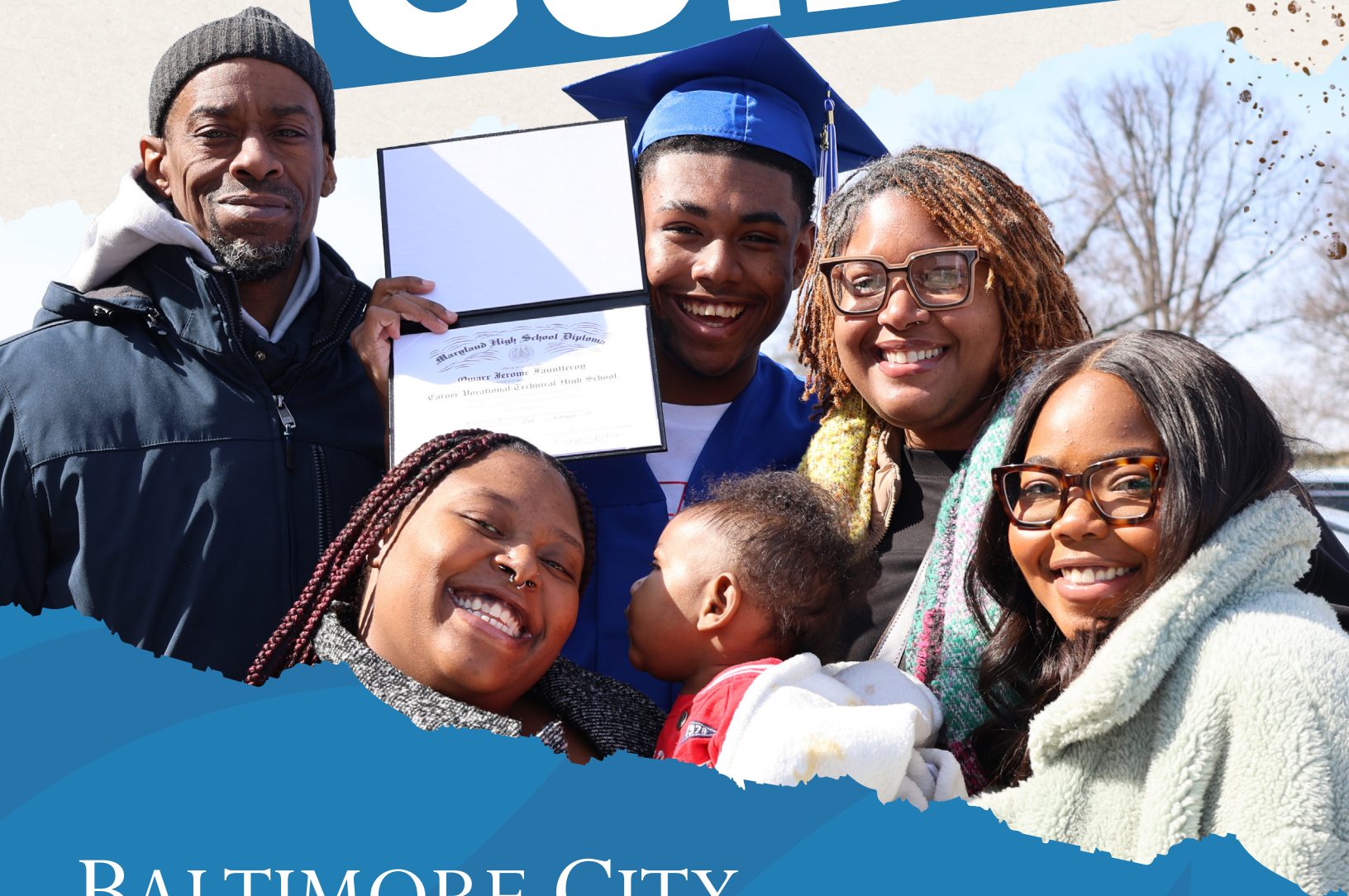


2025 - 2026

FAMILY GUIDE



BALTIMORE CITY
PUBLIC SCHOOLS

2025-26

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
Grades 1-2, 443-642-3990

Special education:

443-984-1561

School police:

410-396-8588 (in an emergency, call 911)

Multilingual Enrollment and Support Center -

443-642-4481

Reporting inappropriate or potentially illegal activity by a

City Schools employee (can be done anonymously):
1-800-679-0185 or at this [link](#).

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 410-545-1870.

Be the first to know about school closings or delays.

Poor weather or emergencies can sometimes cause school closings. To receive 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.

You can also get notifications via our City Schools Mobile App or following us on Facebook, Twitter, and Nextdoor. Learn more at

www.baltimorecityschools.org/page/inclement-weather

Find out more about what's happening at City Schools:

Visit www.baltimorecityschools.org

Ask at your school for the school website address or social media accounts! Find links to our social media here: linktr.ee/baltcityschoolsonsocial

You can also follow us on social media:

    @BaltCitySchools

 @CitySchoolsTV

In Spanish:

  @BaltCitySchoolsES

 @CitySchoolsES

Mobile App:

 bit.ly/CitySchoolsAppApple

 bit.ly/CitySchoolsAppGoogle

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Dear Baltimore City Public Schools Community,

Welcome to the start of this exciting new school year! Whether your child is just beginning their educational journey or entering their final year of high school, City Schools is fully committed to providing the tools and resources needed to succeed and thrive, now and in the future.

Over the past nine years, City Schools has implemented a bold, focused strategy aimed at sustained progress and student success. We are proud of the significant progress we've made in literacy, math proficiency, kindergarten readiness, high school graduation, and postsecondary preparation. Our students now have access to more Advanced Placement courses and over 9,000 CTE (Career and Technical Education) pathway seats. These accomplishments inspire us to keep moving forward—there is still important work ahead.

What's New This Year?

This school year brings several exciting updates designed to better support student achievement: Family Learning Guides: Comprehensive resources for families of students in pre-K through 5th grade, featuring grade-level literacy and math skills with engaging practice activities.

Revised Graduation Requirements: New, flexible credit guidelines that strengthen academic rigor—especially in math and science—for our high school students.

Updated Electronic Device Policy: To support focused learning and positive school climate, all cell phones and personal devices must be turned off and secured during the school day.

Guided by our strategic vision, Portrait of a Graduate, we are committed to developing the whole child. This means ensuring that every student becomes a confident, effective communicator; a responsible, global citizen; adaptable and resilient; and a creative, innovative thinker—prepared for college, career, and life.

Families as Partners:

We know that student success is built on strong school-family partnerships. This Family Guide is not only a helpful introduction to the school year, but also an invitation to engage and partner with us. We encourage you to participate in parent-teacher conferences, family groups at your school, back-to-school nights, family learning events, our budget process – and more.

Thank you for being part of the City Schools family. We're excited to learn and grow together this year. Here's to a successful 2025–26!

Sincerely,

Sonja Brookins Santelises, Ed. D.
Chief Executive Officer
Baltimore City Public Schools



Student Rights and Responsibilities

Handbook, Parent Code of Conduct, & Student Code of Conduct:

As a supplement to this Family Guide, City Schools has also developed a Student Rights & Responsibilities Handbook, which is available at www.baltimorecityschools.org/page/students. The Student Rights & Responsibilities Handbook summarizes, in student-friendly language, key student rights, or freedoms and protections, as well as responsibilities, or rules that all students are expected to follow to support their learning, health, and safety. Topics include access to a free, well-rounded public education; student wholeness; student voice, participation, and leadership; equitable and fair treatment; safe, secure, and orderly learning environment; and responsible use of technology. We also developed a set of Shared Commitments for Families and Other Visitors to Our Schools, which are available at www.baltimorecityschools.org/page/families. In addition, our expectations for appropriate student behavior and disciplinary consequences for student misconduct are set forth in City Schools' Student Code of Conduct, which is available at www.baltimorecityschools.org/page/students. Parents and families are encouraged to review both documents each year and discuss them with their children.

About City Schools

The 160 schools and programs that make up Baltimore City Public Schools include:

- Schools that serve a neighborhood or the entire city
- International Baccalaureate, Advanced Placement, and gifted and advanced learner programs
- Career training that leads to certification involving but not limited to computers, construction and medical professions
- Specialized programming, like the arts, sciences or language immersion
- Schools for students who need extra support and credit options

Each year, City Schools reviews the district's "portfolio," to make sure schools are effectively functioning for students, families, and communities. Find out more at www.baltimorecityschools.org/page/annual-review

School choice. Elementary (grades K-5) school students have a "zoned" neighborhood school and can also apply to citywide charter schools, where students are admitted through a school-based lottery process.

For middle (grades 6-8) and high (grades 9-12) 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. Through the district's Middle and High School Choice process, students and families can select the schools they want to attend. Some middle and high schools have an academic "entrance criteria" for admission - meaning students need to earn certain grades or test scores in order to attend the school. Other schools with specialized programming may require students

to audition, interview or submit special materials in order to attend the school. It's never too early to find out about the options and requirements, so you can proactively plan your student's pathway from elementary school to graduation and beyond.

View school profiles and compare schools at www.baltimorecityschools.org/o/bcps/page/schools and get more information by asking at your school. Learn about school performance and accountability data here: www.baltimorecityschools.org/page/data. Additional information about school performance is available as part of the Maryland Report Card: reportcard.msde.maryland.gov

School budgets. Early every calendar year, principals ask parents/guardians and community members to share what programs and services are most important to them, so that the budget for the next school year can strive to meet these priorities.. Ask your principal how you can participate in building the budget! www.baltimorecityschools.org/page/budget

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. As part of these efforts, 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 the status of maintenance and repairs at our website: www.baltimorecityschools.org/o/bcps/page/buildings

TEACHING & LEARNING



Grade by grade: Elementary school

In pre-K through fifth grade, children learn essential academic skills in reading, writing, speaking, listening, and math and how to apply those skills to real-world situations. While academics have traditionally been the focus in school, students now also learn social emotional skills, fine and gross motor development, fine arts, athletic skills, and basic life skills to prepare them to be contributing members of a supportive community.

Here is what you can expect at each grade level:

Before School Age

Baltimore City Public Schools includes Judith P. Hoyer Centers Early Learning Hubs, commonly known as Judy Centers, at fourteen elementary schools throughout the district. Judy Centers provide wrap around family services to encourage school readiness for children ages birth to five. Multigenerational programming, based on specific community needs and delivered by a team of early learning professionals, is central to the work that Judy Centers do to improve the quality of life for families in Baltimore City. From adult education and parenting classes to playgroups and early intervention identification, Judy Centers create connections to resources to bolster family learning and educational outcomes all before children reach school age. For more information on Judy Centers across the state, including locations and contact information, visit earlychildhood.marylandpublicschools.org/families/judy-center-early-learning-hubs

Pre-Kindergarten

- Play-based exploration
- Hands-on experimentation
- Opportunities for social skill, emotional intelligence, and fine and gross motor development
- Thematic learning in many topics including school, family and friends, health and safety, comparing and contrasting, creativity, transportation, insects, plants and animal life.
- Beginning math skills in numeracy and geometry

State tests

Early Learning Assessment (ELA): For school year 2024-2025, MSDE is considering a new observation-based assessment tool which will track student growth in specific domains across the school year. Additional details will be shared with families once this assessment is in place.

District-mandated tests:

Cognitive ToyBox: All City Schools prekindergarteners are assessed weekly using a mix of games administered on a touch-screen device and teacher observations. Students are assessed in the following areas: Approaches to Learning, Cognition, Language and Literacy Development, Perceptual, Motor, and Physical Development, and Social-Emotional Development.

Kindergarten

- Social and motor skills through play
- Recognizing and writing letters, learning new words, and telling stories
- Recognizing numbers, counting, adding, subtracting, and identifying shapes
- Family and community relationships

- Study weather, plants, and animals
- Learn habits for staying healthy
- Develop self-esteem, and how to manage feelings, behavior, and independence
- Share and work with other children

State tests

Kindergarten Readiness Assessment (KRA): The Kindergarten Readiness Assessment (KRA) is administered to all kindergarten students in Maryland during the first few weeks of school. The KRA includes a direct assessment of early literacy and math skills as well as an observational assessment of social and emotional development. The assessment has three components: Star Early Literacy, Star Math, and SAEBRS (Social, Academic, and Emotional Behavior Risk Screener).

English Language Proficiency Assessment (ELPA) ACCESS for ELLs: Every winter, all Maryland students in grades K-12 who have been identified for English language development (ELD) services are tested to measure their English language proficiency in the areas of listening, speaking, reading, writing, oral, comprehension, and literacy.

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

District-mandated test

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



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 third through fifth grade grades take 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 Maryland's fifth grade students, to see how they are doing in meeting standards in science.

State tests for special populations

- **Dynamic Learning Maps ELA and Math - Alternate Assessments:** Every Spring, Maryland students in third through fifth with significant cognitive disabilities who are unable to participate in the MCAP assessments even with accommodation are given this test.
- **Dynamic Learning Maps Science - Alternate Assessments:** Every spring, Maryland students in fifth grade with significant cognitive disabilities who are unable to participate in the MCAP assessments are tested in science.
- **English Language Proficiency Assessment (ELPA) ACCESS for ELLs:** Every winter, all Maryland students in grades K-12 who have been identified for English language development (ELD) services are tested to measure their English language proficiency in the areas of listening, speaking, reading, writing, oral, comprehension, and literacy.

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 or care that provide extra help with school subjects, clubs, or sports. These programs support learning and allow students to try new things to discover their interests. Ask your child's teacher or school principal about what's available.
- **Summer programs.** City Schools and community partners often sponsor summer learning at various 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 baltimorecityschools.org to learn more.

Tips for supporting learning at home

- **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.
- **Read.** Reading is important for learning in all subjects, so getting lots of practice is important for doing well in school. The Enoch Pratt Free Library has special library cards for young children, so you can always have books at home. Set a great example by getting a card and selecting 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 must miss a day, and submitting absent notes to the school to maintain an accurate attendance record for your student.



Grade by grade: Middle school

After elementary school, students continue building skills and applying them in more complex critical thinking and problem-solving areas. These are also important years for learning to organize work, manage time, set and meet goals, and discover interests and talents that affect decisions about high school, college, or career. Here's a sample of what students will do in each grade's core subjects.

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

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
- Investigate geological processes, motion, force, heredity, natural selection, and chemical reactions
- Study U.S. history from the American Revolution through Reconstruction

State tests

- **MCAP Social Studies 8:** Starting in Spring, eighth graders take this test to measure their standards in social studies.
- **Maryland Integrated Science Assessment:** This test is given in the spring to all of Maryland's eighth-grade students, to see how they are doing in meeting standards in science.

- **Maryland Comprehensive Assessment Program (MCAP):** Every Spring, middle school students in Maryland take this in English language arts and math. (Students taking Algebra I in eighth grade take the Algebra I test rather than the eighth-grade math test, which means they can meet a high school graduation requirement before starting high school.) Results show if students are meeting standards and are on track toward high school graduation. Students and families get the results at the beginning of the next school year.
- **Dynamic Learning Maps Science - Alternate Assessments:** Every spring, Maryland students in 8th grade with significant cognitive disabilities who are unable to participate in the MCAP assessments are tested in science.
- **Dynamic Learning Maps ELA and Math - Alternate Assessments:** Every Spring, Maryland students in sixth through eighth grade with significant cognitive disabilities who are unable to participate in the MCAP assessments take this test.
- **English Language Proficiency Assessment (ELPA) ACCESS for ELLs:** Every winter, all Maryland students in grades K-12 who have been identified for English language development (ELD) services are tested to measure their English language proficiency in the areas of listening, speaking, reading, writing, oral, comprehension, and literacy.

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

Honors courses include curricula in English language arts that are above grade level. English language arts that are above grade level, compacted content in math, and long-term research projects, such as the Morgan State Science Fair and National History Day. Grades in these seventh- and eighth-grade courses are weighted more heavily when calculating composite scores for the high school choice process.

Get ready for next steps

- At City Schools, students choose the high schools they want to enroll in. Some schools and programs have special requirements, like getting good grades, preparing a portfolio or essay, or attending an audition or interview. Sixth grade is the right time to start thinking about high school. If students think ahead, by the beginning of seventh grade, they can confidently take action steps towards enrolling in 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 your school about what's available.
- Learn more about school options at www.baltimorecityschools.org/page/choice. 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 many opportunities to reinforce literacy outside of school. Reading isn't only about chapter books or novels—it can be websites, magazines, advertising or newspaper. 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 City Schools, college, and most jobs. Keep an eye on your child's school assignments, and help them 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 is an important part of [City Schools' Portrait of a Graduate](#). 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.



High School

In ninth through twelfth grade, students continue building skills and take essential steps to prepare 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. They can take specialized programming like the options listed below.

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.

Opportunity to Earn College Credits

You can expect to be informed by your child's teachers or school about what students are learning at different times of the year, special activities, or any related concerns. Please complete the Annual Student Verification progress (www.baltimorecityschools.org/page/annual-student-verification), so your school knows how to contact you by phone number, email, and mailing address.

- Advanced Placement courses are offered at more than 20 high schools
- International Baccalaureate programs are offered at Baltimore City College
- Earn college credits (tuition free) through partnerships with University of Baltimore, Baltimore City Community College, and other local colleges.
- Earn an associate degree in dual enrollment programs offered at Bard High School Early College.
- Pathways in Technology Early College High Schools (P-TECH) allow students to graduate after six years with a high school diploma, tuition-free associate degree, and first-in-line status for jobs in leading industries.

Grading

Every teacher tracks a student's grade in a gradebook, which is accessible to all parents and/or guardians. Parents and guardians have the ability to and are encouraged to monitor the gradebook throughout the school year. Gradebooks should be updated regularly in all courses, and at least weekly in Math, English/ English Language Arts ("ELA"), Science, Social Studies, and Career and Technical Education courses. Families should always reach out to the teacher first if there are questions about the student's grade. If a grading issue is not resolved, then the family should contact the school leader to request a conference with the teacher and school leader. More information is available at this link: www.baltimorecityschools.org/page/grading. Under Board Policy [IKA \(Grading and Reporting\)](#), please ask your school for its [grading policy](#).

Grading scale for high school classes are represented in the chart below:

Grade Range (percentages)	Letter Grade	Standard	Honors	IB/AP Weight
97-100	A+	4	5	5.5
93-96	A	4	5	5.5
90-92	A-	4	5	5.5
87-89	B+	3	4	4.5
83-86	B	3	4	4.5
80-82	B-	3	4	4.5
77-79	C+	2	3	3.5
73-76	C	2	3	3.5
70-72	C-	2	3	3.5
67-69	D+	1	2	2.5
63-66	D	1	2	2.5
60-62	D-	1	2	2.5
59 & below	F	0	0	0



Major tests

- **Maryland Comprehensive Assessment Program (MCAP):** Students enrolled in English 10 and Algebra I, are required to participate to meet the assessment graduation requirements. Ask your school counselor for more information about requirements.
- **American Government:** All high school students enrolled in American Government courses are required to participate in the MCAP end-of-year-assessments. Beginning in the 2023-24 school year, the end of course assessment will count for 20 percent of the student grade.
- **Life Science (Biology):** All high school students enrolled in Biology (Life Science) course are required to participate in the MCAP end-of-course assessments. Beginning in the 2023-24 school year, the end-of-course assessment will count for 20 percent of student grade.
- **PSAT:** Students in 10th and 11th grades take this test in math and English 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.
- **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 also 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 take exams in the spring. Passing grades are sometimes accepted for college credit.

- **Dynamic Learning Maps ELA, Math and Science -**

Alternate Assessments: Every spring, Maryland students in 11th grade with significant cognitive disabilities who are unable to participate in the MCAP assessments even with accommodation are given this test.

- **English Language Proficiency Assessment (ELPA): ACCESS for ELLs:** English Language Proficiency Assessment (ELPA) ACCESS for ELLs: Every winter, all Maryland students in grades K-12 who have been identified for English language development (ELD) services are tested to measure their English language proficiency in the areas of listening, speaking, reading, writing, oral, comprehension, and literacy.

To move up to the next grade...

- Ninth-grade students must earn at least five credits, including one in English Language Arts (ELA) or Mathematics. One credit must be from any core subject, such as ELA, Math, Science, Social Studies or a World Language. The remaining 3 credits can be earned through electives or other credit courses.
 - 10th-grade students must earn at least 10 cumulative credits, including three in English I, English II, ESOL English I, ESOL English II, Algebra I, or Geometry, and one 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, Geometry, and an 11th-grade math course option*. Students must also earn three credits in science or social studies, with at least 1 in each.
- *While students must complete Algebra I and Geometry, Algebra II is no longer required, and students can choose from a range of math courses.

To graduate, students must have...

Students graduating in 2024-25 should visit baltimorecityschools.org/page/graduation-and-promotion for credit requirements.

Students who entered the ninth grade in 2021-22 and beyond will need 22 credits to graduate, including:

- 4 credits in English
- 4 credits in mathematics
- 3 credits in science*
- 3 credits in social studies (1 credit in Physical Science, 1 credit in Life Science aligned to the state assessment for high school science, and 1 credit in Earth/Space Science).
- 1 credit in technology education
- 1 credit in fine arts
- 0.5 credit in physical education
- 1 credit in health
- 2 credits in an elective (visit baltimorecityschools.org/graduation-requirements for details)
- 2 credits in the same World Language OR completing required courses within the same CTE state-approved pathway (between 3-9 credits)
- 75 hours of service learning
- Meet state testing requirements

Visit: baltimorecityschools.org/graduation-requirements for additional information about graduation 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 plan for 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.

The following are several websites where students and families can find information and resources to help in college and career planning:

- Maryland Higher Education Commission: <https://mhec.maryland.gov/preparing/Pages/default.aspx>
- Free Application for Federal Student Aid: studentaid.gov
- Naviance: Naviance.com
- College Career Readiness: baltimorecityschools.org/page/college-career-readiness



Students with disabilities

Students with disabilities are entitled by law to a free and 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 general 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 general educational environment occurs only when the nature or severity of a child's disability means that education in general 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 Section 504 plan. The Section 504 plan is designed to remove any barriers so that a student with a disability can access the same education as their non-disabled peers. If you think your child may need evaluation for Section 504 services, contact Child Find at 410-984-1011

If your child has an IEP or Section 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 or visit www.baltimorecityschools.org/page/special-education

Multilingual learners

English Language Development (ELD) programs develop English language skills in listening, speaking, reading, and writing. The goal of ELD 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 ELD programs, help newcomers adjust to the culture of U.S. schools, and collaborate with schoolwide teams to ensure the needs of all multilingual learners are met. More information about the ELD program and supports for multilingual learners can be found at www.baltimorecityschools.org/page/english-language-development

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.

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 www.baltimorecityschools.org/page/gifted-and-advanced-learning 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 with your child for their 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, let your school know. Your school will let you know if you need to bring in paperwork for the change.

Make sure to also follow your school's social media accounts, visit their website, and download the [City Schools App](#) to see notifications specifically from your school.

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 thats connected to the internet. City Schools parents and guardians can access the online portal online at: www.baltimorecityschools.org/page/campus-portal. For help, contact your school.

Annual Student Verification

Before the beginning of the school year, all student information must be updated or verified - even if no changes exist. Learn more about this on our website: www.baltimorecityschools.org/page/annual-student-verification.

Visit Schools

City Schools encourages parents and guardians to visit schools to volunteer, participate in school activities and support their students' progress and well-being. All schools visitors should familiarize themselves with City Schools' recently [updated building entry protocols](#) to promote a safe learning environment for all. Visitors to any school, including parents and guardians, must use the designated visitor entrances to enter. Once visitors enter a school building (and after successfully passing through the weapons detection system at the high school level), they must proceed immediately to the main office or designated check-in point. The visitor will need to present a photo ID, which will be scanned to confirm that the individual is not on the sex offender registry. Next, visitors will get a badge that must be worn while inside. If you volunteer regularly at a school—you may be eligible for a City Schools identification card. Ask at your school office. Visitors without ID shall be allowed beyond the school office at the discretion of the principal, but only when escorted by an employee. City Schools may set reasonable limitations on school and classroom visits, including the time, length and frequency of any visits, and the number of visitors.

Dress Code

The City Schools Dress Code promotes a safe and positive school culture and climate for all students. Students have a right to consistent and fair enforcement of the City Schools Dress Code. That means that students should never be told that they are violating the Dress Code because of their race, religion, body type, body size, gender identity, gender expression, or stereotypes based on their personal characteristics. Students cannot be suspended, “sent home,” or excluded from class, for a dress code violation. City Schools supports schools using other consequences aligned to the [Student Code of Conduct](#) to enforce dress code violations. School staff should use student-positive, body-positive language and should not touch students when correcting dress code issues. School Police should not be enforcing the dress code.

At most schools, students wear a uniform — usually a polo, or t-shirt, skirt and pants or knee-length shorts. Check with your school for detailed information. If needed, please ask your school for financial assistance. There may be uniform vouchers, uniform exchanges or low-cost purchasing options. Learn more at www.baltimorecityschools.org/page/dress-code.

Attend parent/teacher conferences

Parent/guardian-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 classwork?
- 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.

Student Learning Plans (SLP):

City Schools recognizes that each of our students is a unique individual. A “one size fits all” approach will not suffice in meeting the educational needs and academic, social-emotional, and personal requirements of our students.

[Student Learning Plans](#) are co-developed roadmaps for prioritizing how schools partner with students and families to ensure students are receiving the resources and support they need to be successful each year. The SLP supports learners by providing a space for students and families to share how they want to learn and engage each year as well as establishing goals, identifying supports, and sharing progress throughout the year.

In grades pre-K to 8, City Schools has also established Personalized Learning Blocks – specialized learning periods set aside to focus on providing the supports identified in SLPs. This approach ensures students are aware of their progress, connected to support strategies, and actively working towards their goals throughout the school year.

While our district curricula address the core academic needs of most students, we know more is necessary. SLPs actively meet the distinct and evolving needs of each learner. We collaborate with families and students to ensure their voices and perspectives are engaged in this process beginning at the start of the school year with the Family Collaborative Questions found in your Parent Portal Account.

Multilingual Families

City Schools will provide information in a language they understand for parents/guardians and family members who speak a language(s) other than English. 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 telephone-based interpretation services. Families who need support or assistance in a language other than English may request interpretation from any staff member.

For general information about public schools in Maryland, read the MSDE Guide to School for Families of Multilingual Learners. Find it at marylandpublicschools.org/programs/Documents/English-Learners/ELParentGuideEnglish.pdf

Join parent/guardian groups

City Schools is deeply committed to parent and family engagement, and encourages parents and guardians to actively participate in their students' education journey. Every school has an organized parent group, along with a School Family and Community 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. www.baltimorecityschools.org/page/fce

City Schools has also established Family University, which creates a three-pronged approach to developing and maintaining school-family partnerships. Through co-created training opportunities and ready-to-use resources, Family University builds the capacity of City Schools families and staff to work together to support each other and our students throughout their lifelong educational journeys. Learn more here: <https://www.baltimorecityschools.org/page/family-university>

Information to support learning at home

Students in kindergarten through eight grade will receive a guide for 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. Learn more about volunteering and register to volunteer via our website: www.baltimorecityschools.org/page/volunteers.

Connect with the district office

If you have a concern that cannot be resolved at your school or have questions about district policies or practices, please call between 8 a.m. and 5 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, text messages, or emails from the district with important updates about things like school year calendar changes, school closures, 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. You can update this via Campus Portal: www.baltimorecityschools.org/page/campus-portal.

Youth Leadership Opportunities

Students may visit www.baltimorecityschools.org/page/youth-leadership to participate in leadership groups such as the Student Government Association, Associated Student Congress of Baltimore City, and more!

Board of School Commissioners

Please note this information is subject to change. Please email board@bcps.k12.md.us if you have questions.

The Baltimore City Board of School Commissioners oversees the district's work to ensure all students receive an exceptional education. 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) or virtually on Microsoft Teams and YouTube. The public session begins at 5:30 p.m., and each meeting includes time for comments from the public (starting after 6 p.m.).

Find the Board's meeting schedule and information about public comment on the district's website: www.baltimorecityschools.org/page/about-our-board.

Meetings of the Board's Operations, Policy, Teaching and Learning, and Safety and Wholeness committees are also open to the public and public comments are accepted at these meetings as well. The Board holds work sessions, forums, and other special public events throughout the year to engage with the public and address concerns.

Parent and Community Advisory Board (PCAB).

Parent and Community Advisory Board (PCAB). PCAB is comprised of 14 members from the Baltimore City community, the majority of whom must be parents of a current student. PCAB advises City Schools' CEO and the Board of School Commissioners about how parents/guardians, families, the community, and educators can collaborate to help students succeed. Public meetings are held throughout the school year on the third Thursday of each month via Zoom and streamed live on Facebook. All meetings begin at 6:30 p.m. In the event of an in-person public meeting, it would be held at Baltimore City Public Schools Headquarters at 200 E. North Avenue.

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 facebook.com/BCPSPCAB or Instagram at [@BCPSSPCAB](https://www.instagram.com/BCPSSPCAB). PCAB's website is www.pcabbaltimore.org. Learn more: www.baltimorecityschools.org/page/parent-and-community-advisory-board.

Baltimore City Special Education Citizens' Advisory Committee (SECAC).

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. SECAC also supports the Narrowing the Achievement Gap initiative to ensure students with 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 SECAC office can be reached at 443-642-4502. Learn more: www.baltimorecityschools.org/page/special-education-citizens-advisory-committee.

Information for parents/guardians 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, guardians, and family members to be informed about Title I, their 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, guardians, 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, guardians 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, guardians, 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, guardians, teachers, staff and volunteers
- hosting district-wide learning opportunities for parents, guardians, 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, guardians, 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





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 www.baltimorecityschools.org/page/transportation or by calling 410-396-7440.

School meals

Every student can eat breakfast and lunch for free, each 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/page/meals

Free meals are also provided to students during the summer months at more than 100 sites around the city. For summer meal availability and hours, check with the school nearest you, or visit mars.msde.maryland.gov/mars_sitesearch.

Linking the cafeteria to the classroom, our Farm to School team brings hands-on food systems education to students both in schools and at our district's own learning farm, Great Kids Farm. To learn more, visit baltimorecityschools.org/page/farm-school. Stay tuned for Free Farm Family Hours throughout the year.

Health services

Parents and guardians are responsible for notifying schools of a student's special health-care needs or diagnosis of anaphylaxis, providing appropriate medications, and completing appropriate authorization form(s). These medications will be kept in the school's health room suite for student's use in case of an emergency. The state of Maryland also requires that schools train their staff members to recognize signs of anaphylaxis and maintain a stock supply of epinephrine auto-injectors (e.g., EpiPens) for use in case of an emergency. Designated staff members at each school are trained to administer epinephrine auto-injectors. Students may also self-carry epinephrine auto-injectors if they are determined capable of and responsible for self-administration by the principal, school nurse, parent/guardian, and physician. For more information, please see [Board Policy JLCDB](#).

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

Vision, hearing, and dental care. Students must receive vision and hearing screenings when they enroll in first through eighth grade. Teachers or other school staff may also refer a student for screening. Through the special Vision for Baltimore program, many pre-K to 8th-grade students 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 located at www.baltimorecityschools.org/page/back-to-school-resources. (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.

National Suicide Prevention Hotline. Students and families can call 988 24 hours a day for help with depression and other issues. health.maryland.gov/bha/Pages/988md.aspx.

Hazel Health. Students have access to virtual mental health support free of cost. Learn more here: getstarted.hazel.co/district/baltimorecityschools

ParentGuidance.org City Schools has partnered with ParentGuidance.org, a free and confidential online service that provides parents and guardians education and support for their students' mental health. For more information, visit ParentGuidance.org.

Safe Schools Maryland Hotline. Safe Schools Maryland Hotline 833-MD-B-Safe (833-632-7233) or safeschoolsmd.org - Safe Schools Maryland is an anonymous tip reporting system that allows students, parents, and community members to easily report anonymous safety concerns anywhere in Maryland.

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 410-545-1870.

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 more than 155 community schools in City Schools.

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, community schools can effectively promote children's success, particularly for neighborhoods of concentrated poverty.

Homeless services

If you or your child are homeless, City Schools can provide support such as free transportation to and from school, school supplies, and uniforms as part of the McKinney-Vento Program. 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. Visit our website for more information: www.baltimorecityschools.org/page/homeless-services.

Technology

City Schools provides devices for all K-12 students in traditional schools. Pre-Kindergarten students are not assigned individual devices and use devices that are available in the classroom. Students obtain a device directly from their school and should not visit the District Office. All district-issued devices are on loan to students and must be returned to the school or district office when requested.

Students attending charter schools should contact their school for technology guidance.

Access to digital learning

The Clever portal is your child's online webpage for learning apps and can be accessed from a computer, tablet, or smartphone. Student usernames and passwords, along with login assistance and access to online resources, can be provided by your child's school. Log in at www.clever.com/in/bcps.

All district-issued technologies are on loan to students for the duration of their time in City Schools. There may be occasions when students will be asked to return a device for inventory or repair. In those instances, district devices must be returned to the school as requested. Learn more about device use and care, and technology resources available to students on the district's website. Charter school students should contact their home school for technology guidance and arrangements. The District office does not have the ability to fulfill charter student's technology requests directly.

Acceptable Technology Usage

Any technology provided to students must be used for educational purposes only and in accordance with City Schools' [Policy EGD](#) and Administrative Regulation [EGD-RB](#) on Internet Safety/Acceptable Use of Technology, as well as any other

applicable laws, policies, or administrative regulations (including, but not limited to, those regarding data privacy, security, and intellectual property).

City Schools may monitor student technology usage to ensure compliance with its policies and administrative regulations, but when student technology is connected to a personal home network, it may not be configured to filter all of the websites the student may visit. Families should discuss the importance of being safe, responsible, and respectful online. Parents and guardians are responsible for monitoring their student's use of the Internet when student technology is used outside of the school.

Staying Safe Online

With an increase in digital learning in the classroom and outside of school, families are encouraged to learn more about tools and actions that can be taken at home to ensure that students are surfing the web safely and are accessing appropriate sites. [Common Sense Media](#) provides resources for families to learn about how to protect student privacy and to learn more about the sites and apps that students are using for both learning and for fun.

Social Media

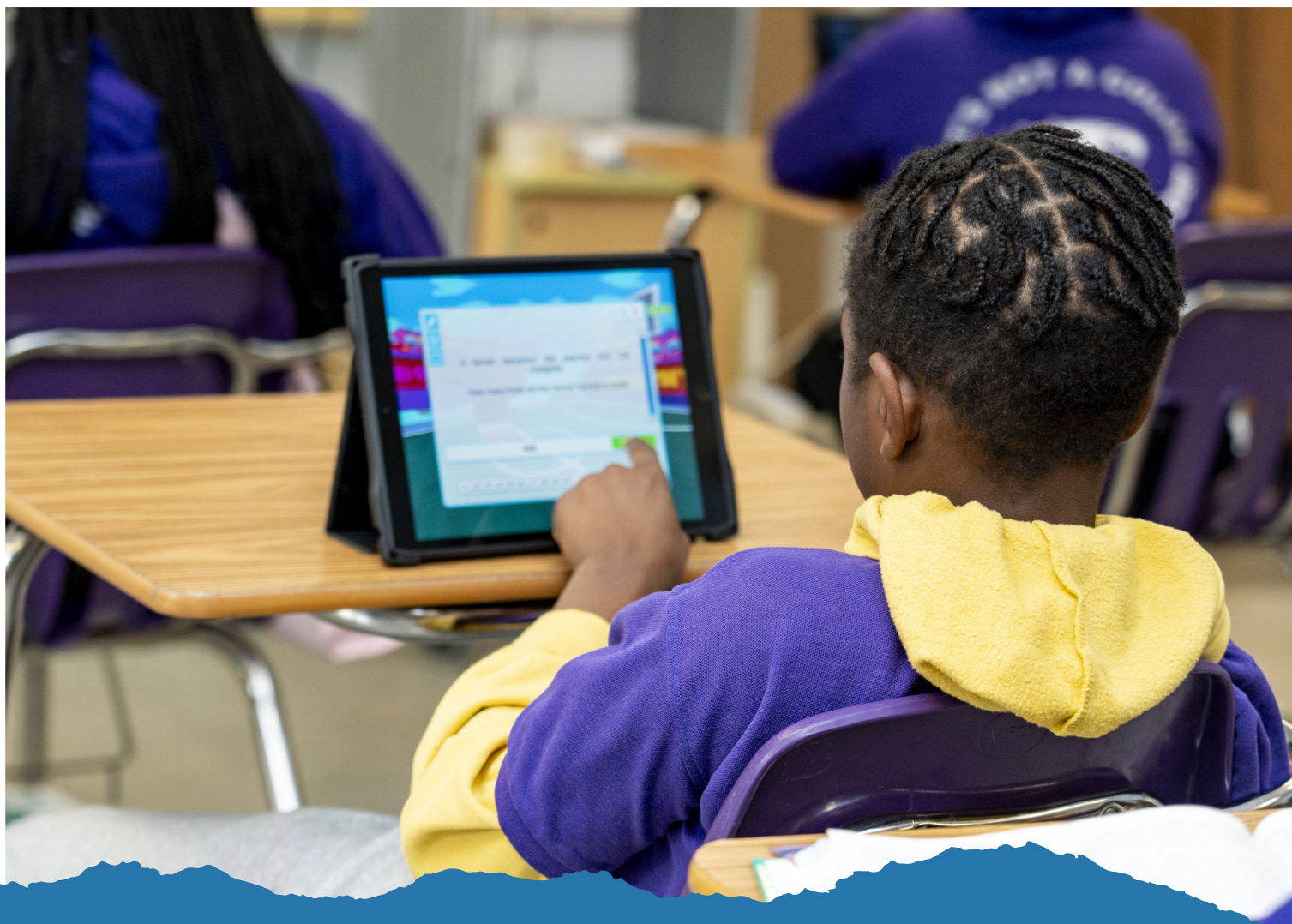
We encourage you to monitor your child's social media use and ensure they avoid platforms that are not age-appropriate. For additional resources and guidance, visit Common Sense Media at: www.commonsensemedia.org/articles/social-media.

If your child encounters cyberbullying or harassment related to their school experiences, they can report it without fear of retaliation. To report cyberbullying please visit: www.baltimorecityschools.org/page/addressing-bullying-harassment-and-sex-based-discrimination.

Cell Phone Use

It is crucial that students adhere to all City Schools and specific school rules regarding cell phone and electronic device use. New for the 2025-26 school year: City Schools has updated how students may use portable electronic communication devices such as cell phones in schools. Under the policy, students may bring devices to school, but they must be powered off, away, and secured during the school day.

In the event of a school-wide emergency, students can access their devices with permission by a school administrator or Central Office staff member. If there is a personal emergency, students are able to use a school phone and/or their device



to contact a parent or guardian. Parents or guardians who need to contact their student should call their student's school. Students with special needs requiring device access will be accommodated. Please note that City Schools is not responsible for any loss, theft, or damage of personal cell phones, nor for any unauthorized use of them.

Learn more at www.baltimorecityschools.org/page/cell-phone-policy.

Pregnant and parenting students

City Schools provides educational and other services to ensure that pregnant and parenting students have the support they need to ensure their well-being and continuity of learning.

In accordance with Maryland state law and City Schools' policies and regulations, pregnant and parenting students have the following rights:

- To participate in all aspects of their educational program while pregnant and/or parenting, including all physical, academic, and social components. Students may access Home and Hospital teaching services for the last two weeks of a pregnancy and for six weeks after delivery (or longer, if medical issues require it). The application for Home and Hospital is here: https://docs.google.com/document/d/1pehDQ2UasJ7YNWuZ6OwH0AAW6_IvIRAcGBx3s46wtS4/edit?usp=sharing
- To receive school-based supports and connections to community agencies that have resources to assist pregnant and parenting teens. Every school must have a staff member designated to serve as a point of contact for pregnant and parenting students and to ensure that students get the support they need, including linking them to community resources.
- To be marked with a minimum of 10 days of excused absences following the birth of a child. Pregnant or parenting students must be allowed excused absences due to the illness or medical appointment of the student's child, including up to four days per year for which the school may not require a note from a physician. In addition, pregnant or parenting students must be allowed excused absences for legal appointments related to family law proceedings, including adoption, custody, and visitation.
- The opportunity to make up assignments missed during absences due to being pregnant or parenting.
- Nursing parents (a person who is feeding their baby with their own breast milk) must have access to a dedicated and appropriate space for lactating parents to express milk, with a refrigerator nearby where expressed milk can be during the day. The lactation space for nursing parents from view and free from intrusion by coworkers, students, or the public. Please note that this lactation space may be used by both staff and students, in which case the school will coordinate a schedule to accommodate all who need it.

- The right not to be discriminated against, harassed or bullied based on their actual or perceived status as a pregnant or parenting student. In the event that a student experiences any form of discrimination, harassment, or bullying, this should be immediately reported to the school using the bullying and harassment reporting form. In the event that a report is made, it will be thoroughly investigated in the same manner as any other allegation of harassment, in accordance with federal and state law, as well as City Schools policies and regulations.

Pregnant and parenting students should reach out to the school's designated point of contact for pregnant and parenting students (or another trusted adult) to access the services and supports to which they are entitled. Any challenges or concerns should be taken to the school's administrators, in the event that they cannot be resolved with the point of contact. If concerns are not resolved at the school level, or if you have any questions regarding services and supports for pregnant and parenting students, please contact City Schools' Home and Hospital Office at 410-396-0775.

For any concerns about discrimination based on pregnancy/parenting status or other related accommodations, please contact the Department of Fair Practices and Compliance, which functions as the Title IX Coordinator for City Schools (410-396-8542 or eeo-titleixcompliance@bcps.k12.md.us). For more information, see Administrative Regulation JBB-RB (<https://go.boarddocs.com/mabe/bcps/Board.nsf/goto?open&id=CEY2RE033B67>).



POLICIES & PRACTICES



Attendance

Attendance is taken once a day for elementary grades and during every class in middle and high school grades. If your child is absent, you should expect to receive an automated phone call at the end of the day letting you know that your child was not in school that day.

If your child is absent, please send a note within three days of their return to school explaining the reason. 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 the following reasons:

- Student illness or behavioral health need
- 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
- Student pregnancy and/or parenting needs of the student-parent
- 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.

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.

Families who speak other languages may write a note in their preferred language and school staff will get it translated.

For more information, please see [Board Policy JEA](#).

Administrative Searches

To provide a safe and secure learning environment, certain school officials are authorized to conduct a reasonable search of a student and the student's personal belongings while on school property or during any school-sponsored activity. Searches shall be conducted only with proper authority and justification, with due recognition and deference for the human dignity of those being searched, and in accordance with the U.S. Constitution, all other applicable legal standards, and the core principles of equity set forth in Board Policy ADA. Any search of a student must be made in the presence of a City Schools employee or an operator of a charter or contract school. Every effort shall be made to conduct searches in a manner that will minimize disruption of the normal school routine and minimize embarrassment to students affected. A locker, storage cubicle, desk, portable electronic communication device including laptops, or other school property assigned to a student for school use is not considered a student's personal possession, and an authorized searcher may search such property at any time without the reasonable belief of a violation. However, student possessions within a locker or storage cubicle (e.g. backpacks, coats, purses, etc.) may only be searched subject to a reasonable belief of a violation of the [Student Code of Conduct](#), any Board policy or rule, City Schools regulation, or law, or a criminal offense under the laws of Maryland. For more information, please see [Board Policy JIH](#).



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. 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.

Learn more here: <https://www.baltimorecityschools.org/page/school-safety-security>

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, outdoors 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.)*

Trade Name	Common Name
Maki Mini Blocks	Bromadiolone (7173-202)
Maki Pellet Packs	Bromadiolone (7173-188)
Drax Ant Gel	Boric acid (9444-131)
Maxforce	Hydramethylnon (432-1259)
CB-80	Pyrethrin (444-096)
Lesco Prosecutor Pro	Isopropylamine Salt (524-536-10404)
Indoxacarb	Arilon EPA (352-776)
D-trans Allenthin	Wasp-Freeze (499-362)
2-phenethyl propionate	EcoPco AR-X (67452-15-655)

If you have questions about pest management, contact City Schools at 200 E. North Avenue, Room 407A, Baltimore, MD 21202 or email Environmental Compliance at Facilities@bcps.k12.md.us.

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.

The 21st Century Schools, Graceland Park O'Donnell Heights EMS#240 and Holabird Academy #249 are buildings with an US Environmental Protection Agency Asbestos Exclusionary Letter.

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. www.baltimorecityschools.org/page/asbestos-management

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 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.

Beginning in 2018, the Maryland Department of the Environment mandated testing for lead in drinking water in public and non-public schools on a three-year cycle. As a precaution and preventive measure, Baltimore City Public Schools tests annually. City Schools' Office of Environmental Compliance tests drinking water outlets in schools which either have a Point of Entry (POE) or Point of Use (POU) filtration system. Details on water outlets with elevated lead results are available at baltimorecityschools.org/page/water-quality. Full reports of schools tested for lead are available via Operations' Office of Environmental Compliance.

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





Student Privacy

As a parent/guardian of a Baltimore City Public Schools student, you have certain rights regarding your child's education records under the Family Educational Rights and Privacy Act (FERPA), applicable federal regulations, and the Code of Maryland Regulations (COMAR) 13A.08.02. These rights are summarized below and described in more detail in Baltimore City Public Schools (City Schools) [Regulation JRA-RA](#), Maintenance and Release of Student Records.

1. Review of Student Records. You have the right to inspect and review your child's education records no later than 45 days after the school receives your written request. It is the goal of City Schools that schools should comply, whenever practicable, within 10 days after receiving a written request and prior to any hearing relating to the identification, evaluation, or placement of the student. The school will make arrangements for access and notify you of the time and place where your child's records may be inspected. The principal/designee will be present during this review.
2. Amendment of Student Records. If you believe your child's records are inaccurate, misleading, or in violation of your child's privacy rights, you have a right to make a written request for the school to amend the records. [Regulation JRA-RA](#), Maintenance and Release of Student Records, outlines procedures for addressing these requests including hearings, as appropriate.
3. Disclosure of Student Records. You have the right to provide written consent before City Schools discloses personally identifiable information from your child's education records, unless federal law or state law specifically authorizes disclosure without consent. Guidelines for release of directory information,

as well as the opportunity to opt-out from this release, are referenced on [City Schools' Media Opt-Out Form](#), and in the [Annual Student Verification process](#). In addition, please note that consent is not required for disclosures to school officials with legitimate educational interests,** including administrators, teachers, or other 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. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which City Schools would otherwise use its own employees and who is under the direct control of City Schools with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, vendor, 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.

- Upon request, City Schools also discloses education records without consent to officials of other schools, school districts, or institutions of postsecondary education, if the disclosure is for purposes of the student's enrollment in or transfer to that school, school district, or institution of postsecondary education.
 - City Schools may lawfully disclose personally identifiable information from student records, without your prior written consent, for other reasons authorized by FERPA, including to specified governmental agencies, for approved research projects, in compliance with a judicial order or a lawfully issued subpoena, or in a health or safety emergency.
 - Additional information may be found in [Regulation JRA-RA](#), Maintenance and Release of Student Records available on the City Schools website or at your local school.
4. Complaint to the U.S. Department of Education. If you believe your rights under FERPA have been violated and efforts to resolve the situation through City Schools appeals channels have not proved satisfactory, you have the right to file a complaint with the Family Policy Compliance Office in the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920 or call 1-800-USA-LEARN (1-800-872-5327).

* Rights of Eligible Students. The rights described above transfer to a student who is 18 years old or is attending a postsecondary education institution; parents/guardians of dependent eligible students, however, may access their child's records without prior consent of the eligible student.

** School officials have a legitimate educational interest if the officials need to review an education record in order to fulfill their professional responsibility.

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 areas ("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
 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 personnel 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

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.

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 noted below and will provide an opportunity for the parent to opt them 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.

VIRTUAL LEARNING OPPORTUNITIES



The Board of School Commissioners has approved the strategic use of virtual learning days for City Schools' students when schools are closed due to inclement weather or other disruptions. Learn more: www.baltimorecityschools.org/page/inclement-weather.

Virtual learning opportunities include:

Synchronous online learning days: Students will log on to a device using an application that enables chat and camera features for instruction and engagement with their class. Your school will provide class schedules, links, and platforms.

How these days occur: If inclement weather requires the district to close, City Schools will first implement three traditional snow days - meaning schools are closed for students and staff.

City Schools will pivot to synchronous online learning days on the fourth inclement weather day and beyond. Your school will provide details.

How these days occur

If inclement weather requires the district to close, City Schools will first implement three traditional snow days - meaning schools are closed for students and staff. However, students will have the opportunity to engage in asynchronous online learning. This includes self-paced learning activities at home while school staff works closely with families to support student learning plans. Your child's school will define the learning activities for the day, which will likely require a device, such as a laptop or tablet.

City Schools will pivot to synchronous online learning days on the fourth inclement weather day and beyond. Your school will provide details.

Prolonged emergency

In case of a prolonged state of emergency declared by the Governor under Title 14 of the Public Safety Article that prevents regular, in-person attendance at a public school for at least 14 consecutive school days, City Schools will follow a Prolonged Emergency Plan that can be found at www.baltimorecityschools.org/page/inclement-weather.

Family preparation

When virtual learning days are in effect, families will be notified and prepared with devices and learning materials. It is recommended that you locate your child's district-issued laptop. Students in kindergarten through grade 12 should be assigned a device. If your child does not have a laptop, please contact your school to request one. Also, ensure you take note of your school's policy on transferring devices back and forth from school to home.



SCHOOL & PROGRAM DIRECTORY

NO.	SCHOOL/PROGRAM	STREET ADDRESS	ZIP	PHONE
50	Abbottston Elementary School	1300 Gorsuch Avenue	21218	443-984-2685
427	Academy for College and Career Exploration	1300 W 36th Street	21211	410-396-7607
413	Achievement Academy at Harbor City High School	2201 Pinewood Avenue	21214	410-396-6241
234	Arlington Elementary School	3705 W Rogers Avenue	21215	410-396-0567
243	Armistead Gardens Elementary/Middle School	5001 E Eager Street	21205	410-396-9090
164	Arundel Elementary School	2400 Round Road	21225	410-396-1379
430	Augusta Fells Savage Institute of Visual Arts	1500 Harlem Avenue	21217	410-396-7701
480	Baltimore City College	3220 The Alameda (Permanent); 1420 N. Charles Street 21201	21218	410-396-6557
375	Baltimore Collegiate School for Boys	2525 Kirk Avenue	21218	443-642-5320
382	Baltimore Design School	1500 Barclay Street	21202	443-642-2311
335	Baltimore International Academy	4410 Frankford Avenue	21206	410-426-3650
385	Baltimore International Academy West	4300 Sidehill Road	21229	410-291-2440
348	Baltimore Leadership School for Young Women	128 W Franklin Street	21201	443-642-2048
336	Baltimore Montessori Public Charter School	1600 Guilford Avenue	21202	410-528-5393
403	Baltimore Polytechnic Institute	1400 W Cold Spring Lane	21209	410-396-7026
415	Baltimore School for the Arts	712 Cathedral Street	21201	443-642-5165
54	Barclay Elementary/Middle School	2900 Barclay Street	21218	410-396-6387
362	Bard High School Early College Baltimore	2801 N Dukeland Street	21216	443-642-5040
124	Bay-Brook Elementary/Middle School	4301 10th Street	21225	410-396-1357
246	Beechfield Elementary/Middle School	301 S Beechfield Avenue	21229	410-396-0525
231	The Belair-Edison School	3536 Brehms Lane (PK-5) 2800 Brendan Ave (6-8)	21213	410-396-9150
217	Belmont Elementary School	1406 N Ellamont Street	21216	410-396-0579

NO.	SCHOOL/PROGRAM	STREET ADDRESS	ZIP	PHONE
239	Benjamin Franklin High School at Masonville Cove	1201 Cambria Street	21225	410-396-1373
144	Billie Holiday Elementary School	2400 W Mosher Street	21216	410-396-0506
130	Booker T. Washington Middle School	1301 McCulloh Street	21217	410-396-7734
251	Callaway Elementary School	3701 Fernhill Avenue	21215	410-396-0604
256	Calvin M. Rodwell Elementary/Middle School	3501 Hillsdale Road	21207	410-396-0940
854	Career Academy	1500 Harlem Avenue	21217	410-291-2759
454	Carver Vocational-Technical High School	2201 Presstman Street	21216	410-396-0553
7	Cecil Elementary School	2000 Cecil Avenue	21218	410-396-6385
34	Charles Carroll Barrister Elementary School	1327 Washington Boulevard	21230	410-396-5973
159	The Historic Cherry Hill Elementary/Middle School	801 Bridgeview Road	21225	410-396-1392
326	City Neighbors Charter School	4301 Raspe Avenue	21206	410-325-2627
346	City Neighbors Hamilton	5609 Sefton Avenue	21214	443-642-2052
376	City Neighbors High School	5609 Sefton Avenue	21214	443-642-2119
8	City Springs Elementary/Middle School	100 S Caroline Street	21231	410-396-9165
307	Claremont School	100 Kane Street	21224	410-545-3380
386	Clay Hill Public Charter School	6410 E Pratt Street	21224	410-450-4556
97	Collington Square Elementary/Middle School	1409 N Collington Avenue	21213	410-396-9198
27	Commodore John Rodgers Elementary/Middle School	6820 Fait Avenue	21224	410-396-9300
325	ConneXions: A Community Based Arts School	2801 N Dukeland Street	21216	443-984-1418
432	Coppin Academy	2500 W North Avenue	21216	443-642-5060
384	Creative City Public Charter School	2810 Shirley Avenue	21215	443-642-3600
247	Cross Country Elementary/Middle School	6900 Park Heights Avenue	21215	410-396-0602
323	The Crossroads School	802 S Caroline Street	21231	410-276-4924
207	Curtis Bay Elementary School	4301 West Bay Avenue	21225	410-396-1397
39	Dallas F. Nicholas, Sr., Elementary School	201 E 21st Street	21218	410-396-4525

NO.	SCHOOL/PROGRAM	STREET ADDRESS	ZIP	PHONE
201	Dickey Hill Elementary/Middle School	5025 Dickey Hill Road	21207	410-396-0610
416	Digital Harbor High School	1100 Covington Street	21230	443-984-1256
61	Dorothy I. Height Elementary School	2011 Linden Avenue	21217	410-396-0837
250	Dr. Bernard Harris, Sr., Elementary School	1400 N Caroline Street	21213	410-396-1452
58	Dr. Nathan A. Pitts-Ashburton Elementary/ Middle School	3935 Hilton Road	21215	410-396-0636
884	Eager Street Academy	926 Greenmount Avenue	21202	410-234-1815
400	Edmondson-Westside High School	501 N Athol Avenue	21229	410-396-0685
368	Elmer A. Henderson: A Johns Hopkins Partnership School	2100 Ashland Avenue	21205	443-642-2060
262	Empowerment Academy	851 Braddish Avenue	21216	443-984-2381
178	Excel Academy at Francis M. Wood High School	1001 W Saratoga Street	21223	410-396-1290
241	Fallstaff Elementary/Middle School	3801 Fallstaff Road	21215	410-396-0682
45	Federal Hill Preparatory Academy	1040 William Street	21230	410-396-1207
406	Forest Park High School	3701 Eldorado Avenue	21207	410-396-0753
85	Fort Worthington Elementary/Middle School	2710 E Hoffman Street	21213	410-396-9161
76	Francis Scott Key Elementary/Middle School	1425 E Fort Avenue	21230	410-396-1503
95	Franklin Square Elementary/Middle School	1400 W Lexington Street	21223	410-396-0795
450	Frederick Douglass High School	2301 Gwynns Falls Parkway	21217	410-396-7821
260	Frederick Elementary School	2501 Frederick Avenue	21223	410-396-0830
206	Furley Elementary School	4633 Furley Avenue	21206	410-396-9094
125	Furman Templeton Preparatory Academy	1200 Pennsylvania Avenue	21217	410-396-0882
211	Gardenville Elementary School	5300 Belair Road	21206	410-396-6382
212	Garrett Heights Elementary/Middle School	2800 Ailsa Avenue	21214	410-396-6361
22	George Washington Elementary School	800 Scott Street	21230	410-396-1445
235	Glenmount Elementary/Middle School	6211 Walther Avenue	21206	410-396-6366
213	Govans Elementary School	5801 York Road	21212	410-396-6396

NO.	SCHOOL/PROGRAM	STREET ADDRESS	ZIP	PHONE
240	Graceland Park/O'Donnell Heights Elementary/Middle School	6300 O'Donnell Street	21224	410-396-9083
332	The Green School of Baltimore	2851 Kentucky Avenue	21213	410-488-5312
377	Green Street Academy	125 N Hilton Street	21229	443-642-2068
60	Gwynns Falls Elementary School	2700 Gwynns Falls Parkway	21216	410-396-0638
236	Hamilton Elementary/Middle School	6101 Old Harford Road	21214	410-396-6375
55	Hampden Elementary/Middle School	3608 Chestnut Avenue	21211	410-396-6004
47	Hampstead Hill Academy	500 S Linwood Avenue	21224	410-396-9146
37	Harford Heights Elementary School	1919 N Broadway	21213	410-396-9341
35	Harlem Park Elementary/Middle School	1401 W Lafayette Avenue	21217	410-396-0633
210	Hazelwood Elementary/Middle School	4517 Hazelwood Avenue	21206	410-396-9098
215	Highlandtown Elementary/ Middle School No. 215	3223 E Pratt Street	21224	410-396-9381
237	Highlandtown Elementary/Middle School No. 237	6820 Fait Avenue	21224	443-642-2792
21	Hilton Elementary School	3301 Carlisle Avenue	21216	410-396-0634
122	The Historic Samuel Coleridge-Taylor Elementary School	507 W Preston Street	21201	410-396-0783
229	Holabird Academy	1500 Imla Street	21224	410-396-9086
303	Home and Hospital Program	2000 Edgewood Street	21216	410-396-0775
10	James McHenry Elementary/Middle School	31 S Schroeder Street	21223	410-396-1621
228	John Ruhrah Elementary/Middle School	701 Rappolla Street	21224	410-396-9125
16	Johnston Square Elementary School	1101 Valley Street	21202	410-396-1477
345	Joseph C. Briscoe Academy	900 Druid Hill Avenue	21201	410-396-0774
75	Katherine Johnson Global Academy	1101 Braddish Ave	21216	410-396-0581
347	KIPP Harmony Academy	2000 Edgewood Street	21216	410-291-2583
12	Lakeland Elementary/Middle School	2921 Stranden Road	21230	410-396-1406
86	Lakewood Elementary School	2625 Federal Street	21213	410-396-9158
245	Leith Walk Elementary/Middle School	5915 Glennor Road	21239	410-396-6380
64	Liberty Elementary School	3901 Maine Avenue	21207	410-396-0571

NO.	SCHOOL/PROGRAM	STREET ADDRESS	ZIP	PHONE
371	Lillie May Carroll Jackson School	2200 Sinclair Lane	21213	443-320-9499
313	Lois T. Murray Elementary/Middle School	820 E 43rd Street	21212	410-396-7463
203	Maree G. Farring Elementary/Middle School	300 Pontiac Avenue	21225	410-396-1404
53	Margaret Brent Elementary/Middle School	100 E 26th Street	21218	410-396-6509
150	Mary Ann Winterling Elementary School at Bentalou	220 N Bentalou Street	21223	410-396-1385
204	Mary E. Rodman Elementary School	3510 W Mulberry Street	21229	410-396-0508
29	Matthew A. Henson Elementary School	1600 N Payson Street	21217	410-396-0776
249	Medfield Heights Elementary School	4300 Buchanan Avenue	21211	410-396-6460
410	Mergenthaler Vocational-Technical High School	3500 Hillen Road	21218	410-396-6496
734	Middle Alternative Program	2801 North Dukeland Street	21216	410-396-1720
321	Midtown Academy	1398 W Mount Royal Avenue	21217	410-225-3257
44	Montebello Elementary/Middle School	2500 E Northern Parkway	21214	410-396-6576
105	Moravia Park Elementary School	6001 Frankford Avenue (3-5 Building); 6201 Frankford Avenue	21206	410-396-9096
220	Morrell Park Elementary/Middle School	2601 Tolley Street	21230	410-396-3426
66	Mount Royal Elementary/Middle School	121 McMechen Street	21217	410-396-0864
221	The Mount Washington School	1801 Sulgrave Avenue	21209	410-396-6354
421	National Academy Foundation	540 N Caroline Street (9-12 Building); 601 North Central Ave	21205	443-984-1594
322	New Song Academy	1530 Presstman Street	21217	410-728-2091
81	North Bend Elementary/Middle School	181 North Bend Road	21229	410-396-0376
242	Northwood Elementary School	5201 Loch Raven Boulevard	21239	410-396-6377
62	Park Heights Academy	2835 Virginia Avenue	21215	410-396-0550
405	Patterson High School	100 Kane Street	21224	410-396-9276
327	Patterson Park Public Charter School	27 N Lakewood Avenue	21224	410-558-1230
414	Paul Laurence Dunbar High School	1400 Orleans Street	21231	443-642-4478
223	Pimlico Elementary/Middle School	4849 Pimlico Road	21215	410-396-0876

NO.	SCHOOL/PROGRAM	STREET ADDRESS	ZIP	PHONE
887	Re-Engagement Center-	200 E North Avenue	21202	443-642-4220
341	The Reach! Partnership School	2555 Harford Road	21218	443-642-2291
419	Reginald F. Lewis High School	6401 Pioneer Drive	21214	410-545-1746
433	Renaissance Academy	1301 McCulloh Street	21217	443-984-3164
142	Robert W. Coleman Elementary School	2400 Windsor Avenue	21216	410-396-0764
233	Roland Park Elementary/Middle School	5207 Roland Avenue	21210	410-396-6420
63	Rosemont Elementary/Middle School	2777 Presstman Street	21216	410-396-0574
28	Sandtown-Winchester Achievement Academy	701 Gold Street	21217	410-396-0800
897	The Secondary Virtual Learning School	2500 E Northern Parkway	21214	443-642-5400
314	Sharp-Leadenhall Elementary/Middle School	1919 N Broadway	21213	410-396-4325
248	Sinclair Lane Elementary School	3880 Sinclair Lane	21213	410-396-9117
328	Southwest Baltimore Community School	1300 Herkimer Street	21223	443-984-3385
15	Stadium School	1400 Exeter Hall Avenue	21218	443-984-2682
855	Success Academy West	1510 W. Lafayette Avenue	21214	410-291-2759
13	Tench Tilghman Elementary/Middle School	600 N Patterson Park Avenue	21205	410-396-9247
232	Thomas Jefferson Elementary/Middle School	605 Dryden Drive	21229	410-396-0534
84	Thomas Johnson Elementary/Middle School	100 E Heath Street	21230	410-396-1575
373	Tunbridge Public Charter School	5504 York Road	21212	410-323-8692
374	Vanguard Collegiate Middle School	5000 Truesdale Avenue	21206	443-642-2069
226	Violetville Elementary/Middle School	1207 Pine Heights Avenue	21229	410-396-1416
429	Vivien T. Thomas Medical Arts Academy	100 N Calhoun Street	21223	443-984-2831
134	Walter P. Carter Elementary/Middle School	820 E 43rd Street	21212	410-396-6271
51	Waverly Elementary/Middle School	3400 Eilerslie Avenue	21218	410-396-6394
407	Western High School	4600 Falls Road	21209	410-396-7040

NO.	SCHOOL/PROGRAM	STREET ADDRESS	ZIP	PHONE
225	Westport Academy	2401 Nevada Street	21230	410-396-3396
88	Wildwood Elementary/Middle School	621 Wildwood Parkway	21229	410-396-0503
83	William Paca Elementary School	200 N Lakewood Avenue	21224	410-396-9148
301	William S. Baer School	2001 N Warwick Avenue	21216	410-396-0833
87	Windsor Hills Elementary/Middle School	4001 Alto Road	21216	410-396-0595
23	Wolfe Street Academy	245 S Wolfe Street	21231	410-396-9140
205	Woodhome Elementary/Middle School	7300 Moyer Avenue	21234	410-396-6398
219	Yorkwood Elementary School	5931 Yorkwood Road	21239	410-396-6364
858	Youth Opportunity	1500 Harlem Avenue	21217	410-962-1905
303	Health & Specialized Student Services	1500 Harlem Avenue	21217	410-396-0775



Notice of Nondiscrimination

Baltimore City Public Schools (“City Schools”) does not discriminate in employment, educational programs, or activities based on actual or perceived personal characteristics, including race, ethnicity, color, ancestry, national origin, nationality, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy or parenting status, family structure, ability (cognitive, social/emotional, and physical), veteran status, genetic information, age, immigration or citizenship status, socioeconomic status, language, or any other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community’s long-standing efforts to create, foster, and promote equity and inclusion for all. Some examples of discrimination include acts of hate, violence, harassment, bullying, or retaliation. For more information, see Baltimore City Board of School Commissioners Policies [JBA \(Nondiscrimination – Students\)](#), [JBB \(Sex-Based Discrimination – Students\)](#), [JICK \(Bullying, Harassment, or Intimidation of Students\)](#), [ACA \(Nondiscrimination – Employees and Third Parties\)](#), [ACB \(Sexual Harassment – Employees and Third Parties\)](#), [ACD \(ADA Reasonable Accommodations\)](#), and [ADA \(Equity\)](#), and the accompanying City Schools Administrative Regulations. City Schools also provides equal access to the Boy and Girl Scouts and other designated youth groups.

For inquiries about these nondiscrimination policies, please contact:

Director of Fair Practices and Compliance; Title IX Coordinator

200 E. North Avenue, Room 208
Baltimore, MD 21202

Phone: 410-396-8542

Fax: 410-396-2955

Email: eeo-titleixcompliance@bcps.k12.md.us

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

If you believe that you have experienced discrimination in City Schools’ employment, programs, and/or activities, or if you are requesting a reasonable accommodation, please use one of these forms, as appropriate, which also include filing instructions:

- [Student Discrimination Reporting Form](#)
- [Student Bullying, Harassment, or Intimidation Reporting Form](#)
- [Equal Employment Opportunity Complaint Form](#)
- [Reasonable Accommodations Request Form](#)

Discrimination complaints also may be filed with other agencies, such as:

- U.S. Equal Employment Opportunity Commission, Baltimore Field Office, City Crescent Bldg., 10 S. Howard Street, Third Floor, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); or
- U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Dept. of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html

This notice of nondiscrimination is available, upon request, in languages other than English and in an alternate format under the Americans with Disabilities Act, by contacting the City Schools Communications Department, 200 E. North Avenue, Room 317, Baltimore, MD 21202, communications@bcps.k12.md.us, 410-545-1870.

Any updates to this notice will be published on www.baltimorecityschools.org/page/notice-of-nondiscrimination.





BALTIMORE CITY --- PUBLIC SCHOOLS

Robert Salley
Chair, Baltimore City Board of School Commissioners

Sonja Brookins Santelises, Ed. D.
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