

STUDENT HANDBOOK

2025 – 2026



BALTIMORE
CITY COLLEGE

Baltimore City College

School Website: www.baltimorecitycollege.us

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

School Mascot: Knights

School Colors: Black and Orange

Address: 1420 North Charles Street
Baltimore, Maryland 21202

Phone: 410-396-6557

Fax: 410-243-0669

School Song/Alma Mater:

“Castle on the Hill”

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

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

School Fight Song

“City Forever”

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

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

Pledge of Allegiance (in Latin)*

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

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

Baltimore City College School History

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

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

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

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

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

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

Mission Statement

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

Equity Goal and Directives

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

Baltimore City Schools Board of School Commissioners Equity Directives:

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

Belief Statements

At Baltimore City College, we believe that:

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

Baltimore City College Diploma Requirements

Credit Distribution

Class of 2026-Class of 2029

IB Full Diploma Student: 32 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.



Celebrating 183 Years of Excellence
Baltimore City College
International Baccalaureate World School
2022 – 2023 Calendar
www.baltimorecitycollege.us

July

- 7/16 Virtual 12th Grade Summer College Bootcamp Session
7/17 Virtual 12th Grade Summer College Bootcamp Session

August

- 8/6 Virtual 9th Grade Summer Bridge, 9:00 – 11:00 am
8/7 9th Grade Activities Fair, City College, 9:00 – 11:00 am
8/12 12th Grade Summer College Bootcamp Session, @ UB Business Center
8/13 12th Grade Summer College Bootcamp Session @ UB Business Center
8/13 First Day of Fall Sports Practice
8/14 12th Grade Summer College Bootcamp Session @ UB Business Center
8/18 Transfer Students Orientation, 9:00 am @ UB Business Center, **Grades 10 – 11 Only**
8/19 Staff Return, Professional Development (PD) (8/19 – 8/22)
8/19 Faculty/Staff Meeting, 8:30 am
8/21 BCC Parent Tours of UB Campus, 10 – 12pm, 5-6pm
8/25 **FIRST DAY OF SCHOOL, 1st Quarter Begins, 8/25 & 8/26 Grade Level Orientations, 8/27, First Day of Classes**

September

- 9/1 **Labor Day – SCHOOL CLOSED**
9/2 9th Grade ID Pictures
9/2 Senior College Advising 1:1 Meetings Begin
9/2 College Representative Visits Begin, College Advising Office
9/3 New Students ID Pictures
9/8 Faculty Meeting 2:45 pm
9/9 **VIRTUAL BACK TO SCHOOL NIGHT, 6:00 – 8:00 pm**
9/10 Yearbook & Senior Portraits
9/11 Yearbook & Senior Portraits
9/11 College Advising Apply Maryland Workshop #1,
9/12 Yearbook & Senior Portraits
9/17 Mandatory Senior Parent Night #1 @ UB, 6:00 – 7:30, College Advising
9/18 Senior Parent Night #2, Virtual
9/22 College Advising Apply Maryland Workshop #2
9/24 Virtual Mandatory Senior Parent Night #2, College Advising
9/25 Grade 9 Parent/Guardian Meeting @ Montebello Elementary, 5:00 – 6:30 pm, 2040 E. 32nd Street, Baltimore

October

- 10/1 **1st QUARTER PROGRESS REPORTS DISTRIBUTED**
10/1 Math, Science & Writing Peer Tutoring Centers Open
10/2 **SCHOOLS CLOSED, Wellness Day**
10/6 College Advising Apply Maryland Workshop #3
10/6 **FACULTY MEETING 2:45 pm**
10/6 Grade 10 Parent/Guardian Meeting @ Montebello Elementary, 5:00 – 6:30 pm, 2040 E. 32nd Street, Baltimore
10/7 Virtual Financial Aid Night, College Advising
10/9 Grade 11 Parent/Guardian Meeting @ Montebello Elementary, 5:00 – 6:30 pm, 2040 E. 32nd Street, Baltimore
10/10 BCC Choir Performance @ Meyerhoff Symphony Hall

10/11 BCC Choir Performance @ Meyerhoff Symphony Hall
 10/15 SAT (Grade 12)
 10/15 PSAT (Grades 10 & 11)
 10/15 **Baltimore City College Open House @ The Lyric Theatre, 6:00 – 7:30 pm, Gray-Rice**
 10/16 **Early Release Day for students, Parent/Teacher Conferences, 1 – 3:00 pm**
 10/17 Senior Inaugural Cruise, 10:30 am
 10/17 Staff (PD) Day, **Schools Closed for Students**
10/21 College Advising Apply Maryland Workshop #4
 10/22 Virtual Parent/Teacher Conferences 5:00 – 7 :00 pm
 10/24 BCC Hall of Fame Ceremony @ UB
 10/27 College Application Deadline for November 1st preparation, College Advising (10/27 – 10/31)
 10/28 9th – 11th Grades ID Pictures Make-Up
 10/31 **1st Quarter Ends**
10/31 Early Release Day for students

November

11/1 City-Poly Football Game, Morgan State University, 12:00 pm
11/3 2nd Quarter Begins
 11/3 **FACULTY MEETING 2:45 pm**
 11/7 **SCHOOL CLOSED FOR STUDENTS, Professional Development Day**
11/12 1st QUARTER REPORT CARDS DISTRIBUTED
11/14 Junio Day Ceremony
 11/15 1st Day of Winter Sports Practice
 11/19 Yearbook & Senior Portraits
 11/19 BCC Drama Club Fall Student-Directed Production @Baltimore Theatre Project, 6:00 pm
 11/20 BCC Drama Club Fall Student-Directed Production @Baltimore Theatre Project, 3:00 pm
 11/20 Yearbook & Senior Portraits
 11/21 Yearbook & Senior Portraits
 11/21 Senior Interview Clinic, 8:30 am – 11:3 pm, UB BC Atrium, College Advising
 11/22 BCC Drama Club Fall Student-Directed Production @Baltimore Theatre Project, 6:00 pm
 11/23 BCC Drama Club Fall Student-Directed Production @Baltimore Theatre Project, 1:00 pm
 11/15 First Day of Winter Sports Practice
 11/18 Virtual College Advising Compass Presentation for families, 6:30 pm
 11/26 Wellness Day – **SCHOOL CLOSED**
 11/27 Thanksgiving Holiday – **SCHOOL CLOSED**
 11/28 Thanksgiving Holiday – **SCHOOL CLOSED**

December

12/1 **FACULTY MEETING, 2:45 pm**
 12/6 BCC Choir Annual Holiday Concert, 5:00 pm, TBA
 12/8 MCAP (Maryland Comprehensive Assessment Program) continues, Government + Science Testing, **12/8 – 12/19**
12/10 2nd QUARTER PROGRESS REPORTS DISTRIBUTED
 12/10 Virtual Parent-Teacher Conferences, 5 – 7:00pm
 12/19 Knights of the Roundtable, TBD, College Advising
 12/19 **Virtual Baltimore City College Open House, 6:15 – 7:30**
 12/22 **IB Middle Years Certificate & Diploma Program Recipients Celebration Assembly, Corpus Christi, 110 W. Lafayette Avenue**
 12/23 Winter Holiday Program, 110 W. Lafayette Avenue, Baltimore
 12/24 Winter Holiday– **SCHOOL CLOSED (12/24 – 1/2/2024)**

January

1/5 **SCHOOL REOPENS**

- 1/5 **FACULTY MEETING**, 2:45 pm
- 1/6 Free Application for Federal Student Aid (FAFSA) Help Session for Students Begin, (1/6 – 2/27), College Advising
- 1/6 MCAP (Maryland Comprehensive Assessment Program) continues, Government + Science Testing, **1/3 – 1/17**,
- 1/7 Free Application for Federal Student Aid (FAFSA) Help Session for Parents #1, 5:00 – 7:00 pm, @ Montebello Elementary, 5:00 – 6:30 pm, 2040 E. 32nd Street, Baltimore, College Advising
- 1/8 **Midterm Summatives Begin (1/8 – 1/16)**
- 1/9 SCHOOL CLOSED for STUDENTS**, Professional Development
- 1/12 12th Grade Scholarship Applications Focus, College Advising
- 1/13 12th Grade Scholarship Applications Focus, College Advising
- 1/14 12th Grade Scholarship Applications Focus, College Advising
- 1/16 **Early Release Day for students**, Teacher Workday
- 1/16 **2nd Quarter Ends**
- 1/19 Dr. Martin L. King, Jr. Holiday (SCHOOL CLOSED)**
- 1/20 **3rd Quarter Begins**
- 1/20 Senior 1:1 Midyear Check-ins begin (1/20 – 3/25), College Advising
- 1/21 Free Application for Federal Student Aid (FAFSA) Help Session for Parents #2, 5:00 – 7:00 pm, 2040 E. 32nd Street, Baltimore, College Advising
- 1/30 2nd QUARTER REPORT CARDS DISTRIBUTED**

February

- 2/2 Faculty Meeting, 2:45 pm,
- 2/6 SCHOOL CLOSED for STUDENTS**, Professional Development
- 2/11 Virtual IB Diploma Program Parent Information Meeting (10th Grade), 6:00 – 7:30 pm
- 2/16 President's Day – **SCHOOL CLOSED**
- 2/27 3RD QUARTER PROGRESS REPORTS DISTRIBUTED**
- 2/28 1st Day of Spring Sports Practice

March

- 3/2 Faculty Meeting, 2:45 pm
- 3/5 Virtual Parent-Teacher Conferences, 5 – 7pm
- 3/6 **SCHOOL CLOSED for STUDENTS**, Professional Development
- 3/11 Mandatory Junior Parent College Night #1, 6:00 – 7:30 pm, TBA, College Advising
- 3/18 SAT, Grade 11
- 3/18 Virtual Mandatory Junior Parent College Night #2, 6:00 – 7:30 pm, College Advising,
- 3/20 SCHOOL CLOSED**, Wellness Day
- 3/21 First Day of Spring Sports Practice
- 3/27 **Early Release Day**
- 3/27 **3RD Quarter Ends**
- 3/30 **4th Quarter Begins**
- 3/30 Spring Break Begins (3/30 – 4/6/26)**

April

- 4/7 Senior College Decisions 1:1 Meetings Begin (4/7 – 4/30), College Advising
- 4/8 Junior College Application Workshops, (4/8 – 4/10/), TBA, College Advising
- 4/13 MCAP (Maryland Comprehensive Assessment Program), Algebra, English, Government, Science Testing, 4/13 – 5/29
- 4/13 Faculty Meeting, 2:45 pm, Harcum
- 4/14 3rd QUARTER REPORT CARDS DISTRIBUTED**
- 4/15 BCC Annual College Fair, 8:00 am – 12:00 pm @ The Lyric Theater, College Advising

- 4/16 Drama Club Spring Production (4/16-4/19), 4/16 & 4/18 @ 6:00 pm, 4/17 @ 3pm, 4/19 @ 1pm, @ the Baltimore Theatre Project
- 4/23 **IB/AP Testing Meeting**, TBA, BC Auditorium
- 4/25 Junior Prom, Reginald F. Lewis Museum, 7 – 11:00 pm
- 4/28 **IB Exams Begin (4/28 – 5/20)**
- 4/29 Farewell/College Decision Day, TBA

May

- 5/1 **SCHOOL CLOSED for STUDENTS**, Professional Development
- 5/3 BCC Choir Annual Knight of Music, 3:00 pm, TBA
- 5/5 **AP Exams Begin (5/4 – 5/15)**
- 5/5 Faculty Meeting, 2:45 pm
- 5/5 Newly admitted Student Night, 6:00 – 7:30, TBA
- 5/11 Junior College Advising 1:1 Meetings Begin (5/11 – 6/11), College Advising
- 5/13 4th QUARTER PROGRESS REPORTS DISTRIBUTED**
- 5/20 Last day of IB Exams
- 5/28 Senior Prom, TBA, 7:00 – 11:00 pm, M & T Bank Exchange, 401 West Fayette Street, Baltimore
- 5/25 Memorial Day, **School Closed**

June

- 6/1 Senior Clearance, (6 /1 – 6/4), 9:00 am – 12:00 pm, TBA
- 6/2 Final Exams, Grades 9 – 11, TBA
- 6/8 GRADUATION, Meyerhoff Symphony Hall, 9:00 am**
- 6/11 **4th Quarter Ends**
- 6/11 **LAST DAY OF SCHOOL FOR STUDENTS, Early Release Day**
- 6/11 **LAST DAY OF SCHOOL FOR STAFF**
- 6/19 **Juneteenth Holiday**
- 6/25 **FINAL REPORT CARDS DISTRIBUTED**

Bell Schedule

<u>Regular Schedule</u>		
Start	End	Period
7:30	8:55	1
9:00	10:25	2
10:30	12:35	3
12:40	2:20	4

9th Grade	Period 1	7:30-8:55
	Period 2	9:00-10:25
	Period 3	10:30-11:00
	Lunch	11:05-11:45
	Period 3	11:45-12:35
Coach class: 2:05-2:20	Period 4	12:40-2:00

10th Grade	Period 1	7:30-8:55
	Period 2	9:00-9:55
	Lunch	10:00-10:40
	Period 2	10:40-11:10
	Period 3	11:15-12:35
Coach class: 2:05-2:20	Period 4	12:40-2:00

11th/12th Grade	Period 1	7:30-8:55
	Period 2	9:00-10:25
	Period 3	10:30-11:55
	Lunch	12:00-12:40
Coach class: 2:05-2:20	Period 4	12:40-2:00

2-Hour Delay-9th Grade			
Period	Start	End	
1	9:30	10:30	
2	10:35	11:45	
3	12:25	1:20	Lunch 11:45-12:25
4	1:25	2:20	

2-Hour Delay-10th Grade			
Period	Start	End	
1	9:30	10:30	
2	11:10	11:45	Lunch 10:30-11:10
3	11:45	1:20	
4	1:25	2:20	

2-Hour Delay-11th/12th Grade			
Period	Start	End	
1	9:30	10:30	
2	10:35	11:45	
3	11:45	12:40	Lunch 12:40-1:20
4	1:25	2:20	

Half Day/Early Dismissal		
Start	End	Period
7:30	8:25	1
8:30	9:30	2
9:35	10:30	3

10:35	11:30	4
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CITY COLLEGE @UBalt Guidance

Campus Safety

Safety and Security

- All students must remain on City College campus for the duration of the school day
- All individuals entering campus must go through the security screening.
- Security camera monitoring is in place throughout campus.
- Both City Schools Police and The University Police monitor campus activity.
- Students are not permitted to enter any restricted, non-City College UBalt buildings, such as the Law School and Student Center (Library requires City College staff supervision).

Uniform/Security/ID

- **All students must dress in official City uniform while on the UBalt campus.**
- Outermost clothing/tops must be “City” labelled to provide easy identification to City College and UBalt staff. **Students will not be allowed entry into UBalt buildings without visible City College uniform.**
- Students must carry the City College/UB ID at all times.

Emergency Procedures

- Notification of any UBalt on-campus emergencies will be provided via City College digital updates to students and via phone updates to parents.
- Evacuation
- Drill evacuations will take place according to City Schools and UBalt Schedules
- School closure will follow Baltimore City Schools closure guidance.

Entry-UBalt Campus hours 7-3:30 (school hours 7:30-2:20)

- Academic Center 1420 North Charles Street, Closes at 3:30pm
- Business Center 11 West Mt Royal Ave, Closes at 3:30pm
- **Students will remain in City College ONLY locations from 7:30 AM-2:20PM**
- Early campus entry at 7am @ Morton Street Location for breakfast service
- Main entry doors are only operable doors of use during school day (Main entry door on Charles and middle entry on Morton for Academic Center only). Doors are locked for entry during school day
- **Students must depart campus no later than 3:30 PM.** For students awaiting pick-up, families are responsible for transportation off-site. **Club and coach class activities will conclude by 3:30.** Choir, Band, and Theater students should contact the Directors for guidance on practice dismissal times and locations.

Campus Visitors

- Parents and visitors must report to the main office in the Academic center only-**no visitors will be allowed in the Business Center**

Dropoff and Pickup

- Dropoff and student entry begins at 7AM
 - Morton Street for the Academic Center
 - Mount Royal for the Business Center
- Cars must follow all traffic laws and may not park in restricted travel lanes.

Early Dismissal

- Prior notice must be submitted to the City College Attendance office.
- **Early dismissals will NOT be permitted after 1:30pm.**
- All early dismissals happen at the Academic Center only

Student Parking

The Fitzgerald Garage is located at 1201 W Mount Royal. The fee is \$5 per entry.

- Garage hours are 7am to 11pm. Drivers are responsible for ensuring they retrieve their vehicle before daily closing. City College is not responsible for vehicles or materials left in the garage.

Cafeteria

Breakfast (7-7:30) and Lunch (multiple periods)

- All Lunch and Breakfast will be served in the Academic Center Cafeteria
- Cafeteria entry into Academic center will occur through Charles Street main door
- Students will be restricted to on campus dining only
- Gordon Plaza use is only permitted with direct staff supervision
- Business Center atrium and Ground floor/1st floor rooms use only permitted with direct staff supervision

Campus Restrictions

General

- Elevators are restricted to UBalt and City College staff use only.

Restrooms

Business Center	Academic Center
Ground – Adults 1 st – Students 2 nd – Students 3 rd – Adults	1 st – Adults, Gender-neutral for students 2 nd , 3 rd , 4 th Floor - mixed 5 th Floor – Students 6 th Floor – Adults

Athletics

- Transportation to practices will be provided via school buses from the UBalt campus to respective practice locations
- Athletic storage room – in-season athletes will store their equipment in lockers (small bags only)

Behavior

- Students are not permitted to damage, write on, or remove UBalt property. (**Students will be financially responsible for any damage to UBalt property, including desks, walls, classroom electronics, equipment, etc.)**)
- **The BCCPS Code of Conduct applies to all City College students while on UBalt's campus. Failure to abide by BCPSS and University Campus Policies could result in a change of school site.**

Cell Phone Policy

- In accordance with BCPSS Policy, **students will be required to turn-off and secure their devices in a locked device pouch they will carry all day in their bookbag.** Students may not access or use cell phone devices during class, passing, or lunch time. After students are dismissed from period 4, they will have their device pouch unlocked. Refer to the City College Handbook for regulations regarding an infraction.

Baltimore City College Operations	Staff Member and Location	Department
Instructional Leadership, Operations Management, Budget Oversight, Curriculum Coordination, Staffing, Faculty Evaluations and Observations, School Family Council, PTSA, Alumni Liaison, Payroll, Discipline	Cindy Harcum, Principal Academic Center	Administration ILT
IB Diploma Program Coordinator, Faculty Observations, Payroll, Office Manager, Discipline	Ndaneh Smart-Smith, Assistant Principal Business Center	Administration ILT
Facilities Management and Building Permits, Parking, Emergency Safety Drills, Faculty Observations, Discipline	Jonathan Hopkins, Assistant Principal Academic Center	Administration ILT
Business Manager, Procurement, Faculty Observations, Master Scheduling, Teacher Recruitment, Discipline	Seth Hedderick Assistant Principal Business Center	Administration ILT
Special Education and Health and Safety Manager, Grade Review, Discipline, Counseling, Faculty Observations	Richard Kennedy Assistant Principal Academic Center	Administration ILT
Director of Institutional Advancement/Development, Alumni Association Liaison, Faculty Observations, University Partnerships, Discipline	Yavona Piral Assistant Principal Academic Center	Administration ILT Development Committee
IB MYP and OTG Grade 9 Coordinator and Director of Teaching and Learning	Sarah Jeanblanc Academic Center	Administration ILT
Director of Academics, Scheduling, Academic Integrity Monitor	Kevin Barnett Academic Center	Administration ILT
Literacy Coach/English Chair	Jamie Massey Academic Center	Instructional Leadership
Director of Student Achievement, Toddle Support	Anthony Storck Academic Center	Instructional Leadership
Discipline, School Family Counsel, Student Mentorship, Behavior Intervention	Michael Hamilton Dean of Student Support Academic Center	Support Services
College Advisors/Academic Reporting	Rodney Joyner, Director Michele Flores, Kelly Tarini, Khaliah Williams Academic Center	Support Services
Director of Student Admissions/Counselor 2026	Susanne Gray-Rice Academic Center	Support Services
Multi-Lingual Family Liaison, CAS Coordinator	Monica Gladden Brown Academic Center	Support Services
Testing Coordinator, Development Committee Chair	Katherine Griffin Academic Center	Support Services
Librarian, IB Personal Project Coordinator	Katherine Menges Library Academic Center	Support Services
Social Emotional Learning (SEL) Coordinator, New to City Teacher Mentor, Advisory Committee	Karen Hodges Academic Center	Support Services

CLUBS AND CO-CURRICULAR LEADS

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

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. Students are disqualified from club participation if they do not meet the academic requirements for eligibility and participation.

Special Guidelines

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

Student Eligibility for Clubs, Activities, and Athletics

Eligibility for Participation in Co-Curricular and Extracurricular Activities

Participation in any co-curricular or extracurricular activity at Baltimore City College is a privilege. Students aspiring to represent City College must demonstrate acceptable academic performance and behavior in order to participate in clubs, teams, and contests. Students are academically ineligible to participate in a student club or activity if they have more than one failing grade in the preceding quarter's marking period. Fall academic eligibility is determined by the fourth quarter grading period from the preceding school year. This provision does not apply to incoming 9th grade students for initial fall eligibility.

- **Any student receiving failing grades in two or more subjects in the most recent quarter will be deemed ineligible for participation in sports and co-curricular or extracurricular activities, such as class activities, ring dance and proms in the next quarter and the following semester. Sports participation requires a minimum GPA of 2.0.**
- **Students who are suspended from school for demonstrating unsatisfactory conduct will immediately become ineligible for participation in a co-curricular or extracurricular activity for up to an entire school year to be determined by the Principal.**
- **Students must have completed a pre-set number of service learning hours and have paid a specific amount of class dues in order to participate in class activities. Senior eligibility for events includes 90% attendance.**

Class Dues

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

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

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

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

Graduation Participation:

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

S.G.A. and Class Officers

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

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

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

Baltimore City College Sports

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

Women's Sports

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

Volleyball

Men's Sports

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

Cell Phone and Electronic Device Policy JICJ

In alignment with District Policy around electronic devices, **Cell Phone and Electronic Device Policy JICJ**, City College @ UB will continue to utilize its academic integrity policy that has been informed and aligned with both International Baccalaureate and College Board procedures regarding the prohibition of cell phones and electronic device to maintain the integrity of the academic climate.

Cell Phone and Electronic Device Policy JICJ states:

- Under the updated policy, a “portable electronic communication device” is any device carried, worn, or transported by an individual to receive, communicate, or record voice, image, and/or text content.

This includes cell phones, laptops, tablets, wireless headphones or earbuds, geolocation devices, and smart watches.

This definition does not restrict students from using devices that are issued to students by City Schools.

- Under the updated policy, students may bring devices to school, but they must be powered off, away, and secured during the school day.

The school day is the time period from arrival to dismissal, including recess, lunch, and passing periods.

A device is powered off when it is completely shut down (not silenced or on “airplane mode”). A device is secured when it is stored and locked in a designated area.

<https://www.baltimorecityschools.org/page/cell-phone-policy>

Staff Management of Policy

1. Students will receive a cell phone pouch to start the year. Upon arriving at school, students will use their cell phone pouch to store their cell phone. They will place the powered off device in pouch, and staff will lock the pouch, and students will store in their bag for the day.
2. Upon dismissal, students will stop at unlocking station to have pouch unlocked to retrieve phone for evening.
3. If a student comes to school late, they will still follow the process of placing phone in the pouch and having it locked for the day. If a student has early dismissal, they will have their device pouch unlocked upon their dismissal.
4. In the event of an emergency, or a family related emergency, the main office will be the point of contact for facilitating communication between the student and home.
5. Any instances of non-compliance, in addition to the guidance in the Student Code of Conduct, City College will follow the procedural steps below:

City College implementation of **Cell Phone and Electronic Device Policy JICJ** will include students following:

Infraction 1 Teacher contact home

Infraction 2 Referral and admin contact home

Infraction 3 student is required to check device into the main office upon arrival-once they hand over device to assigned admin, it is stored with an Administrator, and they are issued a phone check slip for pick up. This continues for 30 calendar days.

***If a student does not bring the device pouch to school, the device will be maintained in a secure space by an administrator.**

****\$50 will be charged to any student who misplaces or loses/damages the device pouch and needs a replacement.**

STUDENT UNIFORM POLICY

Baltimore City College is a uniform school, and students are required to wear their uniform daily. **Compliance with these expectations helps to support the safety and security of our students while on campus.**

- Students may not enter the University of Baltimore campus without a City College Uniform.
- Student uniforms are defined as khaki-colored bottoms, and a City College shirt.
- Only City College Outerwear is permitted.

HALL PASSES

Students will utilize paper passes that identify the designated building/space for travel. Ensure students sign-in and out on a log when using passes.

1. Must be limited to after the first ten minutes of class, but not in the last 10 minutes of class (unless there is an extreme emergency)
2. Students should not be released from any class without a pass and signing the passbook/log when leaving and returning.
3. Students are not to receive a pass to travel unaccompanied from the Academic Center to the Business Center, or the Business Center to the Academic Center, and there will be no passes issued to the Commons Area.

COUNSELING SERVICES

Students requesting to see the guidance counselor need an appointment. If a student requests a teacher send them to guidance, they should have an email from their guidance counselor with an appointment indicated. If not, the student needs to email the guidance counselor to schedule an appointment to see the guidance counselor. Other times, guidance may call the classroom and request to see a student, and the teacher will send the student with the proper destination pass.

STUDENT LUNCH POLICY

Baltimore City College uses lunch space in the cafeteria at the Academic Center. Any staff wishing to hold a lunch bunch must request permission from Administration and must hold and supervise students in their room for the entirety of the lunch period.

By district policy, students are not allowed to leave school grounds or order outside food:

BCPSS Wellness Policy on Competitive Foods
"Students can no longer receive food at school from meal delivery apps during the school day."

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.

ILLNESS/INJURY

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 next steps.

Health Care

A nurse staffs City College's health suite five days a week. Students are only admitted if they have a pass from a teacher except in cases of emergency. Every City College student must have an Emergency Contact Card on file. Daytime phone numbers should be included for the parent or guardian as well as two other adults designated by the parent for emergency contact. It is important to update phone numbers as needed during the school year. Please notify the staff of any changes in the above information as soon as possible.

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

Drug-Free School

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

Smoking

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

Vaping and Electronic cigarettes of any type are strictly prohibited.

Student 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: attendance@baltimorecitycollege.us**

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. Following the start time for school, students are expected to be seated in class at the beginning of each period. **After 3 occasions of lateness to class of more than 10 minutes, the teacher will warn the student and notify the parent. At the 4th occasion, the teacher will assign classroom detention to the student.** If chronic lateness continues to impact learning **after 5 or more occasions, the teacher will refer the student using the administrative referral form and administration will follow up with student, parent, and teacher.**

STUDENT ATTENDANCE

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

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

Excused Absences from Class

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

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

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

ATTENDANCE OFFICE

All communication regarding attendance and any to the attendance office must be via email (attendance@baltimorecitycollege.us)

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: attendance@baltimorecitycollege.us

ALL EARLY DISMISSALS MUST OCCUR BY 1:30 PM, AND REQUIRE PRIOR WRITTEN NOTICE VIA EMAIL

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.

The Baltimore City College Assessment and Learning Policy

Supporting Students to Challenge Themselves and Succeed

Assessment Philosophy

BIG PICTURE:

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

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

HOLISTIC GRADING:

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

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

TEACHING AND LEARNING:

How do assessments support teaching and learning at our school?

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

Stakeholder Expectations

We expect STUDENTS to own their learning through...	• Preparation and Dedication: Come prepared for assessments by reviewing materials, completing assignments and homework, and asking clarifying questions beforehand. Put forth your best effort during learning activities and assessments. Avoid distractions to the learning environment out of respect to yourself and peers. • Reflection and Growth Mindsets: Reflect on formative and summative performance. Work with teachers to set goals and monitor progress toward achieving them. Utilize feedback to revise work and move toward mastery. • Communication and Organization: Submit all assignments on time. Maintain an organized record of notes, work, and resources. Keep families and teachers updated on your progress and when you need help.
We expect TEACHERS to support students through...	• Task Alignment: Develop standards-based formative and summative tasks. Ensure formative tasks and learning activities are directly aligned to and prepare students for summative tasks. • Multiple Assessment Methods and Clear Expectations: Incorporate a range of formative and summative tasks which allow students to demonstrate learning in a variety of ways. Provide students with task-specific rubrics that clearly define expectations including academic integrity. • Data-driven Decisions: Adapt lesson activities to address student needs in response to formative and summative assessment results. Facilitate student academic goal setting and reflection to improve learning. • Meaningful and Timely Feedback: Provide meaningful feedback to students in a timely manner. Report assessment results on a regular basis using the school's online gradebook so students and their families can monitor academic progress.
We expect SCHOOL LEADERS to support students & teachers through...	• School-wide Goals: Establish and communicate clear goals and success measures as outlined by the school performance plan. Utilize assessment data to identify trends and address student and teacher needs. Ensure equitable practices are implemented for all teaching and learning. • Professional Development: Encourage a culture of collaboration amongst teachers to improve assessment practices. Identify areas for growth and provide opportunities for assessment-related professional development. • Evaluation and Feedback: Ensure stakeholders adhere to the expectations established in this policy. Analyze formative, summative, and external assessments (IB, AP, etc.) and provide feedback to improve assessment practices.
We expect FAMILIES to support	• Monitoring Student Progress: Work with students outside of school to ensure they're meeting the expectations set out in this document.

student learning by...	► Promoting Self-Advocacy: Encourage students to seek out opportunities for enrichment and support, as needed. Include students in communications, so they can own their learning and learn to advocate for themselves. ► Staying Involved: Collaborate and provide feedback to students, teachers, and school leaders. Track student academic progress and attendance through the online learning management systems (Infinite Campus and Toddle).
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School-Wide Assessment Practices

Assessment Types

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

Formative Assessments (F)

Formative assessment is ongoing assessment FOR learning aimed at providing information to guide teaching and improve student performance. Through effective formative assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential.

Examples of formative assessments include:

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

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

Summative Assessments (S)

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

Examples of summative assessments include:

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

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

Summative Portfolio Tasks (SP)

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

Examples of portfolio tasks:

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

Homework Policy

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

Homework tasks may include:

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

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

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

Communicating Assignments

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

All assessment task descriptions must include the following:

- Task-specific rubric (aligned to MYP or DP rubrics as appropriate)
 - Expected time required to complete
 - Deadline and method of submission
 - List of formative assessments required for resubmission (summative task descriptions only)
- Throughout the unit, teachers should also provide models of strong performance against a rubric for student evaluation and analysis.

Missing or Incomplete Work

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

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

Extension Requests

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

Missed Summative Deadline

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

Missed In-Class Exam

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

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

Revisions and Resubmissions

Formative Reflections

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

Summative Resubmissions

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

In order to resubmit work, students must:

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

Academic Interventions and Support

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

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

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

Standardization of Assessment

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

Reporting Student Achievement **Grade Descriptors and Conversions**

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

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

Grading Practices & Reporting Timeline

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

REPORTING FORMATIVE & SUMMATIVE GRADES

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

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

REPORTING QUARTERLY GRADE REPORTS

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

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

REPORTING OVERALL COURSE GRADES

A student's quarter grade represents only a snapshot of their performance at that time. Quarter grades are not averaged to produce a final year grade. Teachers should practice "best fit" grading where a rubric grade reflects the most consistent and representative achievement in a grading period (quarter, semester, or year). A student's overall course grade is determined holistically and reflects both growth and achievement.

Approaches to Learning (ATL)

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

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

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

Assessment in the IB Middle Years Programme (MYP)

MYP Assessment Criteria Across the Curriculum

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

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

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

Assessment in the IB Diploma Programme (DP)

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

External Assessments (EA)

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

Internal Assessment (IA)

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

Assessment for College Credit

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

Academic Integrity

Academic integrity is the process of acting in an honest and responsible way in producing original academic work. The processes by which students learn are as important as their completed assignments. Unless it is designated as a collaborative assignment, it is expected that each student will do their own work, whether it is a formative assignment (e.g., homework, class work, quiz) or a summative assignment (e.g. report, project, research paper, unit test, mid-term/final).

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

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

In general, AI may be used to help you learn, but not to show your learning for any work that is submitted, including formative and summative assessments, unless your teacher indicates what specific AI tool may be used for that assignment.

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

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

Misunderstanding the code is not an excuse for dishonest work. Students who are unsure about the Academic 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 Pledge

I have received and carefully read the BCC Academic Integrity Policy. I have asked any questions that have occurred to me at this time, and know that I can always ask my teachers or administrators more questions if I need to. I commit to submitting only my original work, words, and ideas in [insert your course name here], and to citing sources of quotes, evidence, and factual information appropriately. I know that my education is only as valuable as the effort that I put into it, and that when a student cuts corners by using ideas or words that are not their own, they cheat themselves of the skills and expertise that the assignment would have helped them develop. I know that when I need help to know how to complete my assignments with my own original work, my first step is to contact my teachers or go to the peer tutoring centers to get the support that I need.

Signed _____ Date _____

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/ guardian and loop in the student as soon as possible. Teachers should notify the family that an infraction has occurred and been reported to administration and submit a report through the Student Referral Form. The Academic Integrity Monitor will communicate directly with the teacher, parent, and student with information regarding next steps, including infraction/offense number, consequences, and honor council requests. Only infractions of plagiarism are eligible for honor council requests. Any violation of the academic integrity policy directly observed by a teacher is not eligible for honor council review.

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

Consequences for Violations

First Violation of Academic Honesty Policy

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

Second Violation of Academic Honesty Policy

1. No credit on the assignment. Student is required to check in with teacher to clarify expectations and requirements around violation (may include attending coach class or attending a session at center for teaching and learning)
2. Parents are notified the same day, by the teacher, with a phone call followed by an email to document phone call conversations. This communication should be documented with the head of Academic Integrity and counselor should be CCed.
3. No resubmission of the work possible.
4. Students are ineligible for honor societies, elected offices, and tutoring positions in Writing, Math, and Science Centers.

Third and Subsequent Violation of Academic Integrity Policy

1. No credit on the assignment. Student is required to check in with teacher to clarify expectations and requirements around violation (may include attending coach class or attending a session at center for teaching and learning)
2. Parents are notified the same day, by the teacher, with a phone call followed by an email to document phone call conversations. This communication should be documented with the head of Academic Integrity and counselor should be CCed.
3. Referral to school counselor for SST meeting and counseling support.
4. Administrative consequences could include, for third or subsequent violations, notation in student record, letter to university as addition to transcript, forfeiture of City Diploma, or loss of privileges such as sitting for IB exams.

Exceptions and Further Guidance:

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

Sample Student violation notification letter:

Dear (student name)

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

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

Students are guilty of academic dishonesty when they:

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

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

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

Admission and Retention

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

Baltimore City College Requirements for Success

Overview of Achievement Standard

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

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

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

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

Notification Timeline

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

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

Calendar of Interventions for Success

Month and Milestone	Support
<u>August</u> • Back to school workshops	Handbook, Student/Parent Meeting, and Review of Graduation Requirements for earning the Diploma
<u>September</u> • Mandatory Grade level parent meetings with information on “Awareness of Academic Resources” • Back To School Night • Advisory (on going)	including Coach class, Tutoring, Mentorship, Community resources Curriculum overview, Content-specific syllabi review, Grade/academic monitoring tools
<u>October</u> • 1st progress report distributed • Advisory (on going)	1 st parent teacher conference
<u>November</u> • First Quarter Report Card Distribution • Reminders to families about school based academic support resources • Advisory (on going)	Academic Warning Letters for students in jeopardy sent to families by School Counseling Referrals to SST Meetings as needed
<u>December</u> • Second Quarter Progress Reports Distributed • Advisory (On-Going)	Second Parent – Teacher Conference Exam readiness and other test prep support
<u>January</u> • Second Quarter Report Card Distribution • Reminders to families about school based academic support resources • Advisory (on going)	Academic Warning Letters for students in jeopardy sent to families by School Counseling Referrals to SST Meetings as needed Mandatory 1 st semester parent meetings with school administration and counselors for students in academic jeopardy
<u>February</u> • Advisory (on going) •	Referrals to SST Meetings as needed Reminders to families about school based academic support resources

<u>Month and Milestone</u>	<u>Support</u>
<u>March</u> • Third Quarter Progress Reports Distributed • Reminders to families about school based academic support resources • Advisory (On-Going)	Third Parent – Teacher Conference Exam readiness and other test prep support Referrals to SST Meetings as needed
<u>April</u> • Third Quarter Report Card Distribution • Reminders to families about school based academic support resources • Advisory (on going)	Academic Probation Letters for students in jeopardy sent to families by School Counseling Office Mandatory 3 rd 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
<u>May</u> • Fourth Quarter Progress Report Distributed • Reminders to families about school based academic support resources • Advisory (on going)	Fourth Parent – Teacher Conference Exam readiness and other test prep support Referrals to SST Meetings as needed

Academic 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.

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).

Reporting Bullying, Harassment, and Discrimination

Baltimore City Public Schools and Baltimore City College are committed to promoting respect for and appreciation of the diverse religions, beliefs, and customs of all our students and their families. All students have the right to a safe, supportive school environment. Bullying, harassment, or intimidation will not be tolerated.

If you experience bullying, harassment, or discrimination, report it to the administration for investigation at <https://forms.gle/hhbTCzKJYGVh9jPG7>

The process for investigation is as follows:

- Student completes bullying and harassment report.
- Claim is assigned to Assistant Principal for investigation.
- Assistant Principal reviews supporting documents and meets with the Complainant and calls parents/guardian on the same day. Email verification of the call is sent to the family.
- The Assistant Principal meets with the Respondent and calls parents/guardians on the same day. Email verification of the call is sent to the family.
- Assistant Principal meets with witnesses and gathers any additional information.
- Assistant Principal provides Complainant and Respondent with a preliminary report, which includes all relevant information gathered during the process.
- The Assistant Principal provides a report to the Principal for final review and recommendation for next steps according to the Code of Conduct.
- If necessary, a report is forwarded to BCPSS Title IX Coordinator and/or staff investigations for further action.

Code of Conduct

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

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

