 8:00pm
9/14 Parent Teacher Association Meeting, 6:30pm, PTSA
9/15 Senior Portrait Make-up 8:30-3:00
9/23 Mandatory Senior Parent Night, 6:30 – 8:00pm, Gray-Rice
9/24 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)

October

- 10/5 Mandatory Junior Parent Night, 6:30 – 8:00, Givens
10/6 Senior Inaugural/Ring Ceremony 9am
10/6 Early Release Day for students, **1st QUARTER PROGRESS REPORTS**, Parent-Teacher Conferences, 1 – 3pm
10/7 New Teachers/Staff Meeting, 3:00 – 4:00pm, Hodges
10/11 **FACULTY MEETING** 3pm, Harcum
10/12 12th Grade College Application Blitz, College Advising
10/12 Parent Teacher Association Meeting, 6:30pm, PTSA
10/13 PSAT, Griffin
10/14 **Baltimore City College Open House, 6:00 – 8:00pm**, Gray-Rice
10/15 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
10/19 12th Grade Financial Aid Information Night, 6:30 – 8:30pm, College Advising
10/21 Drama Club Show (10/21 – 10/27), Rosenberg
10/25 Free Application for Federal Student Aid (FAFSA) Workshop #1, 3:00 – 5:00pm, College Advising
10/28 Mandatory Freshmen & Sophomores Parent Night, 6:30 – 8:00, Carr, Williams
10/29 Hall of Fame, Auditorium
10/29 City/Poly Football Game, Morgan State University, TBA

November

- 11/4 **1st Quarter Ends**
11/4 IB Theatre II Senior Production, Rosenberg

- 11/5 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
- 11/5 **2nd Quarter Begins**
- 11/8 **FACULTY MEETING**, 3pm, Harcum
- 11/9 Parent Teacher Association Meeting, 6:30, **PTSA**
- 11/11 New Teachers/Staff Meeting, 3:00 – 4:00pm, Hodges
- 11/11 Free Application for Federal Student Aid (FAFSA) Workshop #2, 5:00 – 7:00pm, College Advising
- 11/16 Free Application for Federal Student Aid (FAFSA) Workshop #3, 6:00 – 8:00pm, College Advising
- 11/18 **1st QUARTER REPORT CARDS DISTRIBUTED**
- 11/24 **IB Middle Years & Diploma Program Certificate Recipients Celebration Assembly**, Jeanblanc, Smart-Smith
- 11/25 Thanksgiving Holiday – **SCHOOL CLOSED**
- 11/26 Thanksgiving Holiday – **SCHOOL CLOSED**
- 11/29 Begin MCAP Testing (11/29 – 12/22), Griffin

December

- 12/1 **Early Release Day for students** (Professional Development)
- 12/1 Junior Ring Ceremony, Orange
- 12/3 BCC Choir BSO Performance 12/3 – 12/5), M. Smith
- 12/7 **Baltimore City College Open House, 6:00 – 8:00pm**, Gray-Rice
- 12/7 MCAP (Maryland Comprehensive Assessment Program), 12/7 – 12/22, Griffin
- 12/8 Free Application for Federal Student Aid (FAFSA) Workshop #4, 5:00 – 7:00pm, College Advising
- 12/9 New Teachers/Staff Meeting, 3:00 – 4:00pm, Hodges
- 12/11 Annual Holiday Concert, 5pm, TBA, M. Smith
- 12/13 **FACULTY MEETING**, 3pm, Harcum
- 12/14 Knights of the Round Table (Graduate Presentations, **12/14**) Gray-Rice
- 12/14 Evening Parent/Teacher Conferences, 5 – 7pm
- 12/14 Parent Teacher Association Meeting, 6:30pm, **PTSA**
- 12/17 Drama Club Fall Production
- 12/18 Drama Club Fall Production
- 12/22 **2nd QUARTER PROGRESS REPORTS DISTRIBUTED**
- 12/24 Winter Holiday – **SCHOOL CLOSED** (12/24 – 1/1/2022)

January

- 1/3 **SCHOOL REOPENS**
- 1/3 MD High School Assessments (HSA) (1/3 – 1/14), Griffin
- 1/6 New Teachers/Staff Meeting, 3:00 – 4:00pm, Hodges
- 1/6 Free Application for Federal Student Aid (FAFSA) Workshop #5, 4:00 – 6:00pm, College Advising
- 1/10 **FACULTY MEETING**, 3pm, Harcum
- 1/11 Parent Teacher Association Meeting, 6:30pm, **PTSA**
- 1/12 **Early Release Day for students** (Professional Development)
- 1/13 **Midterm Summatives Begin** (1/13 – 1/19)
- 1/17 Dr. Martin L. King, Jr. Holiday (**SCHOOL CLOSED**)
- 1/19 **2nd Quarter Ends**
- 1/20 **3rd Quarter Begins**
- 1/21 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
- 1/24 Free Application for Federal Student Aid (FAFSA) Workshop #6, 6:00 – 8:00pm, College Advising

February – BLACK HISTORY MONTH

- 2/2 Black History Month Events TBA
- 2/2 Early Release Day for students, **2nd QUARTER REPORT CARDS DISTRIBUTED**
- 2/8 Parent Teacher Association Meeting, 6:30pm, **PTSA**
- 2/10 New Teachers/Staff Meeting, 3:00 – 4:00pm, Hodges
- 2/14 12th Grade Scholarship Application Blitz, College Advising
- 2/14 **FACULTY MEETING**, 3pm, Harcum
- 2/18 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
- 2/21 President's Day – **SCHOOL CLOSED**

March

- 3/1 College application Workshops for Juniors Begin (3/1 – Ongoing)
- 3/1 11th Grade Parent College Information Series: Part I, 6:00 – 7:30pm, College Advising
- 3/2 Early Release Day for Students, **3RD QUARTER PROGRESS REPORTS DISTRIBUTED**, Mock AP (Advanced Placement) Literature Exam, Professional Development)
- 3/8 11th Grade Parent college Information Series: Part II, 6:00 – 7:30pm, College Advising
- 3/8 Parent Teacher Association Meeting, 6:30, **PTSA**
- 3/9 **Early Release Day for students**, Mock AP Literature Exam, 1/2 Day Parent/Teacher Conferences, 1 – 3pm
- 3/10 New Teachers/Staff Meeting, 3:00 – 4:00pm, Hodges

3/11 **IB MYP Personal Project Exhibition**, Hodges
 3/14 **FACULTY MEETING**, 3pm, Harcum
 3/17 Junior Interview Clinic, College Advising
 3/17 National Honor Society Ceremony & Reception, 5 – 7pm, Kincaid
 3/18 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
 3/24 Drama Club Spring Production (3/24 – 3/26, 3/29- 3/31), Rosenberg
 3/28 **End of 3rd Quarter**
 3/29 **4th Quarter Begins**

April

4/1 Senior College Decision 1:1 Meetings Begin (4/1 – 4/30), College Advising
 4/TBA Junior Prom
 4/TBA BCC Annual College Fair, 9-11:00am, College Advising
 4/4 **FACULTY MEETING**, 3pm, Harcum
 4/6 **Early Release Day for students**, Mock AP Calculus, History and Statistics Exams (Professional Development), **3rd QUARTER REPORT CARDS DISTRIBUTED**
 4/7 New Teachers/Staff Meeting, 3:00 – 4:00pm, Hodges
 4/11 **Spring Break (4/11 – 4/18), SCHOOL CLOSED**
 4/19 MCAP (Maryland Comprehensive Assessment Program), 4/19 – 6/3, Griffin
 4/21 IB Theatre I Junior Production, Rosenberg
 4/25 **IB/AP Testing Meeting**, Auditorium, Smart-Smith, Hedderick
 4/29 **IB Exams Begin** (4/29 – 5/20), Smart-Smith

May

5/2 College Decision Day, College Advising
 5/3 MD High School Assessments (HSA) (5/3 – 6/4), Griffin
 5/4 AP Exams Begin (5/4 – 5/20), Hedderick
 5/4 **Early Release Day for students** (Professional Development)
 5/7 BCC Choir Annual Knight of Music, 5pm, City College, M. Smith
 5/9 **FACULTY MEETING**, 3pm, Harcum
 5/10 Parent Teacher Association Meeting, 6:30pm, **PTSA**
 5/12 New Teachers/Staff Meeting, 3:00 – 4:00pm, Hodges
 5/13 Professional Development (**SCHOOL CLOSED FOR STUDENTS**)
 5/20 **4th QUARTER PROGRESS REPORTS DISTRIBUTED**
 5/20 **Last Day** of IB and AP Exams
 5/25 Senior Awards Program, 6pm, Auditorium
 5/30 Memorial Day, **School Closed**
 5/31 Senior Clearance Day

June

6/1 **Early Release Day for students** (Professional Development)
 6/1 Drama II Production, Rosenberg
 6/2 Senior Prom
 6/3 Graduation Rehearsal
 6/4 GRADUATION
 6/4 Last Day of High School Assessments
 6/7 **FACULTY MEETING**, 3pm, Harcum
 6/8 **4th Quarter Ends**
 6/8 **LAST DAY OF SCHOOL FOR STUDENTS**
 6/8 **LAST DAY OF SCHOOL FOR STAFF**
 6/22 **FINAL REPORT CARDS DISTRIBUTED**

Period		Start	End
1		7:45	8:55
2		9:00	10:15
3	CAFÉ 9	10:20	10:55
4		11:00	11:30
5	CAFÉ 10	11:35	12:10
6		12:15	12:45
	CAFÉ		
7	11/12	12:50	1:25
8		1:30	2:40

Grade 9

Period		Start	End
1		7:45	8:55
2		9:00	10:15
3	CAFÉ 9	10:20	10:55
4/5		11:00	12:10
6/7		12:15	1:25
8		1:30	2:40

Grade 10

Period		Start	End
1		7:45	8:55
2		9:00	10:15
3/4		10:20	11:30
5	CAFÉ 10	11:35	12:10
7		12:15	1:25
8		1:30	2:40

Grades 11

Period		Start	End
1		7:45	8:55
2		9:00	10:15
3/4		10:20	11:30
5/6		11:35	12:45
7	CAFÉ 11/12	12:50	1:25
8		1:30	2:40

Grades 12

Period		Start	End
1		7:45	8:55
2		9:00	10:15
3/4		10:20	11:30
5/6		11:35	12:45
7	CAFÉ 11/12	12:50	1:25
8		1:30	2:40

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!

ROLES AND RESPONSIBILITIES

Area of Responsibility	Staff Member and Location	
Instructional Leadership, Operations Management, Budget Oversight, Curriculum Coordination, Staffing, AP Coordination, Faculty Evaluations and Observations, School Family Council, PTSA, Alumni Representative, Discipline	Cindy Harcum, Principal Main Office	Administration ILT
IB Diploma Program Coordinator, Faculty Observations, Lockers, UMBC Partnership Management, Discipline, Payroll	Ndaneh Smart-Smith, Assistant Principal First Floor	Administration ILT
Facilities Management and Building Permits, Parking, Fire Safety Drills, Faculty Observations, Discipline	Jonathan Hopkins, Assistant Principal First Floor	Administration ILT
Academic Director, Business Manager, Procurement, Faculty Observations, Master Scheduling, AP, ACT Testing, New Teacher Recruitment, Grade Review, Discipline	Seth Hedderick Assistant Principal Third Floor	Administration ILT
IB MYP Coordinator and Director of Teaching and Learning, Personal Project Evaluation	Sarah Jeanblanc Center for Teacher and Learning	Instructional Leadership
Discipline, School Family Counsel, Student Mentorship, Behavior Intervention	Michael Hamilton Director of Student Support Main Office	Support Services
College Advising, Scholarship, Grade Reporting, Graduation, Program Support	Rodney Joyner Director Michele Flores, Associate Director Kelly Tarini Associate Director	Support Services
Director of Student Achievement Academic Integrity	Michael Cameron	Support Services
Director of Institutional Advancement	Elizabeth Cullen	Support Services
Director of Student Admissions	Susanne Gray-Rice Admissions Office Rm 153-2	Support Services
Testing Coordinator	Katherine Griffin	Support

		Services
Librarian, Extended Essay Coordination	Jennifer Gaither-Berg Library	Support Services
Coordinator for the Math Center	Alisa Engsberg	Support Services
Coordinator for the Writing Center	Lena Tashjian	Support Services
Coordinator for the Research Center/ Personal Project Support/ New Teacher Mentorship	Karen Hodges	Support Services
Counseling Class of 2025 Class of 2024 Class of 2023 Class of 2022	Adrienne Williams Autumn Carr Donna Givens, Department Lead Susanne Gray-Rice	Support Services
IEP Team Associate Special Educator	Joy Bivens David Kimari	Support Services
Related Service Providers	Mark Goldstein, Psychologist Burnett Morsell, Social Worker Myrna Jackson, Social Worker	Support Services
English Language Learners Support	Carolyn Hershey	Support Services
English Department	Amy Sampson, 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	Monica Jefferson, Lead	Instructional Leadership
Fine Arts and Drama Department	Alan Rosenberg, Lead	Instructional Leadership
Physical Education Department	Rolynda Contee, Athletic Director	Instructional Leadership
Technology Support	Michael Ochs	Classroom
Webmaster/ Website Update,	Jesse Lang	Classroom
Secretary, IB Diploma Office Assistant	Barbara Anderson	IB Office/Main Office
Main Office Assistant and Service Learning Coordinator	Stephanie Marcano	Main Office

Registrar	Sherri Banks	Guidance Office
Guidance Office Assistant	Drew Jefferson	Guidance Office
Director of Compliance	Kevin Dobbins	1 st Fl. Office
Attendance Monitor	Katrina Turner	Attendance Office
School Police	Cheryl McFadden	1 st Floor Office
Custodians	Lee Foltz Sheila Johnson Maria Mirtala Lovo	Ground Level
Cafeteria Manager	Katrina Peterson	Cafeteria, Ground level
BTU Building Representative	Franca Muller Paz	Classroom

CLUBS AND CO-CURRICULAR LEADS

Chorus	M. Smith
Band/Marching Band	J. Childs
ASCEND Advisor	Carr
Student Government Association	Hodges and Wilson
Speech	Phelps
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	Swartley
Drama Club	Rosenberg
One City, One Book	A Sampson
IB CAS Advisor	Gaither-Berg
SOMOS	Muller-Paz and Sanabria
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	Larimore
Photography Club	Knapp/Clunas
Civil Rights Club	Tarrant
Anime/ Art Assistant Club	Chin
Environmental Club	Frye
The National Honor Society	Kincaid
VEX Robotics	Ochs/Larimore
Art Club	Clunas
Recycling Club	Barnett
Doctors of Tomorrow DOT	Reyes
Science Olympiad Club	Padgett
Tech Knights, Sign Language	Jefferson

The Baltimore City College Assessment and Learning Policy

Supporting Students to Challenge Themselves and Succeed

Assessment Philosophy

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

We believe that:

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

Our Beliefs about Assessment and Learning

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

Our IB grading practices:

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

What Assessments Should Do:

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

Beliefs About Students and Learning:

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

What Teachers Should Do:

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

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

Formative Assessment

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

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

Summative assessment

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

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

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

Student Information and On-Line Curriculum Platforms

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

For Diploma Programme Students Only:

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

For Seniors Only:

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

This means:

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

Revision Policy

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

1. A revised summative must be submitted by the deadline specified by the teacher.
2. Some summatives (performances, presentations, oral exams) may not be eligible for resubmission. This is indicated in the original assignment instructions.
3. The student must make a fair, original attempt on the initial summative in order to qualify for resubmission.
4. **Not all summatives can be resubmitted (performances, presentations, etc.) If a summative cannot be resubmitted, it will be noted by the teacher in the initial assignment.**
5. Some summatives may be resubmitted, if expressly allowed by the teacher and only if all required steps and conditions are completed. See the Revision Policy below for more.

6. For resubmissions, teachers may require formative assessment at the passing level. These requirements will be noted on the original assignment.
7. In order to resubmit work, students must send an email to the teacher and to their parents stating the student's intent to resubmit and indicating the formatives the student must complete in order to resubmit.
8. Teachers may limit all resubmissions to two weeks after graded work is returned. Teachers may limit late submissions to within two weeks of students receiving their grades for the original assignment.
9. Final Examinations cannot be resubmitted.

Communicating and Organizing Assessment

Assessment Calendar

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

Communicating Assignments to students

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

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

These should be:

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

Homework Policy

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

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

Homework tasks may include:

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

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

- Grades 9 and 10: Not to exceed 2 hours per week per subject
- Grades 11 and 12: Not to exceed 3 hours per week per subject (AP subjects included)

- Personal Project (grade 10): 25 hours over the course of the year
- Extended Essay (grade 11): 40 hours over the course of the year

Missing or Incomplete Work

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

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

When assessment measures are missing or late, we:

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

Additional Means

Examples of additional means include:

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

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

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

Missed Summative Due to Unexcused Absence

When a student fails to complete or submit in class a summative assessment on the date assigned, documentation to verify excused absence is required. Failure to justify absence for the missed summative will result in a score of 0.

In the instance of a missed summative due to an unexcused absence related to a class cut in which the student was present for the day without verification for missing the class, the following will occur:

First Occasion

Teacher notifies parent and Director of Achievement. Director of Achievement logs incident and notifies Administrator for follow-up of conference and warning. Summative score is 0.

Second Occasion

Teacher notifies parent and Director of Achievement. Director of Achievement logs incident and notifies Administrator. Parent, teacher, administrator conference is arranged. Student contract determined and summative score is 0.

Third Occasion

Teacher notifies parent and Director of Achievement. Director of Achievement logs incident and notifies Administrator and counselor. Student Support Team meeting is scheduled. Student contract modified and mentor assigned. Summative score is 0.

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

DP Courses (Grades 11-12):

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

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

AP Courses:

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

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

Non-IB or AP courses:

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

Academic Honesty Policy

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

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

Violations of the Academic Honesty Policy include:

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

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

First Violation of Academic Honesty Policy

1. School conducts investigation
2. No credit on the assignment.
3. Attendance at the Writing Center, Research Center, or Math Center
4. Parent Notification and Notification to Director of Achievement for tracking
5. Required resubmission of the work, if possible
- 6. Exception: Final exams cannot be resubmitted.**

Second Violation of Academic Honesty Policy

1. School conducts investigation
2. No credit on the assignment.
3. Parent Notification via email and Notification to Director of Achievement for tracking
4. Referral to school counselor for SST meeting and counseling support.
5. No resubmission of the work possible.

Third Violation of Academic Honesty Policy

1. School conducts investigation
2. No credit on the assignment
3. Parent notification via email of continued offense
4. Notification of Director of Achievement for tracking
5. Director of Achievement notifies School Administrator for meeting with family
6. **Administrative consequences may include notation in student record, letter to university, as addition to transcript, forfeiture of City Diploma.**

Baltimore City College Academic Code

Each student will maintain and support academic integrity at BCC by:

- Understanding the school-wide Academic Honesty policy and individual teacher assignment guidelines;
- Clarifying with the teacher anything that may be unclear about an assignment, with respect to how the Academic Honor Code may apply;
- Completing all assigned work, activities and tests in an honorable way that avoids all plagiarism.

CHARACTER EDUCATION

*All exceptional people possess certain qualities in common. These unique qualities are called character traits. A person may be the fastest runner in the world, but if he doesn't show respect for other people, he is merely a great athlete-which is altogether different than being a **GREAT** person. Someone else may have the best grades in school, but if she lacks **HONESTY**, she simple has an impressive report card. People are **GREAT** if their thoughts and actions are: **HONEST, RESPECTFUL, COURAGEOUS, CARING, DILIGENT, FAIR, TRUSTWORTHY, RESPONSIBLE** and **TOLERANT**. Additionally, great people possess **INTEGRITY** and are good **CITIZENS** in their communities.*

Baltimore City College Honor Code Principles

HONESTY

- Tell the truth
- Present your own work
- Give credit for all sources
- Strive to preserve academic integrity

RESPONSIBILITY

- Be willing to own what you do and say
- Embrace and advance the common good of our community
- Have the courage to do what is right

RESPECT

- Create a community that values learning and learners
- Demonstrate self-respect
- Consider each action as a chance to gain trust

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.

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,

- 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.

math, arts, and languages that align to university criteria for admission. These courses include required pathways to the demanding programs of International Baccalaureate and Advanced Placement.

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

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

Notification Timeline

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

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

Calendar of Interventions for Success

August

- Handbook, Student/Parent Meeting, and Review of Graduation Requirements for earning the Diploma
 - Content-specific syllabi review
 - Grade/academic monitoring tools
- Advisory (on-going)

September

- Mandatory Grade level parent meetings
 - Awareness of Academic Resources
 - Coach class
 - Tutoring
 - Mentorship
 - Community resources
- Back To School Night
 - Curriculum overview

October

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

November

- First Quarter Report Card Distribution
 - Advisory (On-Going)

- Academic Warning Letters for students in

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

December

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

March

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

April

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

January

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

- Exam readiness and other test prep support
- Mandatory third quarter parent meeting with school administration and school counselors for specific students in academic jeopardy
- Staff assigned mentorship to specific students in academic jeopardy

May

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

Baltimore City College Diploma Requirements

Credit Distribution

Class of 2022

IB Diploma Student: 28 Credits including successful completion of the IB MYP Personal Project, IB Theory of Knowledge, and IB Extended Essay.

IB Course Student: 27 Credits including successful completion of the IB MYP Personal Project

Class of 2023-Class of 2025

IB Diploma Student: 29 Credits including successful completion of the IB MYP Personal Project, IB Theory of Knowledge, and IB Extended Essay.

IB Course Student: 28 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)
- Taking the SAT or ACT at least twice
- Completing 75 documented Service Learning Hours

Note: Baltimore City College does not rank student 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. The note must be shared with **all assigned teachers and turned in at the end of the day to the Attendance Office.**

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

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

LATENESS POLICY

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

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

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

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

STUDENT ATTENDANCE

Daily Attendance- In order to insure 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

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 4:00 p.m. except sports activities and music activities. Evening events must conclude no later than 8:30 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 2nd 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

The Attendance Monitor will call students from class who must go home due to an early dismissal. 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.

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.

EMPLOYEE ATTENDANCE POLICY

All employees are governed by BCPS Attendance Reliability and Analysis Program. All personnel are expected to read the policy thoroughly (available through Employee Self-Service on HRMS). Attendance is monitored by the number of occasions, numbers of days absent and number of times late. It is essential that all employees maintain excellent attendance.

Sign-in Procedures

- Sign-in on the payroll sheet by 7:30 a.m. when arriving each day.
- Sign in only for the current day and provide signature on the final day of the week (usually Friday) to confirm attendance. (Do not provide signature until the last day of the week.)
- Hourly personnel must write-in the exact hours worked (follow the above procedures).

Absences from school

The following procedures should be followed regarding absences from school:

- Inform main office calling (410) 396-6557 between 6:30-6:45 a.m.; Do not leave messages on voice mail.
- Teachers must also notify Department Chairpersons to discuss lesson implementation.
- Teachers are responsible for providing appropriate emergency lesson plans, seating charts and class lists for each class.

Late arrival

It is expected that all teachers will report to work by 7:40 a.m. In the event of an emergency, call the main office at (410) 396-6557.

Leaving School Early

- Notify the Department Chairperson
- Notify administrator or main office of the need to leave school
- Confirm coverage.
- Complete the Request for Leave Form
- Complete the sign out log if you leave school during the day.

Permission Leave

Any time a staff member is required to attend a school related function outside of the building, a Request for Leave Form must be submitted the main office and approved by an administrator.

Leaving the Building During Planning Time

If requesting permission to leave the building during planning time:

- Notify an administrator and the Department Chairperson
- Sign out in the Faculty Leave book.
- Upon return, sign in by indicating the time of your return.

Appointment during working hours

You are encouraged not to schedule appointments during the work day. However, if you have to leave work for a doctor's appointment, the following procedures should be followed:

- Complete the Request-for-Leave Form at least 48 hours in advance.
- Return your completed form to the main office who will forward it to an administrator for approval.

AUDITORIUM, BLACK BOX, LIBRARY, DOETSCH HALL, MULTIPURPOSE ROOM

Schedule use of the following locations through the designated faculty members:

Sarah Jeanblanc, Library/Doetsch Hall,

Sherri Banks, Multipurpose Room (Room 150)

Alan Rosenberg, Black Box

Jonathan Hopkins, Auditorium activities

Rolynda Contee, Athletic events

BACK TO SCHOOL NIGHT / PARENT CONFERENCES

Teacher attendance at "Back to School Night" and Parent Conferences is a contractual responsibility. Teachers who cannot attend these events must notify the Principal in advance of the event and submit efforts to contact parents. "Back to School Night" is held to provide parents with the opportunity to visit their child's school and to meet instructors. Baltimore City Schools provides parents with District-wide parent conference dates which allow parents to meet with teachers to discuss student progress.

BULLYING, HARASSMENT & INTIMIDATION

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 made aware of any instance of bullying, harassment or intimidation, adhere to the following protocol:

- Promptly notify an administrator of all bullying concerns
- Take steps to ensure the immediate safety of students
- Help to provide the student victim or witness with a safe, private way to communicate their concerns.
- Accept all reports (even if the school believes it unfounded).

CLASSROOM COVERAGE

Occasionally, it may be necessary for an instructor to "cover" another class during his/her planning period because of district meetings, sudden illness, or other unforeseen circumstances. In the event of an emergency, your department chairperson will arrange classroom coverage.

CLASSROOM OBSERVATION AND TEACHER EVALUATION

Baltimore City Schools' teacher evaluation process is designed to help teachers grow professionally and to enable school leaders to provide appropriate support. The evaluation occurs over the course of the school year and includes several steps and numerous information sources.

The Instructional Framework and Rubric provides a structure that helps teachers design and deliver effective instruction. The Framework identifies 7 instructional domains that go into excellent teaching, so that teachers, school administrators and district staff can recognize it and talk about it using a common language.

Under the evaluation system, teachers and principals will be evaluated on measures of professional practice as well as student growth. The results of the evaluations will offer a more detailed look at educator performance.

Annual evaluation will incorporate multiple measures of teacher performance including 2 formal observations, a Student Learning Objectives measurement and professional responsibilities assessment.

Student Learning Objectives (SLOs) are measurable instructional goals established for a specific group of students over a set period of time. SLOs serve as one of the measures of student growth for the State Teacher Evaluation model.

CLASSROOM SHARING

Instructors may be asked to share the same workspace. Instructors who are in a particular classroom for the majority of the day should help floating instructors with appropriate file and storage space, as well as, provide support as needed. Floating instructors need to make sure that the furniture/equipment is left as it was found, and that the room is left clean.

COURSE SYLLABUS

The syllabus must contain the course description, course expectations, essential questions, classroom expectations, major summative assignments, and the BCC assessment policy, including resubmission policy. Each student must receive a copy of the syllabus.

CHILD ABUSE/NEGLECT

Any oral or written report of suspected child abuse/neglect must be reported immediately to Child Protective Services. It is not necessary for the reporter to establish proof that abuse/neglect occurred. The individual who first receives the report must make the report to Child Protective Services. In addition, an administrator and the child's grade level counselor must be notified immediately.

CLUBS

Clubs must provide a service to the school, student body, or community.

Membership must be open to the entire student body, except in the case of various honor societies. Club sponsors are appointed by the principal on an annual basis and are responsible for the activities and finances of the club.

Club sponsors must be present during all club meetings and must insure all students' safety during club meetings as well as ensure safe dismissal out of the building.

If monies are collected to support club activities, a ledger book must be maintained by the club sponsor and all collected monies must be immediately turned into Ms. Jeanblanc for deposit.

COLLEGE ADVISING OFFICE

The College Advisors are available to assist students in obtaining college information and preparing necessary documents for application to college. Scholarship information is also available from the College Advising Office. Students who wish to visit the College Advising Office must have a written pass.

CONFISCATION OF STUDENT POSSESSIONS

Any teacher who confiscates a student's personal belongings is responsible for replacing said item, if lost, stolen or damaged. Any teacher who maintains a student's belongings for more than one class period must notify the parent.

CONTRABAND

Any teacher who becomes aware of contraband of any type (weapon, drugs, explosives, etc.) must immediately notify a school administrator.

COUNSELING SERVICES

Students requesting to see the guidance counselor should be given a written pass to see the counselor. If a student's request for a pass to guidance conflicts with a scheduled classroom activity, the instructor may delay sending the student until the activity has been completed unless the student is in emotional crisis.

CUSTODIAL SERVICES

The instructor should report any damage to furniture or the classroom to Mr. Hopkins, Assistant Principal. Please assist the custodians by insuring that students maintain a neat environment. In an emergency situation, contact the main office or ask someone with a radio to call for a custodian.

DISCIPLINE PROCEDURES

Teachers are responsible for contacting parents and guidance counselors for support with students who disrupt the learning environment. Discipline procedures are governed by the BCPS Code of Conduct and teachers should maintain a personal copy for reference. Code of Conduct contains procedures regarding reporting disciplinary matters, bullying, gang involvement, harassment, internet safety and acceptable usage. The Code of Conduct provides many intervention strategies to support positive relationships with students in the classroom. For immediate classroom disciplinary needs, teachers may submit an email statement to the administrative team. *In addition, teachers may call the main office for support but must also complete an email statement.*

EMERGENCY PROCEDURES

During times of emergency, the primary responsibility of all personnel is to provide for the personal safety of students, to isolate the problem area/areas, and to help keep the school under control. If an emergency should occur, all personnel will be notified of the situation by an announcement on the public address system.

Instructors (other than those assigned specific duties)

- Close and lock all classroom doors, and turn off the lights.
- Maintain order and calm within the classroom.
- Do not permit students to leave the classroom FOR ANY REASON.
- Listen carefully to announcements; DO NOT dismiss students until advised by the principal or an assistant principal.
- Request that students move away from windows, and if necessary, sit in a crouched position away from any source of danger.
- Instructors on unassigned periods shall report to the area of disturbance.

Administrators/ Hall Monitors

- Immediately check and monitor bathrooms.
- Lock and close all doors leading into the building.
- Move throughout the building.

Office Support Staff

- Handle incoming calls from the parents, press, and community.
- Notify Central Office, and the School Police Department

EVACUATION PROCEDURES

Instructors should ensure that a current map of the evacuation route from their classroom is posted in the classroom at all times. Each instructor is responsible for knowing the evacuation route for each classroom that he/she uses during the day. The procedures are posted near each door and should be reviewed with all students at the beginning of each grading period. Students must understand the necessity for silence and order during an evacuation.

When the warning bell sounds, instructors and students must move quickly and quietly toward the exits. Instructors should take an attendance sheet with them during an evacuation and take attendance once safely out of the building. Close all doors. Remain in the assigned waiting area with the students until the all-clear signal is sounded.

EXAMINATIONS - MIDTERM AND FINAL

The midterm and final exams count as summative assessments using the IB and AP holistic scale. These assessments are directly related to the expectations for success on official IB and AP exams. The midterm and final exams are graded according to the IB/AP scale.

ENTERING SCHOOL DURING NON-SCHOOL HOURS

- All persons entering school at other than normal hours without an alarm key must make prior arrangements with Mr. Hopkins, Assistant Principal
- Under no circumstances is anyone to enter the building without approval from an administrator.

EXCUSING STUDENTS FROM CLASS

Honor requests from the Main office or Attendance office.

If the request is not one of urgency, send the student when he/she has completed the learning activity.

Requests from other teachers for individual students

If an instructor needs to take a student or students from another class for a particular

program or activity which cannot be arranged at another time, the requesting teacher must ask permission from the releasing instructor prior to detaining the student(s). The instructor receiving the request has the privilege of refusing if the student needs to remain in class.

FACULTY MEETINGS

In accordance with the labor contract, all instructors **are required to attend all faculty meetings**. Meetings are listed in the school year calendar.

FAMILY MEDICAL LEAVE

Application for FMLA must be completed, submitted and approved in advance of the request for Family/Medical Leave. FMLA cannot be granted retroactively. Only current FMLA forms will be accepted. FMLA forms and procedures are available at the following link: <http://www.baltimorecityschools.org/Domain/10250>

FINANCIAL ACCOUNTABILITY

All staff members who receive money from fundraising must follow BCPS District guidelines pertaining to financial accountability and provide the following documents. Accounts are subject to city, state and federal audits. Each sponsor must be personally accurate and accountable. The following items must be maintained, available and submitted monthly.

Ledger Book: Electronic or Paper

- Amount Received
- Type of Payment (Cash, Check and Check #, Money Order #)
- Date Received
- Name of Person making the payment

Receipt Book

- Name of Person Making Payment
- Amount
- Date Received
- Type of Payment
- Signature of Receiving Party

Balance Sheet turned in monthly

- Itemization of costs
- Deposit Amount

Students or parents may handle money when supervised. Adviser is responsible for accounting and submission of monies. Teachers wishing to sponsor fundraising initiatives must handle all money and follow guidelines above.

FUNDING –Teacher Requests for Funding.

Each department may submit two requests for funding prior to March 1st each school year. Departments are encouraged to bundle requests so that multiple grade levels and courses may be incorporated as a part of each request. Extracurricular, co-curricular and organization are limited to one request before March 1st of each school year.

Requests from groups and school organizations wishing to fundraise should fill out the Google form on the Teacher Resource page of the school website. Please provide a budget for the requesting organization, the total funds required and a timeline with each request.

If approved, organizations wishing to fundraise at school may only do so after the school day has ended. For all requests, use the Google form on the Teacher Resource page of the school website. Please provide a budget and timeline for each requested item.

Field trips must be approved to receive funding or transportation. Field trip approval forms are available on the Teacher Resource page of the school website. Please complete the appropriate forms and leave them in the main office for Principal approval.

GRADE REPORTING

Teachers must enter all student grades accurately and completely within the time parameters set by the Grade Reporter. All questions and concerns must be directed to Grade Reporter in the College Advising Office.

BCPS policy states that any student who receives a failing grade for the marking quarter must have received notification of pending failure through the progress report and other type of documentation of warning given to the student and parent prior to the end of the marking quarter.

GRANTS

Instructors are encouraged to apply for grants to provide additional funding for innovative academic programs. All staff members must notify the Principal prior to developing and/or submitting any grant application.

GUEST SPEAKERS

All guest speakers must be cleared through the department chairperson and the Principal. The guest speaker should be instructed to register in the main office upon arrival. Instructors should inform office personnel as to where the guest speaker should report after signing in.

HALL PASSES

Students should not be released from any class without a written hall pass which would include student's name, teacher's name, date, destination, and time. Teachers must be accountable for students' whereabouts and time away from classroom when using passes. Ensure students sign-in and out on a log when using passes.

HEALTH SUITE PROCEDURES

The health clinic is available during school hours. Students who are ill must be given a hall pass to see the nurse. Students may see the nurse during classes, between classes and lunch time.

Medication may only be administered by the school nurse. Teachers are NOT authorized to administer any type of medication including non-prescription drugs. Students with chronic health problems may be monitored by the school nurse.

HOME AND HOSPITAL/CHIP SERVICES

Students who are receiving services from Home and Hospital or CHIP (Children with Health Impairment Program) services remain the responsibility of the school-based teacher. Home

based teachers must work collaboratively with home and hospital teachers to meet student academic needs until the student returns to his assigned school.

Students are to be marked present for each day they are receiving Home and Hospital/CHIP instruction.

ILLNESS/INJURY

Faculty

Staff members who become ill or suffer an injury should contact an administrator immediately who will complete the necessary paper work and determine the appropriate next step. Administrator will assume responsibility for arranging temporary class coverage.

Students

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

When a student becomes ill, he/she should be given a pass to report to the health suite to call home. The nurse will determine whether the student will be treated, sent home, or sent back to class. In the event of an emergency, contact the main office. An administrator will determine the proper course of action.

Parent/Guest Injuries

Notify an administrator and the school nurse whenever a parent or guest to building is ill or injured.

LESSON PLANS

Emergency Plans - Three days of emergency lesson plans must be submitted to the department chairperson. Department Lead should review all emergency plans to ensure that sufficient preparation has been made by the instructor to cover the entire period. Emergency plans should be updated every nine week grading period and after each use. Emergency plans must include the following:

- General information about procedures
- Seating charts/ Roll
- Necessary instructional materials and tasks

LIBRARY/The Center for Teaching and Learning

(The Stanley Reed Math Center, The Writing Center, Cordish Research and Technology 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. 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 Library offers tutoring support through the Center for Teaching and Learning. Students may receive tutoring during lunch, after school or during class time with a pass from a teacher.

MAIL ROOM

Each member of the faculty/staff has been assigned a mailbox. Instructors are asked to clear all mail and notices from their mailboxes in the morning when signing in and again in the afternoon. **DO NOT SEND STUDENTS TO THE MAIL ROOM** unless directed to do so by the main office.

NAVIANCE

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

OPEN HOUSE NIGHT

Two “Open House” nights are presented for prospective students and parents. All instructors are encouraged to offer demonstration lessons that highlight the academic activities embedded within the course.

PARKING FOR STAFF MEMBERS

Faculty and staff members will be assigned parking spaces. Please, park in assigned space. Teacher interns and guests should park in designated visitors’ spaces or students’ parking lot.

PURCHASES/REIMBURSEMENTS

All requests for purchases and/or reimbursements must be preapproved by the business manager. Purchase and/or reimbursement requests not approved will be considered unauthorized expenditures. Unauthorized expenditures will become the responsibility of the staff member.

SCHOOL FAMILY COUNCIL

School Family Council was designed to improve schools and student achievement by raising the status of the education professional and increasing parental involvement. Baltimore City Public School System requires that a School Performance Plan (SPP) be developed and adopted at individual schools by the representative committee of faculty, staff, parents, and students. The SFC recognizes the principal as the instructional leader. SFC members may make recommendations to the principal on issues such as curriculum, budget, discipline, and professional development. The SFC has the responsibility to make recommendations for the SPP.

SPECIAL EDUCATION

Teachers are required to maintain and implement all IEPs (Individual Education Programs) and 504 Plans for students with disabilities. All classroom accommodations listed in IEPs and 504 Plans must be implemented in daily instruction by law.

Daily lesson plans must indicate specific strategies to implement accommodations for each accommodated student. Teachers must submit required progress reports within timelines and attend IEP meetings/504 meetings when required. Classroom coverage will be provided.

Students with disabilities may not be separated from their nondisabled peers for any reason. All academic and attendance concerns for students with disabilities must be immediately reported to the special educator.

Teachers must communicate with parents of students with disabilities on a regular basis regarding academic progress and offer appropriate instructional strategies in alignment with requirements of IEPs and 504 plans to ensure progress.

STAFF CONDUCT WITH STUDENTS (Per the Baltimore City Board of School Commissioners)

A. The relationship between students and staff of must be of a professional nature at all times. The Board requires that all staff maintain a professional, ethical, and respectful relationship with City Schools students that is conducive to an effective and safe learning environment, and that staff act as role models for students at all times, whether on or off school property, and whether during or outside of school hours.

B. Staff must establish appropriate personal boundaries with students and must not engage in any behavior that could reasonably lead to even the appearance of impropriety including but not limited to accepting or giving inappropriate personal gifts; having frequent personal communication with a student unrelated to coursework or official school matters, including, but not limited to, by phone, e-mail, text messages, instant messaging, letters, notes, or use of chat rooms or social networking websites. (GBEBB,Section G Personnel Policy, www.boarddocs.com/mabe/bcpss/board.nsf/public#)

STUDENT SELECTION FOR PARTICIPATION IN SCHOOL PROMOTIONAL EVENTS

All students selected to participate in school promotional events such as Summer Bridge, Open House, Hall of Fame, Back to School Night or any other event where students serve as student liaisons or student leaders, must be approved by the Administrative Team in advance of the event and must be students in good standing.

STUDENT SUPPORT TEAM

The Student Support Team reviews cases of students who are struggling with issues related to attendance, academic jeopardy, lateness and attendance. The grade-level guidance counselor should be notified of teacher concerns. Appropriate team members will be selected to participate in each team to support the specific needs of the struggling student so that appropriate interventions and strategies may be put in place.

STUDENT UNIFORM POLICY

Faculty members are required to assist with monitoring the dress code compliance of students. Notification of dress code violations should be made to the Administrative Team via Baltimore City email. **Students may not be sent out of class for dress code violations.**

SUICIDAL THREATS

Any student who makes any type of threat (oral or written) to harm him / herself or others must be immediately reported to an administrator and grade level counselor.

TEXTBOOKS, EQUIPMENT, AND SUPPLIES

Teachers must submit an electronic obligation form to Mr. Joyner for outstanding student obligations. Teachers are required to maintain an accurate inventory of all textbooks, equipment and supplies.

VISITORS

Baltimore City Public Schools has procured a visitor management system for all district schools in an effort to assist schools with creating safe environments for students and staff. All visitors will be monitored through the visitor management system VPP, and once approved, will be given a printed pass with the location of the visit displayed on the badge.