



Parent & Student Handbook

School Year 2025 – 2026

Home of the Eagles!



Dr. Rhonda L. Richetta, Principal

Robert Summers, Assistant Principal ~ Jenae Toulson, Assistant Principal



**A Baltimore City Public Charter School #008
Operated by the**



Laura Doherty, President & CEO
Baltimore Curriculum Project
2707 E. Fayette Street
Baltimore, MD 21224
410-675-7000

Revised July 2025

Principal's Letter



Dear Parents and Guardians of City Springs,

Serving as the principal of City Springs Elementary/Middle School is an honor and a privilege. I am grateful for the trust parents place in us everyday. City Springs is a very special place and it is your children and our teachers who together make it so special. Our teachers have a talent for bringing out the best in our students. I never stop being impressed with the capacity of our students to show brilliance, creativity, and character. At City Springs, our teachers, staff, and administrators are dedicated to nurturing young minds and promoting the joy of learning. Our commitment to providing the high-quality education and the safe and supportive school culture our students deserve remains unwavering.

Our motto is, "It's not a color. It's an attitude!" We explicitly teach the eight attributes of "The City Springs' Purple Attitude"- Respectful, Disciplined, Resilient, Focused, Cooperative, Empathy, Integrity, Pride. Along with these attributes, we teach our students the "Eight Habits of Happy Kids" developed by the Franklin Covey Foundation. We also teach our students about the lives of eight exemplary leaders who exemplify these attributes and habits. In developing our students to possess these attributes and habits, we know we are preparing them for a fruitful life beyond City Springs, which is the true measure of our success.

City Springs is a nurturing and restorative school with high academic standards and expectations for behavior. We believe that our school should be a place where children feel accepted and respected, experience academic success, develop their character, and feel the joy of learning. Our committed and talented teachers and staff work hard every day with an intentional focus on preparing students for future success in high school, college or career.

We are pleased to be a community school and I welcome and encourage all parents to play a key role in the education of your child. Please become a member of the PTO and have a voice in the decision making for our school. I look forward to working together to educate and nurture our children.

City Springs is very fortunate to be a neighborhood school that is also a charter school, and even more so to have the Baltimore Curriculum Project (BCP) as our charter operator. As a partner in the leadership of the school, BCP supports me in providing outstanding professional development for teachers, responsible financial management, and provides additional resources that we would not have without BCP.

I am positive that the growth in academics and character that your child will experience while here at City Springs Elementary/Middle School will be carried with them for the rest of their life. I have high hopes to realize a vision for City Springs that is shared by parents, teachers, students, and community members.

Welcome to City Springs, a very special, extraordinary school!

Respectfully yours,

Dr. Rhonda L. Richetta, Principal

Assistant Principals' Letters



Dear City Springs Family,

Welcome back to another year of learning! I am delighted to work together to be the best we can be during the 2025-2026 school year. City Springs is a special place and I'm excited for what we will accomplish together this year.

Our students continue to make great progress here at City Springs and our team pledges to continue to “synergize” and grow together in the coming year. We will continue in our journey as a *Leader in Me* School, practicing the *eight habits*: being proactive; beginning with the end in mind; putting first things first; thinking win-win; seeking first to understand then to be understood; synergizing (working together to achieve more); sharpening the saw (taking care of ourselves); and the eighth habit—finding our voice. I challenge the whole community—students, families, teachers, and staff—to live by these habits every day so that we can achieve even greater levels of excellence at City Springs, and to strive for the eighth habit of *finding our voice* by becoming advocates for ourselves and our community. We all have a leader in us and we have an opportunity to grow and use our strengths to make our community better for all of us if we choose. This year I am particularly looking for ways that each of us can step up and act as leaders in a new way. I know the members of our community—students, staff, and families—are immensely talented and hardworking. I believe we can change Baltimore and the world for the better, starting right here at City Springs as we learn and grow together.

We all know the challenges that we face as a community, but if we are proactive and think win-win, I believe there is nothing we can't handle. Our school will continue to be restorative and find solutions to these challenges, so if there are any concerns, I ask you please to reach out so that I may be of assistance. At City Springs, we believe in caring for the whole child, and provide “An Education for Life”. It is my pleasure but also my most important responsibility to serve our students and their families.

There is so much to look forward to this year – learning, special events, trips, sports events, performances – I invite the whole community to be a part of all the exciting things happening here at City Springs. Join us and “Feel the Joy of Learning!”

Educationally yours,

Rob Summers, Assistant Principal



Dear City Springs Families,

Welcome! As we open the doors for the 2025–2026 school year, we are thrilled to embark on another year of joy, learning, and growth at City Springs Elementary/Middle School.

We will continue to have a supportive, nurturing environment where we strive to have every student meet or exceed academic standards and feel the joy of learning. Our goal is to ensure each student is known, supported, and inspired—academically, socially, and emotionally.

Parents and guardians, your involvement makes all the difference. Whether volunteering, attending school events, or engaging with our Parent-Teacher Organization (PTO), your active participation ensures our partnership thrives.

Another goal this year is student attendance. Consistent school attendance is one of the most important factors in your child's academic success. When students attend school regularly, they are more likely to:

- **Keep up with daily lessons and activities** – Each day of school builds on the previous one. Missing even a few days can make it harder to catch up.
- **Build strong academic habits** – Regular attendance helps students develop responsibility, time management, and a strong work ethic.
- **Stay connected** – Being in school helps your child feel part of their school community and build friendships that support emotional well-being.
- **Perform better in school** – Studies show that students who attend school regularly earn higher grades and are more likely to graduate.

We understand that absences can't always be avoided due to illness or emergencies, but every day your child is in school is a day they're learning, growing, and preparing for the future.

Here's to an AWESOME new school year as we work together to make our school a great place to work, have fun and learn every single day!

Working Together,

Jenae' Toulson, Assistant Principal

Charter School Operator's Letter



2707 E. Fayette Street
Baltimore, MD 21224
baltimorecp.org
410-675-7000
Fax: 410-675-7030
bcpinfo@baltimorecp.org

29 July 2025

Greetings City Springs Community,

I am excited to welcome you all to a new school year! I am Harold S. Henry, Jr. and I serve as the Chief of Schools for Baltimore Curriculum Project, the charter operator for City Springs Elem./Mid. School. In this role, I will be exploring ways to ensure that City Springs has the support and guidance you need to deliver high quality instruction, resources, and support to all students, staff, and families.

First, let me send a huge congratulations to you all for being awarded a 5-year renewal this past year! We are grateful that City Schools leadership and Board of Commissioners recognize the hard work that you all have done. We also appreciate the acknowledgement of how City Springs has handled the unique challenges you have faced in recent years while the neighborhood has been undergoing its transformation. This is the first year of the new contract term and everyone at BCP is committed to making it one of your best.

As we continue to navigate through the community transformation, we look forward to welcoming new and returning families. We are also committed to providing as much advocacy and support as we can to ensure those that are in power deliver on the promises made to the community - **especially your new school building!!** The future is promising, and I am happy to be on this journey to success with you.

Sincerely,

Harold S. Henry, Jr.
Chief of Schools

BALTIMORE CURRICULUM PROJECT NEIGHBORHOOD CHARTER SCHOOLS





City Springs School Pledge

We promise to find out how good we can be in everything we attempt.

We will not allow anyone or anything to be an obstacle in our development.

We will come to school on time, every day, alert and willing to work effectively.

We will be respectful, disciplined, resilient, focused, cooperative, show empathy, have integrity, and pride.

We will keep our strong sides activated, and this will allow us to use the feedback to become better, stronger and smarter because improving is our goal.

And remember, boys and girls, staff members and parents, we must synergize... because **nothing, nothing, nothing** will stop us from finding out how good we can be!

Accept this challenge today, tomorrow and every single day!



City Springs' Philosophy

We believe that all students have talents and can learn through a variety of instructional experiences. We believe that Direct Instruction is the best way for our children to learn to read. This instructional program provides strategies in order for our students to master skills. Once a solid foundation is in place, instruction connects concepts and builds skills to ensure mastery.

We also believe that all students are unique which should be addressed through in-school and extracurricular programs that develop life skills and leadership qualities and foster self-esteem, self-motivation, and success. We believe in creating an environment that is equitable and inclusive.

We further believe that the home and community should contribute to the total development of our students. We need YOU to share in our vision to help us develop an education for life for our students.

We realize that we can achieve our goals by addressing the needs of our students. Their needs fall into these categories: consistent school attendance, academic achievement, social and emotional learning, leadership development, and career or college readiness. Each student needs to work in a classroom that exemplifies the best in learning and in positive human relations, a place where each will find success, feel included, and meet high expectations in the areas of academic

performance and citizenship, a place where students will feel the joy of learning.



City Springs' Vision

To be an exemplary, model school where all students are meeting or exceeding academic standards in reading and math, students feel the joy of learning, parents are involved, and the entire community nurtures a solid partnership. With this vision, we promise an education for ***Education for Life.***

City Springs' Mission

Improve Student Outcomes
Raise Educational Standards
Increase Access to Opportunities

It's not a color. It's an attitude!

Procedures for Entrance and Dismissal

We will continue using the entrance on Caroline Street. It is unsafe for our children to enter the building in the morning from the parking lot while vehicles are also moving through this area. Therefore, we use the entrance on Caroline Street. Please direct your children to walk to school using the sidewalks, NOT the parking lot.

If you are dropping off children in the morning between 8:15-8:45 either on foot or in vehicles, please DO NOT come through the parking lot. All drop-offs must happen on Caroline Street. Upon entering the building, students will go directly to the cafeteria to pick up their breakfast, place any personal electronic devices (cell phones, tablets, watches) in a slot in our secure carts, then will head directly to their classrooms to eat breakfast in the classroom.

Dismissal will be on Caroline Street. Parents are asked to wait on the sidewalk near the spot designated for each class. Please do not pull students from their class as they exit the doors. Please get students from the spot designated for their class and be sure to let the teacher know you are taking your child. Please

keep the doorways clear and allow teachers to walk children to their designated spot. We need your help ensuring a safe and orderly pick-up procedure!

We appreciate your cooperation to ensure the safety of all our children.

Student Attendance Policy



Students have the responsibility for attending school on time every day and for attending every class. Our older students also have the responsibility for requesting make-up work for work missed while absent, within three days of their return to school. For younger students, parents should make the request. Parents have the responsibility for making sure that their children attend school every day. They are also responsible for maintaining regular contact with the school regarding absences and for sending a communication to the school that gives the reason(s) for absence or lateness, so we can determine if the absence is a legally Excused Absence or an Unexcused Absence. If no parent note via paper, text, email, or ClassDojo message is received, the absence will be marked Unexcused. Even excused absences should be minimized.

The school has the responsibility for providing an appropriate education for each child; for notifying parents about unsatisfactory attendance; and for working with parents and students to remove barriers and maintain the highest possible level of attendance. Schools also have the responsibility for enforcing the Compulsory Attendance Law, which includes referrals to Truancy Court.

Maryland Law

Maryland law (Section 7-301 of the Education Article) requires regular school attendance of children between five and sixteen years of age. Any person who has legal custody or care and control of a child, five years old and under sixteen, who fails to see that the child attends school or receives instruction under this section is guilty of a misdemeanor.

System Wide Definitions

The following official definitions are used by all public schools in Baltimore City.

Lawful Absence

Absence from school will be considered lawful under the following conditions:

- Death in the immediate family
- Illness of the student (Note: The principal will require a physician's certificate from the parent or guardian of a student reported continually absent for illness.)
- Court summons
- Observance of a religious holiday
- State emergency
- Hazardous weather conditions
- Approved work or other activity sponsored by the school
- Suspension
- Lack of authorized transportation
- Other emergency or set of circumstances as determined by the Chief Executive Officer or their designee

Lawful or legitimate absence requires a written explanation from the parent, guardian, or custodian of the child. Extended or repeated absences should be accompanied by medical documentations. Please notify our office about any chronic health conditions, especially if they may impact attendance. Additionally, in certain circumstances, notification to the school may come from an official agency.

In cases where students have been lawfully absent, the school will provide make-up work. Where make-up work has been successfully completed, the student's grades will reflect the completion of such work.

Unlawful Absence

Reasons for absence not denoted under "lawful absence" will be coded as unlawful or unexcused.

Lateness

- It is important for students to be on time for school every day and stay through the end of the school day.
- Students coming late to school are required to obtain a late pass before being admitted to any classroom. Schools are required to admit students to school regardless of the time. (Students may be marked absent for 1/2 day as appropriate.) If a late pass is not obtained and shown to the homeroom teacher, students will be marked absent on the official roll

for that day. Students are required to bring a note from the parent or guardian explaining the reason for the lateness.

Court Action

Court action is always a last resort. We want to work with parents to help remove any barriers in getting children to school, but if a student continues to be unlawfully absent, the case may be referred to the Office of Attendance and Suspension Services for possible court action.

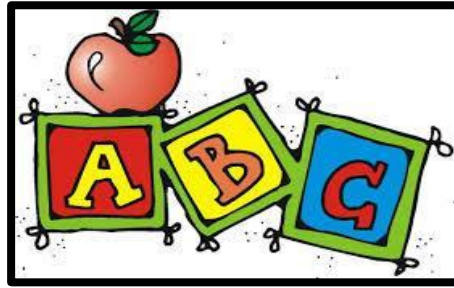


Parent Participation in School

We encourage parents to volunteer in the school. If you would like to volunteer, please see our community schools coordinator so they can help you schedule your background check which must be done at Baltimore City Schools Headquarters at 200 E. North Avenue. All parent volunteers must complete a background check and that includes chaperoning on field trips. This process can take up to three weeks, so be certain to connect with our community schools coordinator as soon as possible if you are interested.

Our students need their teacher's 100% attention and our teachers need their students' 100% attention 100% of the time. Therefore, teachers cannot talk with parents during instructional time. A parent's presence in the classroom should be for observation only, which must be coordinated with an administrator. We encourage parents to volunteer in the classroom, but parents must complete the BCPS background check prior to volunteering. Please see our Community School Coordinator for more information. If you need to speak with your child's teacher, please set up an appointment for either before school, after school, or during the teacher's planning time. You may do this either through the main office, or through communicating directly with the teacher through ClassDojo to set up a meeting time. If you would like to observe a class, please contact an administrator to schedule a time.

Our team of teachers is an outstanding group of educators. We are proud to provide such highly trained, highly effective teachers for your children, and our teachers are honored to serve as your child's teacher.



Breakfast Program

Since breakfast is one of the most important meals of the day, we encourage all our students to participate in City Spring's FREE breakfast program, which will begin at 8:15 AM and end at 8:45 AM daily. All students will eat breakfast in their classrooms. Please note, we cannot serve breakfast after 8:45 AM because our cafeteria staff must get busy preparing lunch.



12:45 PM Early Release Day - Every Friday

To provide critical professional learning time for teachers, students will be dismissed at 12:45 PM on every Friday. We do have a partner after-school program on Friday's for parents who are unable to pick up their children at 12:45 every Friday. Seats are limited, so please sign up as soon as we release that information. For more information, see our after-school program director.



Early Dismissal

If you need to take your child out of school early, please go to the main office to inform the school staff that your child is leaving early and fill out an early dismissal form. You may not pick up your child from the classroom; they will be called to the office upon the arrival of an adult. You may also send a letter informing the school about the early dismissal plans; however, you still must come to the office to pick up your child. We cannot have children sit in the office to

wait for you to come. We will send for them when you arrive. Early Dismissal On A Regular Basis Is Not Allowed. By Law Your Child Must Be In School For The Entire Day Daily. Please try to schedule all appointments so children do not miss school. PLEASE NOTE, WE CAN NOT DO ANY EARLY DISMISSALS BETWEEN 3:15 PM-3:25 PM. IF YOU DO NOT GET HERE BEFORE 3:15 PM, PLEASE WAIT AT THE NORMAL PICK-UP LOCATION FOR YOUR CHILD'S TEACHER TO DISMISS YOUR CHILD. THIS IS FOR ALL OUR STUDENTS' SAFETY.

For our students' safety, we can not allow students to leave the building without adult supervision (this includes middle school students). It is important for anyone other than the parent picking up a child for early dismissal to be listed in the child's emergency contact. Adults picking up children early must sign them out in the main office and have one form of identification available.



Emergency Closing of School / Delayed Opening

There may be times throughout the school year when extreme conditions may force schools to close. In the event of severe conditions schools may be closed, close early or open late. Normally, announcements will be made via radio, television, automated phone calls to the phone number we have for you in our system, social media, City Schools' website, and/or ClassDojo. The best way to receive communications from us is through ClassDojo, so please join our ClassDojo. ***Rather than calling the school please use these forms of communication. When you call it makes it more difficult for the office staff to carry out their role of ensuring a safe early dismissal. It will be so helpful if you utilize our other forms of communication rather than calling the school.***

It is important that the school office and your child's teacher have school emergency numbers to contact you in case you do not hear or see the messages. Please keep your child's emergency information current!



Delayed Opening

If there is **severe weather** and schools are to open late, students should report at these times:

Elementary and Middle School Students:

One hour late will be **9:45 AM** (no breakfast will be served)

Two hours late will be **10:45 AM** (no breakfast will be served)

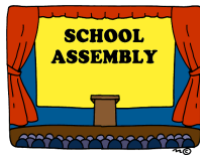


Procedures for the Safety of Our Children

Once the children are safely inside the building, the Caroline Street doors will no longer be used. Starting at 8:45 am and throughout the entire day the entrance and exit to the building for parents, guardians and visitors is the triple doors in the back parking lot. A doorbell is located to the left of the doors. Once indoors, go directly up the stairs to the main office, where you will be checked in and receive necessary instructions. Visitors will be required to present a State ID. **DO NOT proceed directly to the classroom or other destination when you enter the building.** It is mandated by law and district policy that all visitors to a public school building must first report to the main office. This requirement is to ensure the safety of all students in our school building.

Baltimore City Public Schools Policy Section 301.08 ensures that all students and staff are safe: The superintendent, area assistant superintendents and principals shall have complete authority to exclude from the school premises any persons who he/she has reason to believe are disrupting the educational programs in the classroom or in the school, are disrupting the teachers or children on the premises, or who the principal believes are on the premises for the purpose of committing an illegal act.

Under this policy, the principal can ban from the building any adult who jeopardizes the safety of students and staff, refuses to abide by our procedures, or who attempts to disrupt the educational program. We never want to ban a parent from our school premises, but we do want all parents to feel secure about the safety of their children when they are in our care, so we will uphold this policy for the safety of all your children.



The Friday Morning Assembly

We invite all parents to attend our Friday morning assembly from 8:48 AM to approximately 9:10 AM for grades Pre-K through 8th grade. This is a time for staff, and students to share the good news happening around the building, to celebrate achievements, and to motivate students to always give their very best. It is also a time to share any important information from the principal to the staff, students, and parents.

During the morning assembly, teachers are monitoring their class and being an example for our children. We ask our children to be polite and to not talk while someone else is talking on stage. We are asking the staff and parents to help set a positive example by not talking while another person is speaking on stage. Please do not enter into a conversation with teachers during the morning assembly. If you must talk with a teacher, please step into the foyer to have the conversation. We ask all parents to sit in the area designated for parents in the back of the cafeteria and to keep the doorways clear so that we are adhering to our fire code regulations. On the first Friday of every month, we will have a parent drawing for all parents in attendance.



Guidelines for Success

Once children are ready to enter school, parents and guardians often have questions about how to assist them in their educational success. The following suggestions may be useful for families who want some specific ideas.

Guidelines for Parents and Guardians

The involvement of parents, guardians and other family members is very important for children to be successful in school, even as early as pre-kindergarten and through 8th grade. If you start setting high and positive expectations for your child at an early age they will continue to follow your example throughout their lives. Children seek good role models in their lives.

We want to partner with you in providing children with....

- | | |
|-----------------------------------|-----------------------------|
| ✓ Healthy Food & Snacks | ✓ Supportive Communications |
| ✓ Positive Models of Behavior | ✓ Encouragement |
| ✓ Appropriate Clothing for School | ✓ Understanding |
| ✓ High Expectations | ✓ Stability |
| ✓ Praise | ✓ Emotional Support |
| ✓ Love | |

Parents and guardians can support their child by ...

- ✓ Participating in the Parent Teacher Organization (PTO).
- ✓ Completing surveys to give input that impacts our decision making.
- ✓ Sharing the good things that happen in our school with others.
- ✓ Ensuring your child has good attendance and arrives at school on time.
- ✓ Ensuring your child does their homework every night.
- ✓ Ensuring your child goes to bed at a reasonable time. We recommend 8 pm for elementary students and 10 pm for middle school students.
- ✓ Ensuring your child does not spend too much time on electronic devices.
- ✓ Teaching your child to find peaceful, non-violent ways to resolve problems.
- ✓ Checking your child's point sheet or ClassDojo points daily.
- ✓ Communicating regularly with teachers and administrators. ClassDojo is a GREAT way to communicate with us.
- ✓ ***Please join ClassDojo!*** (See QR Code on the next page!)

- ✓ *Supporting us in the implementation of all school and district policies.*
- ✓ *Visiting our website frequently and reading our monthly newsletter for important information*

www.citysprings.school

All City Springs students have a voice; however, there are certain rules that must exist in school to make sure that the rights of every individual are observed. If students live the 8 Attributes of the City Springs Purple Attitude, the 8 Leader In Me Habits, and follow the models of our 9 Exemplary Leaders, they are sure to be successful at City Springs and in life!



Join ClassDojo!

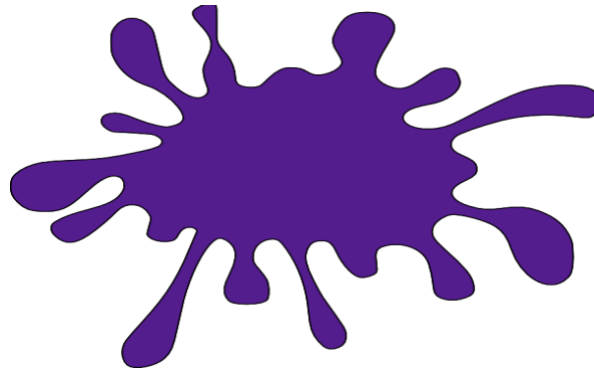


*** Scan the QR code to join City Springs on ClassDojo***

City Springs will be using ClassDojo to communicate with families this school year. It is essential that every family be connected to this app.

Once joined, be on the lookout in the app for next steps from your scholar's teacher.





**It's not a color.
It's an attitude!**

The 8 Attributes of a CS Purple Attitude

- | | |
|----------------|----------------|
| 1. Respectful | 5. Cooperative |
| 2. Disciplined | 6. Empathy |
| 3. Resilient | 7. Integrity |
| 4. Focused | 8. Pride |

The 8 Leader In Me Habits

1. Habit 1: Be proactive
2. Habit 2: Begin with the end in mind
3. Habit 3: Put First Things First
4. Habit 4: Think Win-Win
5. Habit 5: Seek First to Understand, Then To Be Understood
6. Habit 6: Synergize
7. Habit 7: Sharpen the Saw
8. Habit 8: Find Your Voice and Inspire Others To Find Theirs

The 9 Exemplary Leaders

1. Frederick Douglass
2. Cesar Chavez
3. W.E.B. DuBois
4. Muhammad Ali
5. Sojourner Truth
6. Thurgood Marshall
7. Mary McCloud Bethune
8. Ilhan Omar
9. James Baldwin

In June we celebrate JUNETEENTH!!

CHAMPS

CHAMPS is an acronym that teachers use to communicate behavioral and academic expectations with students in the school building throughout the day.

CHAMPS Expectations:



During each activity in a school day students will be expected to meet the CHAMPS Expectations established for the given activity. An explanation of CHAMPS is below.

C = CONVERSATION

Used academic talk in conversation, allowed teacher to teach and all students to learn, spoke respectfully to staff and peers, spoke at an appropriate voice level, used correct grammar in conversations and responded to the "My Turn" signal.

H = HELP

Asked for help in an on-task way and helped promote an academic culture of learning.



A = ACTIVITY

Engaged actively, completed work to the classroom expectation and finished work on time.

M = MOVEMENT

Followed movement, position and transition expectations to maximize instructional time. (All transitions included in class time fall under this category such as fire drills and bathroom breaks.)



P = PARTICIPATION

Participated cooperatively and actively within group and participation maximized instructional time.

S = SUCCESS

How does my child become a “CHAMP” for the week?

Your child is a “CHAMP” for the day if they score a 90% or higher on The Daily Point Sheet or DoJo Points. Eligibility for extracurricular activities will be determined by a student’s CHAMP status. In order for a student to be a “CHAMP” for the week, a student must be a “CHAMP” for at least 4 out of 5 days, Monday thru Friday (elementary) or have a 90% or above for the week (middle). In order for students to participate in sports or attend field trips, he or she must be a CHAMP for that week. Students cannot receive points when they are not in school, so attendance can impact a student’s ability to be a “CHAMP” for the week. Field trips are often used as a reward for good attendance and students who have been absent will not be able to participate in the attendance reward/field trip. Athletes will be required to get a special point sheet completed daily for their coach.

Guidelines for Success: Dress Code

In order to strengthen school spirit and establish unity, all students at City Springs are required to wear uniforms. School is a place of business. The adoption of the uniform policy is a way to deter disruptions or distractions to the learning process and display pride in our school. We want our students to come to school ready to work and with the proper attitude, as if they are part of the business world. Please be supportive of our uniform policy.

Special Dress Code Requirements for City Springs

Grade	Uniform
Pre-K through 7	<ul style="list-style-type: none">♦ Tan Khaki-colored or black pants, denim pants, slacks, skirts, jumpers, or shorts♦ Purple polo shirt with the City Springs’ logo
8	<ul style="list-style-type: none">♦ Tan Khaki-colored or black pants, denim pants, slacks, skirts, jumpers, or shorts♦ Purple or gray polo shirt with the City Springs’ logo

Special Requirements were developed by the City Springs Staff, in accordance with the Baltimore City Public School dress policy. These requirements apply to uniforms worn in all the grades.

If children are cold when in school, they could wear a long-sleeve shirt UNDER their uniform shirt or wear a uniform sweater or sweatshirt. Students may not cover their logo shirts with a sweater, jacket or hoody. Uniform shirts must be seen.

Students who are not in uniform on the day of a trip or extra-curricular activity may not be able to participate in that trip or activity.

We need you, parents, to be on the same page with us regarding our strict adherence to our dress code. There is simply no acceptable excuse for being in school out of uniform. We are not just teaching our children about proper dress; we are teaching them also about responsibility, self-discipline, and appropriate interaction in a professional environment.

**Remember, together we
are planting seeds that
will grow forever!!!**

Baltimore City Schools Dress Code Policy

BALTIMORE CITY
PUBLIC SCHOOLS

















CITY SCHOOLS' STUDENTS DRESS FOR SUCCESS

Important Reminder:

Every school should be enforcing dress code in a way that makes students feel safe, supported, and respected. That means:

- 1 Non-discrimination:**
Dress code must be enforced equally regardless of a student's identity. That means that students should never be told that they are violating dress code because of their body type, gender identity, gender expression, race, religion, or any stereotypes about these personal characteristics. Schools may not require students to wear or not wear specific attire based on gender.
- 2 Non-exclusionary enforcement:**
Students cannot be suspended, "sent home," or excluded from school for a dress code violation. City Schools supports schools using other consequences aligned to the Code of Conduct to enforce dress code.
- 3 Body-positive language:**
School staff should use student-positive, body-positive language and should not touch students when correcting dress code. School police should not be enforcing the dress code.

Students must follow the City Schools Dress Code, including some new rules effective SY 24-25. See below for visual guidance.

NOT PERMITTED			PERMITTED		
					
HOODIES (Hood Up)	HAIR CAPS (Bonnets)	NONRELIGIOUS HEAD COVERINGS (Durags)	HOODIES (Hood Down)	ATHLETIC HEADBANDS	RELIGIOUS HEAD COVERINGS
					
HATS	NON MEDICAL MASKS	HAIR ROLLERS	MEDICAL MASKS	PROFESSIONAL HEADWRAPS	
					
OPEN TOE/NO BACK Slippers, thongs, "heels," flip-flops, and other similar footwear are not allowed.			CLOSED TOE WITH BACK/STRAP AROUND FEET* *Schools may still require K-5 students to wear fully enclosed shoes		

Baltimore City Public Schools does not discriminate based on race, ethnicity, color, ancestry, national origin, religion, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy/parenting status, disability, veteran status, genetic information, age, or other legally or constitutionally protected attributes or affiliations, as outlined in Board Policies JBA, JBB, JICK, ACA, ACB, and ACD. Full nondiscrimination notice: www.baltimorecityschools.org/notice-nondiscrimination

CITY SCHOOLS' DRESS CODE REQUIREMENTS

Students are expected to dress in a way that is conducive to learning and promotes a safe and supportive academic environment. The following requirements apply to all students at all schools across City Schools.

General Requirements

- The style of clothes that students wear may not endanger them or other students or disrupt the daily school routine.
- Students may be required to wear certain types of clothing, usually for safety reasons, while participating in classes such as physical education, shop, chemistry, etc., or in curricular and extracurricular classes or activities such as band, choir, dance, drama, theater, or sports.
- Students may not wear clothing or apparel with text, images, or language that is obscene, libelous, slanderous, profane, vulgar, lewd, indecent, or has the intent to bully, harass, threaten, or intimidate, or otherwise cause material or substantial disruption to the operation of the school. Some examples of prohibited attire are clothing or apparel that displays profanity, sexually suggestive statements, or sexual acts, and hate speech, as well as text or images of weapons or that promote illegal drugs, alcohol, sex, gangs, or violence.

Specific Requirements

These requirements apply to all students during the school day and during school-sponsored activities:

- No pajama-type attire, undershirts or other bedtime attire is allowed, unless approved by the principal for a specific event, such as "pajama day."
- Shoes must have a closed toe and a back or strap. For additional safety for younger students, schools may require K-5 students to wear fully enclosed shoes. **[Updated 2024]**
- No hats, bonnets, durags, hair rollers, or curlers are allowed. Professional head wraps/scarves and athletic headbands are permitted. Hats or head coverings are permitted for religious or approved medical accommodations. **[Updated 2024]**
- Students may wear hoodies to school, but hoods must be off upon entering the building, throughout the school day, and while attending school related functions. **[Updated 2024]**
- Face coverings are not permitted unless for religious or approved medical purposes. For example, ski masks are not allowed, but surgical masks are allowed to prevent spread of illness. **[Updated 2024]**
- Shorts and skirts may not be shorter than fingertip length (the bottom hem of the shorts/skirt should not fall above the student's fingertips when their arms are relaxed at their sides). Halter tops, tank tops, spaghetti straps, muscle shirts, or see-through clothing are not allowed.
- Pants should be worn appropriately at the waist, without undergarments showing.
- No elastic fabric sportswear is allowed, but clothing with elastic waistbands is permitted. **[Updated 2024]**
- No clothing designed or altered to expose undergarments or parts of the body except arms or legs is allowed.
- No undergarments worn as outerwear are allowed. Clothing should be worn so that undergarments, including boxer shorts, thongs, or bras, are not exposed.
- Schools may set approved colors and styles for uniform items and sweatshirts/sweaters/hoodies. However, schools cannot require embroidery or school branding on uniforms unless the school provides free or low-cost uniform items. **[Updated 2024]**
- Jewelry is permitted, but City Schools is not responsible for lost/stolen items or injury resulting from students' jewelry. For additional safety for younger students, schools may set limits on the type and size of jewelry K-5 students are permitted to wear. Watches are permitted, but if they can be used as phones, texting devices, or to access the Internet, they must comply with the rules in Board Policy JICJ (Student Use of Portable Electronic Communications Devices). **[Updated 2024]**

School-Level Requirements: City Springs Elementary/Middle School

Schools may create additional uniform guidance if it does not contradict the City Schools dress code. **All City Springs students are expected to wear a City Springs logo shirt or a City Springs crewneck or hoodie every day. They may wear khaki or black pants or skirts or jeans (without holes) with their City Springs logo top. Our school logo shirts are purple for all grades, and 8th graders have a choice to wear either purple logo or grey logo shirts.**

Families can get free or low-cost uniforms by:

Please speak to an administrator or our community school coordinator if you need assistance with the cost of uniform clothing.

These requirements should provide the necessary guidelines for students to make the right decisions when they prepare for school in the morning. It is impossible to identify all the ways that a student could dress inappropriately. There may come a time when the teacher and administrator have to determine whether a student's attire is appropriate or not.

Parents should be diligent about teaching students responsibility for having their uniform clean and ready to wear the night before school. This is especially true over the weekend. If a student spends the weekend away from home, they should be taught to have their uniform with them so they are prepared for school on Monday. Spending the weekend away from home is **not** an acceptable excuse for coming to school out of uniform.

According to our policy, students who are not in the proper uniform will be given a City Springs shirt to wear or the proper bottoms to wear. If you have an extenuating circumstance, please call to speak with an administrator. We will do everything we can to support you in being able to ensure that your child comes to school dressed appropriately in uniform daily



NEW! Baltimore City Schools No Electronic Device Policy

New for the 2025-26 school year: City Schools has updated its policy on the use of 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 in the main office during the school day. Cell phones, iPads, wireless headphones, earpods, and smartwatches will be collected upon arrival and will be returned to students upon dismissal. These and other changes will take effect on the first day of school:

Instructional uses - Students should use City Schools-issued devices for instructional purposes. Teachers must receive principal approval each time they want students to use their personal devices for instructional purposes.

Emergencies - In the event of a school-wide emergency, students can access their devices when a school administrator or Central Office staff member permits them. Additionally, in the event of a personal emergency, students are able to use a school phone to contact a parent or guardian.

Communication during the school day - Students who have a legitimate caregiving or other personal need will be given reasonable access to their devices and/or a school phone. Parents or guardians who need to contact their student should call their student's school.

Under the updated policy, schools will have a plan in place for responding to parent or guardian phone calls and relaying important messages to students. Our office staff will ensure that students receive messages from parents or if a parent requests to speak with a child, we will send for them to come to the office to talk with their parent.

Special considerations - Students with documented medical conditions, IEPs, 504 Plans, or Multilingual Learner Plans requiring device access will be accommodated.



Student Supplies and Materials

Teachers at each grade level will provide a school supply list for students. We want all students to have enough of the required materials for the entire year. We appreciate parents providing students with the required school supplies, but we will always provide students with any supplies or materials they do not have.



Homework Policy

- Homework is an essential part of a student's education because it supports them to become independent learners.
- All teachers are expected to assign homework to students daily.
- Homework is to be completed in its entirety and submitted to the teacher by the due date.

- No late homework will be accepted, unless:
 - The student was absent. In this case, the student will have three days to make up missed homework, or it will be counted as a zero.
 - The teacher has made special arrangements with the student.



Make-Up Work Policy

- Class assignments are to be completed in their entirety and submitted to the teacher by the due date.
- If you are absent from school, no matter the reason, it is YOUR responsibility to make up the schoolwork that you missed. You must complete the following steps to complete all missed work WITHIN THREE DAYS.

STEP 1: The day you return after missing school, you must see all of your teachers to collect all the work you missed.

STEP 2: You have THREE DAYS when you return from being absent to turn in all make-up work. For example, if you *return* to school on a Thursday, all missed work must be turned in by the following Monday.

STEP 3: Once you have COMPLETED the steps above, you will earn full credit for each class you missed, provided you have completed ALL of the assignments you missed for that class.



Understand that NO make-up work will be accepted after three days unless special arrangements have been made with the teacher, and the zeros that you earn as a result of missed

assignments that were not made up in time will have a very negative effect on your grade.



Progress Reports and Report Cards

SY 25-26 Grade Reporting Window

Term	Term Begins	Term Ends	Number of Days
Quarter 1 Progress Reports	August 18th	September 17th	22
Quarter 1 Report Cards	September 18 th	October 22 nd	23
Quarter 2 Progress Reports	October 23 rd	November 21 th	22
Quarter 2 Report Cards	November 24 th	January 13 th	23
Quarter 3 Progress Reports	January 14 th	February 11 th	22
Quarter 3 Report Cards	February 12 th	March 27 th	23
Quarter 4 Progress Reports	March 28 th	May 6 th	22

Quarter 4 Report Cards	May 7 th	June 11 th	23
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Parent/Teacher Conferences are held quarterly. Parents and guardians. please attend the Parent/Teacher Conferences. This is an opportunity for parents and teachers to discuss the child's progress, address any concerns, and share information about the child's projected success this school year. These conferences are now being held half-way through the marking period rather than at the end of the marking period, so parents can be informed of possible danger of failing a class, and so parents and teachers can work together to ensure that students succeed. Parents are expected to attend all conference dates. Written Progress Reports are given for ALL students, grades Kindergarten - 8th. Written Report Cards are given for ALL students, grades Pre-K - 8th.



Retention Policy

During the school year, parents and guardians will receive on-going and consistent written communication from the school concerning the academic performance of their child. Parents are encouraged to meet with school staff to discuss this information so that your children can make the necessary progress. If a child has not made sufficient progress, the principal or teacher will notify the parent or guardian that their child is being considered for retention in his/her current grade and may not be promoted to the next grade. It is important for parents/guardians to attend ALL progress conferences in order for them to find out ways to help their child be successful *before the end* of the school year. Although teachers do recognize good progress and work habits in the classroom, on tests, and on class assignments, students who are not functioning **on grade level**, may be in danger of retention if adequate progress is not made in order for them to be successful in the next grade. Please know that our goal is always to have children who are functioning below their grade level moved to on grade level as quickly as possible.

The final decision regarding retention is made by the principal. There is an appeal process for parents if they do not agree with the principal's decision.



Celebrations



The children LOVE to show-off for their parents! The teachers love it, too. It is **YOUR** support that motivates our students to come to school and do their very best! We will be inviting you to come celebrate your child's achievements or talents. Please come!



Go to our website at citysprings.school to check out our calendar of events.



Student Events



**Dance/ Musical
Performances**

**In-School
Assemblies**

**After-School
Program
Performances**

Basketball

Football

Soccer

Volleyball

Martial Arts

Math Rumble

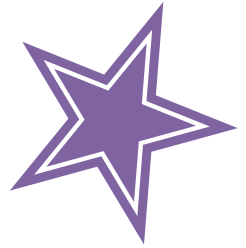
**Instrumental
Music**

Choir

**Celebrations of
Learning**

Flag Football

Golf



Trips



We always incorporate learning into all our field trips. Our goal is to provide all field trips at no cost to students. Students are always notified of upcoming trips and what the expectations are for a trip. Parents will also be notified and required to give written permission for a child to attend a field trip. *Please Note: Due to the school paying the cost for the trips and buses, it may not be possible for parents to chaperone on some of the trips.* All chaperones must have completed a City Schools background check. Please see our Community School Coordinator if you want to get a City Schools background check.

City Springs Elementary/Middle School



Rhonda L. Richetta, Principal
Tavon McGee, Athletic Director



SCHOLAR-ATHLETE SCHOOL VISION

CITY SPRINGS wants to improve student achievement, school attendance, and student health and wellness through athletics.

Our intentions are to decrease the obesity rate and other health conditions prevalent in our population that are caused by unhealthy attitudes towards physical activity and unhealthy eating, and tie this to their existing interests in sports, as well as introducing them to new sports programs, of which they currently have no exposure.

Through the coach/athlete relationship we will develop a powerful mentoring relationship that will change attitudes about school attendance, academic success, and an overall concern for taking excellent care of one's self.

Many of our students are highly motivated to participate in athletics. We will use this desire to ensure that student achievement improves and that students set academic achievement goals and personal standards that exceed their present goals and standards.

For our students who are not athletic, we will encourage them to become a part of some other enrichment activity. We will also use their motivation and mentoring relationships to promote positive attitudes about school attendance, academic success, and healthy eating and exercise.

City Springs believes that this vision of a scholar-athlete school will not only improve the current personal health of our students and improve the culture and academic achievement of our school, but will also have an amazing effect on the lives of our students. Their futures will be different because of our efforts. They will grow up having leadership qualities, skills, and competencies that will serve as "tickets" to college or career. They will become healthy adults who will serve as leaders in their community.

To this vision, and to our students, we are committed.

City Springs Eagles Athletic Policy

City Springs Elementary Middle School is proud to offer a quality and diverse athletic program for our students. The athletic program supplements and supports the academic program. Thus, academics are the priority and students participating in athletics are required to maintain a high academic standing, demonstrate leadership qualities, and show a high standard of behavior.

In the elementary grades, determination about academic standing will be based on reports by the instructional team, that is, the athlete's daily point sheet. If an athlete has not earned "CHAMP" status for the week, they must sit out of practice and games for the week.

Any display of severe disrespect by an athlete, will result in a referral to the principal. The principal may determine that suspension from practice, a game, or the team may be warranted. The City Springs' coaches will require athletes to give their teachers a special point sheet to report the progress of student athletes daily to coaches.

Student athletes are required to be in school on time the day before and the day of any athletic event or practice, or they will not be allowed to participate in that event or practice. Student athletes must also maintain a 90% attendance rate for the school year. Attendance includes being ON TIME. On any day a student is absent, they may not participate in after-school practice that day. Student athletes also may not be failing one or more of their classes.

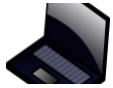
In addition to supporting the academic program, the athletic program bolsters school spirit for the entire student body. We hope it will also ignite school spirit in you, our parents, as well as our entire school community. We appreciate the part that you play as a parent in supporting our athletic programs as a supplement to our academic program.

Thank you for supporting our athletic programs!

Resource Classes



Library- The library is a special place to read and learn. Students will interact with books both through read-alouds and by exploring books themselves. It is our hope that each student will develop a life-long love of reading. Students will also learn the important skill of keyboarding in the library.



Computer Science- Students will learn the basic components of computer science, such as programming and website design. They also will improve upon their keyboarding skills.



Music (Vocal and Instrumental)- In addition to singing, students receive music instruction in a variety of instruments.



Physical Education- Designed to give students the opportunity to learn the qualities of movement, fitness concepts, participate in a variety of fitness development exercises, work cooperatively with a partner or team and learn about sportsmanship.



Health Education- Focuses on how students can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors.



Charm City MMA- The program's mission is to create a community of respectful, confident, disciplined, and focused youth, who practice martial artist, with huge emphasis on mindfulness and persistence, in order to create leaders, academic scholars, and exemplar students.



Carroll School of Dance- Focuses on introducing, educating and training students on the different cultural movements of dance.



Leader In Me- Students will be prepared for the world that lies ahead of them by learning about the 8 Habits of Happy Kids (based on The 7 Habits of Highly Effective People) and the 8 City Springs Attributes and how to apply them in their daily lives to help them to be successful and reach their goals.



Removing the Technology Barriers

City Springs' long-term vision has been to see technology integrated into the daily instructional life of the school. We did not want technology to be a "class" that students take once a week. Instead, we wanted teachers and students to use technology as a normal part of their day. We are so grateful that we started this integration of technology several years ago. It helped prepare us for virtual learning.

Every elementary student at City Springs will have access to an iPad for learning in the classroom. Middle school students will have access to a Chromebook. All of our teachers have been given laptops and iPads to use for planning and instruction. We have a full time Technology Director, to oversee our technology program and to assist students and staff with technology issues.

City Springs has revamped its website as a place for current information about what's going on in the school. The website address for public use is www.citysprings.school. Please use this web address to keep up to date with important information and school happenings.

NWEA MAP Assessment



In addition to the State tests that public schools must give their students, City Springs assesses students using the NWEA MAP test three times a year. NWEA stands for the Northwest Evaluation Association and MAP stands for Measures of Academic Progress.. The NWEA is different from a regular standardized test because it is an adaptive test taken on a computer. An adaptive test works like this: if students get a question right, they get a slightly harder question. If students get a question wrong, they get a slightly easier question.

Adaptive tests allow teachers to see the full range of each individual student's knowledge and understanding. This is much better than the one-size-fits-all approach of standardized tests. The test results allow teachers to customize their instruction to meet the range of needs and skills of all students in their classroom. City Springs gives the NWEA in the fall, winter, and spring to see how students have grown over the school year. All students in K

through 8th grade are tested in math and reading. 5th and 8th grade students are also tested in science.

Teachers will send home the MAP Growth Family Report after each administration of the assessment. When you receive this report, please reach out with any questions you may have. It will give you an excellent picture of your child's current academic performance.



The Baltimore City Public Schools (City Schools) Student Code of Conduct

Please be sure to read all of the newly revised discipline code information when it is sent to you by the Baltimore City Public School System (City Schools).

Philosophy

City Schools is committed to providing safe and orderly classrooms and schools for all students. When classrooms are orderly, teachers are able to teach and students are able to learn. Education provides a means of human development and a means for remediation and adjustment. Therefore, City Schools believe that children should not be suspended or expelled from school for inappropriate behavior without strategies or supports in place to help students be successful.

City Springs' approach to discipline is in accord with the philosophy of City Schools. We will make every effort to establish positive relationships with all of our students. We will work hard to resolve problems in a meaningful and appropriate way; in a way that will change the behavior rather than merely punish the behavior. We believe that children must face consequences for inappropriate behavior, but the goal of the consequence must be to teach the appropriate behavior. We believe that our school needs to be safe for all children. We also believe that children need to be in school. We have no opportunity to teach them if they are not here. This is why we have adopted RESTORATIVE PRACTICES at City Springs. Please read the information that follows about Restorative Practices. If your child displays behavior problems in school, please work with us to help your child. We want ALL children to be successful, and we will work hard toward this goal.

Restorative Practices



City Springs EM School is on a mission to bridge the gap between the school, the students, parents and community. Our community is our neighborhood and it's everything and everyone around us. We want to make a strong connection with 'the community'.

Here at City Springs, we have instituted a positive approach to discipline in addition to the new Baltimore City Public Schools citywide discipline code. This positive approach to discipline is called Restorative Practices.

Restorative Practices involve moving from informal group meetings to formal group meetings. We don't believe that suspension is always the answer. Exploring other avenues, we want to break the cycle, particularly with the same students who exhibit inappropriate behavior daily with no change. With Restorative Practices, teachers are able to restore relationships that have been harmed by unacceptable behavior and return back to instruction with minimal classroom learning time interrupted. There will be times when we would need parents present for the formal group meetings. We also have *Circle Time* incorporated into our daily schedules. This allows a time for the students to build their social skills and to discuss and resolve any issues within the classroom as well as develop strong positive relationships with their teachers and peers. Students learn positive ways to resolve conflicts. It helps to establish the relationship between teacher and student, which is necessary to maintain an environment that is conducive to learning. It also brings students to a place where they do the right things because they want to.

We want our students to behave in a positive manner, express themselves without anger and aggression, make responsible decisions, and make good choices versus poor choices. We need the help of everyone in the community to also interact positively with and around our students, to refrain from showing anger and aggression in and around the school. Our children need to learn to make responsible decisions and talk about the consequences as a result of any decision being made. We need to help our children make those good choices that will impact their lives and avoid poor choices.

Restorative Practices and Circles are structured practices guided by a series of questions. Administrators, restorative practice coaches, and teachers have been trained in Restorative Practices. For example, when a student is sent to the principal

or the restorative room due to a disciplinary infraction it may appear from the outside that the student is simply spoken to and sent back to class with no consequence. In reality, the principal and the restorative practice facilitator are using their training in handling these situations. Students are being asked restorative questions that will, over time affect permanent change in the students' attitude and behavior. Restorative Practices serve more as a pre-correction or strategy to change behavior. Restorative Practices are not consequences or punishments. Consequences for inappropriate behavior must still be in place. Teachers will make the expectations clear to students and parents on the first day and will consistently communicate reminders and consistently implement consequences.

City Springs is known for finding researched-based programs that bring about positive change in schools. Restorative Practices and Circles are researched-based programs. The City Springs staff will receive on-going training in Restorative Practices from our full-time Director of Restorative Practices. The questions below serve as an example of how Restorative Practices work.

Restorative Questions:

To respond to challenging behaviors

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right? What should be your consequence?

To help those harmed by others' actions

6. What did you think when you realized what had happened?
7. What impact has this incident had on you and others?
8. What has been the hardest thing for you?
9. What do you think needs to happen to make things right? What do you think is an appropriate consequence?



The Parent Teacher Organization

The PTO was established to bridge the communication gap between the school and parents. We are here to listen to all parent views, concerns, and suggestions. We are also here to provide information on the school policy, input on budget, and other things that are going on in the school. Through us, parents are able to vote and have a voice. There are monthly morning and evening meetings for parents, teachers, support staff, and administrators to communicate. The PTO also holds workshops on various topics throughout the year.

Please contact our Community School Coordinator at 410.396.9168 if you have any questions, suggestions, or concerns, or if you want to become an active member of the PTO.



City Springs is a community school and this year we are excited to continue our partnership with an outstanding organization, Elev8, as our community school partner.

Student Support Team (SST)

The Student Support Team (SST) consists of the School Counselor (serving as chairperson), Social Worker, Mental Health Clinician, Nurse Practitioner, Assistant Principal, teachers and possibly other school staff. The parent and the student (if age appropriate) are also part of this team.

The Student Support Team:

- Provides teachers and staff members with ideas, interventions and techniques to promote academic success.
- Addresses social, emotional and academic problems that interfere with school success.
- Educates parents regarding strategies which will help their child meet their goals
- Makes referrals to the Special Education Team if they suspect that a child may have a disability.
- Discuss retention if retention is recommended.
- For additional information, you may contact the school counselor at 410-396-9168.





Special Education Team

Sometimes it is suspected that a child has a disability and may need extra help with academics, speech, as well as social emotional issues. Any parent or guardian who suspects their child may have a disability should discuss these concerns with the classroom teacher who can make specific recommendations or referrals. Parents may also make a request for an IEP meeting. This request should be in writing. Ideally, students should always be referred to the Student Support Team (SST) first, before being referred for Special Education Services. It is preferred that the SST makes all referrals to the Special Education Team.

In cases where a referral for special education services may be necessary, parents, guardians, teachers or other individuals who are concerned about a child will meet with the Special Education Team. The Special Education Team is responsible for ensuring that each child with a disability will receive a free and appropriate public education in their least restrictive environment.

The Special Education Team is made up of teachers, a psychologist, speech and language pathologist, social worker, special educator and administrator. The team is responsible for admitting qualifying students by performing assessments and evaluating students who may qualify for special education services.

For additional information, please contact the Special Education Office at the school.

Mental Health Partnership

The goal of this partnership is to design and implement a comprehensive system of services for children and adolescents with or at risk for developing, behavioral and emotional problems. The school-based program was built on a program initiated in 1991 by BCPS and the City Health Department, which created funding mechanisms to place mental health clinicians in the schools.

The priorities of the program are to:

- Provide direct and indirect services to reduce the impact of mental health problems on school performance and attendance.
- Coordinate and supplement existing resources for children and their families.
- Build the capacity of systems to meet children's mental health needs.
- Provide a consulting resource for teachers and other school personnel.

Families interested in receiving services from the school-based clinician at City Springs should call the school.



School-Based Health Clinic

We are fortunate to have at City Springs a School-Based Health Clinic through the Baltimore City Health Department. In order for your child to be serviced

through the clinic, they must be members of the clinic. This means that you must complete the membership forms required. Every City Springs child should be a member of the Health Clinic.

Please be sure to complete and turn in the appropriate forms, so your child can receive the appropriate care from the Health Clinic if needed.

The Baltimore Curriculum Project



City Springs Elementary/Middle School is a neighborhood charter school operated by the Baltimore Curriculum Project (BCP). We are a conversion charter school, which means we were an already existing Baltimore City Public School that was taken over by an outside operator to bring innovative and research-based curriculum and other programs to enhance the school. City Springs receives an abundance of additional resources as a result of being a BCP charter school.

BCP is a nonprofit organization that empowers four neighborhood charter schools in East Baltimore with the tools they need to help every child succeed: **City Springs Elementary/Middle School, Hampstead Hill Academy, Wolfe Street Academy, Govans Elementary, Pimlico Elementary/Middle School and Frederick Elementary.**

Our Mission: To develop, implement, and advocate for an innovative, sustainable, and replicable education model that improves student outcomes. In so doing, the Baltimore Curriculum Project will help to raise educational standards and opportunities for disadvantaged youth and Baltimore City schools.



Irona Pope
March 30, 1940 - July 7, 2009



Irona Pope was our parent liaison and one of the founders of City Springs School. Ms. Pope loved City Springs, and she was one of the best community and political activists ever. In the 1960's, Ms. Pope advocated for our school to be built to serve the children in the neighborhood. She never hesitated to speak her mind and she didn't mince her words. She was fondly referred to as "The Pope of East Baltimore". She was always ready to fight for those who could not fight for themselves. In her lifetime she helped a countless number of parents and children. Ms. Pope is sadly missed by her City Springs family. In honor of her memory and all she has done for City Springs School over the years, we fondly dedicate this page to her.

City Springs School Song

Oh City Springs we love you. To you, we'll always be true.

Oh City Springs you are the pride and joy of every girl and boy.

This is the place where learning lives. To you, our best, we must give.

Oh City Springs you're one-of-a-kind, you're at Lombard and Caroline.

Oh City Springs we love you. We'll pledge our best efforts to you.

Oh City Springs you have the hearts and minds of every girl and boy.

This is the home of the purple and white, we'll wear it with honor and pride.

Oh City Springs you're one-of-a-kind, you're at Lombard and Caroline.



It's not a color. It's an attitude!

What Is The City Springs' Attitude?

Statement from Dr. Richetta about the attributes: *At City Springs, our persona or identity is very much linked to our school color, purple. We adopted the slogan, "It's not a color. It's an attitude!" We talk frequently to students about "The City Springs' Attitude" and "The City Springs' Way". Through a collaborative effort of the staff, we came up with the eight attributes of a "City Springs' Attitude." We will teach these attributes to students and hold students accountable for exhibiting these attributes. Along with our traditions that praise students and celebrate their accomplishments, we also want our students to celebrate an Exemplar Leader every month who exemplifies our attributes and The Habits.*

The Eight Attributes are the behaviors that we want to see in our students. The student behaviors are presented in "I" statements to help students truly understand our expectations, and to make it easy for adults to hold students accountable. The following chart lists the student behaviors we must teach our students if we are to claim, "It's not a color. It's an attitude!"

City Springs' Eight Attributes

ATTRIBUTES	STUDENT BEHAVIORS
Respectful	I look people in their eyes when talking. I do not interrupt or talk while others are talking. I have manners. I always say, "please" and "thank you". I am fair, and I treat others how I want to be treated.
Disciplined	I say, "no" to things I know I should not do. I do not do things that will stand in the way of reaching my goals.
Resilient	I always rise to a challenge. I always think for ways to resolve conflict. I NEVER give up.
Focused	I set goals. I do not do things that stand in the way of reaching my goals. I am an important member of my school family. I stay focused on my class vision and my school's vision. I am a productive member of my school community.
Cooperative	I value other's ideas. I get along with others, even people who are different than me. I am a team player.
Empathy	I will see things from another person's viewpoint. I try to put myself in other's shoes. I try to understand how another person feels.
Integrity	I do the right thing for the right reasons, even when no one is looking. I do not wait to be told to do something I know I should do. I do not blame others for my behavior. I can be trusted.
Pride	I love my home family, my school family, and myself. I love my school. I will take care of myself by eating right, getting enough sleep, and exercising. I will take care of my school. I will take care of my community.

The 8 Habits of Happy Kids

In 2017, City Springs became a *Leader In Me* school in partnership with the FranklinCovey organization and implemented *The Seven Habits of Highly Effective People* (Stephen R. Covey) adopted for students and staff into the 8 Habits of Happy Kids.

The Leader in Me is FranklinCovey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

- Habit 1: Be Proactive
- Habit 2: Begin with the End in Mind
- Habit 3: Put First Things First
- Habit 4: Think Win-Win
- Habit 5: Seek First to Understand, Then to be Understood
- Habit 6: Synergize
- Habit 7: Sharpen the Saw
- Habit 8: Find Your Voice and Inspire Others to Find Theirs

Exemplar Leaders of the Month

Month: August

Exemplar Leader: Frederick Douglass

Month: September

Exemplar Leader: Cesar Chavez

Month: October

Exemplar Leader: W.E.B. DuBois

Month: November/December

Exemplar Leader: Muhammad Ali

Month: January

Exemplar Leader: Sojourner Truth

Month: February

Exemplar Leader: Thurgood Marshall

Month: March

Exemplar Leader: Mary McLeod Bethune

Month: April

Exemplar Leader: Ilhan Omar

Month: May

Exemplar Leader: James Baldwin

Month: June

Exemplar Event: Juneteenth

Reflect on the Change in Ourselves as Leaders!

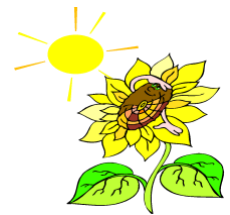
Please read this handbook with your child.



*You are the most significant person in
your child's life.*

*It is very important for you to support us
in all the areas addressed in this
handbook, and to hold your child to the
same high standards and expectations to
which we will hold them.*

***Parents and educators together plant seeds
that grow forever!***



City Springs Parent/Family/Teacher/

Student Compact

Parent/Family Compact

Parents/Family are asked to support the following to maximize student achievement and assist in providing a positive school experience.

I will:

- ★ structure and monitor my child's homework time.
- ★ attend family learning nights
- ★ join the PTO and support its functions.
- ★ become aware of school and teacher expectations for my child.
- ★ be certain that my child attends school regularly and on time.
- ★ provide current personal contact information.
- ★ model responsible behavior and encourage positive attitudes toward school.
- ★ review my child's ClassDojo points daily
- ★ attend parent/ teacher/student conferences.
- ★ sign up for ClassDojo to receive teacher and school messages

As a City Springs parent/family member, I will do my best to honor this pledge.

Staff Compact

Teachers and staff are asked to support the following to increase student achievement and assist in providing a positive school experience.

I will:

- ★ provide a safe and orderly environment in classrooms and in the school.
- ★ build positive, supportive relationships with students
- ★ provide students with clear, consistent, and challenging guidelines for behavior and achievement.
- ★ set high expectations for learning in the classroom.
- ★ provide necessary resources and support services.
- ★ use restorative practices in my classroom
- ★ instruct using rigorous, research-based curriculum
- ★ practice 7 Habits of Highly Effective People and 8 Habits of Happy Kids
- ★ communicate student achievement and progress regularly with parents/family

- ★ be available to meet with parents/family to discuss student performance
- ★ participate in professional development initiatives.

As a City Springs staff member, I will do my best to honor this pledge.

Student Compact

Students at City Springs E/M School are asked to support the following to maximize their achievement and assist in providing a positive school experience.

I will:

- ★ attend school regularly and arrive on time.
- ★ follow the school's student handbook and district Code of Conduct.
- ★ perform my best each day
- ★ complete my class assignments and homework.
- ★ accept responsibilities for my choices and for the consequences that come with my choices.
- ★ ask for help when I need it and advocate for myself.
- ★ display the City Springs Attributes-respectful, disciplined, resilient, focused, cooperative, empathy, integrity and pride.
- ★ respect myself, my classmates and all adults.
- ★ come to school prepared and ready to learn daily.
- ★ arrive with a positive attitude
- ★ practice the 8 Habits of Happy Kids
- ★ learn from the City Springs Exemplar Leaders

As a City Springs student member, I will do my best to honor this pledge.



Parent & Student Acknowledgment

I have received and read the City Springs Elementary/Middle School Parent/Student Handbook and the Parent/Family/Teacher/Student Compact for the 2025-26 school year together with my child. I will support my child and the school in upholding the school's procedures and the expectations of my child.

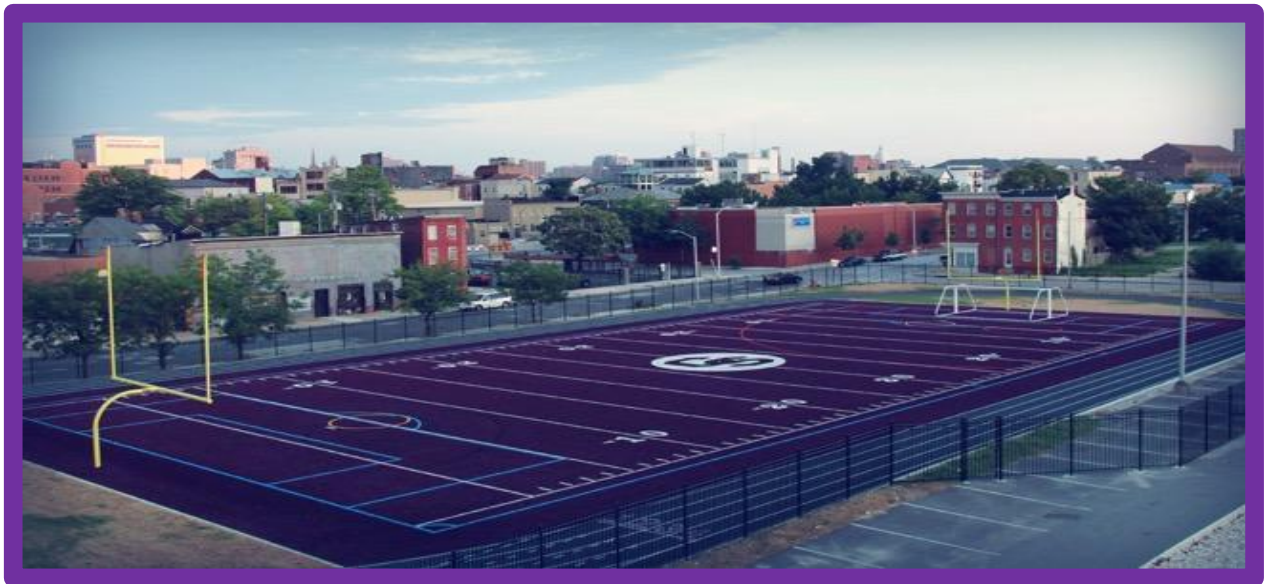
I have received and read the City Springs Elementary/Middle School Parent/Student Handbook for the 2025-26 school year together with my parent(s) or guardian(s), and I understand the school's procedures as outlined, as well as the expectations for displaying the Eight Attributes and the Eight Habits. I willingly accept the responsibilities as a student at City Springs EM School and agree to comply with the expectations of my behavior and will strive to display these attributes, live The Habits, and be a leader.

Notes

City Springs Elementary/Middle School



It's not a color. It's an attitude!



It's Happening at City Springs!

**100 S. Caroline St.
Baltimore, MD 21231
410-396-9168**

Dr. Rhonda L. Richetta, Principal

Direct: 443.677.0555 (Call or Text)

www.citysprings.school