

STUDENT INFORMATION

Name _____ ID# _____ Grade _____

Administrator _____ Counselor _____

Homeroom Teacher _____ Room # _____

***Consider typing your computer login password in your phone or writing it down at home so you don't forget it. Please never share your password with anyone.**

First Semester Schedule

Pd.	Room #	Course Title	Teacher
1 7:45-8:31			
2 8:37-9:29			
3 9:35-10:21			
4 10:27-11:13			
Lunch 11:13-11:54			
5 12:00-12:46			
6 12:52-1:38			
7 1:44-2:30			

Second Semester Schedule

Pd.	Room #	Course Title	Teacher
1 7:45-8:31			
2 8:37-9:29			
3 9:35-10:21			
4 10:27-11:13			
Lunch 11:13-11:54			
5 12:00-12:46			
6 12:52-1:38			
7 1:44-2:30			

The B-CC Student Agenda Book is an essential tool for success at B-CC. It contains important information and dates and is also used as a hall pass. If it is lost, it must be replaced immediately. Replacement handbooks will be sold in the financial office for \$7.00. It is essential that both students and parents/guardians read the handbook carefully and sign below indicating that the handbook has been reviewed and understood.

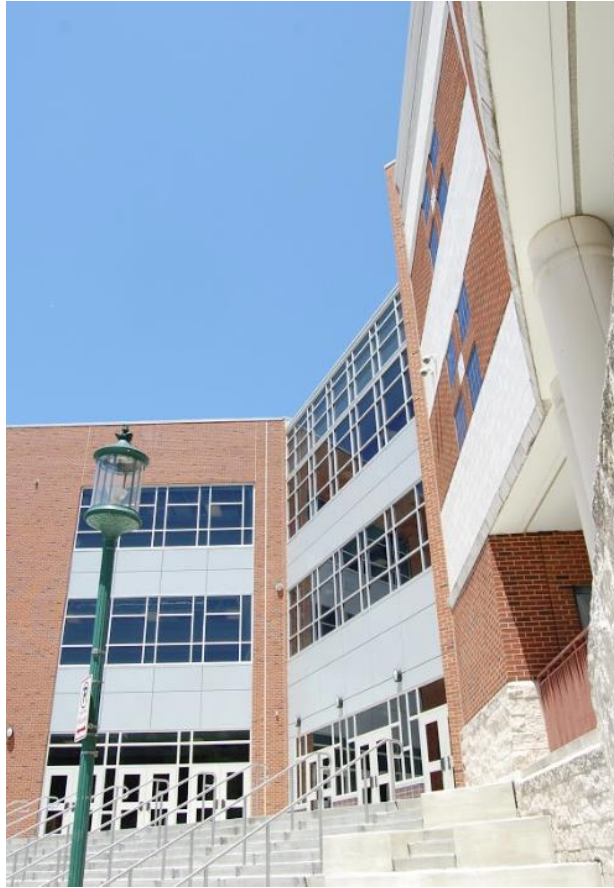
Parent Signature

Date

Student Signature

Date

*This book is a gift from the
Bethesda-Chevy Chase
High School PTSA*



Cover Art: Lisa Dehays

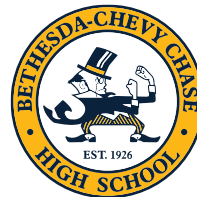
“Learn, Think, Serve, Be Responsible”



“Learn, Think, Serve, Be Responsible”

VISION

Access, Belonging, Collaboration—All students will access the resources of our IB World School. We will create a sense of belonging for all students, and we will work to collaborate with all stakeholders and explicitly teach students how to collaborate with one another.



Mission Statement

The mission of B-CC HS is to develop lifelong learners; independent, critical thinkers; and responsible, compassionate global citizens. B-CC empowers its diverse student body by offering a rigorous instructional program as well as a wide range of extracurricular activities, supported and enriched by the surrounding community.

Beliefs

We believe that.....

1. Every student is important, capable of learning, and can graduate prepared for further education.
2. Rigorous academic standards and high expectations are vital components of student achievement.
3. Fairness and mutual respect are fundamental to the teacher-student relationship.
4. An effective educational environment values communication among students, teachers, parents, staff, and community.
5. Enthusiasm and passion are the foundations of lifelong learning.
6. Diversity and cultural differences enrich the overall educational experience of our students.
7. Student and staff participation in extracurricular events and activities fosters learning and strengthens relationships.
8. Collaboration and ongoing professional development enhance teacher excellence.
9. Every student deserves to learn in a safe and supportive environment.
10. Students learn best when teachers adapt instructional methods to diverse learning styles.

Profile of Bethesda-Chevy Chase High School Graduates

A B-CC education enhances the social, academic, problem-solving, and communicative abilities of our students. A B-CC graduate will demonstrate the following:

Academic Knowledge and Proficiencies for Lifelong Learning

- English language and mathematical competencies at levels necessary for success in the digital age
- Confident and creative communication of ideas and information in more than one language
- Understanding of scientific concepts and processes required for personal decision making and participation in society
- Familiarity with economic trends and policies influencing the United States and the global economy
- Acquaintance with historical events that inform the present and shape the future
- Ability to interpret, use, and create digital media for communication and learning
- Ability to locate, evaluate, and synthesize information using current technology
- Skills necessary to succeed in work of one's choice
- Appreciation of similarities and differences in the customs, values, and beliefs of world cultures
- Appreciation for and participation in the arts and athletics

Accepting Social Responsibility Within and Beyond the School Community

- Individual accountability for actions that affect the lives of others
- Empathy, compassion and respect for individuals, groups, and communities
- Awareness of local issues, recognizing their connection to the world community
- Understanding political, social, and economic issues as they affect global relationships
- Commitment to action and service for improvement in the lives of people and the environment
- Resolution of conflicts while recognizing and respecting the perspectives of others

Personal Qualities that Cultivate Habits of Inquiry

- Curiosity that fuels independent learning throughout a lifetime
- Integrity and honesty in personal behavior
- Courage to take risks in exploring new ideas, viewpoints and unfamiliar situations
- Intellectual, physical and emotional balance to achieve individual and community well-being
- Critical thinking skills to recognize and analyze complex problems independently or in collaboration with others
- Ability to reflect on learning and experience with a sense of personal responsibility
- Persistence and determination in achieving goals
- Ability to accept and adapt to change by offering new ideas, methods, products and services

BELL SCHEDULES

Regular Schedule

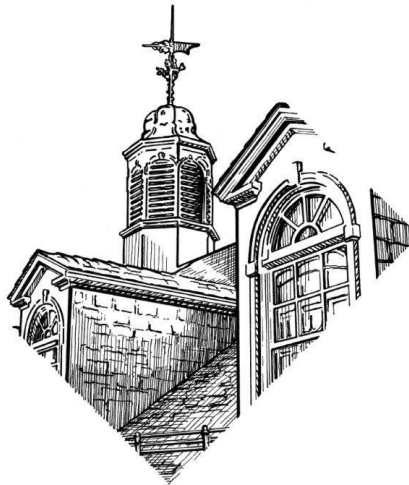
Warning Bell	7:40
Period 1	7:45 - 8:31
Period 2	8:37 - 9:29
Period 3	9:35 - 10:21
Period 4	10:27 - 11:13
LUNCH	11:13 - 11:54
Period 5	12:00 - 12:46
Period 6	12:52 - 1:38
Period 7	1:44 - 2:30

Two-Hour Delay Bell Schedule

Warning Bell	9:40
Period 1	9:45 - 10:15
Period 2	10:21 - 10:56
Period 3	11:02 - 11:32
Period 4	11:38 - 12:08
LUNCH	12:08 - 12:42
Period 5	12:48 - 1:18
Period 6	1:24 - 1:54
Period 7	2:00 - 2:30

Early Release Bell Schedule

Warning Bell	7:40
Period 1	7:45 - 8:10
Period 2	8:16 - 8:47
Period 3	8:53 - 9:18
Period 4	9:24 - 9:49
Period 5	9:55 - 10:20
Period 6	10:26 - 10:51
Period 7	10:57 - 11:22
LUNCH	11:22 - 12:00



IB World School Mission

Bethesda–Chevy Chase High School is an International Baccalaureate World School recognized for both our Middle Years Program (IBMYP) for students in Grades 9 and 10 and our Diploma Program (IBDP) and Certificate Program (IBCP) for students in Grades 11 and 12. Our school mission aligns with the International Baccalaureate Organization (IBO) Mission Statement:



The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The IB Learner Profile is "the IB Mission translated into a set of learning outcomes for the 21st century." According to IB, "The aim of all IB programs 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." IB identifies ten characteristics that paint a portrait of an IB graduate. IB learners strive to be:

Inquirers	Knowledgeable	Thinkers	Communicators
Principled	Open-minded	Caring	Risk-takers
Balanced	Reflective		

The following is IB's description of each characteristic:

- **Inquirers**—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.
- **Knowledgeable**—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.
- **Thinkers**—We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators**—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.
- **Principled**— 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.
- **Open-Minded**—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
- **Caring**—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.

- **Risk-Takers**—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.
- **Balanced**— 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.
- **Reflective**— 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.

IB ASSESSMENT POLICY for the MYP and DP at B-CC High School

Philosophy of Assessment

Schools in the Bethesda-Chevy Chase IB partnership follow the assessment guidelines and requirements established by the Montgomery County Public Schools (MCPS) Board of Education policy on Grading and Reporting. As such, the schools uphold the commitment “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.” Grades are based on multiple and varied tasks assessments over time. Assessments are vital and drive the cycle of instruction and feedback. Ongoing formative and summative assessment provides all students opportunities to demonstrate individuals’ levels of mastery and growth; while the same assessments provide teachers opportunities to modify and adjust curricular content and instruction to meet student needs. Re-teaching and reassessment are an integral part of a rigorous instructional cycle that promotes student learning.

The philosophy and principles that form the nexus of assessment practice at Bethesda-Chevy Chase High School are to inform students, teachers, and families of student progress so as to measure where a student has attained mastery of skills and content, and where there is still work to be done to attain mastery.

Montgomery County Public Schools Assessment Practices

Meaningful feedback on student achievement on assessments is an essential way to communicate student progress to students, families, teachers, administrators and the school system. MCPS practices include the following:

1. Assessments vary in format and task type to collect evidence of learning, which may include presentations, performance tasks, displays, journals, projects, investigations, research reports, essays, quizzes, exit cards, and county and teacher-designed tests.
2. A variety of methods to assess learning may include homework to evaluate learning, participation that demonstrates a skill, discussion, recitation, simulation, construction, movement, procedures for following a process, and application.
3. Re-teaching and reassessment procedures are applied consistently within and across the school each marking period in consultation with their teacher.
4. Assessment tasks are differentiated and reflect high standards for all students. Teachers collaborate with Special Education and English Language Learner colleagues to determine appropriately differentiated assessment strategies.
5. Assessments also include compulsory MCPS formative and summative content-based tasks.
6. Assessments in Biology, English 10, Government, and Algebra 1 required by the Maryland State Department of Education for graduation eligibility.

Common Practices for Recording and Reporting on Student Achievement

1. Teachers record assessments using an electronic grading system, Pinnacle. Each assessment task is awarded a point value and a weight, which varies by department.
2. Parents and students may access grading reports through an online reporting system, *myMCPS Gradebook*.
3. MCPS report cards are issued quarterly, approximately every 45 days.
4. Teachers may record student performance using letters, numbers, or other symbols. However, report card grades remain a letter grade, as indicated by Policy IKA, *Grading and Reporting*, using the following grading scale:
 - A. 90–100 – Outstanding level of performance
 - B. 80–89 – High level of performance
 - C. 70–79 – Acceptable level of performance
 - D. 60–69 – Minimal level of performance
 - E. 0–59 – Unacceptable level of performance

Common Practices for Recording and Reporting the MYP Assessment Criteria

1. Schools in the Bethesda-Chevy Chase IB partnership do not have student work moderated, nor do they participate in MYP eAssessments.
2. Schools in the Bethesda-Chevy Chase IB partnership communicate grading processes to students and parents before and during the school year through electronic means, such as school and classroom websites, and hard copy means, such as student handbooks and course syllabi.
3. During the unit planning process, teachers in all MYP subject areas develop and implement MYP assessment tasks. Those tasks align with unit objectives and with course expectations.
4. MYP assessment tasks are scored using the MYP criteria specific to each subject area. Each task is assessed using the MYP rubric specific to subject criteria and programme year. Teachers in Year 2 may assess using Year 1 or Year 3 rubrics. Teachers in Year 4 will use the Year 3 rubric during semester 1, and the Year 5 rubric during semester 2.
5. Students in Years 1–5 are assessed on the four MYP criteria (A, B, C, and D) two times each school year. The following table identifies all the assessed subject-specific MYP criteria:

IB LANGUAGE POLICY for the MYP and DP at B-CC High School

Philosophy of Language Instruction

Schools in the Bethesda-Chevy Chase (B-CC) IB partnership hold the view that language development is the backbone to becoming knowledgeable learners, thinkers, and communicators. While English is the language of instruction for all courses except the language acquisition courses, it is the philosophy of the B-CC IB partnership that language acquisition and communication are essential to teaching and learning. Therefore, all teachers are teachers of language. As a global community, the teachers strive to educate students in various world languages to increase their knowledge, understanding and awareness of other cultures. Students enrolled in a world language actively engage in the target language through both written and oral communication. Language acquisition courses place a strong emphasis on authentic situations requiring the target language.

With guidance from the MYP framework, schools provide multiple opportunities for students to develop cultural understandings of their own and other cultures. Examples include units of instruction, field trips to embassies and cultural centers, exchange programs, ethnic heritage celebrations and clubs representing different ethnicities and languages.

School Language Profile

Our students reflect the diversity of our community, representing 65 different national backgrounds and speaking 54 different languages at home.

Approximately 6% of our students are enrolled as English Language Learners receiving direct instructional support in English language.

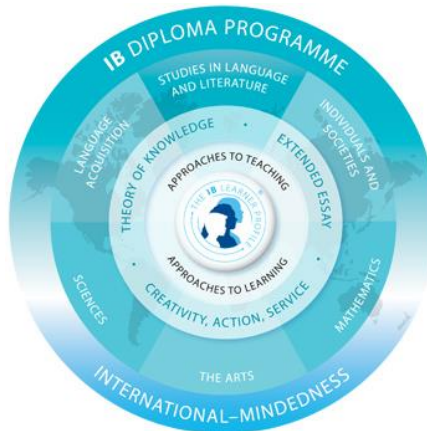
IB INCLUSION POLICY for the MYP and DP at B-CC High School

Schools in the Bethesda-Chevy Chase (B-CC) cluster adhere to the principles and practices of the policy for Special Educational Needs (SEN) of students as set by the state of Maryland and the Montgomery County Public Schools (MCPS) Board of Education. Expectations for schools are that learning opportunities offered inside the classroom should include all students. The B-CC cluster believes that this policy strongly supports the International Baccalaureate's (IB) mission statement to "encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right" (IB mission statement 2004). The MYP fundamental concepts of holistic learning, intercultural awareness, and communication further guide this policy. MCPS strives to create a school system where academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency or disability. MCPS faculty understands the need to be skillful in determining the learning needs and styles of all students.

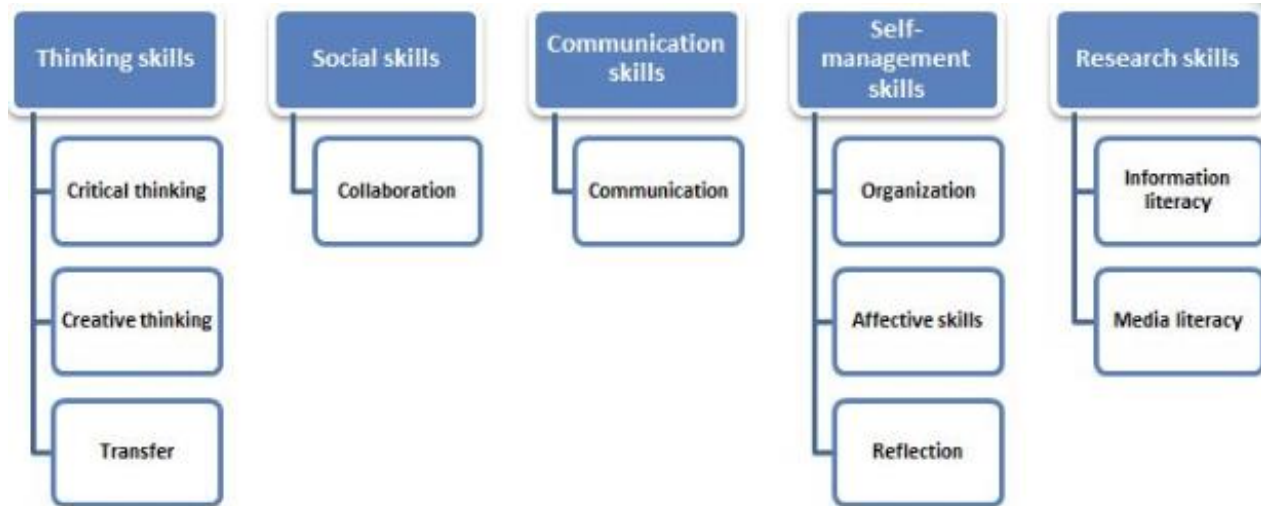
IB POLICIES

In keeping with the expectations of the IBO and the regulating policies of MCPS, B-CC High School has developed and implements policies pertaining to academic honesty, assessment, language, and inclusion/special educational needs. These policies may be viewed in full on the IB Middle Years Program web page for B-CC at <http://www.montgomeryschoolsmd.org/schools/bcchs/academics/middleyears/index.aspx>

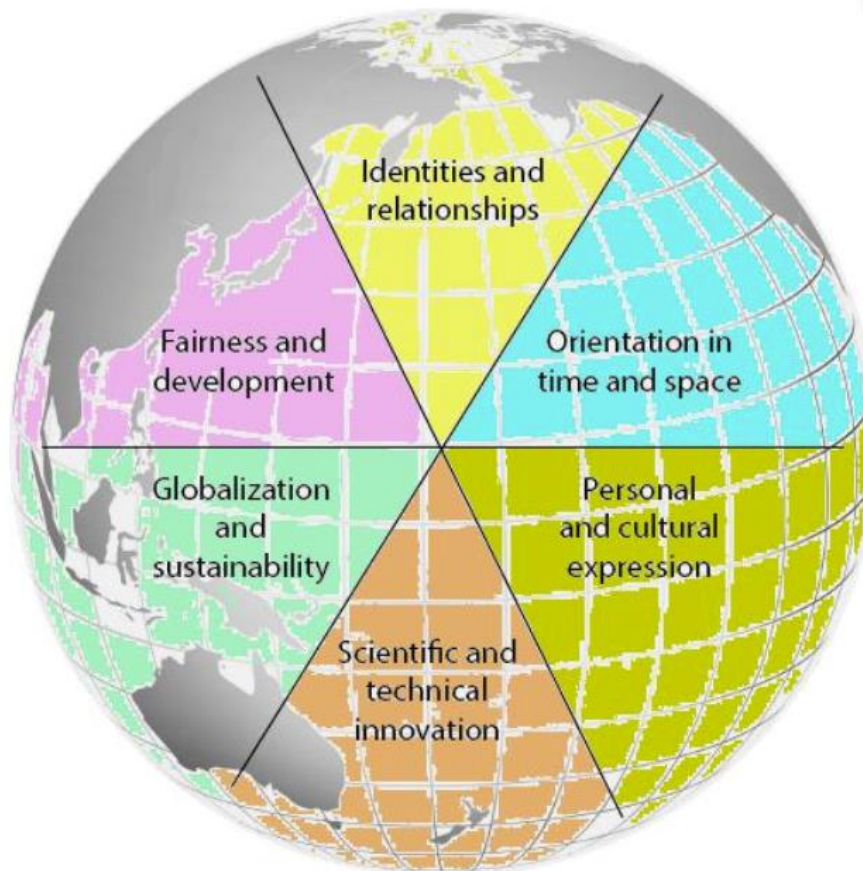
Furthermore, general information regarding the IB Diploma Program is also available for viewing on B-CC's DP web page or at <https://ib-bcc.com/>



IB APPROACHES TO LEARNING SKILLS



IB GLOBAL CONTEXTS



STAFF DIRECTORY

ADMINISTRATORS

Dr. Donna Redmond Jones, Principal.....	240-740-0405
Sam Levine, Assistant Principal	240-740-0400
Doug Nelson, Assistant Principal	240-740-0400
Dr. David Mugerwa, Assistant Principal.....	240-740-0400
Rebecca Sutton, Assistant School Administrator.....	240-740-0400
Debbie Teicher, School Business Administrator.....	240-470-0415

ADMIN

FINANCIAL OFFICE

Audrey Liebeskind, Financial Specialist (Obligations).....	240-740-0417
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FINANCE

COUNSELING DEPARTMENT STAFF

Jeannette Reveron, Resource Counselor.....	240-740-0420
Brett DeMunter, Counselor.....	240-740-0420
Marisol Perez, Counseling Secretary.....	240-740-0420
Richard Gordon, Counselor.....	240-740-0420
Mia Showker, Counselor.....	240-740-0420
Melanie Khani, Counselor.....	240-740-0420
Marie Henry, Counselor.....	240-740-0420
Rina Palchick, Counselor	240-740-0420
Valerie Toole, Counselor	240-740-0420
Mary Slotkowski, Counselor.....	240-740-0420
Patricia Parmelee, College/Career Coordinator.....	240-740-0427
Maureen Bonner, Registrar	240-740-0426

COUNSELING

DEPARTMENT/PROGRAM RESOURCE TEACHERS

Art/Music/Physical Education, Marshall White.....	240-740-0436
Athletic Department, Dr. Donna Considine.....	240-740-0444
Building Services Manager, Greg Bishop.....	240-740-1015
Child Dev/Computer Science/Technology, Leanna Blandford.....	240-740-0448
English, Christine Smithson.....	240-740-0464
ESOL, Belinda Campbell.....	240-740-0384
IB Diploma Program Coordinator, Michelle Dean.....	240-740-6429
Internship/Partnership Coordinator, Ellisa Earley Hidalgo.....	240-740-0382
Mathematics, Janet Gallagher.....	240-740-0442
Media Specialist, Brian Baczkowski.....	240-740-0449
IB Middle Years Program Coordinator.....	301-740-0347
Science, Dr. Chris McDonald.....	240-740-0457
Social Studies, Dr. Hunter Hogewood.....	240-740-0389
Special Education, Deborah Newman.....	240-740-0438
World Languages, Shira Pomeroy.....	240-740-0386

OTHER IMPORTANT TELEPHONE NUMBERS

Main Office.....	240-740-0400
Attendance Office.....	240-740-0409
Health Room.....	240-740-0437
Student Service Learning.....	240-740-0420
Athletics.....	240-740-0444

<http://www.montgomeryschoolsmd.org/schools/bcchs/about/staffdirectory.aspx>

DO YOU NEED?

Free and reduced meals.....
Locker assignment, locker assistance.....
Work permits.....
Transcripts.....
Age of majority applications.....
Parking permits.....
To clear obligations.....

PLEASE SEE:

Ms. Laura Reese, Cafeteria Manager

Ray Gray, Security Office
<https://www.dlr.state.md.us/>
Ms. Bonner, Registrar
Senior Class Administrator
Karen Curry, Security Team Leader
Audrey Liebeskind, Financial Specialist

Student Rights and Responsibilities

The following sections are excerpts from the MCPS publication “A Student’s Guide to Rights and Responsibilities in Montgomery County Public Schools.” This is only a summary of some of the laws and regulations that affect students, but it should provide a useful framework to help create a positive and productive school climate. The full guide can be found at:
<http://www.montgomeryschoolsmd.org/uploadedFiles/students/rights/StudentRightsResponsibilities-English.pdf>

HONORS, ADVANCED-LEVEL, ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) COURSES

Principals will ensure that all students who have the capability, motivation, or potential to accept the challenge of Honors, AP, IB, and advanced-level courses will be given an opportunity to do so. Each school provides responsible open enrollment in Honors, AP, IB, and advanced-level courses for every student who is capable or motivated to pursue a rigorous program and higher-level course work. A profile of student strengths can be determined by conducting a thorough review of the following multiple criteria:

- Mastery of course prerequisites (grade of A, B, or C)
- Parent/guardian recommendations
- Standardized test scores, as appropriate
- Willingness to complete challenging assignments
- Student interest or motivation
- Teacher/counselor recommendations
- Work samples and portfolios

GRADING AND REPORTING

Grading and reporting practices will be fair and meaningful and support rigorous performance standards for all students. Grades will have consistent meaning throughout the school system and be based on grade level and course expectations as outlined in the curriculum. Look for Policy IKA: *Grading and Reporting*, at www.montgomeryschoolsmd.org/departments/policy. In Grades 6–12, grades reflect academic achievement in relation to course expectations. In middle schools and high schools, teachers implement MCPS Procedures in Grades 6–12 for grading, re-teaching/reassessment, and homework. Work turned in after the due date and by the

deadline may be lowered no more than one letter grade or 10% of the grade. Work submitted after the deadline will be recorded as a zero. Teachers assign a grade no lower than 50% to a task or assessment. A teacher may assign a zero if the teacher determines the student did not attempt to meet the basic requirements of the task/assessment. Teachers will not award extra credit. These procedures are available to parents/guardians and students on the MCPS website, www.montgomeryschoolsmd.org/info/grading and in schools' main offices.

REVISED GRADING TABLE

Letters indicate MP1 MP2 = Semester Grade

AA = A	BA = A	CA = B	DA = B	EA = C
AB = A*	BB = B	CB = B	DB = C	EB = C
AC = B	BC = B*	CC = C	DC = C	EC = D
AD = B*	BD = C	CD = C*	DD = D	ED = D
AE = C	BE = C*	CE = D	DE = E	EE = E

MP1—Grade for first marking period of the semester; MP2—Grade for second marking period of the semester All calculations in the table above are the same as the current high school grading table, except where marked with *

This new grading calculation aligns with standards-based approaches to assessment and college expectations and provides a grading structure that is fair, consistent, and understandable for students and parents.

NONDISCRIMINATION AND SAFE SCHOOLS REPORTING ACT

Acts of hate/violence, including but not limited to verbal abuse, slurs, threats, physical violence or conduct, vandalism or destruction of property, directed against persons because of their race, color, national origin, ethnic background, religion, ancestry, gender, age, marital status, socioeconomic status, sexual orientation, physical characteristics, or disability will not be tolerated. All students and staff will conduct themselves in a manner that promotes mutual respect for others. You have a right to be treated fairly and equally.

The Safe Schools Reporting Act, July 1, 2005, requires all Maryland school systems to investigate and report incidents of bullying, harassment or intimidation against students attending public schools. Bullying, harassment, or intimidation means intentional verbal, physical or written (including electronic) conduct that creates a hostile environment and substantially interferes with educational benefits, opportunities, or performance, or with a student's physical or psychological well-being. The law provides for any student, parent or guardian, close adult relative of a student, and school staff members to report an incident of bullying, harassment or intimidation that occurs on school property, on a school bus, at a school-sponsored activity, or substantially disrupts the orderly operation of a school. Reports are made by completing MCPS Form 230-35, *Bullying, Harassment or Intimidation Reporting Form*.

B-CC students, staff or families who notice any expression of hate/violence should not remove the vandalism themselves or alter it in any way. Instead, please immediately report the incident to an administrator or security team member so that a thorough investigation can be completed.

DRESS AND GROOMING

School personnel may advise students about appropriate dress and grooming for school, in accordance with the community standards for dress and grooming listed in the local school discipline policy. School personnel may not discipline you for your style of dress or grooming, unless any of the following occur:

- It is likely to cause disruption to school activities.
- It does cause a disruption to school activities.
- It endangers health or safety.
- It fails to meet a reasonable requirement of a course or activity.
- It is associated with gangs.
- It is lewd, vulgar, obscene, revealing, or of a sexual nature.
- It promotes the use of tobacco, alcohol, or drugs.

SEARCH AND SEIZURE

The principal, assistant principal, security team member, or a designated teacher on a school-sponsored trip may conduct a reasonable search of a student on the school premises or on a school-sponsored trip if he/she has a reasonable belief that you have possession of an item, the possession of which is a criminal offense or a violation of other state law or MCPS rules or regulations. Authorized personnel conducting a search of the student's person, possession, locker, or assigned personal space will make a reasonable effort to inform the student prior to the search. The police will be called for all incidents involving seized items that are illegal. These items will be turned over to law enforcement personnel. All other items will be returned to the student or parent/guardian within a reasonable period of time.

SCHOOL SAFETY AND SECURITY

The safety of students and staff is essential to maintaining a positive learning environment. Safety and security of our schools is everyone's concern. In order to be prepared for an emergency/crisis situation and as a proactive approach to school safety, all schools have developed a school/emergency crisis plan. A crisis is an unpredictable, unplanned situation that requires an immediate response. Shelter in Place is a term used to alert staff that an emergency/crisis exists at or near an MCPS facility. It requires an enhanced level of security in the school building. This code requires students to be accounted for. Classroom instruction may continue, and students can change classes when the bell sounds unless instructed otherwise. Lockdown is a term used to alert staff that imminent danger exists inside or outside an MCPS facility, and requires that classroom instruction stop. It requires a maximum level of security in the school building. During a Lockdown, staff and students must remain inside their classroom or within a secured area and cannot make noises of any kind. As a part of the Maryland Safe to Learn Act of 2018, students also practice Lockdown with Options drills in the event of an active assailant. While the safest step to take when there is an active assailant on site is to be in a locked classroom, Lockdown with Options outlines safety strategies for students and staff when they are not able to access a classroom (avoid, deny, defend).

CODE OF CONDUCT

The following sections are excerpts from the MCPS “Code of Conduct.” The full publication can be found at <http://www.montgomeryschoolsmd.org/uploadedFiles/students/rights/CodeofConduct.pdf>

DISCIPLINE

Montgomery County Public Schools (MCPS) strives to create positive school climates where students, parents/guardians, and all staff work together respectfully to maintain an orderly and safe learning environment focused on teaching and learning. Students have a right to a disciplinary process that is consistent, fair and equitably applied. Our schools are the safest and the most successful when everyone—students, parents/guardians, and staff alike—collaborates, values and respects each other’s roles, and is invested in common-sense disciplinary practices.

The Montgomery County Board of Education’s (Board’s) Policy JGA, *Student Discipline*, sets forth the expectation that MCPS schools will be environments that are conducive to learning. In addition to a student’s home, schools are communities in which positive behavior is expected, modeled, and learned within an environment of mutual respect and dignity.

The disciplinary consequences set forth in the Montgomery County Public Schools (MCPS) Code of Conduct apply to students at all times, while they are on MCPS property or attending an MCPS event. MCPS property means any school or other facility, including grounds owned or operated by MCPS, buses and other MCPS vehicles, and the facility and grounds of any MCPS activity involving students. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the principal believes reasonably that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

Whenever possible, disciplinary action will be related to the offense. If you have to do academic work as part of that action, it will teach you something of value that is related to the class you are taking. It cannot simply be punitive. For example, your teacher cannot assign a lot of math problems as a consequence when it is clear that you already know how to do them. Rote work also is not allowed as a consequence. Your teacher cannot make you write a sentence over and over or copy from a dictionary. Writing a paper explaining why the student’s actions were wrong is an example of an acceptable academic action.

A student can never be punished physically. However, school personnel may use reasonable force to break up a fight, prevent violence, or restrain a disruptive student on school premises or during a school-sponsored trip. Grades will never be adjusted as a form of disciplinary action. However, according to MCPS Regulation IKA-RA, *Grading and Reporting*, if a student is engaged in academic dishonesty, the teacher may assign a zero.

An entire group cannot be disciplined for the actions of some members of the group. For example, if one student disrupts class, the teacher cannot give everyone in the class detention. This rule applies even if the person responsible for the actions is unknown.

Absences from class due to disciplinary action are excused absences. B-CC students who are suspended will email their teachers and check online to receive daily classroom assignments. The student’s counselor or case manager (if the student has an IEP) is the school employee who will facilitate communication between the teachers, the suspended student and the student’s family regarding classwork assignments and school-related issues. The student’s grade level

administrator will ensure that students who receive short-term suspensions will have the opportunity to complete work missed during the suspension without penalty.

B–CC POLICIES/PROCEDURES

ACADEMIC DISHONESTY

Examples of academic dishonesty include, but are not limited to, the following: the willful giving or receiving of an unauthorized text; and unfair, dishonest, or unscrupulous advantage in academic work over other students using fraud, duress, deception, theft, trickery, talking, signs, gestures, copying, or any other methodology. This policy applies to assessments, projects, homework evaluated for learning, and homework for practice and/or preparation for instruction.

Plagiarism:

- Submitting or presenting another person’s work as your own without proper documentation, including downloaded information from the internet

Cheating:

- Giving or receiving information before, during and after a test, quiz, and/or class work assignment without teacher authorization
- Using cell phones, watches, etc. to take photographs of assessments, sharing test answers and/or questions
- Using “cheat sheets,” hand signals, computers, text messages, phone messages and the like during assessments to obtain/give information
- Using unauthorized materials during an assessment

Consequences for Academic Dishonesty

- If a teacher determines that a student engaged in academic dishonesty, the teacher may assign a zero.
- Teachers will also submit a referral to the grade level administrator and contact a parent for cases of academic dishonesty.
- Students can be suspended for tampering with, or assisting another to tamper with, the MCPS computer network or exams.

International Baccalaureate World School

- Academic honesty is an essential aspect of teaching and learning in IB programmes. Bethesda-Chevy Chase High School is an IB World School, offering both the Middle Years Programme and the Diploma Programme. Please refer to the Academic Honesty policy for the IB Programmes linked on the B-CC website.

AGE OF MAJORITY

Students who reach the age of eighteen may declare their eligibility for Age of Majority (AOM) rights. Students may obtain the [Eligible Student Declaration](#) form (MCPS form 281-12) from the counseling office or on the MCPS website. Completed forms must be returned to the Counseling Office.

ATHLETIC EVENTS

Barons are expected to demonstrate the highest standards of sportsmanship at all athletic events, home and away games, even when playing our biggest rivals. The Baron Code of Conduct states that spectators will (a) display good sportsmanship at all times, (b) follow school rules, (c) be loud, be proud, (d) listen to staff. Spectators are not permitted to use profanity, bully, intimidate, mock or harass the players, coaches, officials, or fans at any time—nor display signs that do so. Spectators are not to consume alcohol during athletic events nor arrive at athletic events under the influence. (*See school policy on drugs and alcohol for examples of consequences*). No backpacks/bags, water bottles or open containers are permitted into games or on activity buses. Spectators may not enter the playing surface at any time or throw objects, and they cannot loiter in the hallways or on the grounds. Students must present their student i.d. to be charged a student rate for tickets.

Good sportsmanship means Barons are expected to cheer for our players and encourage our teams. Students who fail to adhere to the Baron Code of Conduct will be directed to leave the contest. They could also face consequences including but not limited to being issued a “no trespass” letter, losing the privilege to attend games and school-sponsored events.

ATTENDANCE POLICY

Excellent school attendance is essential to student achievement and required in order to demonstrate mastery of material and receive credit for courses. In addition, excellent attendance is essential in demonstrating a commitment to learning and forging positive relationships with staff and peers. Students are legally required to attend school and must arrive at school and to classes on time. Except when excused, students must go to classes and other required activities during the school day. Attendance will be reported to parents/guardians on the student's report card. A student is counted present for a full day if the student is in attendance four hours or more of the school day. A student is counted present for a half day if the student is in attendance for at least two hours of the school day, but less than four hours.

- Teachers record daily attendance for each class period in the online attendance system. If a student is marked absent by a teacher, parents will receive an automated phone call and/or email. Please be sure our main office has current cell phone numbers and email addresses.
- Attendance notes, signed by a parent or guardian, must be turned in to the attendance office within 3 days of returning to school in order for the absence to be considered excused. Attendance notes are available on the B-CC website and in the attendance office. Attendance notes must include the student i.d. number, student name, date of absence, reason for absence and a signature. Signed notes can be scanned or photographed and sent via email to the attendance secretary, but the notes must contain a signature, so an email with text only will not suffice.
- Students who have a note for early dismissal, must submit this note to the attendance office *before* school begins that day.
- Students with a note for early dismissal must sign out **before** leaving for the dismissal that day.

- Students must arrive at school by 7:40 a.m. each day in order to get to class before the tardy bell rings at 7:45 a.m. Late arrivals must report to the attendance office to sign in regardless of whether the student has an attendance note. Students have the next three school days to turn in a note for a late arrival.
- Unexcused tardies will also be recorded by teachers; three unexcused tardies will equal one unexcused absence. A tardy is defined as “late to class, arriving after the late bell.”
- In accordance with MCPS policy, excused absences will be granted for the following reasons:
 - Death in the immediate family
 - Illness (The principal may require a physician’s certificate from the parent/guardian in cases of chronic or extended absences for an illness.)
 - Court summons (documentation will be required)
 - Religious holiday
 - Suspension
 - Permission from the principal
 - State emergency
 - Hazardous weather conditions (weather conditions that would endanger a student on the way to and from school)
 - Lack of authorized transportation (for example, if the bus does not show up)

For students with an outstanding attendance record and a demonstrated ability to make-up missed assignments in a timely way, the principal also may allow students to miss school for work or another activity if the student’s parent/guardian (or the eligible student) has asked permission at least five school days in advance. The principal usually will excuse students if they miss school to do one of the following:

- Visit a college campus (up to three visits per school year *for juniors* / up to five visits per school year *for seniors only*)
- Participate in a college orientation program
- Interview for a job
- Work as part of an approved cooperative education program
- Participate in short term full-time work

Students who are absent from school or who leave school early are generally not permitted to participate in an extracurricular activity occurring later that same day.

Family vacations are not excused. If unusual circumstances arise, however, the principal may excuse the absence. If a school chooses to issue awards for perfect attendance, it may not withhold awards from students whose only absences have been excused absences for reasons of religion.

Absent 1-4 consecutive days?

Submit an attendance note to the attendance office, within 3 (three) days upon returning to school.

Absent 5 or more consecutive days?

Include a doctor's note (or other appropriate documentation) with the attendance note within 3 days of returning to school.

Please note that students who demonstrate a pattern of absences (of any duration) that extend weekends or that regularly occur on days of scheduled course assessments / project due dates can be required to provide documentation in order to have the absence excused.

Unexcused Absences

- Unexcused absences and tardies could result in a range of possible consequences, for example:
 - Teacher-student conference
 - Parent contact
 - Counselor check-in
 - Detention
 - Loss of privileges including but not limited to: parking permit, open lunch, participation in after school events such as homecoming, athletic contests, prom, or other extracurricular activities.
 - Meeting with parent, administrator and Pupil Personnel Worker to develop an attendance intervention plan
 - Referral to Attendance Matters and/or Truancy Review Board
- It is important for students to make up missed work regardless of whether the absence is excused or unexcused. Teachers may assign an equivalent, but different, task or assessment when students return from any absence. For unexcused absences, teachers may deny credit for missed assignments or assessments, in accordance with the process approved by the principal and the leadership team. Students may not participate in extracurricular activities on a day that they have an unexcused absence.

Work Missed During an Absence

- Students have a responsibility and are expected to make up missed work, regardless of whether the absence is excused or unexcused. If the absence is excused or is a result of a suspension, the teacher will help a student make up work. If the absence is unexcused, the teacher does not have to help a student make up the work missed, give a retest, or give an extension on work that was due. Even though teachers do not have to help students make up missed work, students still have to make up the work so they can complete the rest of the course.

High school students with five unexcused absences in a class will be required to submit [MCPS Form 560-26A](#), *Appeal of Attendance Recording*, if they or their parents/guardians believe any absence was recorded incorrectly. Students with excessive absences will also develop an attendance intervention plan with their counselors or administrators. An attendance intervention plan ([MCPS form 560-26b](#)) may be initiated by the student, parent/guardian, counselor or

administrative team. Attendance appeal and intervention plan forms will be available in the counseling and administrative offices and on the school's website. If the student does not complete either an appeal of attendance recording or an attendance intervention plan and/or continues to be absent without an excuse, the student will be considered to be in danger of receiving a failing grade in that course (E₃). Students who fail to earn course credit due to excessive unexcused absences/tardies may be eligible to complete a credit recovery program.

- For additional information related to the attendance policy, please refer to the attendance link on the B-CC website and the document titled, “*A Student’s Guide to Rights and Responsibilities*”.
- Parents receive the following notifications in the event of their child’s absence from school:
 - An automated phone call if your student is absent from one or more classes in a school day
 - A warning letter or an email if your student has three unlawful absences.
 - A letter or email if your student has five unlawful absences to inform you that your student will fail the class unless an appeal or an attendance intervention plan is completed.

BUS TRANSPORTATION/BEHAVIOR AND RULES

The Montgomery County Public Schools system provides bus transportation to all students who live beyond a reasonable walking distance and to those students who might encounter hazardous walking conditions regardless of distance. Bus listings of stops, pick-up and drop-off times are sent to each student prior to the opening of school. Questions regarding this service can be directed to the Department of Transportation (301-469-1070).

All school rules are in effect while students are waiting at school bus stops and riding school buses. The bus operator is in charge of the bus and the passengers and is responsible for the safety of students on the bus. The bus driver can assign students designated seats on the bus. Riding the bus is a privilege that can be denied temporarily or permanently. A student may become ineligible for transportation if his/her behavior creates a problem on the school bus.

CELL PHONES / PORTABLE COMMUNICATION DEVICES

Students at B-CC are allowed to use cell phones before school, during lunch, in between classes and after school. Cell phones are prohibited during class time (both in the classroom and in the hallways) unless otherwise directed by the teacher. *Students are responsible for knowing the classroom rules for cell phone use, and students should not have to be repeatedly asked to put away their cell phones during class.* Refusal to put away a cell phone as soon as a teacher asks is an act of defiance that will increase the severity and duration of consequences. Students who leave the classroom during class time may be requested to leave their cell phone with the teacher. Teachers will collect all cell phones prior to administration of assessments. Consequences for the use of cell

phones without teacher permission could result in a range of possible consequences, for example:

- Teacher Warning
- Detention / Loss of Privileges
- Written reflection
- Parent Contact
- Confiscation of the cell phone until end of day in the security office
- Confiscation of the cell phone until a parent picks it up from the security office

In addition, students cannot use cell phones or portable communication devices in a manner that is profane, indecent or obscene or constitutes an invasion of privacy (i.e., in taking photographs or sending text messages). Students are not to take photographs or videos without the knowledge of the person/persons being photographed or recorded. Inappropriate use of cell phones or portable communication devices to threaten, bully, harass, etc. can lead to a police referral and/or suspension.

COMPUTER USE

B-CC encourages students to make educational use of its computers before school, during class and after school. Computers are available in:

- The Media Center
- English Department Writing Center
- Cyber Café

Chromebooks and laptops are available in many classrooms. Students are not permitted to remove Chromebooks or laptops from the rooms to which the devices are assigned. In addition, students must return the devices to the charging station when they have finished using them. Food and drink damage computers, Chromebooks and laptops. Students are not permitted to eat or drink while using a device. Students and their families will be financially responsible for any damage students make to these devices, and damage will also result in loss of privilege to use the devices.

Students have the right to use technology provided by MCPS for educational purposes only as defined in regulation IGT-RA. Computer equipment, computer services, and network access to schools and offices are provided for purposes consistent with the mission of MCPS. All actions are subject to MCPS review and may be logged and archived. Students must protect information and resources against theft, malicious damage, unauthorized access, tampering, and loss and comply with relevant state, local and federal law. Students who abuse the computer use privileges will lose these privileges for a specified period of time. In addition, a police referral and a recommendation for expulsion may be consequences for tampering with school computers and/or the school network.

DISTRIBUTION OF MATERIALS

Distribution of newspapers, leaflets, flyers, magazines or any other non-school-issued materials on the school grounds by B-CC students must be approved in advance by an administrator. Distribution of such materials by individuals other than B-CC students requires the permission of the Deputy Superintendent of

Schools. Posters and flyers must have approval of an administrator or they will be removed.

DRUGS, ALCOHOL, VAPING AND TOBACCO PRODUCTS

Use and/or possession of illegal substances (e.g., marijuana, cocaine, opiates, synthetic drugs), including alcoholic beverages and vaping devices/e-cigarettes, on school grounds or within the drug-free school zone of 1000 feet or during a school-related activity is illegal. Consequences may include but are not limited to a police referral and suspension. **Distribution of controlled or illegal substances (including prescription medications) or intent to distribute controlled or illegal substances may result in a police referral, a 10-day suspension and a recommendation for expulsion.** Use of tobacco or nicotine products such as vaping devices/e-cigarettes is also illegal and prohibited on school grounds or within the drug-free school zone.

In addition, students are not permitted to arrive at school or any school events (e.g., sporting events, dances, or *any* school-sponsored activity, whether on or off campus) under the influence of alcohol or an illegal or controlled substance. Being at school or a school event under the influence not only poses significant danger to the student's personal health, but also has an impact on the overall safety of the event by consuming the time and attention of adult chaperones. Students who are under the influence may experience violent illness along with decreased inhibitions, increased vulnerability and increased aggression, all resulting in public behavior that can be dangerous and personally humiliating.

Students arriving to school or a school-sponsored event under the influence, as well as those found to be under the influence during school/school event or in possession of prohibited substances or devices, are subject to consequences including but not limited to:

- Loss of privilege to participate in or attend extracurricular activities, athletic events, dances, ceremonies or other school-sponsored activities for a minimum of 21 calendar days for the first offense.
- Loss of privilege to participate on athletic teams, in elected or appointed leadership positions, loss of Honor Society memberships, club memberships for a minimum of 21 calendar days for the first offense.
- Subsequent violations of this policy will be cause for permanent removal from athletic teams, elected or appointed leadership positions, Honor Society memberships, club memberships, etc. for the school year.
- Loss of school parking permit
- Community service related to underage drinking and substance abuse
- Referral to community agencies such as Screening and Assessment Services for Children and Adolescents (SASCA) and National Alliance on Mental Illness (NAMI)
- Behavior contract, including referral to school counselor
- Suspension
- Police Referral

ELEVATOR USE

The use of the elevators in the school buildings is limited to staff members and students who are disabled or physically limited (permanently or temporarily).

Students requiring the use of elevators need to bring a doctor's note to the Main Office, stating the reason and length of time the key will be necessary. A \$50.00 deposit is required for a key to be loaned to a student. Unauthorized use of elevators by students may result in detention and loss of school privileges.

ELIGIBILITY FOR ATHLETICS/EXTRACURRICULAR ACTIVITIES

In order to be eligible for any athletic or extracurricular activity, a student must have obtained a 2.0 grade point average (GPA), with not more than one grade of E, for the previous nine-week grading period (the first nine-week eligibility period is determined by the fourth-quarter grades from the previous school year). If a student does not earn a 2.0 GPA, or has more than one failing grade, the student will be ineligible for the next nine weeks. The period of eligibility/ineligibility begins on the day report cards are distributed and continues until the next report card is distributed.

Serious behavior infractions or excessive unexcused absences may be sufficient reason for declaring a student ineligible at any time. Such decisions will be made by the principal after conferring with the coach, sponsor, and/or athletic director.

To participate in any athletic/extracurricular event the student must be present in all scheduled classes on the day of the event or previous Friday for weekend events unless the absence has received prior administrative approval.

FINANCIAL OFFICE

The Financial Office is open before school, during lunch, and immediately after school. Students may not go to the Financial Office during class time. Students may pay obligations and course fees in the Financial Office. Students may also purchase replacements for lost student handbooks in the Financial Office. Students should bring checks, money orders, or exact change for payments. Per MCPS policy, individuals whose checks are returned by the bank will be charged a \$25 fee. Change will not be available for large money denominations. Students and Parents may also pay for obligations and course fees online through the online school payment link located at <https://osp.osmsinc.com/MontgomeryMD/BVModules/CategoryTemplates/De-tailed%20List%20with%20Properties/Category.aspx?categoryid=BY288>.

HALL PASSES

To ensure student safety during the school day, it is essential that staff can locate students at all times and that time out of class is minimized. Dismissal during class requires a hall pass signed by a staff member with the date, time, and destination noted. The MCPS General Use Slip or this B-CC Student Agenda Book must be used as a hall pass. When students present a hall pass, it promotes positive interactions among students and adults and reduces the possibility of conflicts or misunderstandings.

HEALTH ROOM

The Health Room is located opposite the Auditorium on the first floor. Except in cases of a true medical emergency, students must have a pass from their

teacher to go to the health room. If the Health Room is locked for any reason, students should report to the main office. Students should have an emergency name and telephone number on file. A student cannot leave school without permission from a parent/guardian or previously designated person.

LOCKERS

All students in Grades 9 -11 will be assigned a locker and combination. Lockers remain the property of B-CC High School and **may be searched by school officials with reasonable cause.**

LOST AND FOUND

When personal property is missing or vandalized, students should immediately notify the security team leader or member of the security team and complete the appropriate form. **Students should not bring valuable or expensive items or large sums of money to school.** In addition, students should not leave their personal belongings unattended. This especially applies to the locker rooms. "Lost and Found" is in the Security Team Office and on the first floor by the cafeteria. This does not include textbooks. Lost textbooks should be reported to the teacher; found textbooks are returned to the appropriate teacher.

LUNCH

The students, staff, and parents of B-CC High School agree that an open lunch period is desirable. It allows students maximum freedom and choice in meals as well as free time. The single-period format provides the greatest opportunity for clubs and other groups to meet. It also places the following responsibilities upon the individual student to:

- Return to campus on time.
- Conduct oneself as a representative of B-CC High School, following all school rules when off campus.
- Dispose of trash in appropriate receptacles & clean area of crumbs and food spills.
- Refrain from eating in restricted areas (e.g., Media Center, gym, science rooms, etc.)
- Respect the rights and property of the community members at all times.

OBLIGATIONS

All students have the responsibility to return textbooks and library materials at the end of each semester and to pay lab fees at the beginning of the semester for courses that require fees. These fees pay for supplies to support the course. Disciplinary consequences (e.g., detentions, credit recovery, or community service) will become obligations.

- ***No parking permits will be issued to students with obligations***
- ***Students with obligations will not be able to participate in extracurricular activities or athletic games/matches***
- ***Students with obligations will not be able to attend the homecoming dance, prom or receive a cap and gown for graduation***

Questions about financial obligations should be addressed to the Financial Office at 240-740-0417. Questions about disciplinary obligations should be addressed to the grade level administrator.

PARKING

Parking forms are located in the Security Office. They are available for pick-up before school, during lunch and after school. Students should apply for a parking space as soon as forms become available each season. A school committee will review all applications, and only students with a record of excellent school attendance will be considered. Approved students will be notified. **No parking permits will be issued to students with obligations.**

B-CC Parking Rules:

- Students who plan to park on school grounds must have a valid up-to-date parking permit.
- Due to the limited number of parking spaces, students with 5 or more unexcused absences in any class can lose their parking permit. It is not practical or fair to reserve parking for students who do not demonstrate excellent school attendance.
- Students are expected to drive in a safe manner.
- Students found to engage in vandalism, destruction of property, alcohol/substance use or other disciplinary infractions can lose their parking permits.
- Students must park only in the student parking spaces. Parking in visitor spaces will result in being towed and make students ineligible for consideration for parking passes in the future.
- Inclement weather or construction could restrict the number of available spaces. When this occurs, students must use different transportation to get to school. Parking illegally or in spaces designated for staff is not permitted.
- Students are not to loiter around their cars and may not return to their cars during the school day.
- All parking permits must be prominently displayed and visible to all.
- Parking permits cost \$25.00 per semester.
- Parking permits are not transferable and thus cannot be used in any vehicle that is not registered with the security office.

Failure to comply with the above expectations will result in revocation of the parking permit.

PERSONAL PROPERTY

Cell phones, smart watches, iPods®, electronic games, and other electronic devices are not to be used or visible during class time. Any staff member has the right to confiscate such equipment until the end of the day, and **it will be considered an act of defiance if the student refuses to relinquish such property.** Repeated violations will result in a parent being called to pick up the item. Please ensure that personal belongings are secured in a locker during the school day and during physical education classes (in the locker room).

SCHOOL CLOSING

When weather conditions are severe, the regular school schedule may be changed. School closings or delayed starting times will be announced on the radio, TV and MCPS website. Students should not call the school because telephone lines must be available for emergencies.

STUDENT SERVICE LEARNING (SSL)

Service learning experience is a graduation requirement. These 75 required hours may be accumulated through curriculum, co-curricular programs, community organizations or special student service learning activities. Approval must be granted **prior** to beginning the activity. Verification forms are available in the Counseling and on the website. Forms should be submitted no later than the first Friday in January for first semester service learning activities, and no later than the first Friday in June for second semester activities. If an activity is for two semesters, the hours earned each semester must be submitted at the end of the semester. Hours earned during the summer must be submitted no later than the last Friday in September. Students may be recognized for exceptional service by having documented 260 or more hours of service by the first Friday of April of their senior year. Students will receive a Certificate of Meritorious Service from MSDE and MCPS and a purple tassel to wear at the time of graduation exercises.

SUPPORT PROGRAMS FOR STUDENTS

- Peer Partners – During lunch in the Counseling Office
- National Honor Society Mentoring Program – Thurs.@ lunch
- Time for Academic Progress (TAP) - 2:40-3:40.*
Math, Science, English and Social Studies in the C100 classrooms on Tuesday, Wednesday, and Thursday.
- College Tracks – Tuesdays at 2:30 p.m.*

**Funded by B-CC Educational Foundation*

TRESPASSING

Any person violating the Board of Education's posted regulations for visitors will be requested to leave the premises. If he/she refuses, the police will be called immediately and the principal, if necessary will issue a trespassing notice. Students who have out-of-school suspension may not be on the school's premises for the duration of the suspension. Students are not permitted to be in the building or on campus outside of school hours unless under the supervision of a school staff member.

WEAPONS

Weapons are defined as any instrument that can cause bodily harm. This includes knives **of any size**, razors, clubs, metal knuckles, nun chucks, guns, laser pointers, and any other objects intended or used to inflict harm.

When a student is found in possession of any such illegal object, the police must be involved and the minimum consequence is suspension from school. **The maximum consequence for any student who uses a weapon to cause bodily harm/injury is police referral and recommendation for expulsion.**

COUNSELING DEPARTMENT INFORMATION

Counseling services are available to all students. Each student is assigned to a particular counselor alphabetically based on his/her last name. Counselors are available to see students through appointment or on a drop-in basis before school, during lunch, or after school.

GRADING

Grades are based on evidence of attainment of the course outcomes, as outlined in the *MCPS Curriculum Frameworks*.

The following symbols and statements are used to report progress:

- A** Outstanding level of performance
- B** High level of performance
- C** Satisfactory level of performance
- D** Minimum level of performance
- E** Failure
- CR** The student is maintaining a level of performance that is acceptable for credit purposes.
- NC** The student's level of performance is unsatisfactory.
- I** Incomplete—Due to extenuating circumstances, the student has been given an approved extension of time.
- W** Withdrawn with school approval in accordance with MCPS procedures.

COUNSELOR ASSIGNMENTS

	9th Grade			10th Grade	
Reveron		A - Ansari	Reveron		A - Arkin
Palchick		Archer - Coukell	Palchick		Arnold - Cichy
DeMunter		Coyle - Glantz	DeMunter		Cicoella-Diallo - Fowlkes
Gordon		Goelman - Kales	Gordon		Franze - Jackson
Slotkowski		Kanbouris - Langan	Slotkowski		Jacobs - Koker
Toole		Lara Carranza - Mengitsu	Toole		Kolton - Miranda
Henry		Menjiver Jr. - Razu Ghersi	Henry		Mobille - Renaghan
Showker		Reyes - Stephens	Showker		Rich - Tesfaslasse
Khani		Straus - Z	Khani		Tewoldeberhan - Z
	11th Grade			12th Grade	
Reveron		A - Alvord	Reveron		A - Barnes
Palchick		Amankaweh-Ayeh - Chirikov	Palchick		Barro - Contreras
DeMunter		Chotiner - Gharib	DeMunter		Cooper - Genana
Gordon		Giacomini - Joholske	Gordon		Geraldo - Johnson
Slotkowski		Jones - Korsa	Slotkowski		Joholske - Lien
Toole		Kramer - Mervilus	Toole		Lieppe - Nava
Henry		Messinger - Revutchi	Henry		Navarette - Ross
Showker		Reyes-Lopez - Story	Showker		Rota - Terbush
Khani		Stubbs - Z	Khani		Terceiro - Z

GRADUATION REQUIREMENTS

To be awarded the Maryland High School Diploma, a student shall have earned a minimum of 22 credits in Grades 9–12.

MCPS Graduation Requirements for All Students:

Necessary Credits

****Participation in statewide HSA/PARCC/MISA exams**

Refer to the MCPS website for graduation requirements by class:

<http://www.montgomeryschoolsmd.org/curriculum/graduation-requirements.aspx>

English.....	4
Social Studies (must include 1 US History, 1 NSL Gov., 1 World History).....	3
Mathematics (must include 1 Algebra, 1 Geometry)	4
Science (must include 1 Physical, 1 Biological Science)	3
Fine Arts.....	1
Technology Education.....	1
Physical Education.....	1
Health.....	1/2
Foreign Language or Advanced Technology Career or.....	2
Career Preparation.....	3-9
Student Service Learning.....	75 hours

REQUESTS FOR TRANSCRIPTS

Request for transcripts to be sent to post-secondary institutions should be made one month prior to the institution's deadline.

TRANSCRIPT FEES			
First three college requests (seniors only)	FREE	Each additional college request	\$3.00
Withdrawal (requested by new school)	FREE	Private School (all requests if official)	\$3.00

THERE IS A 24 HOUR TURNAROUND TIME ON ALL REQUESTS FOR ALUMNI TRANSCRIPTS, ATTENDANCE VERIFICATION FORMS, FULL-TIME STUDENT LETTERS, MVA ATTENDANCE VERIFICATION, AND SOCIAL SECURITY FORMS.

COLLEGE AND CAREER READINESS

All students will develop a four-year plan using [Naviance](https://www.naviance.com/), an online college and career readiness tool. Students will also use Naviance to connect their strengths with possible future careers and identify post-secondary options that could be a best fit for them. Counselors will guide students in the use of Naviance.

PREPARATION FOR COLLEGE ENTRANCE EXAMINATIONS

A variety of resources to help students prepare for college entrance exams are available within the College and Career Center. To demonstrate College and Career Readiness, students are required to take the SAT, ACT or Accuplacer in their junior year of high school.

To prepare for the SAT, all students must register with the Khan Academy by going to this site: <https://www.khanacademy.org/sat>. The Khan Academy provides free, high quality personalized online tutorials. Students who register with the Khan Academy can generate personalized SAT practice based upon their performance on the PSAT.

All sophomores and juniors take the PSAT in October. In addition, a variety of SAT "boot camps," SAT / ACT practice tests, etc. are offered through the PTSA's College Advisory Committee (CAC) as well as other organizations that have partnerships with the school.

COUNTDOWN TO GRADUATION

9th Grade

- _____ Visit the College/Career Center.
- _____ Become familiar with the resources.
- _____ Participate in school extracurricular activities.
- _____ Take practice PSAT at B-CC.
- _____ Review your academic progress; plan your program for next school year with parents and counselor. Remember the grades earned in the ninth grade are part of your official high school transcript.
- _____ Use the Summer Search booklet to locate summer enrichment programs.

10th Grade

- _____ Continue your participation in extracurricular activities.
- _____ Visit the College/Career Center. Ask about career interest inventories.
- _____ Take practice PSAT at B-CC.
- _____ Meet with your counselor to discuss results of PSAT/NMSQT.
- _____ Plan next year's program.
- _____ Consult handbooks of colleges, trade, and technical schools.
- _____ Talk with teachers about taking achievement tests (SAT II) in subjects you have completed.
- _____ Consider the career/technology course offerings at Edison Career Center.
- _____ Use the Summer Search booklet to locate summer enrichment programs.

11th Grade

FALL

- _____ Take the PSAT/NMSQT. *It counts!!!*
- _____ Attend the college programs sponsored by the counseling department and PTSA.
- _____ Attend career presentations sponsored by the school, MCPS, and the business community.
- _____ Meet with college admissions representatives who visit the College/Career Center.
- _____ Consider getting information on apprenticeship programs and trade and technical schools.

SPRING

- _____ Plan next year's program to enhance prospects for employment opportunities and college admissions.
- _____ Use the computer search programs to identify appropriate colleges, trade or technical schools.
- _____ Consider an internship for senior year.
- _____ Attend the MCPS College Fair and the school-sponsored programs. Confer with your counselor about post high school plans.

- _____ Spend time in the College/Career Center exploring materials. Find out about summer enrichment programs.
- _____ Assemble a file of materials collected from colleges, trade and technical schools and those distributed by the Career Center.
- _____ Register for SAT and/or ACT (important if you are considering early decision).
- _____ Make interview appointments for the early fall if appropriate.
- _____ Become familiar with college and job applications.
- _____ Use the Summer Search booklet to locate summer enrichment programs.

12th Grade

SUMMER/FALL

- _____ Make an appointment with your counselor for you and your parents to discuss post high school plans.
- _____ Complete student self assessment survey.
- _____ Request applications from colleges, trade and technical schools.
- _____ Register for Oct./Nov. SAT I, ACT and/or SAT II.
- _____ Stay abreast of all scholarship opportunities through the College/Career Center.
- _____ Visit college, trade and/or technical schools. Talk to admissions representatives who visit the Career Center.

FALL/WINTER

- _____ Attend college and career programs sponsored by the Counseling Department.
- _____ Familiarize yourself with the school's transcript procedure and follow it.
- _____ Register for October/Nov./December SAT I, ACT, and/or SAT II (subject) tests.
- _____ Submit applications by December 1 if possible.
- _____ Abide by both school and college deadlines.
- _____ Seek letters of recommendation if needed. Give teachers sufficient notice.
- _____ Apply for scholarships (use the computer and other resources in the College/Career Center)
- _____ If appropriate, have your parents complete necessary financial aid forms.

SPRING

- _____ Attend job fairs.
- _____ Notify counselor of your application status as you hear from the colleges.
- _____ Request a final transcript to be sent to the college you will be attending in the fall.

Good decisions follow a timetable. The above checklist guides students in the complex process of making post-high school plans.

MEDIA CENTER

HOURS OF OPERATION

Monday through Friday 7:00 AM – 3:30 PM
Open during lunch (no pass required)

PHILOSOPHY

The media center staff attempts to create an open and inviting atmosphere where students are encouraged to think critically and creatively with our support.

EXPECTED STUDENT BEHAVIOR

To assist in creating this open and inviting atmosphere, students are asked to be respectful of those around them. With these goals in mind, the following rules apply:

- Please ask the staff for assistance. We are here to help.
- Maintain a level of conversation which allows no distractions.
- Only one person per computer without special permission.
- No food and drink in order to keep the areas clean and free of pests.

MEDIA CENTER USE WITH PASSES

Students may use the Media Center without passes before and after school and during lunch. At all other times during the school day, a pass or handbook signed by a staff member is required.

STUDENT TECHNOLOGY AND MEDIA USE

The media center possesses several technology items such as digital video and still cameras. Priority use of these items is first given to teachers. If, however, these items are not checked out and a student needs one to complete a school project, students may check an item out for a negotiated time period.

CIRCULATION/LOAN PERIODS

Please check out materials from the circulation desk located near the door of the library. Loan periods are three weeks for general books, overnight for reference books, and one week for magazines/periodicals.

OVERDUE FINES

Overdue notices are sent to student MCPS email accounts and posted in the Media Center regularly. Fines are 5 cents per day for general books. There are no fines for late books; however, if the item is lost or damaged, the student must pay for the cost of replacement. Since we have a very limited supply of AV materials (e.g. cameras, camera power adaptors, tripods, etc.), AV materials have a 3 day maximum checkout period and carry a \$1 per day fine per item. The maximum fine for AV equipment is \$20 per item.

MEDIA CENTER DATABASES

Online Resource	Description & URL	Username
		Password
ABC-CLIO Social Studies (African American History, Latino American Experience, American History, World History, American Government, World at War, Pop Culture Universe)	http://databases.abc-clio.com	bethesdach
		bcc
Biography in Context	http://infotrac.galegroup.com/itweb/beth42944?db=BIC1	bcc
Britannica Escolar	http://escolar.eb.com/levels	mcps search
Ebooks	http://infotrac.galegroup.com/itweb/beth42944?db=GVRL	bcc
Encyclopedia Britannica	http://school.eb.com/	bethesdach
		bcc
Universalis (French Encyclopedia)	http://french.eb.com	mcps
		search
GREENR	http://infotrac.galegroup.com/itweb/beth42944?db=GRNR	bcc
JSTOR (create your username and password after you register)	https://www.jstor.org/token/pnVSKTBz9UV6ne2cJtBD/bcchs.mcpsmd.org	You create!
		You create!
NoodleTools	http://noodletools.com/	MCPS Email
		School Password
Opposing Viewpoints	http://infotrac.galegroup.com/itweb/beth42944?db=OVRC	bethesdach
		bcc
Overdrive (fiction & nonfiction ebooks)	https://soraapp.com/	bethesdach
		bcc
Points of View	http://search.ebsco.com/login.aspx?auth_type=ip.uid&profile=pov	bcc
		bcc
SIRS Decades, Knowledge Source, Issues Researcher	http://sks.sirs.com/	bethesdach
		bcc
US History in Context	http://infotrac.galegroup.com/itweb/beth42944?db=UHIC	bethesdach
		bcc

***STOP BY THE MEDIA CENTER FOR PASSWORDS TO THE 2019-2020 DATABASE ADDITIONS AND UPDATES**

EXTRACURRICULAR ACTIVITIES

Extracurricular activities at B-CC High School offer many opportunities for students to develop and expand their interests, talents, service to the school and community, and active participation in school life. All students will be given the opportunity to attend our fall in-school Activity Fair to learn more information about the varied extracurricular activities at B-CC.

INTERSCHOLASTIC SPORTS		
Fall	Winter	Spring
Boys Soccer	Basketball	Allied Softball
Cheerleading	Bocce	Baseball
Cross Country	Cheerleading	Boys Tennis
Field Hockey	Indoor Track	Boys Volleyball
Football	Poms	Coed Volleyball
Girls Soccer	Swimming	Girls Tennis
Girls Volleyball	Wrestling	Gymnastics
Golf		Lacrosse
Poms		Softball
Team Handball		Track and Field

In order to be eligible for any athletic or extracurricular activity, a student must have obtained a 2.0 grade point average (GPA), with not more than one grade of E, for the previous nine-week grading period (the first nine-week eligibility period is determined by the fourth-quarter grades from the previous school year). If a student does not earn a 2.0 GPA, or has more than one failing grade, the student will be ineligible for the next nine weeks. The period of eligibility/ineligibility begins on the day report cards are distributed and continues until the next report card is distributed.

Students with obligations will not be able to participate in extracurricular activities or athletic games/matches.

All students must have a current physical before trying out for a sport.

MCPS and B-CC High School are dedicated to promoting a positive culture in our school, on our athletic teams and in our community. Student athletes must be under the supervision of an adult at all times. Bullying, hazing and harassment will not be tolerated. For resources, please visit the MCPS Athletics [site](#).

Any questions relating to interscholastic sports should be directed to the athletic director, Dr. Donna Considine (240) 740-0444.

STUDENT ORGANIZATIONS

B-CC High School offers students the opportunity to form their own special-interest club or activity.

Students who wish to form a club or activity must pick up a New Club/Activity Application from the Student Government Association (SGA) Advisor, Ms. Trimble. Once the application is completed, students should return it to Ms. Trimble, who then sends it to the principal for approval. After the application is approved, the club must meet at least twice a semester to remain an official club/activity.

CLUBS, ACTIVITIES AND ORGANIZATIONS*

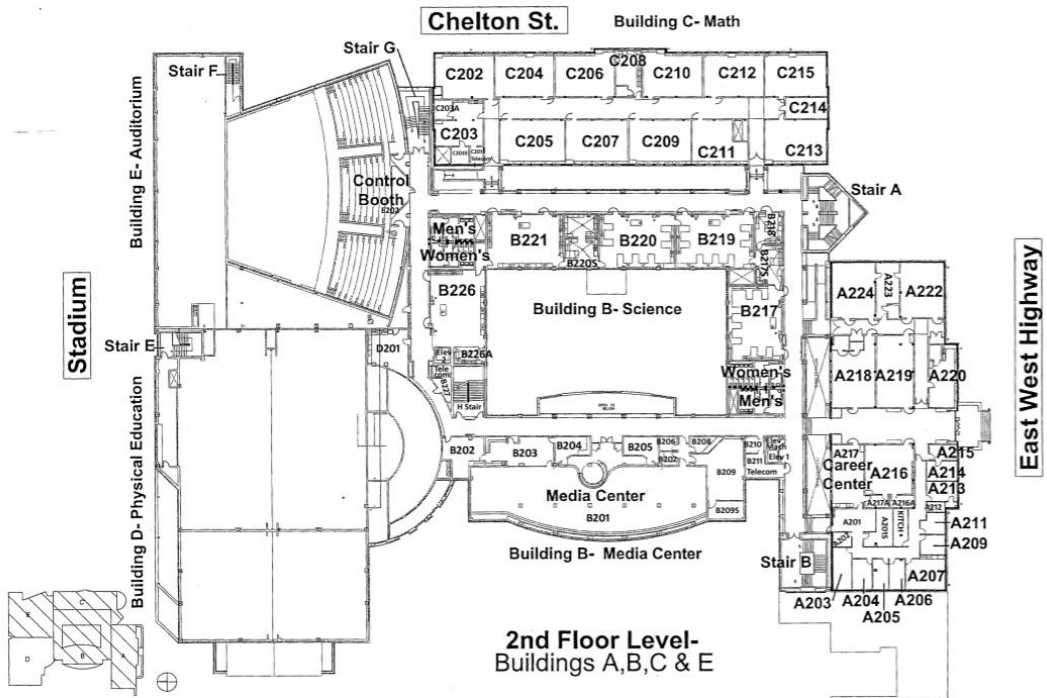
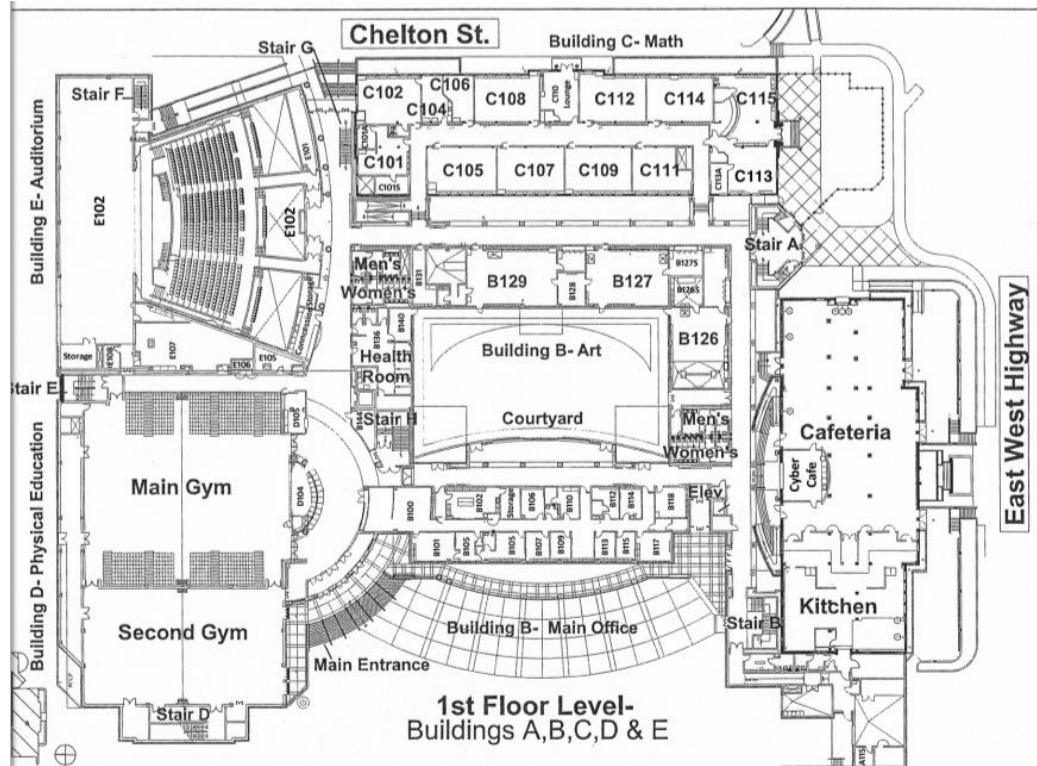
A Wider Circle Club	Clothes Swap	Nothing Below A 3.0
ALS Club	Club Free Yourself	Nothing But Nets
Anime Club	Donations of Sports	
Appreciation of the Arts	Equipment	Once Upon a Prom
Arabic Language and	Empty Bowls Club	Outdoor Adventure club
Culture Club	Feminist Club	Perspectives and
Autism Speaks	Fire/Rescue Club	Discussion
B-CC Asian Culture Club	Glee	Philosophy Club
B-CC Can (Cure Apathy	Green Schools	Recent Events in Science &
Now)	Green Service	Technology
B-CC Cares	Guitar Club	Rocketry
B-CC Cultural Exchange	Human Trafficking	Rugby Club
	Awareness Forum	School Girls Unite
B-CC Filmmakers Guild	Improv Club	Science Bowl
B-CC Gardening Club	Infinity	Science Club
Best Buddies	International Club	Shakespeare Club
B-CC Lumberjack	International Cuisine	Special Olympics
B-CC Photo Club	It's Academic	Spectrum: BCC Gay-
B-CC Ping Pong	Jewish Culture Club	Straight Alliance
B-CC Stand	Jugglers	Students Against Human
B-CC Style Club		Trafficking
B-CC Ultimate Frisbee	KIDS FIRST	Tattler Extra
B-CC Film Club	Latin Club	The B-CC Writing Club
Bicycling Club	Latino Athletic Club	The Nerd HQ of B-CC
Breakdancing Club	Math Team	The Pine Tree
Breaking the	Men's Chorus	The Public Speaking Club
Cycle of Addiction	Minority Scholars Program	The Scandinavian Club
Bridge Club	Model UN	The Society of Book Eaters
Building Bridges with	National Art Honor	UNICEF
Ecuador	Society	Vegetarian Club
Charitable Investment Club	National Honor Society	Yoga Club
Chinese Culture Club	Natural Disaster Relief	Young Democrats
CHIPS Literary Magazine		Young Republicans

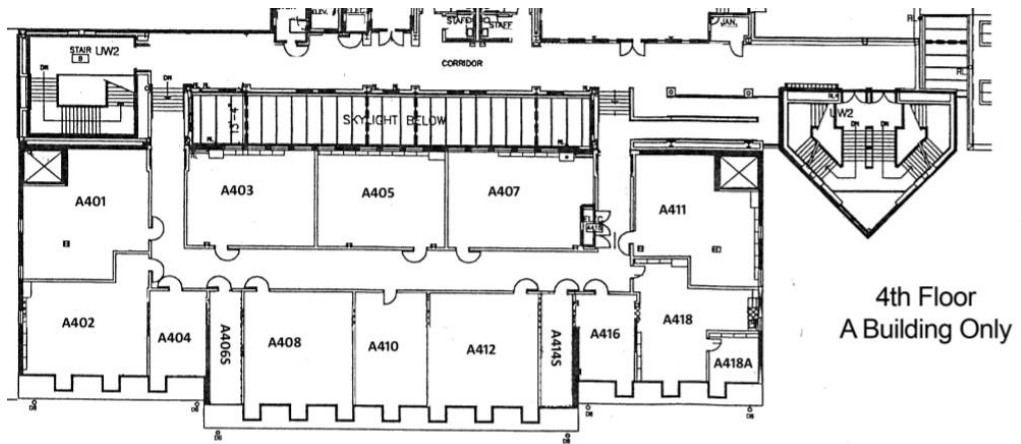
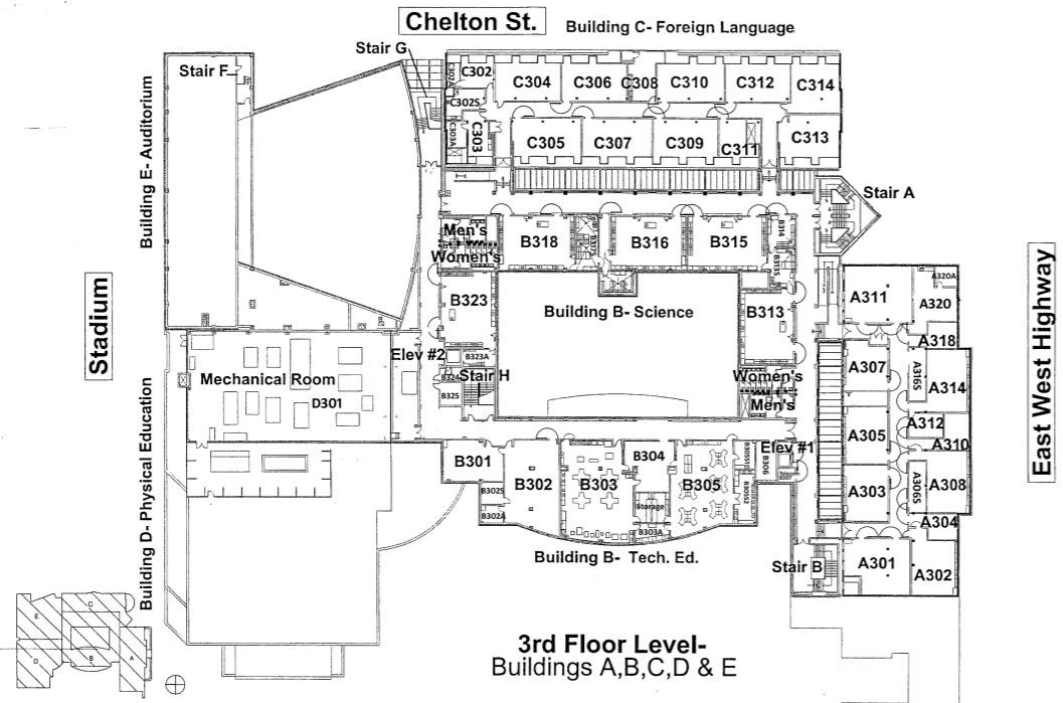
*Please refer to the school's website for a listing of groups active during the 2019-2020 school year.

HONORARY SOCIETIES/ORGANIZATIONS

Chinese Honor Society	National Art Honor Society	Spanish Honor Society
French Honor Society	National Honor Society	Thespian Society
English Honor Society	Science Honor Society	Tri-M (Music)

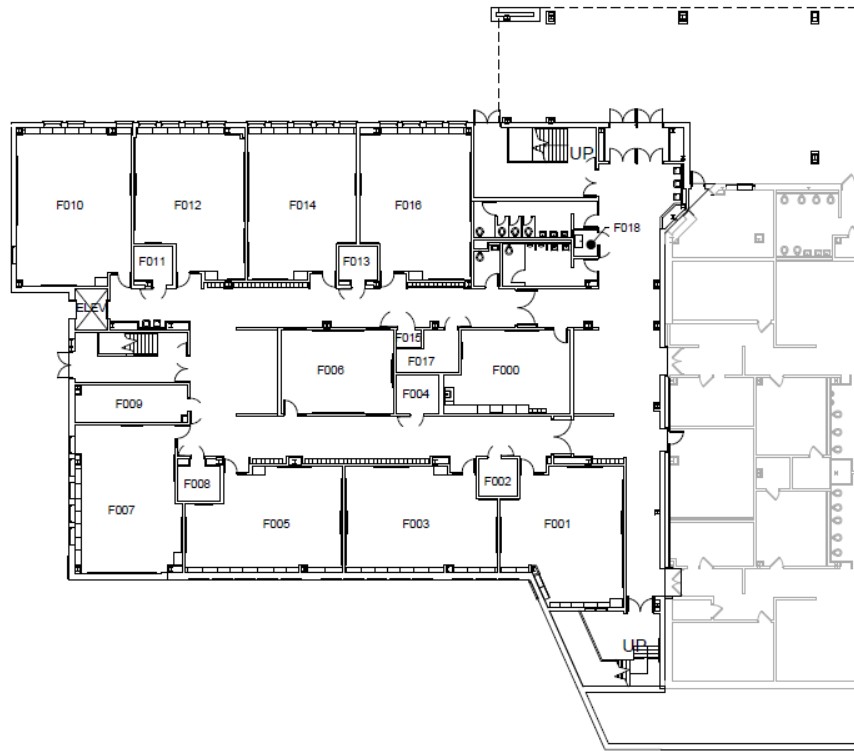
MAPS OF SCHOOL BUILDING





MAPS OF FALL 2018 BUILDING ADDITION

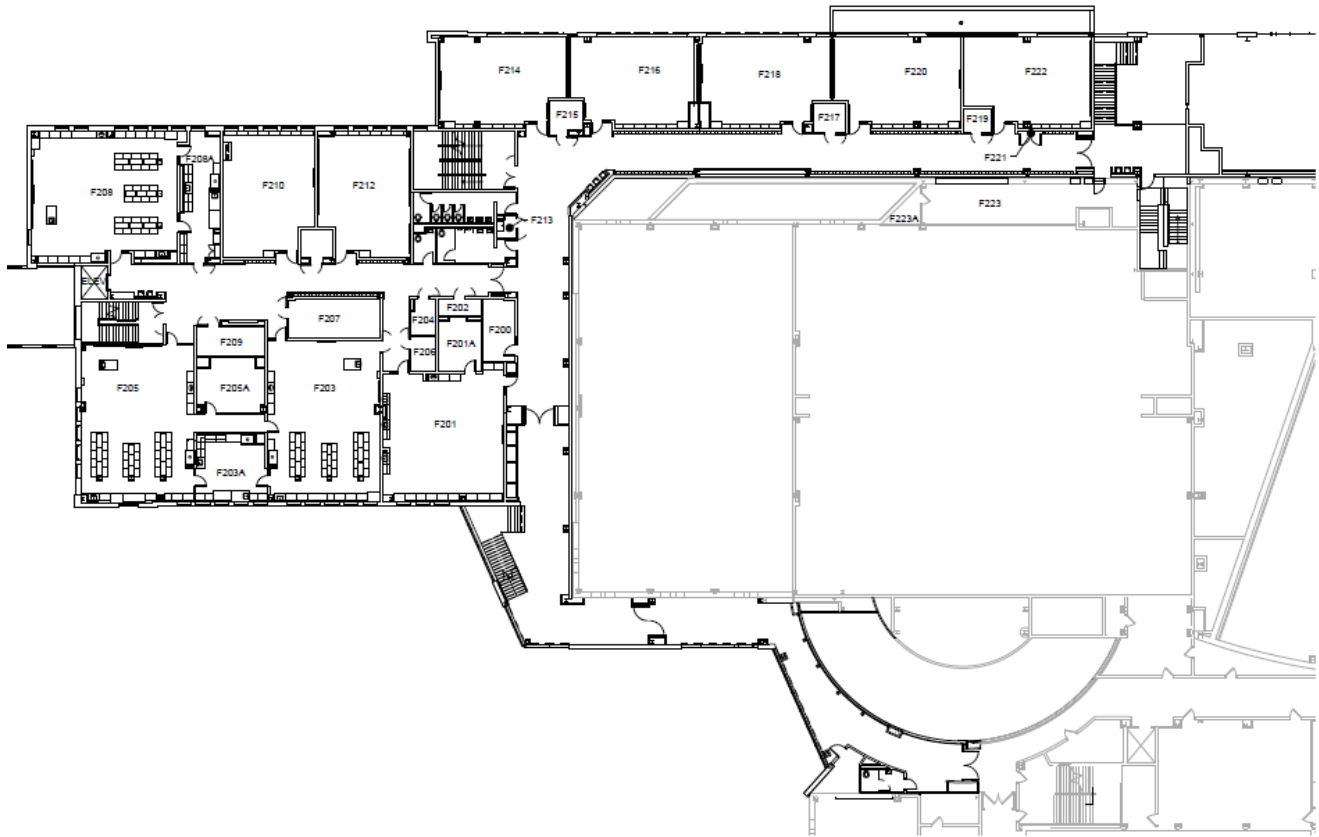
Ground Floor



First Floor



Second Floor



Third Floor

