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# FAMILY HANDBOOK

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**FEDERAL HILL PREPARATORY SCHOOL**

1040 WILLIAM STREET, BALTIMORE, MD 21230

410.396.1207, FAX 410. 396.3532

TOWANDA COFIELD, PRINCIPAL

DEBRA HOLT, ASSISTANT PRINCIPAL



**International Baccalaureate:**  
Primary Years Program Candidate School

*A Guide for Scholars and Families*



Candidate  
School



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Greetings Prep Families,

To the Prep community and our wonderful educators that have successful completely over 2 weeks of school.

I am thrilled to introduce myself as the Principal of Federal Hill Preparatory School. Prep is an extraordinary place for students to thrive.

I began my career in Philadelphia as a Social Emotional Learning Advisor for a K – 12 boarding school. In Maryland, I served as a Special Education Teacher in Prince George’s and Baltimore County Public School systems before becoming the Principal of The Auburn School.

I received a Bachelor’s degree from Temple University, Master’s degree, and Graduate Certificates in Autism and Other Pervasive Developmental Disorders and School Administration and Supervision from The Johns Hopkins University.

I believe that everything we do in our school should be done in the best interest of our students. Our kids have endured many changes over the last 2 years and are looking to us for guidance and to regain a sense of normalcy. Our resilience as a school community has provided an opportunity for us to dive deeper and thoughtfully assess how we will effectively reach all students to meet success. I am determined to support every child and work closely with you to continue building an inclusive learning environment that celebrates our wonderful differences and commits to overcoming barriers that may have set us apart.

The Prep community has been unwavering and steadfast in modeling excellence. I am hopeful that together we will continue to set a precedent for exemplary learning.

I am pleased to provide you with the Federal Hill Preparatory School (FHPS) #45 Family Handbook. This book provides you with valuable information about school. It includes procedures, policies, and guidelines on navigating through through learning at Prep.

The handbook is intended to be read carefully by parents and students together. Both parents and students should become familiar with the information provided.

I anticipate a most successful year as my team and I support the academic, social, and emotional growth of your child here at Federal Hill Preparatory School.

Better Together,

Principal Cofield



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### Mission, Vision, & Philosophy

#### Mission

The mission of FHPS is to develop the educational lives of each student by offering an engaging, whole-child, project-based learning curriculum which fosters respectful, responsible citizens; creative problem solvers; and critical thinkers who leave our school prepared for new challenges and instilled with a lifelong love of learning.

#### Vision

To create the finest community elementary school in the City of Baltimore.

#### Educational Philosophy

FHPS staff believes that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is our desire as educators to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. There are three elements that are conducive to establishing such an environment, (1) the teacher acting as a guide, (2) allowing the child's natural curiosity to direct his/her learning, and (3) promoting respect for all things and all people. We also believe that elementary aged students need to have a variety of experiences to help elicit their interests and talents. As such we have structured our program reflect these beliefs.

#### School Colors

Navy Blue and White

#### School Mascot

Falcon

Clipper (Before 2020)

#### Federal Hill - Five Promises

In our school culture the following Promises play a visible and important role in communicating a common set of expectations for students and teachers. Students are gradually exposed to all five promises in a developmentally appropriate sequence throughout their Federal Hill Preparatory experience. In order to make the Promises more concrete within the academic setting of the classroom, teachers have linked each promise with a set of classroom expectations that we want students to regularly display. These classroom expectations should help students better understand each promise. Linking these classroom expectations with our promises also facilitates a positive common language in which to discuss behavior.

- Be Here
- Be Safe
- Be Honest
- Be Productive
- Let Go & Move On



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### The IB Primary Years Program (PYP)

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.

**What is an IB education?** The IB continuum of international education for 3 to 19 year olds is unique because of its academic and personal rigor. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

### Transdisciplinary Themes:

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas.

- **Who we are Inquiry** into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where we are in place** and time Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How we express ourselves** Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **How the world works** Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How we organize ourselves** Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the planet** Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.



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## Informed by the values described in the Learner Profile an IB education:

- focuses on learners - the IB's student-centered programs promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to teaching and learning - IB programs help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts - IB programs increase understanding of languages and cultures, and explore globally significant ideas and issues.
- explores significant content - IB programs offer a curriculum that is broad and balanced, conceptual and connected.

## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	<b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	<b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	<b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	<b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	<b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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### EARLY LEARNING PROGRAM PHILOSOPHY

It is the philosophy of Federal Hill Preparatory School of Baltimore City Public School Systems that young scholars are encouraged to learn and grow in our early learning programs by providing a foundation of developmentally appropriate experiences that target the whole child in areas that include social-emotional, physical well-being, literacy, mathematical, science, and the fine arts. In our programs, we encourage success of all students in a safe and nurturing environment.

We believe that each scholar is a unique individual and that all young children can learn. Our pre-school and pre-kindergarten programs provide inclusive settings that recognize each scholar's varied abilities, needs, interests, learning styles, and communication skills.

At Federal Hill Preparatory School, we believe that young scholars learn best through meaningful play. Our classrooms and curriculum are structured as play-based, child-centered learning activities that encourages growth of the whole child for each scholar. Our curriculum changes as children's interests change and encourages the students to be inquirers that are curious, open-minded, and reflective participants. We structure our daily activities to encourage growth for our scholars to be balanced in intellectual, physical, and social-emotional awareness.

We align our practices with that of National Association of Education of Young Children (NAEYC) through connecting our practices to policy and research and believe that all young children will thrive and learn to their full potential through differentiation.

### Early Learning Programs

<b>Let's Grow 3's</b>	Lottery for 10 available spaces per year for 3 year old scholars.
<b>Let's Grow Pre-K and Kindergarten</b>	Special Education Students are placed by Early Learning.
<b>Pre-Kindergarten</b>	Registration Early Spring and Summer (4 year old program)
<b>Kindergarten</b>	First Required Year of School



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### School Day Bell Schedule 8:45am - 3:25pm

- 8:25am - Breakfast, Cafeteria Entrance
- 8:30am - School Gate Opens
- 8:40am - Students Line Up (Students Are Marked Late After 9:00am)
- Dismissal - 3:25pm
- Half-Day Dismissal - 12:00pm
- 2-Hour Delay Arrival - 10:45am

### Summer Office Hours

Monday - Thursday, 9:30am - 2:30pm

Email: LCollins@bcps.k12.md.us Call: 410.396.1207

School Office Closed on Fridays

### Dress Code/ Uniform Requirements

Research indicates that schools using uniforms have a stronger school culture and students perform better. Federal Hill Preparatory is a uniform school. **All students are expected to wear the required uniform.**

#### Tops

**Navy blue polo shirt** (long or short sleeve) with or without the school logo

Navy blue t-shirt or school shirt from a school sponsored event

Navy blue cardigan sweater

Students' clothing will be free of writing and graphics other than the school logo

#### Bottoms

Tan pants, skirts, skorts, or jumpers may be worn.

The khaki bottom must sit at the waist and be belted, with no undergarments visible.

Tan shorts and skirts **MUST** be no shorter than one inch above the knee

#### Shoes

Rubber soled, closed-toe shoes are required at all times.

#### Prohibited Items

Sandals, flip flops, Mid-drift tops, skirts/shorts more than two inches above the knees, hats, hoodies may be worn; however, students may not wear the hoodie on their heads in the school building

**Students out of uniform will be offered a uniform shirt to wear for the day or to call home to have a uniform delivered.**



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### **Cellphones**

Scholars are not permitted to use cellphones during the school day. If your scholar has a cellphone for safety reasons, they are expected to secure the device in their locker. Cellphones used during the school day will be held in the main office until dismissal. Repeated cellphone use in school, will require a parent to pick up followed by a conference.

### **Arrival & Dismissal**

#### **Arrival**

Scholars in grades 1<sup>st</sup> through 5<sup>th</sup> enter through the playground doors to line up or proceed to classrooms. For breakfast, students may enter through the cafeteria doors at **8:25am**. Bus students will be met at the bus by FHPS personnel and escorted into the building.

#### **Late Arrival**

The building opens at **8:45am** for entry and **8:25am** for breakfast. Students are marked late if they are not in their homeroom by **9:00am**. Students who arrive after 9:00am must report to the main office and obtain a pass before reporting to class. The cafeteria will not serve breakfast after 9:00am.

#### **Dismissal**

The Federal Hill Preparatory School day ends at **3:25pm**. We have developed our dismissal procedures to ensure the continuous supervision and safety of your child. **After 3:35**, you may pick up your scholar at the main entrance. Teachers will dismiss identified walkers and connect each student with the adult authorized for pick up. The school secretary provides teachers with a list of authorized adults. The information is also stored on Infinite campus. The playground will close at 4:00pm to prepare for ALU and after school programs using the playground and field. Parents must supervise their children. Families that would like to use the playground until 4:00pm may exit using the black gate. Staff may be exiting to the parking lot, please do not use this time to conference.. We want to respect their time as their work day has ended.

- **Pre-Kindergarten:** Black Playground Gate
- **Kindergarten:** Main Entrance
- **1<sup>st</sup> Grade – 5<sup>th</sup> Grades:** Silver Gate Near the Parking Lot
- **Let's Grow, PAL, Bus Transportation, ALU:** Cafeteria





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### **Staff Commitment to Safety**

As a neighborhood school, we have identified parents/guardians of students which allows staff to dismiss students to the appropriate adult or family member. When new families are enrolled, school administration and teachers are able to identify parents/guardians. Families are required to contact the school secretary by email if another authorized adult will pick up their child. A valid government issued ID must be provided.

During arrival and dismissal, staff is focused on monitoring students and identifying authorized adults for pick-up. Parents may communicate with staff by email or Bloomz. **Please refrain from initiating conversations, conferences, or questions that may interfere with staff supervising students. Parents will be asked to communicate with staff at another time.**

### **Safety Committee**

Prep will establish a committee under the PTO to evaluate safety procedures aligned to support the changing climate. If you are interested in supporting this effort, please contact Principal Cofield by email.

**Subject Line:** Safety Committee [tccofield@bcps.k12.md.us](mailto:tccofield@bcps.k12.md.us)

### **Late Pick-Up**

At 3:35 scholars, may be picked up at the main entrance. Teachers will sign-in late students and the school secretary will call parents and emergency contacts. If we are unable to locate parents/guardians or emergency contacts, we implement the district's policy and call school police for support.

School Police will be provided with a student contact sheet to complete a home visit. School Police will contact CPS if they are unable to locate a parent/guardian.

### **School Visitor Policy**

- While we welcome families and the visitors to Federal Hill Preparatory, all visitors to FHPS must first report to the school office and provide a government issued identification card that will be scanned to produce a visitor's badge. Visitor badges must be worn at all times while in the school. It will be necessary to receive a badge each time you enter the building.
- These precautions are necessary for the safety of our students and staff. Parents are welcome to volunteer or visit classrooms. Please make arrangements with the classroom teachers prior to the date on which you would like to visit.
- Parents that want to meet with teachers must have a prescheduled appointment that corresponds with their schedules.
- Any items that need to be delivered to the classroom will be left in the main office and the teacher will be notified to send the child at a convenient time that does not interfere with instruction.



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### **Before and After Care**

**All Lives United (ALU):** students will gather in the cafeteria with ALU staff.

**Contact:** P.J. Matthews, [aluprogram@gmail.com](mailto:aluprogram@gmail.com), 443.983.9841

### **School Website**

**Prep:** [www.federalhillprep.org](http://www.federalhillprep.org)

**Baltimore City Public Schools:** [www.baltimorecityschools.org](http://www.baltimorecityschools.org)

### **Early Dismissal**

The Baltimore City Public School System requests that whenever possible, doctor, dentist, or other special appointments be scheduled after school hours to reduce the potential for lost instructional time. However, if your child needs to be released from school early, please send a note with your child or call the school office indicating what time he or she needs to leave. You will need to fill out the early dismissal log in the school office. Your child will then be sent to meet you at the front desk. If you are picking up a child early please arrive for early dismissal by no later than 3:00pm so that we have ample time to communicate this change to staff and accommodate your requests. No parent will be able to pick up after 3:00pm as staff is preparing for dismissal.



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## Communication

### Communicating Concerns

Parent involvement is a very special element of our culture at FHPS, and we strive to make our relationships with parents as productive and positive as possible. However, there are times when parents have a school-related academic, behavioral, or organizational concern. We welcome parent input, and while we cannot guarantee that each suggestion will be adopted, or that every issue will be resolved in the manner that you wish, we can guarantee that parents will be heard, and that feedback will be thoughtfully considered.

There are many venues for parents to express concerns or pose questions. In communicating concerns, we expect that parents honor the same guiding principles we have developed for our staff:

- **Go Directly to the source** – if you have a classroom-level concern, please speak directly with your child’s teachers. If you have a school-wide concern, please contact the Principal. The Principal will also field all concerns and questions regarding our facilities.
- **Speak only for yourself – concerns are best understood when communicated directly by the person experiencing the issue – not by others attempting to represent one another.**
- **Ask questions first.**
- Please note that when issues do arise, out of respect for the confidentiality of all our students and families, we will not discuss students with families other than their own.

### Communication Norms

#### Consider

- What Perspective am I missing?
- What don’t I know?
- What else could be true?
- Assume Positive Intent

As a community addressing fellow stakeholders with respect, open-mindedness, in the spirit of resolution and not conflict is an expectation that will allow the school community to communicate effectively.

This is an expectation that will foster positive relationships and develop a working relationship among stakeholders.

Please ask questions first. We trust that parents will allow Prep scholars to express their feelings; however, we hope that parents will ask school personnel clarifying questions before making conclusions. Emails or in-person interactions that are berating school staff will not be tolerated. We welcome questions and opportunities to collaborate respectfully. Ongoing communication between home and school is critical to the success of our students at FHPS. We encourage parents to send in notes, schedule conferences, and attend school functions in order to fully understand your child’s educational experience and progress.



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### **Discipline Policy**

Federal Hill Preparatory School follows the discipline policy outlined by Baltimore City Schools for infractions that require out of school consequences such as fighting or classroom disruption.

Minor behavioral concerns will be managed by the classroom teacher. If the behavior continues the child will receive an office referral. The child will be sent to the office and an administrator will determine the consequence for behavior. Repeated discipline concerns will result in a Student Support Team referral. Students with office referrals may lose privileges such as field trips, recess, and extracurricular activities.

**Baltimore City Code of Conduct:** <https://www.baltimorecityschools.org/code-conduct>

### **Evening Event Policy**

No student should come to an evening event without a parent or guardian. We do not want to encourage students to walk in the dark or late evening without adult supervision. All school rules must still be followed. No student is to be in a room unsupervised, and respect must be shown to ALL adults in the building. Students are expected to conduct themselves in ways that make them, their families, and the school proud.

### **Health and Wellness**

#### **Our Health Suite**

We receive nursing services through Baltimore City Public Schools. There is a health professional on site during each school day. Children who receive medication in school must have all BCPS documentation completed. Medication will be administered to students based on the physician's orders.

#### **Medication**

All medication must be dispensed by the nurse. If your child receives medication please complete the health form with the nurse. All medication will be dispensed via the doctor's orders. Children are not to have any medication in their possession to include inhalers and over the counter/ store brands.

#### **Allergies**

Please alert us to any allergies your child may have and provide medication (if necessary) to the nurse to prevent a serious allergic reaction. This includes allergies to plants, animals, foods, medicines, and other substances.



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## **Early Dismissal Due to Illness**

The determination to send a child home is made by the school nurse or, in her absence, the Principal or Principal Designee, using the “Keep Home” criteria. Parents or caregivers will be notified by telephone of the nature of the illness and will be asked to pick the child up. Please provide the school with emergency contact information so that you, or your designee, may be reached at all times. We expect that ill children will be picked up within one hour of notification.

If your child becomes injured at school, you will be contacted and we will administer emergency first aid. In the event of serious injury requiring immediate emergency care, 911 will be called. The Principal or other staff person will accompany the child to the hospital in the event the parent or caregiver cannot be reached.

## **Homework Philosophy**

<b>Grade</b>	<b>Reading</b>	<b>includes core subjects and projects) Sight Words, Vocabulary, Writing Practice, Math Fluency, Projects</b>	<b>Total</b>
PreK	10 min (with parent)	5	15 min
K	10 min (with parent)	10	20 min
1 <sup>st</sup>	15 min	10	25 min
2 <sup>nd</sup>	20 min	10	30 min
3 <sup>rd</sup>	20 min	20	40 min
4 <sup>th</sup>	20-30 min	25	45-55 min
5 <sup>th</sup>	25-35 min	30	55-65 min

The primary purpose for homework in elementary school is for the scholars to develop a sense of responsibility and accountability. Assignments generally provide additional opportunities for the child to practice skills learned in the classroom, and usually are short in duration and skill specific. Homework can also serve as one form of communication between the teacher and the family.

The most important element of homework in elementary school is reading. The goal of reading homework is to foster a love of reading. While sometimes specific reading assignments may be given, most of the time the scholar is allowed to choose reading material. The teacher may recommend a certain number of minutes that students in that grade are assigned to read, but of course extra reading is encouraged and applauded. Parents are encouraged to read with students who are still learning to read.



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## **Homework Philosophy (Continued)**

It is important that homework does not add stress to family life. Therefore, it is up to the scholar, family, and teacher to share the responsibilities for homework. **Although scholar grades are not impacted by homework completion, daily reading and consistent practice of skills will support academic growth. Scholars will need support with assigned projects. The projects are graded as classwork.**

## **Scholar Responsibilities:**

To understand all homework assignments by listening to directions, asking questions when something is unclear, and reading directions

To gather all materials necessary to complete assignments before leaving the classroom

To complete all assignments to the best of his/her ability

To return materials and assignments on time

## **Family's Responsibilities:**

To provide a routine and environment that is conducive to doing homework (i.e. a quiet and consistent place and time, necessary materials, etc.)

To offer assistance to the student, but not do the actual homework

To check that your child has edited his/her homework for spelling (Kindergarten and First Graders may use invented spelling as appropriate), punctuation, neatness, etc.

To respectfully notify the teacher when homework presents a problem

To read school notices and respond in a timely manner. Homework and school notices will be sent home on Thursdays via classroom parent. Regular backpack clean-ups can be useful in helping students to organize their materials.

## **Teacher's Responsibilities:**

To provide purposeful homework

To provide clear directions and instructions

To implement a system for routinely checking homework

To communicate to the student and family what is expected for completing homework successfully

To communicate with families when students are not consistently completing assignments

To send home new strategies, vocabulary, and sample completed problems before each new math unit to support parent understanding.



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### **Food for Special Events/ Birthday Celebrations**

If you wish to celebrate your child's birthday at the school we ask that you think about creative ways to enjoy this special day. For example share a favorite story, dance, song or game with the class or bring in non-food treats like festive pencils, folders, erasers (school supply type items) rather than cake or cupcakes. Another idea is to purchase a book dedicated to your child and donate to the school or class library. We want to instill in our children a love for sharing each other's unique heritage and culture! There will be no birthday party style celebrations in the classroom. **If you wish to provide a treat for the class, the parent will need to bring the items during the child's lunch period. The parent will be expected to stay for the duration and pass out the items and support clean up.**

### **Parking**

The school parking lot is designated for staff only. Parking in the bus lane at the corner of Cross and William Streets is prohibited and violators are subject to ticketing. Double parking that blocks the flow of traffic is prohibited and subject to a ticket. At no time should parents block the flow of traffic or parked cars.

### **Parent Contact Forms**

Parent contact forms must be kept up to date with current phone numbers and emergency contacts. Only those adults listed on the emergency contact form will be authorized to pick up your child(ren).

### **Parent Teacher Conferences**

Formal parent-teacher-student conference days are held during the year. Student work samples, developmental checklists, and other assessments are explained at this time and provide families an opportunity to share information or concerns about their child's progress. See the school calendar for scheduled conference dates. The teacher or the parent may request additional conferences.

### **Weather Related Delays & Closings**

All weather related delayed opening, closing, or early dismissal decisions are made by the CEO for Baltimore City Public Schools. It is imperative that during the possibility of inclement weather parents listen to the news or follow social media such as City Schools Twitter account. Teachers follow the same opening and closing schedule as students thus there is often no one in the building to accept students. Please wait for an update on local weather stations and Baltimore City Public Schools website

**In the event that schools open 2 hours late, the entry time is 10:45 am and breakfast will not be served.**



# FAMILY HANDBOOK

## FEDERAL HILL PREPARATORY SCHOOL

1040 WILLIAM STREET, BALTIMORE, MD 21230

410.396.1207, FAX 410. 396.3532

TOWANDA COFIELD, PRINCIPAL

DEBRA HOLT, ASSISTANT PRINCIPAL

### Internet Use & Safety Policy

Federal Hill Preparatory students will have the opportunity to use the Baltimore City Public Schools' computer network, which includes access to the Internet. Baltimore City Public Schools (BCPS) has implemented a state-of-the-art content filtering system to ensure that students access information consistent with the goals of our instructional program. The filtering system is effective in blocking access to inappropriate content such as pornography, violence, and terrorist sites. However, it must be stated that it is impossible to limit/control access to all materials on such a global network.

#### Student Behavior-Computer Use

The student is responsible for appropriate behavior while using the school's computer network in the same manner as they are expected to exercise responsible behavior anywhere in the school. The following activities described below are deemed unacceptable. (These are samples of activities and are not to be considered all-inclusive)

- Using someone else's network logon.
- Using any network account for non-school related activity.
- Unauthorized copying of licensed software (also illegal).
- Downloading material for the purpose of plagiarizing its contents.
- "Instant" messaging.
- Removing or damaging computer components.
- Seeking to override or bypass computer or network security provisions.
- Accessing of obscene or inappropriate materials.
- Student use of obscenity or profanity on a computer or network.

Using the school computer network is a privilege, not a right. Violations of the above guidelines will result in the student losing his/her computer network privileges or other disciplinary actions depending on the severity of the infraction.

Baltimore City Public Schools Will;	Provide tools to protect staff and students, their data, and ensure physical well being: <ul style="list-style-type: none"> <li>▪ Web filtering (on network, district hotspots, and Chromebooks at home)</li> <li>▪ Self-Harm Smart Alerts</li> <li>▪ YouTube teacher video approval</li> <li>▪ Google Safe Search</li> </ul>
Federal Hill Preparatory School Will;	Model safe and ethical online behavior Opportunities for learners to practice good online activities Explicit teaching of Cyber Safety skills






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### Go Guardian

The school district provides software that allows staff to monitor student activity on laptop devices. The program will alert the district and school administration if student searches include self harm, violent, life-threatening, or inappropriate content. School administration and mental health professionals will check-in with families to support scholars as needed.

Academic Programming	Curriculum Resources
<b>International Baccalaureate Primary Years Program</b>	Transdisciplinary Themes
<b>English Language Arts</b>	Heggerty Foundations Words Their Way Just Words Amplify
<b>Math</b>	Eureka Zearn – Personalized Learning IReady (BOY,MOY,EOY testing)
<b>Social Studies</b>	International Baccalaureate and Common Core standards
<b>Science</b>	SABES Teacher led instruction embedded in transdisciplinary themes.
<b>Foreign Language</b>	The Language Project IB Language Enrichment
<b>Science Resource</b>	The Science Guys Science Enrichment ( In addition to classroom science instructio



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## Specialized Focus Areas

### Gifted and Advanced Learners (GAL)

Gifted and advanced learners perform or show the potential to perform at high levels academically, artistically, creatively, or in leadership. Our school has been identified as an official GAL site by Baltimore City Schools. Students that are identified as GAL students participate in a variety of advanced learning options.

**GAL Leads:** Cortney Jancius, Nicole Miklewski, Melissa Shaull-Thompson

<b>GAL Programming In School</b>	Each student formally identified will have an Individual Learning Plan (ILP). This plan is used to meet the unique needs of your GAL scholars. Teachers develop plans with parent input.
<b>Curriculum</b>	Renzulli Learning is an online platform that can be used to provide challenging and rigorous learning opportunities for identified GAL students. The platform is also used for those students who demonstrate high ability learning potentials.
<b>Talent Development</b>	In the early grades, gifted and advanced learners are grouped in their classrooms and receive enrichment through supplementary programs such as; <ul style="list-style-type: none"> <li>▪ <a href="#">Jacob's Ladder</a> in reading and language arts</li> <li>▪ <a href="#">Project M2</a> and <a href="#">M3</a> for mathematics</li> <li>▪ Specialized science and math units of study from the <a href="#">Center for Gifted Education</a> at the College of William and Mary.</li> </ul>
<b>GAL Info</b>	Check out the <a href="#">Office of Gifted and Advanced Learning's</a> website for more information about Gifted and Advanced Learning (GAL) in City Schools as well as links to resources. <a href="https://gtdiscover.org/">https://gtdiscover.org/</a> <a href="https://charmlitmag.org/this-is-not-a-snow-day">Culturally Responsive Equity-Based Bill of Rights for Gifted Students of Color</a> <a href="https://charmlitmag.org/this-is-not-a-snow-day">https://charmlitmag.org/this-is-not-a-snow-day</a> <a href="#">I Am Gifted video</a>
<b>At Home Support</b>	<ul style="list-style-type: none"> <li>▪ <a href="https://www.nagc.org/social-emotional-support">https://www.nagc.org/social-emotional-support</a></li> <li>▪ <a href="https://www.mensaforkids.org/read/blog/at-home-learning-resources-for-kids/">https://www.mensaforkids.org/read/blog/at-home-learning-resources-for-kids/</a></li> <li>▪ <a href="https://www.davidsongifted.org/gifted-blog/gifted-kids-what-you-should-know/">https://www.davidsongifted.org/gifted-blog/gifted-kids-what-you-should-know/</a></li> <li>▪ How to talk to your child/student about being gifted: <a href="https://vimeo.com/499754383">https://vimeo.com/499754383</a></li> <li>▪ <a href="http://www.WithUnderstandingComesCalm.com">www.WithUnderstandingComesCalm.com</a></li> </ul>



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## **Student Support Team (SST)**

Students are referred to SST when there is a behavior concern or is working at an unsatisfactory level and all classroom interventions have failed.

## **Special Education**

Enrolled students with disabilities at Federal Hill Preparatory will adhere to the normal IEP process and be provided support services in accordance with their IEP's. The FHPS IEP Chairperson will work with teachers to assure compliance, oversee the delivery of progress reports, track academic data, and coordinate evaluations and related services. Teachers, supported by the Special Educator and Principal, will work as a team to implement and update IEP's consistent to the guidelines established by MSDE and BCPS. An inclusive model is used throughout the school day with opportunities for individual and/or small group instruction within or outside of the classroom setting. For questions, meeting request, or IEP document request, contact the IEP Chair. For questions regarding your scholar's IEP, meeting, or IEP document requests, contact the IEP Chair.

## **Maryland Green School**

We believe that environmental education is important as stewards of the Earth. We are a nationally recognized, the Maryland Green Schools Award Program (MDGS) school. This allows our school to evaluate our efforts in environmental sustainability. Participating schools empower youth to make changes to reduce environmental impact, encourage sustainability and foster environmental literacy.

## **The Arts**

The arts will be fully integrated into the scholastic program with the goal of encouraging creative expression, arts appreciation, and a positive sense of self. Classroom teachers will use the arts as a means for helping students learn about society, culture, history, science and the human experience. Many of our projects ask students to work in an artistic medium such as drawing or painting, drama, architectural rendering, etc. Every student is involved in arts and music during their time at our school. This work in the arts often inspires students to care about their work, and helps them see their growth over time. We believe that the arts are for everyone. We weave the arts into almost all of the work we do and we never grade students simply on "talent."



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## **Health and Physical Education**

Federal Hill Preparatory School believes that students must be healthy in order to learn and reach their full potential. As a school that consciously promotes health and wellness, nutritious meals will be provided during breakfast and lunch through the Baltimore City Public Schools meals program. The physical education and health curriculum emphasizes developing and practicing strategies for healthy living through interactive participatory lessons. We believe strongly that students, just like adults, need a balance of both physical and mental activity, and to spend time in outside environments. Students will spend time in outdoor activities throughout the year, unless it is raining or there are extreme temperatures. Please provide your child with climate appropriate apparel.

We partner with the University of Maryland to provide a health and nutrition curriculum that begins in Prekindergarten. Additionally, we have been recognized as a Play 60 school. We ensure that all students have a minimum of 20 minutes of recess daily and weekly physical education classes.

## **Student Learning Plans (SLP)**

Student Learning Plans encourage positive goal setting, clearly outline academic requirements, and treat families and educators as partners in a student's learning. Plans and the prompts in them are tailored to students' ages and will be updated three times each year — in the fall, spring, and at the beginning of summer. Teachers will complete learning plans during the first quarter of school.



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### Parent Communication

We should make an ongoing and continuous effort to stay in touch with parents about their child's progress both academically and behaviorally. Communication can take many forms; a note, a short discussion outside the classroom, a telephone call home, or a more formal meeting scheduled at a specific time. It is critical that all parent contacts are documented and maintained in a communication log.

### Bloomz App

The Bloomz App will be the official communication method for all teachers and staff. This app allows for messaging of specific parents as well as the entire class or school.

### Parent/ Teacher Conferences

There will be formal opportunities for parent-teacher conferences this year. The dates are identified on the master calendar. Parent-teacher conferences should be used to review class expectations and inform parents about student progress. Written documentation of strengths and weaknesses should be provided as well as recommendations for improvement.

Communication	Source
Parent Link	School Updates and Messages Sent by (Email, Robo Call, Text) Contact <a href="mailto:LCollins@bcps.k12.md.us">LCollins@bcps.k12.md.us</a> to update contact information.
Office Hours	If you would like to schedule a conference, please send your child's teacher an email.
Bloomz	Communication app for the school community to connect. <b>School Code:</b>
School Reminders/Updates	School administration will send weekly reminders/updates as needed. Here's What's Happening at Prep (By Monday 8:30am)
School Calendar	Yearly
Monthly Calendar Reminder	A Monthly calendar will be sent by email, Bloomz, and posted on the school website prior to the beginning of every month.
Weekly Update	Teachers will send an overview of the week with classroom reminders for the upcoming school week. The reminder will include instructional unit topics and classroom updates.
Quarterly Conferences	The Yearly calendar reflects Parent/Teacher conferences scheduled every quarter.
Morning Pep at Prep	Coffee and Chat with Principal Cofield November, January, March, May (Dates will be listed on Monthly Calendars)



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### **Parent Teacher Organization (PTO)**

The PTO at Federal Hill Prep consists of parents and teachers that support educational programming at Prep. Parents and teachers collaborate at monthly meetings to plan fundraisers, school community events, student experiences, strategize to provide resources to support student learning. Annual programming includes Spring Fling, Ravens Parking fundraiser, and the distribution of resources to staff.

**President:** Katie Wunderlich

### **School Family Council (SFC)**

Provide support as requested by principal and Instructional Leadership Team to develop and support school plans. **Chair:** Nick Funk

### **Safety Drills**

A minimum of ten safety and active shooter drills will be conducted during the school year. Fire Drill procedures are to be reviewed during the first week of school and periodically during the year.

#### **Safety Drills**

- Fire
- Bus
- Emergency Evacuation (500 feet)
- Shelter in Place (chemical release outside)
- Reverse Evacuation (conditions inside are safer than outside)
- Lockdown Drill
- Severe Weather
- Drop, Cover, & Roll (earthquake)

#### **Fall After School Programs**

- Chess Wizards (January)
- Soccer Shots
- Glee Club
- Girls On The Run (spring)
- Hero Boys (spring)
- Digital Harbor Foundation
- Science Guys
- Green Club



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### School-Wide Awards

Awards are presented to students quarterly. These are awards of distinction that all students should strive to receive. Parents are encouraged to attend all awards assemblies.

#### Principal Award

- All E's in major subjects (Literacy, Math, Science & Social Studies)
- No grade lower than a G

#### We Are Stronger Together Citizenship Award

- Student who demonstrates inclusiveness to peers,

#### Honor Roll

- All E's and G's in major subjects (Literacy, Math, Science & Social Studies)
- No grade lower than a S

#### Be Here Award (Prepared)

- No unexcused absence during the quarter
- No more than 1 tardy during the quarter

#### Be Safe Award

- Awarded for overall positive behavior
- No more than 2 students per class per quarter
- Awarded based on teacher decision

#### Be Honest Award

- Awarded to those students that do what is right at all times
- No more than 2 students per class per quarter
- Awarded based on teacher decision

#### Be Productive Award

- Awarded to those students that demonstrate excellent effort
- No more than 2 students per class per quarter
- Awarded based on teacher decision

#### Let Go & Move On Award

- Presented to students that demonstrate problem solving skills and seek solutions
- No more than 2 students per class per quarter
- Awarded based on teacher decision

#### Learner Profile Hall of Fame

- Presented to students that display the attributes of the IB Learner Profile
- No more than 2 students per class per quarter
- Awarded based on teacher decision



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## Grading Policy

### Grading Philosophy

FHPS is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.

### Tracking Student Progress

Students and families will receive guidelines from the teacher highlighting grading practices for the course and/or grade level within the context of this policy.

All teachers will use Infinite Campus as their official gradebook and with the exception of resource classes or when assignments take more than a week to complete.

**Please find the minimum graded work requirements below:**

### Homeroom classes

#### **Classwork and Participation (30%)**

- Literacy/Math: Teachers will enter two classwork/participation grades per week /20 per quarter.
- Social Studies/Science: Teachers will enter two classwork/participation grades per week/20 per quarter.

#### **Assessments (70% - 50% formative, 20% summative):**

- Literacy/Math: 1 assessment grade every two weeks is required - minimum of 5 per quarter - and summative assessments as assigned according to the Assessment Strategy.
- Social Studies/Science: 1 assessment grade every two weeks is required - minimum of 5 per quarter - and summative assessments as assigned according to the Assessment Strategy.

### Resource classes

- Minimum of three grades to include a formative assessment grade before the distribution of progress reports and a minimum of three additional grades to include a formative or summative assessment grade prior to each report card.

*\* The first week of school, district-wide assessments, and state testing weeks are allowable exceptions.*

*\* The assessment category is locked in Infinite Campus, but classwork/participation/homework can be adjusted based grade-level weights.*





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### Grade Components and Policy

The following components are part of a student's grade. Within our school, you will see the following categories of grades:

- **Assessments (70%):** This category includes both formative (50%) and summative (20%) ways of assessing student learning with the goal of supporting student growth and success. A formative assessment informs instruction and learning by providing feedback, updates on movement toward mastery and the opportunity to improve upon learning by students. A summative assessment is an evaluation of student learning at the end of a specific instructional period – typically at the end of the unit or marking period. No single component assessment should be weighted in a manner that it alone could cause a student to fail. Appropriate assessments include: Quizzes, Debates, Presentations, Performances, Essays, Socratic Seminars, Check-lists, Drawings, Quick Writes, Projects, Teacher-created Assessments, Notebooks, Self-Reflection Journals, Interim Assessments, Document-based Questions, Extended Research Opportunities, End-of-Module Tasks, Portfolios, Science Labs, Midterms, Finals, Unit Tests and Research Papers
- **Classwork (15%):** This includes work completed in the classroom setting. Appropriate classwork may include: exit tickets, journal responses, class notes, vocabulary journals and daily drills
- **Participation (15%):** This includes, but is not limited to, participation in classroom discussion, group work, and completing enrichment assignments (vocabulary, fluency drills, sight words, and daily writing Journals).

### **Resource Grading Components**

Rationale: Elementary grade students meet with their resource teacher one time per week. Teachers will use Assessments, Classwork and Participation for their quarterly grades.

- Assessments – 70% (Formative 50%, Summative 20%)
- Classwork – 15%
- Participation – 15%

### **Grade Reporting Procedures**

Students should always know where they stand. Utilize Google Classroom weekly emails and/ or bi-weekly IC reports to keep students abreast of their progress (this is perfect for bi-weekly student conferencing and setting goals).

Parents and students can track grades using the Infinite Campus Parent Portal, which can be accessed by receiving an access code from the main office and visiting [www.baltimorecitypublicschools/campus-portal](http://www.baltimorecitypublicschools/campus-portal).



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Report cards and progress reports will be distributed to parents in conjunction with the City School's master calendar. Students will receive a printed report card at the end of each quarter and printed progress report at the midpoint of each quarter.

### **The grade of 0%**

A grade of Zero (0%) shall not be used. A student that fails a quiz, assignment, or test shall receive a grade of no less than 50%. This is still considered failing but allows for the student to demonstrate growth as knowledge is gained.

### **Modifications & Accommodations**

Teachers shall provide all modifications and accommodations outlined in a student's IEP and 504 Plans. Those accommodations and modifications are to be documented on the report card and in lesson plans in order to reflect that the grade was achieved with an accommodation or modification.

### **Make Up Work - Absence**

- Students must be given an opportunity to gain full credit for absences. Work will be provided by the teacher.
- All make-up work should be turned into the teacher within 5 days of receipt or a grade of 50% maybe given.

### **Reassessment**

We understand that students may demonstrate improved content mastery within the course of a grading term. With the teacher's agreement in an email or other communication between the student, teacher and family, a student may take an assignment that covers the same content that was covered in a prior assignment, and that new grade can be included in the student's overall grade average for the marking period. The specific questions must be changed from the prior assignment and must occur in the same quarter.

### **In aligned with BCPSS Board Policy for reassessment:**

- Students must complete the original assessment
- Students must complete required assignments
- Students must complete reteaching/relearning activities identified by the teacher
- The opportunities are available for all students, and students should formally request a reassessment with some reflection incorporated prior to the completion of the reassessment
- A new assessment, with a new format testing the same objectives will be provided if the above criteria are met.



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### Grading Scales and Marks

Students in grades **Pre-Kindergarten, Kindergarten and 1<sup>st</sup> grades** will receive the following marks on report cards:

- **Proficient** (80-100%)
- **In Process** (60-79%)
- **Needs Development** (below 60%).

Students in grades **2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades** will receive the following marks on report cards:

- **Excellent** (90% and above)
- **Good** (80-89%)
- **Satisfactory** (70-79%)
- **Poor** (60-69%)
- **Not Complete** (below 60%).

### Grading Guidance for NC (“Not Complete”):

An NC will be coded as “not complete” which means the student will not receive a grade for the class. This code reflects unfinished learning for a student and will inform support for students in the next school year and beyond.

### Does attendance impact an NC? Is there a minimum or maximum number of days to qualify for NC?

City Schools’ grading policy clearly separates attendance from grading decisions. There is no minimum or maximum number of days to qualify for an NC.

### Is there a minimum number of points required to receive an NC?

Any student who receives a score below 60% will receive an NC for that quarter.

### Will students who receive an NC in core courses be retained?

Students who receive an NC will not be retained. We encourage students who have received an NC to attend the summer school programs recommended by your school to make up the skills and knowledge missed this year.

### How will an elementary school student who received an NC be supported during SY 21-22?



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School staff should provide additional small group instruction and other supports to meet the student needs during the school year. As the district continues to build its academic recovery plan, guidance and details to support dedicated and intentional time for meeting the personalized learning needs of students will be forthcoming.

### **How will an NC impact school choice across grade levels?**

An NC is a null grade, so it will not negatively impact the student. The district will continue to review the entrance criteria and choice process. More information is forthcoming this school year.

### **The distinctions below are entered by the Grade Reporter ONLY:**

L = Late Enrollment. An "L" will be issued when students enroll in a course near the end of a marking period, without available equivalent grades from a prior school to inform the calculation of the marking period grade. The grade will be updated from grades are received from the prior school. Grades will be averaged.

PASS = Pass. A "PASS" may also be used for English Language learners (ELs) in the beginning stages of English language acquisition (WIDA levels 1-1.7, verified in the online student information system) when English proficiency limits accuracy of earned letter grade.

### **Grade Monitoring**

Gradebook monitoring and posting of grades will occur weekly. They will be monitored by the principal and assistant principal. Feedback will be sent through email directly to the teachers as needed. Questions regarding grading monitoring policies and practices should be sent directly to Principal Cofield or Assistant Principal Fitzpatrick.

### **Questions/ Concerns**

If there are any questions regarding Federal Hill Preparatory School's Grading Policy, e-mail [tccofield@bcps.k12.md.us](mailto:tccofield@bcps.k12.md.us).



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## Attendance Policy

### Daily Attendance

Students will enter the school building at **8:45 am**. Students are late after **9:00 am** and must go to the front office to receive a late pass before proceeding to class. Teachers will input daily attendance in Infinite Campus. Teacher's daily attendance in Infinite Campus can be reconciled until the 11:59 pm on the same day per district guidance. Any changes to be made must be sent to the attendance monitors, Ms. Collins ([lcollins@bcps.k12.md.us](mailto:lcollins@bcps.k12.md.us)) and Mrs. Hobson ([khobson@bcps.k12.md.us](mailto:khobson@bcps.k12.md.us)).

### Attendance Marks

The P, A, and T buttons are used to indicate which students are Present, Absent or Tardy in Infinite Campus. The totals of each type calculate at the top of the columns. Excuses can only be entered by the attendance monitors (above); teachers cannot enter or modify them. Include any information you may have about the attendance event in the *Comments*. Click *Save* to submit the attendance record to the attendance office.

### Excused Absence

In accordance with Baltimore City policies, some absences and incidents of tardiness are excused (see list below). Please note that in order to record absences as "excused," we must also receive a written note via email to the homeroom teacher or to Ms. Collins, the school secretary. Absences may be deemed "excused" only if the reason falls into the category of excused absences listed below. These absences are still counted as days missed and are reflected on report cards and progress reports.

***Excused: Death in the immediate family, Personal Illness, Court Summons, Observance of a Religious Holiday, State Emergency, or Other emergency or set of circumstances as designated by the Chief Executive Officer***

### Chronic Absence

Students are placed on the chronic attendance watch list for missing 2 days per month &/or 5 days per quarter. **Mrs. Hobson will continue to send letters and conduct outreach concerning attendance.**

***Official letters regarding Absences and Tardiness contain uniformed content and guidance directly from Baltimore City Public Schools. While attendance monitors and administration may answer questions***



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***specific to your child's attendance, we are unable to revise the messaging and content of the absence and tardiness letters.***

*Baltimore City Public Schools, Attendance Hotline: 443-884-4400. <https://www.baltimorecityschools.org/attendance>*

### Specific Procedures for Students with Chronic Absence

- A letter will be sent to the parent after the student **misses 3 days**.
- A second letter will be sent **after 5 days** and a parent conference will be scheduled. *If out of zone: The Office of Choice and Transfer will be notified and a request will be made for the student to be sent to a closer school.*
- The third letter will be sent after **7 days** and an SST invitation will accompany the letter. An attendance contract will be generated and monitored via the SST process.
- The fourth letter will be sent after **10 days** and a third conference will be scheduled. The office of attendance and truancy will be contacted for support.
- ***At the 15th day of absence a court referral will be issued for truancy.***

### Tardy Letters

- 3 days late: 1<sup>st</sup> letter
- 5 days late: 2<sup>nd</sup> letter & parent conference (home visit if no response to conference request)
- 7 days late: 3<sup>rd</sup> letter via certified mail & second conference with parent contract via SST (home visit if no response to conference request)
- 10 days late: 4<sup>th</sup> letter via certified mail & third conference with parent contract (home visit if no response to conference request). The office of attendance and truancy will be contacted for support. If the child is out of zone a request will be made for them to attend a school closer to their home.



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TOWANDA COFIELD, PRINCIPAL

DEBRA HOLT, ASSISTANT PRINCIPAL

### Federal Hill Preparatory School Team

POSITION	NAME
Secretary	Lisa Collins
Social Worker	Kimberly Hobson
International Baccalaureate Coordinator	Melissa Shaull Thompson
School Psychologist	Sonalika Saxena (Interim)
School Nurse	Tijuana Keith
Wholeness and Behavior Support	David Bell
Health Aide	Patrice Payne
IEP Chair	Lashawan Brooks
ESOL	Ngwabi, Polycarp
Brad Hunter	Adaptive PE
Speech and Language Pathologist	Corrin Cromwell Katherine Ward
Physical Therapist	Linda Lee Earle
Occupational Therapist	Heather Ottena
Special Education Teacher	Kelly Valentine
Student Support	Coach Hebb Chernise Matthews
Game On Fitness (Recess Support)	AJ Hyde
Enrichment Classes	Music, Tess Owen Art, Chandra Morgan Physical Education, Jeff Byerly
Special Education Teacher	Alexis Lawson
School Based Therapist	Janai Manning
Citywide Program Special Education Teacher	Kayla Evans
Citywide Program Paraprofessional	Anthony McKoy
Teacher Let's Grow – Three's Program	Lena Woods Kiara Barret-Paraprofessional
Teacher Let's Grow Pre-K/Kindergarten	Jacqueline Alston
Let's Grow Paraprofessional	Beth White Kenisha Watkins
Pre-K Teacher	Blair Warner
Pre-K Teacher	Eric Jones
Pre-K ParaProfessional	Toni Bruce
Pre-K Paraprofessional	Yolanda Jessup
Pre-K and K Paraprofessional	Wanda Stewart
Kindergarten Teacher	Nicole Miklewski
Kindergarten Teacher	Theresa Cegielski
First Grade Teacher	Kimberly Simpson
First Grade Teacher	Atalie Maynard
Second Grade Teacher	Emily Orilins
Second Grade Teacher	Theresa Frey
Third Grade Teacher	Lindsay Arnold
Third Grade Teacher	Chrystal Norton
Fourth Grade Teacher	Cortney Jancius
Fourth Grade Teacher	Matthew Craig



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# FAMILY HANDBOOK

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## FEDERAL HILL PREPARATORY SCHOOL

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DEBRA HOLT, ASSISTANT PRINCIPAL

Fifth Grade	Apryl Lannigan
Fifth Grade	Ariel Harris (Interim)
Paraprofessional	Tequila Cottman
Paraprofessional	Veronica Wright

### Who Do I Contact for help?

Principal Cofield – [tccofield@bcps.k12.md.us](mailto:tccofield@bcps.k12.md.us)

Assistant Principal Holt – [DAHoltRobinson@bcps.k12.md.us](mailto:DAHoltRobinson@bcps.k12.md.us)

- General Concerns/Issues
- Academic Concerns (That have already been addressed by the classroom teacher.)
- School Policies
- Family and Student Support
- School Programming

### School Secretary

Contact: Lisa Collins

- Enrollment
- Registratio
- Update Contact Information
- Withdrawal/Transfer
- Change Student Pick-Up Information/Emergency Contacts
- Attendance
- Quick School Day Questions (Call 410.396.1207)
- Student Absence

### Social Worker

Contact: Kim Hobson

- Homelessness
- Uniform Vouchers
- Mental Health Support
- 504 Plans

### Special Education

Contact: IEP Chair: Lashawn Brooks [LBrooks@bcps.k12.md.us](mailto:LBrooks@bcps.k12.md.us)

- Individualized Education Plans (IEP)
- Contact the

### Homeroom Teachers

- In class behavior issues
- Academic questions.
- Grading
- Student Absence





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# FAMILY HANDBOOK

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**International Baccalaureate Questions: Melissa Shaull-Thompson, IB Coordinator**