Family Guide

to City Schools

Sonja Brookins Santelises, Ed.D.
CEO, Baltimore City Public Schools

200 E. North Avenue
Baltimore, MD 21202
www.baltimorecityschools.org
443-984-2000
Family Guide
to City Schools

Quick contacts at the district office
Enrollment (including registration, school choice, school transfers): 410-396-8600
Transportation: 410-396-7440
Family engagement (including volunteering): 410-545-1870
Academic programs: Pre-k and kindergarten, 443-642-3039; K-12, 443-642-3990
Special education: 443-984-1561
School police: 410-396-8588 (in an emergency, call 911)
Reporting inappropriate or potentially illegal activity by a City Schools employee (can be done anonymously): 1-800-679-0185
For all other concerns: 443-984-2000

Have a concern at your school? Here’s what to do.
1. Talk with your child’s teacher.
2. Talk with your principal.
3. Call the district office (use the numbers above to get to the right department).
Still have a concern? Call the CEO Ombudsman at 410-984-2020.

Be the first to know about school closings or delays.
Bad weather or emergencies can sometimes mean closed schools. To get notifications by phone, text, or email, make sure your school always has your current contact information. You can update information online through Campus Portal or by calling your school.

Find out more about what’s happening at City Schools:
Visit www.baltimorecityschools.org
Follow us on Twitter, Facebook, and Instagram
Ask at your school for the school website address or social media accounts!

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Welcome back! As we begin this year, it is important to celebrate our many accomplishments and continue to build on these successes. Our Blueprint for Success is coming to life in many exciting ways. Students are growing in reading, writing, speaking, and listening. This year, 20 schools will have literacy coaches to help teachers meet all students’ needs, adding to the 20 already in schools. We’re also making sure our students are excited to come to school, and that school is an inspiring place to be. Last year, 35 of our schools had a special focus on social and emotional learning or restorative practices, and we’re adding 21 more this year. And we’re continuing to find leadership opportunities for staff and students.

Our goal is to make sure you – our families – feel informed about your child’s education and what’s happening at City Schools. In this guide, you’ll find information about what’s happening in every grade and how to support learning at home. You’ll also find contact information for offices and, in the code, you’ll find phone numbers for some of our community partners who can provide additional support to you and your child if needed.

This year, we’ll be planning more events where you can tell us what’s working, what we need to improve, and your ideas for our best next steps. I hope you’ll join us for these important conversations.

On behalf of all of City Schools’ principals, teachers, and staff, thank you partnering with us! Thank you for all you do for our students and our schools throughout the school year. We look forward to accomplishing even more this year—together.

Sincerely,

Dr. Sonja Brookins Santelises
CEO, Baltimore City Public Schools

About City Schools

Our schools. The 171 schools and programs that make up Baltimore City Public Schools include:

- Schools that serve a neighborhood, and schools that serve the whole city
- International Baccalaureate, Advanced Placement, and gifted and advanced learner programs
- Career training that leads to certification in industries from computers to construction to medical professions
- Specialized programming, like the arts, sciences, Montessori, or language immersion
- All-girls schools, all boys-schools
- Schools for students who need extra support and credit options

Each year, City Schools reviews the district’s “portfolio,” to make sure schools are working for students, families, and communities. Find out more at www.baltimorecityschools.org/portfolio.

School choice. Elementary school students have a “zoned” neighborhood school and can also apply to citywide charter schools, where students are admitted by lottery.

For middle and high school students, there are dozens of options available, including schools with selective programs, career and technical programs, a focus on arts or sciences, and programs to make up credits. Many middle school and all high school students pick their top choices of the schools they want to attend.

Some middle and high schools have “entrance criteria,” meaning students need to earn certain grades or test scores, audition, or submit special materials. It’s never too early to find out about the options and requirements, so you can plan a path from pre-k to 12th grade. Compare schools at www.baltimorecityschools.org/schools and get more information by asking at your school.

School budgets. Because every school community is different, principals—not the district office—have as much control as possible over budgets. Early every calendar year, principals ask parents and community members to share what programs and services are most important to them, so that the budget for the next school year can set aside money to meet priorities. Ask your principal how you can participate in building the budget at your school for the 2019-20 school year!

School buildings. Through the 21st Century School Buildings Program and Capital Improvement Program, we’re continuing to build and renovate school buildings to support 21st-century learning and serve our neighborhoods. We’re also working to air-condition more schools around the city, and we’re promoting “green schools” where school communities come together around healthy school environments. Have a problem or concern about your school building? Speak with your principal or call us at 443-984-2000, and check out status of maintenance and repairs at our website: www.baltimorecityschools.org/buildings.

Dear City Schools Families,

On behalf of all of City Schools’ principals, teachers, and staff, thank you partnering with us! Thank you for all you do for our students and our schools throughout the school year. We look forward to accomplishing even more this year—together.

Sincerely,

Dr. Sonja Brookins Santelises
CEO, Baltimore City Public Schools
Children in these grades learn skills in reading, writing, speaking, listening, and math, and how to apply them to all subject areas. They find out about the world and practice things like working with others and solving problems. They play sports, learn about music, draw and paint, and discover what interests them most.

Here's what you can expect in core subjects at each grade. Ask your child’s teacher for more information throughout the school year.

**Pre-k and kindergarten**
- Learn through play
- Develop skills in reading and writing, like recognizing and writing letters, learning new words, and telling stories
- Build a foundation for math by recognizing numbers, counting, adding, subtracting, and identifying shapes
- Learn about being part of a family and a community
- Study weather, plants, and animals
- Learn habits for staying healthy
- Develop self-esteem, and how to manage feelings, behavior, and independence
- Learn to share and work with other children

**State tests**

**Kindergarten Readiness Assessment:** Some tests measure where students are in different areas and help teachers know how best to support each child. The KRA is one of these tests. Kindergarten students take this state test early in the school year to measure where they are in language and literacy, math, social skills, physical well-being, and motor development.

**District-mandated test**

**Naglieri Nonverbal Ability Test:** All City Schools kindergartners take a test to help identify students who may be ready for more challenging work and may be academically gifted or advanced.

**First grade**
- Build reading comprehension skills, distinguish between fiction and nonfiction, and compare characters in stories
- Add and subtract up to 20 and solve word problems
- Investigate light, how plants and animals grow and live, and patterns in space
- Study geography and the environment
- Make comparisons between past and present

**Second grade**
- Read stories, fables, and folktales from different cultures
- Ask “who, what, where, when, why, and how” questions about reading
- Add and subtract up to 1,000
- Measure and estimate lengths
- Explore changes to our planet and how plants and animals adapt to where they live
- Understand the difference between needing something and wanting something
Third grade
- Retell important details from fables, folktales, and myths from different cultures
- Learn about point of view in writing
- Multiply and divide numbers up to 100, begin to understand fractions, and solve word problems
- Investigate insects
- Study how individuals and groups protect rights and maintain order in our world
- Learn about money
- Study Baltimore’s history, culture, and economy

Fourth grade
- Explain differences between poetry, drama, and prose
- Figure out the meaning of words and phrases in writing
- Add, subtract, and multiply fractions, and solve word problems
- Investigate changes to our planet, waves, and energy
- Study Maryland’s history, geography, and economy

Fifth grade
- Explain the structure of different kinds of writing
- Learn more about a narrator’s point of view
- Analyze how pictures contribute to a text
- Continue to learn about fractions and study decimals
- Study environmental and earth science
- Explain the differences between the British colonies and America

State tests
- Maryland Comprehensive Assessment Program (MCAP): Every spring, Maryland students in 3rd, 4th, and 5th grades take these tests in English language arts and math. The results show whether students are meeting standards for their grade and are on track toward high school graduation. Students and families get the results at the beginning of the next school year.

Maryland Integrated Science Assessment: This test is given in the spring to all of Maryland’s 5th-grade students, to see how they are doing in meeting standards in science.

To move up to the next grade...
Students must either:
- Pass English and math; or
- Pass English or math and science and social studies

Making the most of elementary school
- Extra help, clubs, and more. Depending on your school, there may be options for before- and after-school programs—from extra help with school subjects to clubs focused on things like art, robotics, foreign languages, or sports. These fun programs support learning and give students a chance to try new things and find out what they’re interested in. Many schools also offer before- and after-school care. Ask your child’s teacher or school principal about what’s available.
- Summer programs. Individual schools, the school district, and community partners often sponsor summer learning at schools around the city. Information about summer programs is usually available in March or April.
- Get ready for the next steps. At City Schools, students can choose the middle school they want to go to. Some schools and programs—like Advanced Academics or Ingenuity—have special requirements, so ask at your school or visit www.baltimorecityschools.org to find out more. If your child is interested in Baltimore School for the Arts for high school, check out the TWIGS program (www.bsfa.org/twigs) that can help your child get ready while having a great experience learning music, dance, or visual arts.

Tips for supporting learning at home
- Read. Reading is important for learning in all subjects, so getting lots of practice is important for doing well in school. The Enoch Pratt Library has special library cards for young children, so you can always have books at home. Set great example by getting a card and books for yourself.
- Make attendance a priority. Success at school starts with being there, on time, every day. Help make that easy for your child and family by having a morning routine, making a back-up plan in case schedules change, and keeping in touch with teachers about make-up work when your child has to miss a day.
- Listen. Start a conversation by asking things like “What was something that made you laugh today?” or “What did you and your friends talk about at lunch?” or “What new thing did you find out?” When your child shares something that happened at school, support them in reflecting on their emotions by asking, “How did that make you feel?” Your child will get practice with speaking and listening, and you’ll be showing your child that you think school is important.
Middle school, grade by grade

Students keep building skills in middle school and apply them in more complex areas to build knowledge, critical thinking, and problem-solving abilities. These are also important years for learning to organize work, manage time, set and meet goals, and work both independently and with others—and to discover interests and talents that might affect decisions about high school, college, or career. Here’s a sample of what students will be doing in core subjects in each grade.

Sixth grade
- Write in different ways for different reasons, like expressing opinions or persuading
- Read a wide variety of literature, analyzing word choice, point of view, and structure
- Study the history and geography of Asia and Africa
- Learn ratios, rates, and statistics
- Explore light, particles, ecosystems, water cycles, and rocks
- Investigate geological processes, motion, force, heredity, natural selection, and chemical reactions
- Study U.S. history from the American Revolution through Reconstruction

State tests
- Maryland Comprehensive Assessment Program (MCAP): Every spring, all middle school students in Maryland take these tests in English language arts and math. (Students taking Algebra I in 8th grade take the Algebra I test rather than the 8th-grade math test, which means they can meet a high school graduation requirement before starting high school.) Results show if students are meeting the standards for their grade and are on track toward high school graduation. Students and families get the results at the beginning of the next school year.
- Maryland Integrated Science Assessment: This test is given in the spring to all of Maryland’s 8th-grade students, to see how they are doing in meeting standards in science.

To move up to the next grade...
Students must either:
- Pass English and math; or
- Pass English or math and science and social studies

Honors
Dozens of middle schools offer honors courses. Honors courses include curriculum in English language arts that’s above grade level, compacted content in math, and/or long-term research projects, such as the Morgan State Science Fair and National History Day. Grades in these courses in 7th and 8th grade are weighted more heavily when calculating composite scores for admission to high schools with entrance criteria.

Seventh grade
- Study writing techniques such as analogy, allusion, and irony
- Compare and contrast written, audio, and video texts
- Analyze primary and secondary sources in history, and explain the impact of geography on historical developments
- Work with equations, graphs, and two- and three-dimensional shapes
- Study matter, energy, weather, and biology
- Learn about managing money

Eighth grade
- Develop skills in reading, writing, and thinking in different subject areas—for example, historical texts
- Study linear equations, two- and three-dimensional space, distance, and angles
- Learn about managing money
- Develop skills in reading, writing, and thinking in different subject areas—for example, historical texts

Get ready for next steps
- At City Schools, students choose the high schools they want to go to. Some schools and programs have special requirements, like getting good grades, preparing a portfolio or essay, or going to an audition or interview. Sixth-grade is the right time to start thinking about high school, so by the beginning of seventh grade, students have a plan for getting into one of their top school choices.
- Making a plan means thinking about the subjects and activities students like best at school—and can imagine themselves pursuing in high school and beyond. It’s important to experience different things by taking advantage of sports, clubs, and other activities. Ask at your school about what’s available.
- Find out more about school options at www.baltimorecityschools.org/choose. Also, all middle schools have a staff member to help families choose a high school, so contact your school to set up an appointment.

Tips for supporting learning at home
- Keep talking. Students learn a lot about the world in middle school, along with skills in describing, persuading, and debating. Talking about anything from the latest hit movie to current events to things to do on the weekend can help students develop and apply those skills in real life. These conversations also show that parents and family members are interested in what’s going on with them.
- Keep reading. Students in middle school read, analyze, and create nonfiction and fiction on screen, in print, with images, and more, but there are lots of opportunities to reinforce literacy outside of school. Reading isn’t only about chapter books or novels—it can be websites, magazines, advertising, newspapers… Think and talk about what you read every day, and share how you get information.
- Be organized. Learning how to meet deadlines and manage time is important for success in the higher grades, college, and most jobs. Keep an eye on your child’s school assignments, and help him or her get things done on time.

Learning beyond academics
Part of getting ready for college and adult life is learning how to work with other people, manage emotions and stress, understand and empathize with how other people feel and think, develop positive relationships, and make good choices. These social and emotional skills are important for creating positive communities for teaching and for making sure students are ready to learn and be successful.

That’s why social and emotional learning are an important part of City Schools’ blueprint for success. Expect teachers to talk to you about how your child is growing socially and emotionally, and ask at your school about how teachers and school staff are promoting your child’s well-being and growth.
Opportunity to Earn College Credits

- Advanced Placement courses are offered at more than 20 high schools
- International Baccalaureate is offered at Baltimore City College
- Students at all high schools can earn college credits (tuition free) through partnerships with University of Baltimore, Baltimore City Community College, and other local colleges. Ask at your school for information.
- Students at Bard High School Early College earn credits up to an associate degree via dual enrollment during their last two years of high school.
- At Carver Vocational-Technical High School, Paul Laurence Dunbar High School, and New Era Academy, students in our Pathways in Technology Early College High Schools (P-TECH) graduate after six years with a high school diploma, tuition-free associate degree, and first-in-line status for jobs in leading industries.

Grading

City Schools revised the grading policy. Assessment types include formative assessments, which monitor students’ learning to provide ongoing feedback and summative assessments, which evaluate student learning at the end of an instructional unit or benchmark. Please ask your school for its grading policy.

Grading scale for high school classes

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<tr>
<th>Grade Standard</th>
<th>Honors</th>
<th>IB/AP Weight</th>
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</thead>
<tbody>
<tr>
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<td>4</td>
<td>5.5</td>
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<tr>
<td>A</td>
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<tr>
<td>F</td>
<td>14</td>
<td>0.0</td>
</tr>
</tbody>
</table>

High School

In grades 9 to 12, students not only keep building skills and knowledge, they take important steps to get ready for college or a career. In addition to core programming in English, math, science, and social studies, students earn credits in technology, health, physical education, art, and languages, and can take specialized programming like these options.

Career and Technology Education

Earn hands-on skills and industry certifications in
- Arts, media, and communication
- Business, management, and finance
- Construction
- Consumer services, hospitality, and tourism
- Environmental, agriculture, and natural resources
- Health and biosciences
- Human resources
- Information technology
- Manufacturing, engineering, and technology
- Transportation

*Please check with your school for available course offerings. Every program is not available at every school.

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Major tests

- Maryland Comprehensive Assessment Program (MCAP): Students enrolled in English 10 and Algebra I. In most cases, must earn a passing score (or complete a “bridge” project) to graduate. Ask your school counselor for more information about requirements.
- American Government High School Assessment (HSA): Students must pass the HSA in American Government (or complete a “bridge” project) to graduate. Ask your school counselor for more information.
- High School Maryland Integrated Science Assessment: Students must participate in the High School Maryland Integrated Science Assessment to graduate.
- PSAT: Students in 10th and 11th grades take this test in math and language arts at school in the fall. It is not required for graduation, and results don’t count toward final grades—but it’s a great way to see if a student is on track for being accepted to college, and great practice for the SAT. (Note: This information may change due to COVID-19)
- SAT and ACT: All students in 11th grade take the SAT in school in the spring. Scores are important for getting into many colleges. It’s not unusual for a student to take the SAT more than once. This 11th-grade opportunity comes early enough that students still have time later in 11th grade or early in 12th grade to take the test again and try to earn a higher score. The SAT is given on several weekends throughout the year, and many students qualify for fee waivers. Ask your school counselor for more information. The ACT is accepted equally by colleges. You can also ask your counselor about the ACT.
- Advanced Placement and International Baccalaureate exams: Students enrolled in these courses can take exams in the spring. Passing grades are sometimes accepted for college credit.

To move up to the next grade...

- 9th-grade students must earn at least 5 credits, including 1 in English I, ESOL English I, or Algebra I.
- 10th-grade students must earn at least 10 cumulative credits, including 3 in English I, English II, ESOL English I, ESOL English II, or Algebra I, or Geometry, and 1 credit each in both social studies and science.
- 11th-grade students must earn at least 15 cumulative credits, including 5 from English I, English II, ESOL English I, ESOL English II, English III, Algebra I, Algebra II, and Geometry, and 3 credits in science or social students, with at least 1 in each.
To graduate students must have...

- 4 credits in English
- 4 credits in mathematics, including Algebra I, Algebra II, Geometry, and one additional advanced math credit
- 3 credits in science, including 1 in Biology and 2 in earth, life, or physical sciences (including lab components)
- 3 credits in social studies, including U.S. History, American Government, and Modern World History
- 1 credit in technology education
- 1 credit in fine arts
- 0.5 credits in physical education
- 0.5 credits in health
- 2 credits in a world or classical language, or 2 credits in advanced technology, or 4 to 6 credits in a state-approved Career and Technology Education program
- 2 credits in an elective course (unless the student is taking a state-approved CTE program)
- 75 hours of service learning
- Met state testing requirements

Get ready for next steps

- High schools offer many different programs to add to regular classroom learning. Athletics, clubs, music, tutoring, internships, and other activities teach important skills—and help students find their own voices through activities that matter to them. Ask at your school about what’s available, and take advantage of every opportunity!
- All high school students use an online tool (called Naviance) to help them plan their next steps after high school. Naviance supports students in thinking about their strengths, what careers might be right for them, and how to set and meet college and career goals. When it’s time for college applications, Naviance can help students identify which colleges may be right for them and keep applications on track.
- Following are several websites that students and families can find information and resources to help in college planning
  - Maryland Higher Education Commission: mhec.state.md.us/preparing
  - Free Application for Federal Student Aid: FAFSA.ed.gov
  - BMore Ready: Bmoreready.org
  - Naviance: Naviance.com

Students with disabilities

Students with disabilities are entitled by law to a free, appropriate public education from birth to age 21. City Schools provides a range of services to ensure that all students’ needs are met, whether in regular education classes, resource rooms or self-contained classes at public schools, or nonpublic special education schools.

To the maximum extent appropriate, students with disabilities are in classes with children who are not disabled. Special classes, separate schooling, or other removal from the regular educational environment occurs only when the nature or severity of a child’s disability means that education in regular classes with the help of aids and services cannot be provided satisfactorily.

If you feel your child may need evaluation for special education services, contact Child Find at 410-984-1011. The first step in providing the right services is to confirm the nature of a child’s special needs and to develop a program with the necessary support.

- An Individualized Education Program (IEP) outlines in writing the student’s educational needs and the supports and services that will be provided from birth to age 21, so that the student can meet educational goals.
- Section 504 is a Civil Rights law designed to protect the rights of individuals with disabilities. Any student with a physical or mental impairment that substantially limits one or more major life activities may be eligible for a 504 plan. The 504 plan is designed to remove any barriers so that a student with a disability can access the same education as her or his non-disabled peers. If you think your child may need evaluation for 504 services, contact Child Find at 410-984-1011.

If your child has an IEP or 504 plan and you have concerns about how it is being implemented or believe that your child is not receiving required services, please contact the district’s Special Education Parent Response Unit at 443-984-1561. Forms for submitting formal written complaints are available on request. Complaints can also be filed with the Maryland State Department of Education. Please call 410-767-7770 for more information.

English learners

English for Speakers of Other Languages (ESOL) programs develops English language skills in listening, speaking, reading, and writing. The goal of ESOL instruction is to develop English language proficiency while also ensuring students can meet the same challenging academic standards as their grade level peers. ESOL teachers implement ESOL programs, help newcomers adjust to the culture of U.S. schools, and collaborate with schoolwide teams to ensure the needs of all English learners are met.

Gifted and advanced learners

City schools has provided guidance to support formally identified gifted, advanced, and talent development learners in every school within the district. Eighteen schools currently identified for excellence in gifted and talented education. In 2017, the district implemented universal screening of all kindergarten students to identify children who may be gifted, advanced, or eligible for talent development. If you think your child may be gifted or ready for advanced learning programs, visit the district’s website at www.baltimorecityschools.org and complete the online referral form.
Because families play an important part in student success, we encourage parents, guardians, and other family members to get involved and connect with schools to support your child’s learning. Below are a few ideas.

**Keep in touch with your school**

You should expect to hear from your child’s teachers and your school, letting you know about what students are learning at different times of the year, special activities, or any concerns. Please complete the contact information form sent home at the beginning of the year, so your school knows how to reach you. Don’t hesitate to send a note in with your child for his or her teachers, letting them know the best way to reach you and sharing any concerns you may have.

Remember: If your contact information changes during the year, be sure to let your school know. Your school will let you know if you need to bring in paperwork for the change.

**Access Campus Portal**

Campus Portal is your online source for your child’s schedules, attendance, grades, and more. You can access it from a computer, smart phone, or tablet—anything that’s connected to the internet.

City Schools parents and guardians new to the district will receive an activation code at the start of the school year to set up an account. For help, contact your school. Log in at www.baltimorecityschools.org/campus-portal.

**Visit schools**

To ensure safety, all visitors to schools and the district office (including parents and guardians) must provide a photo ID when entering any of our buildings. Visitors get a badge that must be worn while inside.

If you visit often—for example, if you volunteer regularly at a school—you may be eligible for a City Schools identification card. Ask at your school office.

**Attend parent-teacher conferences**

Parent-teacher conferences happen at least twice during the school year. These are excellent opportunities for you and your child’s teachers to build relationships and discuss academic and social progress, with questions like these:

- What is my child doing well?
- What is my child struggling with?
- Can you show me some examples of my child’s work?
- Are there activities we can do at home to support coursework?
- How does my child get along with other students and teachers?
- Has my child missed any assignments?
- What will you be focusing on in the weeks ahead?
- What should my child know by the end of this year?

Remember: You don’t have to wait until a parent-teacher conference to get answers to your questions. Contact your child’s teachers and ask for a meeting, email, or phone call if you have a concern or if the regular conference schedule isn’t convenient for you.

**Families who don’t speak English**

For parents and family members who do not speak English, City Schools will provide information in a language they understand. This includes interpretation of meetings (including IEP meetings). All schools have access to forms and other documents translated into many languages. Schools also have access to language interpreters and to a telephone-based interpretation service. Families should request assistance in a language other than English if they need it.
Join parent groups
City Schools takes parent and family engagement seriously and encourages parents to participate. Every school has an organized parent group, along with a school family council that supports the principal on topics related to school improvement and engagement. Groups meet regularly. If you want to get involved, ask at your school for the names and contact information of the parent leaders or contact family engagement, 410-545-1870 or engagement@bcps.k12.md.us.

Information to support learning at home
Students in kindergarten to grade 8 will receive a guide for their grade to take home to their families with information about what they’re learning throughout the year and suggestions to support learning at home. Students in pre-K receive guides when they register. Please read through the guides and try some of the activities.

Volunteer
Whether you’re a professional looking to share your time or talent, a community member wanting to give back, or a parent looking to support your child’s school, you’re welcome in City Schools! To explore volunteer options, contact a specific school directly or call the district’s engagement department at 410-545-1870.

Connect with the district office
If you have a concern that can’t be resolved at your school or have questions about district policies or practices, please call between 8:00 a.m. and 5:00 p.m., Monday to Friday. Frequently called numbers are on the inside front cover of this booklet, or you can call 443-984-2000 and follow the prompts to connect with the right department.

Throughout the year, you will receive phone calls, test messages, or emails from the district with important updates about things like school year calendar changes, snow days, or special events. Please keep your contact information updated at your school, so you won’t miss out on messages from either your school or the district.

Board of School Commissioners
The Baltimore City Board of School Commissioners oversees the work of the district, to ensure that it is providing excellence in education for every student at every level.

Members of the public are welcome to attend the Board’s public meetings, typically held on the second and fourth Tuesday of each month during the school year and once a month during holiday and summer months at the district’s main office (200 E. North Avenue, Baltimore 21202). The public session begins at 5:00 p.m., and each meeting includes time for comments from the public (starting after 6:00 p.m.). The sign-up sheet for the ten public seats to speak at a Board meeting is available in the lobby from 4:45 to 4:54 the day of the Board meeting on a first come, first served basis. Find the Board’s meeting schedule and information about public comment on the district’s website (www.baltimorecityschools.org/board-school-commissioners).

Meetings of the Board’s Operations, Policy, and Teaching and Learning committees are also open to the public, and the Board holds work sessions, forums, and other special public events throughout the year. All public meetings held at the district office are also broadcast live on Education Channel 77 (Comcast in Baltimore City) and online through a link on the district website.

Parent and Community Advisory Board.
PCAB advises City Schools’ CEO and the Board of School Commissioners about how parents, families, the community, and educators can collaborate to help students succeed. Public meetings are held throughout the school year, usually on Thursday, at 200 E. North Avenue. All meetings begin at 6:30 p.m.

For questions, updates, or requests for a private meeting with PCAB members, email PCAB@bcps.k12.md.us or call 443-642-4219. For the most up-to-date information about meetings and events, follow PCAB on Facebook at @BCPSPCAB.

Baltimore City Special Education Citizens’ Advisory Committee. BC-SECAC facilitates collaboration among the Board of School Commissioners, district office staff, and other stakeholders to support positive change in delivery of special education services for students with disabilities. BC-SECAC also supports the Narrowing the Achievement Gap initiative to ensure students who have disabilities receive access to the general education curriculum and high quality instruction and services. Meetings are held from 6:00 p.m. to 8:00 p.m. on the second Monday of each month, usually at 200 E. North Avenue. The BC-SECAC office can be reached at 443-642-4502.

Information for parents and families at Title I schools
Title I, part of the federal education law, provides extra resources for schools serving low-income students. Title I funds can support teachers, after-school programs, supplies, family resources and learning opportunities, and schools that receive these funds must have a plan for engaging parents and guardians.

If your child attends a Title I school, here’s what you can expect:

- At least one meeting a year for parents and family members to be informed about Title I, its rights, school performance, student progress data, and ways the school will engage them
- Training opportunities on Title I requirements and tips on implementation throughout the school year
- Learning sessions for parents, family members, and educators as equal partners to support achievement
- Links to early learning and ways to collaborate with community partners
- School support to implement engagement activities (e.g., training for staff, online resources, capacity building for parents and guardians)
- Workshops and links to resources for parents to support learning at home

For more information, please contact your principal who will connect you to the Family and Community Engagement Liaison at your school. This individual serves as the link between the school, families, and community for Title I Parent and Family Engagement.

City schools also provides enhanced services and supports to schools serving Title I parents and families to include:

- Coaching and guidance to principals, school-based staff and teachers around best practices for family engagement and strengthening school-community partnerships
- Offering resources, training and professional development for parents, teachers, staff and volunteers
- Hosting district-wide learning opportunities for parents and families

Professional qualifications of educators at Title I schools
Students at Title I schools are expected to receive instruction in core academic subjects (including reading and language arts, mathematics, science, social studies, and the arts) from highly qualified teachers. City Schools is working hard to ensure that all teachers in all schools meet state and federal “highly qualified” standards. City Schools is committed to ensuring that teachers and paraprofessionals are highly skilled, and the district monitors teachers’ qualifications, certifications, and ongoing professional development.

All parents and family members have the legal right to request information regarding the professional qualifications of the teachers and paraprofessionals who work with their children, including:

- Whether a teacher has met state qualifications and licensing requirements for the grade levels and subject areas being taught
- Whether a teacher is teaching under a waiver as an emergency, temporary, or provisional teacher
- A teacher’s undergraduate degree major and other education and certification background information
- A paraprofessional’s qualifications

Baltimore City Public Schools
Transportation
Elementary students who live more than 1 mile from their neighborhood school receive yellow bus service. Middle and high students who live more than 1.5 miles from their school receive an MTA pass. Students may also be eligible for transportation if they are homeless, have an Individualized Education Program (IEP), or have other special circumstances.

To find out if your child qualifies for transportation, contact your school and ask to speak with the transportation coordinator. You can get more information about transportation at the district’s website (www.baltimorecityschools.org) or by calling 410-396-7440.

School meals
Every student can eat breakfast and lunch for free, every school day. Schools with eligible after-school programs also offer free snacks and supper. See what’s on the menu and rate your meal at your school by checking out the City Schools App or visiting www.baltimorecityschools.org/menus.

Heath services
Immunizations. All City Schools students must have records of up-to-date immunizations to be enrolled in school. Ask at your school about school-based health clinics or other locations where children can receive any missing immunizations.

Vision, hearing, and dental care. Students receive vision and hearing screenings when they enroll in City Schools, and in grades 1 and 8. Teachers or other school staff may also refer a student for screening. Through the special Vision for Baltimore program, many students in pre-k to 8th grade can receive additional eye care and, if needed, glasses. Ask your principal if your school is participating this year.

Dental services available in schools include examinations, cleanings, dental x-rays, sealants (when appropriate), and restoration services such as filling cavities. For your child to receive services, complete and return the dental permission form in the back-to-school packet. (Contact a school nurse or other staff member if you need another copy.)

Maryland Crisis Hotline. Students and families can call 1-800-422-0009 24 hours a day for help with drug and alcohol abuse, physical and sexual abuse, depression, loneliness, relationship difficulties, and other issues.

Resolving concerns
For concerns about academic work, homework, grades, or classroom environment, speak with your child’s teacher. If your concern is not resolved after talking with the teacher, contact your school’s principal.

For concerns about school climate and safety, facilities, school budget, or staff members, contact the principal. If your concern is not resolved at the school, contact the CEO Ombudsman.

The CEO Ombudsman responds to questions and mediates resolutions for concerns or complaints from parents, guardians, and the public that have not been addressed or resolved at the school level or by the responsible district department. Ombudsman services can be accessed by calling 443-984-2020.

Bullying. City Schools is committed to providing all students with a safe and supportive school environment, free from bullying and harassment. The district takes all incidents of bullying and harassment seriously. Students and families can and should report bullying or harassment incidents by talking to school administrators and by filling out and submitting a bullying report. The form can be found online at www.baltimorecityschools.org/bullying, in the Code of Conduct in the back-to-school packet, and at schools.

Community Schools
Local communities all have strengths to contribute to the success of the city’s young people. Community
schools seek out those assets and bring together partners and resources to promote student achievement, positive conditions for learning, and family and community well-being. There are now 50 community schools in Baltimore.

Our community school strategy integrates academics with health services, youth development, expanded learning opportunities, and family and community supports to give students what they need to learn in an inclusive, equitable way. As a result, the community schools can effectively promote children’s success, particularly for those who live in neighborhoods of concentrated poverty.

**Homeless services**

If you or your child is homeless, City Schools can provide support such as free transportation to and from school, school supplies, and uniforms. To learn about available resources or to request assistance, please contact the homeless liaison at your child’s current school, your child’s original school, or the closest school to you. You can also call homeless services at 443-642-2424 or 410-396-0775.

**Bullying**

City Schools is committed to providing all students with a safe and supportive school environment, free from bullying and harassment. The district takes all incidents of bullying and harassment seriously. Students and families can and should report bullying or harassment incidents by talking to school administrators and by filling out and submitting a bullying report. The form can be found online at www.baltimorecityschools.org/bullying, in the Code of Conduct in the back-to-school packet, and at schools.
Absences are considered “excused” for requirements. In cases of chronic illness or problems with transportation due to homelessness or other concerns, your school can work with you to find a solution or resources to make sure your child won’t miss important teaching and learning.

Absences are considered “excused” for these reasons:

- Student illness (a doctor’s note is needed after three days in a row)
- Death in the immediate family
- Court summons (with the child's name on the summons)
- Religious holiday
- Official school closing (a “snow day,” for example)
- Work or other activity sponsored and approved by the school
- Suspension
- Lack of authorized, district-provided transportation
- Other emergency as determined by City Schools’ CEO or designee
- Pregnancy and/or parenting needs
- Deployment visitation with active duty/parents/guardians

Absences for any other reason are unexcused or “unlawful.” School staff will follow up with you about unexcused absences, as well as very frequent absences or lateness. The district will provide resources to help improve attendance but if the issue is not resolved, the matter may be referred to the Office of the State’s Attorney for Baltimore City. Parents and guardians should note that any person with legal custody or care and control of a child between the ages of 5 and 18 is responsible for making sure that child goes to school or receives instruction. Not doing so is a misdemeanor that may result in a fine or imprisonment or both.

Absences for any other reason are unexcused or “unlawful.” School staff will follow up with you about unexcused absences, as well as very frequent absences or lateness. The district will provide resources to help improve attendance but if the issue is not resolved, the matter may be referred to the Office of the State’s Attorney for Baltimore City. Parents and guardians should note that any person with legal custody or care and control of a child between the ages of 5 and 18 is responsible for making sure that child goes to school or receives instruction. Not doing so is a misdemeanor that may result in a fine or imprisonment or both.

Whenever possible, parents and guardians should schedule children’s medical and other appointments outside of school hours. When a late arrival or early dismissal can’t be avoided, a written note should be sent in with the child that school day. For early dismissals, a phone number must be provided where the parent or guardian can be reached to confirm details of the dismissal. Please note that a child in pre-k to grade 5 must be picked up by a parent, guardian, or emergency contact.

Emergency preparedness

All schools and the district office have plans to keep students and staff members safe in an emergency. The districtwide plan is reviewed and updated on an ongoing basis. Emergency teams at each school review and update their school emergency safety plans, which are then reviewed and approved by the district’s Environmental Health and Safety department. Schools are required to practice fire drills and other drills throughout the year, so that staff and students (including students with disabilities) are prepared to respond depending on the situation.

In the event of an emergency, City Schools will communicate with parents through all appropriate channels, depending on the situation. These channels can include phone calls, text messages, website and social media updates, or announcements from local TV or radio stations. Please make sure your school has up-to-date contact information for you at all times, including emergency contact numbers, so you can be reached in an emergency.

Additional things to keep in mind:

- Talk to your child about emergency preparations, and make sure he or she knows that there are plans in place at your school to ensure all students’ safety.
- If you learn that there is an emergency situation, please do not go immediately to your school to pick up your child. In many cases, students are safest inside the building, or the building may be locked. Also, please do not call the school, because staff may need to keep phone lines open. Instead, wait to hear from City Schools about the situation and what you should do.
- If you are asked to come to pick up your child, either at the school or a different location, please follow instructions about pick-up locations, parking, etc., closely. Remember to bring a photo ID with you, since children will be released only to adults authorized to pick them up.
- In situations involving the police, communications may come from the Baltimore Police Department and be sent according to that agency’s policies and procedures.

Pest management

City Schools facilities are monitored at least once a month to determine the need for pest control and to properly identify any pest problem; grounds are monitored on a regular basis by staff during routine maintenance. If it is determined that pest control is necessary, the first methods used are alternatives to chemical (pesticide or herbicide) applications.

When chemicals are used, the least toxic effective chemical is applied. Applications are made in places and at times that limit the chance for human exposure. No chemical application is made without identifying and meeting a threshold for the pest problem, and after exhausting nonchemical means of pest management.

If a chemical application is found to be necessary, City Schools will notify parents or guardians and staff in the affected facilities 24 hours prior to treatment. (For exterior uses of a chemical—that is, out of doors and not within a school building—Maryland state regulations allow a postponement of application not longer than 14 days after notice is sent to parents/guardians due to weather or other extenuating circumstances. If application must be postponed more than 14 days, written notice must be reissued, informing families of the new date of application.) Safety Data Sheets for each chemical or bait used on City Schools property are maintained at the district office. Integrated Pest Management notebooks are available for review on request through the main office of each school.

Below are pesticides and herbicides likely to be applied in City Schools buildings or on school grounds following determination of need, exhausting nonchemical options, and notification as described above. (Note that unanticipated pest problems may arise during the school year that could require the use of a pesticide or herbicide not listed.)

<table>
<thead>
<tr>
<th>Trade Name</th>
<th>Common Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maki Mini Blocks</td>
<td>Bromadiolone (7173-202)</td>
</tr>
<tr>
<td>Maki Pellet Packs</td>
<td>Bromadiolone (7173-188)</td>
</tr>
<tr>
<td>Drax Ant Gel</td>
<td>Boric acid (9444-131)</td>
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<tr>
<td>Maxforce</td>
<td>Hydramethylnon (432-1259)</td>
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<tr>
<td>CB-80</td>
<td>Pyrethrins (444-096)</td>
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<tr>
<td>Lesco Prosecutor Pro</td>
<td>Isoglycamin Salt (524-536-10404)</td>
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<tr>
<td>Monsanto Roundup Pro</td>
<td>Isoglycamin Salt (524-475)</td>
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<tr>
<td>Indoxacarb</td>
<td>Arilon EPA (352-776)</td>
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<tr>
<td>D-trans Allethrin</td>
<td>Wasp-Freeze (499-362)</td>
</tr>
<tr>
<td>2-phenethyl propionate</td>
<td>EcoPco AR-X (67452-15-655)</td>
</tr>
</tbody>
</table>

If you have questions about pest management, contact City Schools at 200 E. North Avenue, Room 407A, Baltimore, MD 21202 or call 443-224-0434.
Asbestos management plans
Under the Asbestos Hazard Emergency Response Act of 1986, comprehensive regulations were developed to address asbestos issues in schools. These regulations require schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings, and respond in a timely manner.

City Schools’ program for fulfilling these responsibilities is outlined in the asbestos management plan for each school. These plans, located in each school’s administrative office, contain the inspection reports and the appropriate response actions, along with plans for periodic re-inspection and post-response activities.

A copy of each plan is also located at the City Schools district office and is available for public review during regular business hours. The plans may not be taken from the building. For additional information, contact City Schools at 200 E. North Avenue, Room 407A, Baltimore, MD 21202.

Water quality
In response to requirements stipulated in HB 270, passed by the General Assembly and signed into law by Gov. Larry Hogan on May 4, 2017, Baltimore City Public Schools (City Schools) has been testing water outlets at schools for the presence of lead. The law requires that schools “must test for the presence of lead in all drinking water outlets” in schools that are served by public water.

The testing applies only to water outlets where water is intended for consumption. The law and regulation define drinking water outlets as “an ice-making machine, a hot drink machine, a kitchen sink, a classroom combination sink with drinking fountain, a sink in a home economics classroom, a teachers’ lounge sink, a nurse’s office sink, and any other sink known to be used for human consumption.” The law and regulation also mandate that sampling must be done while school is in session.

The Maryland law requires schools to test all drinking water outlets in schools that serve students in grades Pre-K–grade 5 and all other schools built before 1988 by July 1, 2018. Schools built after 1988 and serve grades 6–8 must be tested by July 1, 2019, and schools built after 1988 and serve grades 9–12 by July 1, 2020. Any water outlet that has a sample that is higher than 20 ppt lead, requires a remedial plan of action. If drinking water source has lead results above the state’s action level, the fixture will be turned off and replaced. The new fixture will not be available for students or staff to use until follow-up tests show that results meet the state’s action level. Full reports of schools tested for lead are available in the schools tested for lead and the district office of Health and Safety.

This regulation is not applicable to schools that use bottled water for drinking and cooking purposes.

Student Privacy
Notification of Rights under the Family Educational Rights and Privacy Act. FERPA affords parents, guardians, and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records:

- The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents, guardians, or the eligible student shall submit to the school principal a written request that identifies the record(s) they wish to inspect. The school principal will make arrangements for access and notify the parents, guardians, or eligible student of the time and place the records may be inspected.

- The right to provide written consent before the school discloses personally identifiable information contained in the student’s education records, except to the extent FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Baltimore City Board of School Commissioners.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by City Schools to comply with the requirements of FERPA. The name and address of the office that administers FERPA are Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC, 20202.

Notification of Rights under the Protection of Pupil Rights Amendment. The Protection of Pupil Rights Amendment affords parents certain rights regarding City Schools’ conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected information survey?” if the survey is funded in whole or in part by a program of the U.S. Department of Education

1. Political affiliations or beliefs of the student or student’s parent
2. Mental or psychological problems of the student or student’s family
3. Sexual behavior or attitudes
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of others with whom respondents have close family relationships
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
7. Religious practices, affiliations, or beliefs of the student or parents, or auditor, medical consultant, nurse, or therapist; or a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon written request, City Schools discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

- Consent before students are required to submit to a survey that concerns one or more of the following protected information

- Consent before students are required to submit to a survey that concerns one or more of the following protected information
8. Income, other than as required by law to determine program eligibility

- Receive notice and opportunity to opt a student out of
  1. Any other protected information survey, regardless of funding
  2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings or any physical exam or screening permitted or required under state law, and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purposes of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- Inspect, upon request and before administration or use
  1. Protected information surveys of students and surveys created by a third party.
  2. Instruments used to collect personal information from students for any of the preceding marketing, sales, or other distribution purposes, and
  3. Instructional materials used as part of the educational curriculum

City Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. City Schools will also directly notify, such as through U.S. mail or e-mail, parents of students who are scheduled to participate in the specific activities or surveys listed below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. City Schools will make this notification to parents at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below, and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education
- Any nonemergency, invasive physical examination or screening as described above

Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC, 20202.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor.

City Schools will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.
<table>
<thead>
<tr>
<th>No.</th>
<th>School/Program</th>
<th>Street Address</th>
<th>Zip</th>
<th>Phone</th>
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<tbody>
<tr>
<td>217</td>
<td>Belmont Elementary School</td>
<td>1406 N. Ellamont Street</td>
<td>21216</td>
<td>410-396-0579</td>
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<tr>
<td>239</td>
<td>Benjamin Franklin High School at Masonville Cove</td>
<td>1201 Cambria Street</td>
<td>21225</td>
<td>410-396-1373</td>
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<td>364</td>
<td>Balfour Drew Jeremiah STEM Academy West</td>
<td>1500 Harlem Avenue</td>
<td>21217</td>
<td>443-642-2110</td>
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<td>130</td>
<td>Booker T. Washington Middle School</td>
<td>1301 McCulloh Street</td>
<td>21217</td>
<td>410-396-7734</td>
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<tr>
<td>231</td>
<td>The Belair-Edison School</td>
<td>3536 Brems Lane</td>
<td>21213</td>
<td>410-396-9150</td>
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<td>251</td>
<td>Callaway Elementary School</td>
<td>3701 Fernhill Avenue</td>
<td>21215</td>
<td>410-396-0604</td>
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<td>75</td>
<td>Calvert Elementary/Middle School</td>
<td>201 North Bend Road (temporary location until 2021-22*)</td>
<td>21229</td>
<td>410-396-0581</td>
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<td>256</td>
<td>Calvin J. Rodwell Elementary/Middle School</td>
<td>5545 Kennison Avenue (temporary location until January 2020*)</td>
<td>21215</td>
<td>410-396-0940</td>
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<tr>
<td>854</td>
<td>Career Academy</td>
<td>101 W. 24th Street</td>
<td>21218</td>
<td>410-396-7454</td>
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<tr>
<td>454</td>
<td>Carver Vocational-Technical High School</td>
<td>2201 Presstman Street</td>
<td>21216</td>
<td>410-396-0553</td>
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<td>Cecil Elementary School</td>
<td>2000 Cecil Avenue</td>
<td>21218</td>
<td>410-396-6385</td>
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<td>34</td>
<td>Charles Carroll Barrister Elementary School</td>
<td>1327 Washington Boulevard</td>
<td>21230</td>
<td>410-396-5973</td>
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<td>159</td>
<td>Cherry Hill Elementary/Middle School, The Historic</td>
<td>801 Bridgeview Road</td>
<td>21225</td>
<td>410-396-1392</td>
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<td>326</td>
<td>City Neighbors Charter School</td>
<td>4301 Raspe Avenue</td>
<td>21206</td>
<td>410-325-2627</td>
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<td>City Neighbors Hamilton</td>
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<td>376</td>
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<td>21214</td>
<td>443-642-2119</td>
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<td>City Springs Elementary/Middle School</td>
<td>100 S. Caroline Street</td>
<td>21231</td>
<td>410-396-9165</td>
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<td>Clermont School</td>
<td>5301 Erdman Avenue</td>
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<td>97</td>
<td>Collington Square Elementary/Middle School</td>
<td>1409 N. Collington Avenue</td>
<td>21213</td>
<td>410-396-9198</td>
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<td>27</td>
<td>Commodore John Rodgers Elementary/Middle School</td>
<td>100 N. Chester Street</td>
<td>21231</td>
<td>410-396-9300</td>
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<td>325</td>
<td>Concourse: A Community Based Arts School</td>
<td>2801 N. Duke Street</td>
<td>21216</td>
<td>443-984-1418</td>
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<td>432</td>
<td>Copin Academy</td>
<td>2500 W. North Avenue</td>
<td>21216</td>
<td>443-642-5060</td>
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<td>384</td>
<td>Creative City Public Charter School</td>
<td>2810 Shirley Avenue</td>
<td>21215</td>
<td>443-642-3600</td>
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<td>247</td>
<td>Cross Country Elementary/Middle School</td>
<td>6900 Park Heights Avenue</td>
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<td>Frederick Elementary School</td>
<td>2501 Frederick Ave</td>
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<td>410-396-0830</td>
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<td>206</td>
<td>Furley Elementary School</td>
<td>5001 Sinclair Lane (temporary location)</td>
<td>21206</td>
<td>410-396-9094</td>
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<tr>
<td>125</td>
<td>Furman Templeton Preparatory Academy</td>
<td>1200 Pennsylvania Avenue</td>
<td>21217</td>
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<td>Gardenville Elementary School</td>
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<td>410-396-6382</td>
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No. School/Program Street Address Zip Phone
858 Youth Opportunity 1510 W. Lafayette Avenue 21217 410-962-1905

* Dates for return from temporary locations are based on current construction schedules but are subject to change.

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Equal Opportunity Manager, Title IX Coordinator
Equal Employment Opportunity and Title IX Compliance
200 E. North Avenue
Room 208
Baltimore, MD 21202
Phone 410-396-8542
Fax 410-396-2955

OR

Coordinator – Section 504
Special Education and Student Supports
200 E. North Avenue
Room 210
Baltimore, MD 21202
Phone: 443-462-4247
Email: 504support@bcps.k12.md.us

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