



# **Student Handbook Academic Year 2021-2022**

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## Contents

<b>The City Neighbors Way</b>	<b>7</b>
<b>OUR REASON FOR BEING</b>	<b>8</b>
THE CITY NEIGHBORS HAMILTON MISSION	8
THE CITY NEIGHBORS HAMILTON VISION	8
CITY NEIGHBORS HAMILTON STATEMENT ON DIVERSITY	8
<b>THE STRUCTURE OF OUR SCHOOL</b>	<b>10</b>
<b>THE PILLARS OF OUR ARCH</b>	<b>11</b>
CNH Board of Directors	11
CNH Family Involvement	11
City Neighbors Foundation:	12
<b>YOU ARE THE ARCH: The CNH Parents</b>	<b>13</b>
CNH FAMILY INVOLVEMENT PROGRAM	13
<b>THE CORE OF OUR WORK: Academics and Curriculum</b>	<b>14</b>
OUR EDUCATIONAL APPROACH	14
WHAT IS PROJECT-BASED LEARNING?	14
WHAT IS ARTS INTEGRATION?	14
WHAT IS REGGIO EMILIA?	15
WHAT IS INCLUSION?	15
CURRICULUM OVERVIEW	16
WHAT IS THE STATE CURRICULUM?	17
HOMEWORK	18
STUDENT ASSESSMENT	19
REPORT CARDS, PROGRESS REPORTS, AND PARENT-TEACHER CONFERENCES	19
FIELDWORK AND CULTURAL VISITS	19
AFTER SCHOOL ENRICHMENT CLUBS	20
<b>CNH CULTURE</b>	<b>21</b>
COMMUNITY EXPECTATIONS FOR INTERACTION	21
Each staff member of the CNH community will:	21
Each parent/guardian member of the CNH community will:	22
Each student member of the CNH community will:	22
RESOLVING CONFLICTS AT CNH	22
Behavior Logs	25
<b>COVID Protocols AY 2021-2022</b>	<b>25</b>

<b>Symptomatic and Asymptomatic Testing</b>	<b>27</b>
<b>Masks in School</b>	<b>29</b>
<b>Pods and Mask Wearing</b>	<b>29</b>
<b>Eating</b>	<b>29</b>
<b>Environmental Safety Protocols</b>	<b>30</b>
<b>Community Protocols</b>	<b>30</b>
Dress Code for all Community Members:	30
Computer Protocols:	31
Indoor Recess Protocol:	31
Cell Phones and Other Electronic Devices	31
Report Cards/Progress Reports:	32
<b>Toys/Games and other personal items from home:</b>	<b>32</b>
<b>AFTER-HOUR EVENTS</b>	<b>32</b>
<b>Arrival and Dismissal at CNH</b>	<b>32</b>
SCHOOL HOURS	32
INCLEMENT WEATHER POLICY	33
AFTERCARE PROGRAMS	33
GOOD NEIGHBOR POLICY	33
PARKING	33
ARRIVAL	34
TARDINESS	34
EARLY PICK-UP	35
<b>Dismissal policy Academic Year 2021-2022:</b>	<b>35</b>
DISMISSAL	35
DISMISSAL Procedure:	36
LATE PICKUP	37
<b>Attendance</b>	<b>38</b>
Excused and unexcused absences	38
(From the BCPSS website: <a href="https://www.baltimorecityschools.org/attendance">https://www.baltimorecityschools.org/attendance</a> )	38
Chronic absence and truancy	39
Chronic absence	39
Truancy	39
Steps to follow when your child has been absent from school:	39
TRUANCY	40

<b>The School Office at CNH</b>	<b>40</b>
THE RECEPTION DESK	40
CONTACTING US	40
CONTACTING YOU	41
CONTACTING CNH STAFF AND BOARD MEMBERS	41
SCHOOL TELEPHONES	41
<b>Visiting the School</b>	<b>41</b>
VISITORS	41
THE TEACHERS COMMONS (TEACHERS LOUNGE)	42
<b>School-Family Communication</b>	<b>42</b>
WHAT’S GOOD IN THE NEIGHBORHOOD NEWSLETTERS	42
TEACHER MONDAY MAILERS	43
PARENT-TEACHER MEETINGS	43
THE CNH WEBSITE	43
SCHOOL-WIDE EMAIL COMMUNICATION	43
<b>Health Procedures at CNH</b>	<b>44</b>
COVID-19 Protocols	44
ILLNESS	44
ABSENCES	44
CHRONIC MEDICAL ABSENCES	45
MEDICATIONS	45
PHYSICAL CONDITIONS	45
RESTRICTIONS FROM ACTIVITIES	46
REPORTING SUSPECTED CHILD ABUSE	46
<b>Breakfast and Lunch at CNH</b>	<b>46</b>
SCHOOL LUNCH PROGRAM	46
SCHOOL BREAKFAST PROGRAM	46
<b>ODDS AND ENDS</b>	<b>46</b>
ENROLLMENT AND TRANSFERS	46
LOST AND FOUND	47
LIBRARY GUIDELINES	47
LOST BOOKS/MATERIALS	47
CELEBRATIONS	47
<b>FAMILY PARTICIPATION GUIDE</b>	<b>49</b>
How Does It Work?	50

Let Your Voice Be Heard!	50
CLASSROOM ASSISTANTS	50
FIELDWORK CHAPERONES	51
CLASS REPRESENTATIVE	51
SPECIAL SKILLS VOLUNTEERS	51
BREAKFAST ASSISTANTS (7:45 AM-8 AM)	51
LUNCH ASSISTANTS	51
RECESS ASSISTANTS	51
LIBRARY ASSISTANTS	51
RESOURCE ASSISTANTS	52
OPEN HOUSE SCHOOL TOUR GUIDES	52
ENRICHMENT CLUB FACILITATORS	52
<b>CNH COMMITTEES</b>	<b>52</b>
Committee Nights	52
Full Descriptions of Committees	53
FREQUENTLY ASKED QUESTIONS	55
What if I am worried about meeting my hours?	55
Could you show me an example of how I might meet my hours?	56
<b>CNH Grading Policy</b>	<b>57</b>
<b>Grading Philosophy</b>	<b>57</b>
Grading Components	57
General Grading Overview	57
Mastery Grading:	58
<b>Kindergarten and Grade 1</b>	<b>58</b>
Grading Scale K-1	58
Definition of Classwork in Kindergarten and 1st Grade	58
Definition of Homework in Kindergarten and 1st Grade	58
Assessments in Kindergarten and 1st Grade	59
<b>Grades 2-5</b>	<b>59</b>
Grading Scale 2-5	59
Definition of Classwork in Grades 2-5	59
Definition of Homework in Grades 2-5	60
Definition of Participation in Grades 2-5	60
Definition of Assessments in Grades 2-5	60
<b>Grades 6-8</b>	<b>61</b>
Grading Scale 6-8	61

Definition of Classwork in Grades 6-8	62
Definition of Homework in Grades 6-8	62
Failing Grades	62
Attendance in relation to grades:	62
Students Receiving Special Education Services	63
Students Receiving English Learner (EL) Services	63
KEEPING TRACK OF VOLUNTEER HOURS	65

# The City Neighbors Way

“The City Neighbors Way” is a series of values to which we all aspire. While no individual or community lives into its ideal all of the time, this set of articulated values provides us with a reference for working with the students and together as a community.

## Performance Values

### Collaboration

When I work in a group, team, or partnership, I work with and learn from others.

### Work Ethic

When I am working on a task that is hard, I first try my best and then ask for help.

### Preparation

I come to class on time and ready to work.

### Open-Mindedness

I am open to trying new things and exploring new ideas.

### Perseverance

I keep working until a task is done well, even if it takes several tries.

### Honest Reflection

I strive to know my strengths and weaknesses. I look back to see how I was successful and how I could do better.

## Social Values

### Compassion and Care

When someone wants or needs help, I help them.

### Resolving Conflict

When I get mad or frustrated I manage my anger and then solve the problem calmly, using only appropriate language and tone.

### Sharing Spaces

I respect shared spaces. I am quiet and calm in the hallways. I do not disrupt the learning of others. I leave my environment clean and orderly.

### Embracing Diversity

I know that we are different in many ways. I do my part to create a community that welcomes and values all people.

### Showing Respect

I speak and act appropriately and respectfully toward adults, peers and those younger and older than me.

### Taking Responsibility

I can't control the words or actions of others, but I can control my own. I am responsible for the choices I make.

### Safety

I respect that everyone has the right to feel safe in their personal space. I keep my hands and feet to myself, and I take or use only what belongs to me.

## **OUR REASON FOR BEING**

City Neighbors Hamilton fully embraces, supports, and works toward the realization of our ideals as stated in our charter:

### **THE CITY NEIGHBORS HAMILTON MISSION**

The mission of City Neighbors Hamilton is to provide an extraordinary public school education with high academic achievement for all students. Our ultimate goal for our school is that through project-based learning, arts integration, parental involvement and community outreach, the students leave enlivened, with deep awareness of themselves, their families, and the outside community, and with the capacity to be good citizens.

### **THE CITY NEIGHBORS HAMILTON VISION**

At City Neighbors Hamilton our classrooms serve as individual model communities where issues are discussed, differences in perspectives are welcomed, and children work cooperatively, rather than competitively. The City Neighbors governance model--including parents, business and community leaders, teachers, students, and the principal--reflect our commitment to cooperative governance, based on the principles of human dignity, consensus, and freedom. Our belief and experience is that when given a strong structure to support generative thinking, as well as, meaningful activities to perform, all children and adults strive for excellence. Because of this focus, City Neighbors Hamilton's impact on the lives of students, families, and the community will be powerful, positive, and long lasting.

### **CITY NEIGHBORS HAMILTON STATEMENT ON DIVERSITY**

Diversity is essential to who we are. In this spirit, City Neighbors Hamilton embraces the diversity within our school, community, and world. We endeavor to create an environment that values all people of any ability, age, family structure, gender, gender identity, race, religion, sexual orientation, or socioeconomic status. We strive to create this environment through our curriculum, interactions, staffing, policies and procedures. As the families, staff, and students of City Neighbors Hamilton, we accept the responsibility to help every member of our school feel safe, respected, and valued. This is also an important piece of our equity work as a school community. We strive to embody and teach equity within our classrooms and community and actively work to ensure equity is a constant factor in all that we do.



## Staff Roster 2020-2021

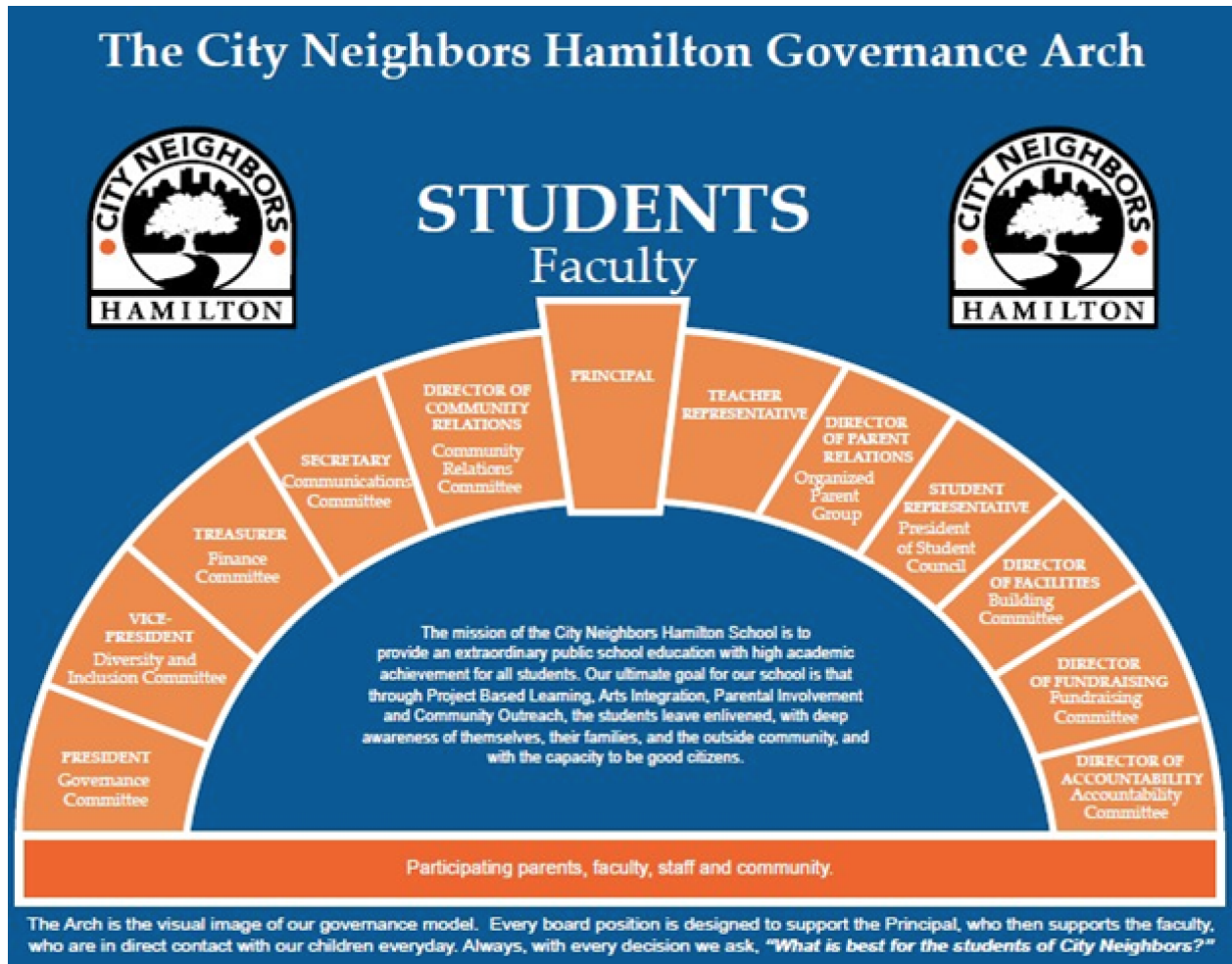
First	Last	Job Title
Gary	Bryant	Building Manager
Isaiah	Jones	Fellow
Veronique	Duvivier	Fellow
Alesheya	Fredericks	Fellow
Celestia	Britton	Fellow
Stephanie	King	Office Administrator
KeShawna	Ringgold	Paraprofessional
Shyla	Rao	Principal
Liz	Mencer	Ed Associate
Rickkay	King	Principal Fellow
Kachaelar	Jones	Receptionist
Jennifer	Thomas	Related Service Provider -- OT
Nicole	Grap	Related Service Provider -- Speech
Keyona	Arrington	Health and Safety Coordinator
Suzy	McDonough	School Psychologist
Lauren	Clements	School Social Worker
Georgie	Creamer	Special Educator
Kim	Farley	Special Educator
Jasper	Gaerlan	Special Educator
Amanda	Shipley	Special Educator
Maya	Maddox	Support teacher
Doris	Brown	Support teacher
EJ	Shipley	Support teacher
Lisa	Bryant	Teacher
Sakinah	Miller	Teacher
Brad	Bush	Teacher
Charlene	Butcher	Teacher
Hannah	Cohen	Teacher
Erika	Cabrera	Teacher
Cheryl	Foley	Teacher

Elisabeth	Budd-Brown	Teacher
LaShawn	Gardner	Teacher
Jerred	Anderson	Teacher
Breai	Mason-Campbell	Teacher
Bridget	Murphy	Teacher
Idris	Olabode	Teacher
Deniece	McClure	Reading Interventionist
Clara	Walter	Reading Interventionist

### **THE STRUCTURE OF OUR SCHOOL**

Although City Neighbors Hamilton is part of the City Neighbors Foundation and is a Baltimore City Public School, City Neighbors Hamilton is independently incorporated as a certified 501(c)3 nonprofit organization; therefore, the business and affairs of CNH are managed by the City Neighbors Hamilton Board of Directors. An annual report is issued at the end of each school year, including a financial statement, a report on the general condition of the Corporation, as well as an analysis of student achievement.

## THE PILLARS OF OUR ARCH



### **CNH Board of Directors**

- The Board of Directors at City Neighbors Hamilton consists of a passionate and committed group of parents, teachers, and community members. These members are elected by the parent body. Elections are held every year, but not every position comes up for election each year.
- The main responsibilities of the CNH Board include: ensuring the fiscal and legal health of the school, protecting the mission and vision expressed by the school charter, and supporting and evaluating the school principal.
- All work by the Board is ultimately designed to support the staff that, in turn, supports our students.

### **CNH Family Involvement**

- Our school is structured as a parent/teacher cooperative. Family participation is central to the success of the CNH program.

- Parents participate in the following ways:
  - Every family contributes at least 40 hours per year.
  - Every family joins at least one school committee.
- At the beginning of the year, every family chooses at least one school committee. There are numerous committees to join. Families are expected to track their volunteer hours by logging them on their parent participation sheets located in the school lobby. This information is kept in a master database maintained by the Director of Family Participation. Three times per year, a report is generated and families will receive an update on their hourly commitment to City Neighbors Hamilton. (See Family Participation Guide for more information.)

### **City Neighbors Foundation:**

- As City Neighbors grew from one school to a network of three schools, The City Neighbors Foundation was created. The Foundation mission is to maintain the autonomy of each school, while uniting the schools with our shared mission and vision. The City Neighbors Public Charter School Network uses a keystone arch to illustrate how the three schools: City Neighbors Charter, City Neighbors Hamilton and City Neighbors High, relate to one another.
- The idea of the City Neighbors Foundation is that running underneath each City Neighbors school is a strong foundation supporting the balance and design of the entire structure. The City Neighbors Foundation is designed to support the ongoing financial, legal, and educational success of all City Neighbors schools, while maintaining the strength of the keystone arch as the integral design of school governance.
- The City Neighbors Foundation Board Council will unite and support all the separate arches. Each City Neighbors school will contribute four (4) Board members to the Foundation Council. These will include the Principal, Board President, Teacher, and a 4<sup>th</sup> representative elected by the Board of each school. The Foundation Council will meet quarterly.

## **YOU ARE THE ARCH: The CNH Parents**

YOU ARE THE PATH TO CITY NEIGHBORS HAMILTON SUCCESS!

We need you!

### **CNH FAMILY INVOLVEMENT PROGRAM**

Our school is structured as a parent/teacher cooperative. Family participation is central to the success of the CNH program. Please expect to participate in the following ways:

- Every family contributes at least 40 hours per year.
- Every family joins at least one school committee.

At the beginning of the year, every family chooses at least one school committee. There are numerous committees to join. Choose one depending upon your interest and abilities.

There are also many other ways to contribute hours to the school alongside being part of a committee. Volunteer opportunities exist that reflect a variety of individual talents, skills, and interests. To find a committee that best fits your interests or to explore other volunteer opportunities, please check the Family Participation Guide at the end of this handbook to determine how you can fulfill your commitment of at least 40 hours per year.

Families are expected to track their volunteer hours by logging them on their parent participation sheets. This information is kept in a master database maintained by the Director of Accountability. Three times per year, a report is generated and you will receive an update on your hourly commitment to City Neighbors Hamilton.

# **THE CORE OF OUR WORK: Academics and Curriculum**

## **OUR EDUCATIONAL APPROACH**

The staff at City Neighbors Hamilton shares the goal that every parent has for his or her child: to learn and be successful in school and in life. The educational approach at City Neighbors Hamilton focuses on teaching for thinking and understanding. Using the State Content Standards as an academic framework, we set high expectations for every child. We believe in a project-based learning environment where children can learn through the exploration of ideas, by making predictions, by building models of their ideas, and by testing outcomes as they apply their knowledge. Through this process, we encourage children to be empowered by the construction of knowledge, by reflection upon their own lives, and through consideration of what is good for the community at large. As a result, our students become passionate learners as we engage them in work that makes sense to them.

## **WHAT IS PROJECT-BASED LEARNING?**

A project is an in-depth investigation of a topic. There are three phases to project-based learning:

1. the development of guiding questions through some combination of teacher and student input
2. the collection and representation of their findings
3. the sharing of work with families, peers, and/or school community members

Project-based learning is often driven by student interest; it can also be informed by the State Curriculum or overall school themes. Through project-based learning, students have the opportunity to:

- learn in authentic ways that draw upon their particular learning styles and strengths;
- develop the skills of collaboration, discussion, and exploration;
- learn how to effectively explore and present information on any topic; and discover
- what it's like to plunge beneath the surface of a topic.

## **WHAT IS ARTS INTEGRATION?**

Arts integration is a methodology and a philosophical approach to education that creates a personal connection and added depth in the classroom through a creative, inquiry-based process of teaching and learning. Using the arts can assist students in understanding and applying skills. Through the connection of personal experience with the subject matter, and an emphasis on the process of discovery which allows for unexpected outcomes, teachers help students to develop more complex thinking skills.

The arts:

- reach students who are not otherwise being reached and in ways that they are not otherwise being reached.

- connect students to themselves and each other.
- transform the environment for learning.
- provide learning opportunities for the adults in the lives of young people.
- offer new challenges to those students already considered successful. connect learning experiences to the world of real work.

Arts integration is not just teaching arts for their own sake. Arts integration is not about artist residencies or occasional arts projects that connect to other curricular subjects. Arts integration is about nurturing the development of cognitive, social, and personal competencies of each student, and enriching and supporting their learning and growth in every area of their development.

## **WHAT IS REGGIO EMILIA?**

Reggio Emilia is the name given to a teaching style that has evolved from the Northern Italian municipality of Reggio Emilia. Fundamental to this educational philosophy is the perception of children as being strong, intellectually rich, and possessing great potential. In this educational model, the teacher works with children to stimulate and deepen critical thought in a research partnership. In Reggio Emilia, knowledge is seen as something that is socially constructed and should be based on ideas and experiences that are real and meaningful to the child. One aspect of Reggio Emilia in evidence at CNH is a respect for children's creative capacities and individual learning styles.

There are five core tenets of Reggio Emilia:

- Teachers have on-going commitment to enhancing their understanding of children. The organization of the physical environment creates community and connection. Long-term projects are used as vehicles for learning.
- Teachers nurture the “hundred languages of children” and encourage them to express their understanding and learning in a variety of ways.
- All children are supported by parents and community.

## **WHAT IS INCLUSION?**

City Neighbors Hamilton strives to educate all children, irrespective of exceptionalities, to the greatest extent possible, in the general education setting. Our commitment to inclusive education is reflected in the services and supports children receive in the general education milieu. They include:

- small class sizes that are further reduced by the presence of a teacher and assistant teacher
- a focus on small group instruction aligned with identified learning styles and learning goals
- push-in support services provided by members of our special education team, including our school psychologist, our social worker, and our special education teachers
- an interdisciplinary approach to Child Study facilitated by the school principal.

## **CURRICULUM OVERVIEW**

### **LITERACY AND LANGUAGE**

Teachers design the reading instruction at CNH to offer multiple opportunities every day for students to read and to discuss their reading. Generous amounts of time are dedicated to helping children grow in their abilities as readers, writers, spellers, and communicators through a variety of interesting activities relevant to the children, their projects and studies, and their developmental stages. Some examples of daily reading instruction are:

- children reading or listening to high quality children’s literature (both fiction and nonfiction) read aloud for enjoyment, for information, or for project research;
- teachers working with small groups guiding their acquisition of reading skills and strategies;
- children expanding upon the understandings they acquire from reading by writing, discussion, dramatization, and visual art; and
- children using the school library and the library areas of the classroom regularly to engage in independent reading, both in and out of school.

CNH takes a balanced approach to literacy which includes reading and writing workshops, guided reading, and small group instruction in order to develop skills, concepts, and vocabulary. Students of all grades engage in Accountable Talk which requires them to formulate and support their point of view in response to the material they are reading and the topic they are discussing. Teachers also teach literacy while working on science, social studies, and other content areas.

Independent reading is an important goal of our program, and students are encouraged to read (or, in the case of picture books, interact with) at least 30 grade-appropriate books each year. The goals for language and literacy instruction at CNH are for children to become independent and productive readers, who enjoy reading, and who recognize its relevance in their lives.

### **MATHEMATICS**

We currently use the Math in Focus: A Singapore Approach program to help students measure up to the demand for greater mathematical competence and problem-solving agility. It is one of two elementary math programs highly recommended by the U.S. Department of Education. Student increase their mathematical proficiency by engaging in problem-solving activities. Mathematical games, which are a regular feature of the program, increase the students’ active engagement and retention of skills.

### **SCIENCE**

Using the Voluntary State Curriculum and our interest-generated themes as a framework, students in our CNH science program “become scientists.” We want them to develop a curiosity about the world, we want them to ask questions, and we want them to develop the skill and content knowledge that will enable them to find reasonable answers to their own questions. We even challenge them to explore the “unreasonable answers” because it is within those



explorations that innovation, invention, and creativity reside. As a basis of our program, we utilize the Full Option Science System (FOSS). These modules begin with hands-on investigations, then move students toward abstract ideas related to those investigations by using simulations, models, and readings. FOSS provides long-term inquiries for each grade level, and the modules build upon each other to facilitate an understanding of the grand ideas of science.

## **SOCIAL STUDIES**

CNH takes a project-based approach to learning. Therefore, social studies is integrated with other content areas. Often, we use literature, particularly primary source materials, to explore events, personalities, and concepts in social studies. We emphasize enduring understandings over the rote memorization of names and dates. As a result, our students are left with a deeper understanding of the world in which they live.

Each year, students at CNH will explore a variety of overarching themes. These themes will not only serve as the primary focus in social studies, but will also be integrated when possible into other areas of the CNH curriculum. This project-based, thematic approach to learning challenges students to look deeper into a topic, to gain a more thorough understanding of it, and to deal with the complexities and nuances of relevant issues.

Throughout the school year, students will host culminating events showcasing their understanding of the theme in a variety of creative ways. These culminating events will be announced in the Monday Mailer and families are not only invited, but encouraged to attend.

## **WHAT IS THE STATE CURRICULUM?**

The State Curriculum is the guideline from the Maryland State Department of Education that defines what students should know and be able to do at each grade level. The VSC is used to guide our curriculum and inform our assessment of student progress. A copy of the full VSC can be found at [www.mdk12.org/instruction/curriculum](http://www.mdk12.org/instruction/curriculum). Our school uses the VSC as an instructional framework and reference point.

## **PHYSICAL EDUCATION**

At City Neighbors Hamilton, our multi-faceted approach to physical education combines structure, expression, and fun. Students have formal physical education class a minimum of one day per week and a maximum of two days per week. During this instructional time, they are taught the standard content of statewide physical education goals including physical fitness, sports, and cooperative and competitive games. Students may also take dance as a complement to standard PE, allowing students the opportunity to use and strengthen their bodies in more creative ways. In addition, every student has at least thirty minutes of free play recess each day.

## **FINE ARTS**

Inspired by the schools of Reggio Emilia, the arts are an essential component of our educational approach--not an add-on, but a connecting point to involve and challenge students in their entire

academic and creative evolution. The arts permeate the CNH community, where the halls are designed to showcase drawings, paintings, poems and other creative expressions by students. Artistic expression is admired, respected, and honored. In addition to the art that is integrated into everyday classroom learning, students at CNH will receive instruction in a variety of fine arts disciplines including visual arts, vocal music, and dance.

## **HOMEWORK**

Well-designed homework, at the right time in a child's development, can have a significant impact on their learning. Homework can reinforce skills, inspire out-of-school exploration and learning, teach the basics of responsibility, and help to instill the discipline of learning. Therefore, we try to take a thoughtful and developmental approach to homework at CNH.

We encourage families to support their child's learning by providing them with a quiet and supportive atmosphere in which to complete homework. Some students, especially in the younger grades, may need more parental support with understanding and completion of assignments.

As students get older, however, we encourage parents to allow their students to be as independent as possible in the management and completion of homework. If you work with your child on homework, please be sure it is truly his or her work that is being returned the next day. In addition, we encourage you to send your child's teacher a note if you have any questions or concerns about the assignments.

At City Neighbors Hamilton, we believe that homework in kindergarten, first, and second grade should reflect what research tells us about how children in this age group learn best. Therefore, in general, students in these grades will receive less frequent, less formal homework and very few "traditional" homework worksheets. Research points to improved skills or motivation as a result of other types of homework at this age. Consequently, at times, you may be asked to read together or have your child read to you and discuss the story, to go for a walk and record what you see, or to pursue a specific activity related to project work in the classroom or your child's interests. All these will be more valuable forms of home learning in kindergarten, first, and second grade.

Starting in third grade, students at CNH will begin to receive more formal homework. We still encourage you to participate in all the family learning mentioned above, but at this point in a child's development, most children are ready for homework that helps to reinforce content and skills, that serves to teach the basics of homework responsibility, and that transfers knowledge from school to home. As student's progress through our school up through eighth grade, homework will, of course, become more demanding and more complex. Not completing homework will most certainly have an impact on a child's learning and progress; therefore, it is important that homework be completed and returned.

Finally, the value of family literacy and children reading independently at home should not be underestimated. Parents and caregivers can help by providing their child with access to a variety

of age-appropriate reading material. Though home reading expectations are specific to each grade level (and may be tailored to meet the needs of an individual child) it is every teacher's hope that children will be encouraged to read, hear, and discuss books at home daily.

## **STUDENT ASSESSMENT**

In order to obtain a complete and multi-faceted view of a child's academic development, CNH uses a variety of means to assess a student's skill level, progress, and performance. These include state-required standardized assessments, informal assessments, on-going diagnostics, and performance-based assessments.

## **REPORT CARDS, PROGRESS REPORTS, AND PARENT-TEACHER CONFERENCES**

City Neighbors Hamilton follows a trimester schedule--the school year is divided into three sections of approximately thirteen weeks each. At the end of each trimester, report cards are completed by teachers and mailed home. Report cards cover assessment areas such as personal and social development, language and literacy, mathematical thinking, social studies, science, and the arts. Student attendance and tardiness is also included on report cards.

In order to avoid surprises at report card time, progress reports will be issued and parent-teacher conferences will be held midway through the trimester. As an outgrowth of our commitment to teacher-parent partnerships and because our assessment is ongoing and multi-faceted, our school calendar allots time for parent-teacher conferences during this time.

## **FIELDWORK AND CULTURAL VISITS**

Fieldwork is an essential part of the CNH program. They are a core part of our program, not just an enrichment opportunity. Fieldwork brings learning to life, connects students to the larger world, and often helps make the theoretical real.

Signed permission slips are required for any field trip that requires your child to be transported by vehicle (carpool or bus). Notice of fieldwork and permission slips are provided in advance, usually via the Monday Mailer. **Verbal permission is not sufficient.**

Please let your child's teacher know in advance if your child will not be able to participate in Fieldwork. If your child does not return a signed permission slip or if your child does not arrive on time, he/she will not be allowed to participate in the fieldwork. If your child does not participate in a field trip, he/she will be given appropriate work to complete and be supervised by other staff.

Adult supervision must be provided for all school-sponsored fieldwork, and parents are often needed as chaperones with Fieldwork. A proper adult-student teacher ratio is needed in order for a fieldwork to occur. This ratio may vary from trip to trip. Any parent who serves as a chaperone is acting as an agent of the school and, as such, is responsible for the safety, behavior, and well-being of a group of children--not only his/her own child. With that in mind, we ask that chaperones refrain from purchasing snack or gift shop items for their children or group unless all

of the children on the trip are also purchasing such items. Likewise, we ask that no chaperone deviate from the scheduled trip itinerary.

## Lunch

If fieldwork is scheduled during lunchtime, our cafeteria manager can provide a box lunch to those students who wish to have one for the fieldwork, however, **two-week's notice is required**. Please contact your child's teacher to make lunch arrangements on fieldwork days.

## Parent Drivers

CNH does not have its own bus transportation. For some fieldwork, we may use parent drivers in order to defray the cost of transportation. All family drivers must submit to the teacher coordinating the field trip a copy of their current driver's license and a copy of their current auto insurance card for the vehicle they will be using to transport students.

## **AFTER SCHOOL ENRICHMENT CLUBS**

CNH hosts a variety of afterschool enrichment opportunities. These clubs are often run by parents and staff of the school on a voluntary basis. All club leaders must submit a proposal for a club and agree to meet a set of expectations for effectively running a club, including ensuring content that is developmentally appropriate and connected to the core values of City Neighbors Hamilton. All club leaders must pass a background check in order to be alone with children.

## **CNH CULTURE**

At City Neighbors Hamilton, we strive to create a culture that evokes the ideals of community, partnership, and learning. We want every child, staff member, and parent to feel safe, respected, valued, and nurtured. We want members of our community to celebrate one another's successes, take risks in the name of excellence, and feel free to admit mistakes. We want to encourage everyone to use the power within each of us to make a difference in our school, in the lives of our children, in our neighborhood, and in our world.

Creating an ideal school community is a challenging--though not impossible--task. It requires agreement around clear rules and expectations. It requires that all adults interact with genuine respect and best intentions – even when we feel hurt or angry. It requires that we all believe that this ideal is possible.

To foster the development of this culture at CNH, we present some core structures for communication and behavior. These do not, in themselves, create the ideal community. They only serve as the foundation from which we can work together to strive for that ideal.

### **COMMUNITY EXPECTATIONS FOR INTERACTION**

To help guide each of us in the creation of our ideal community, we have developed a set of expectations that outline what each participant in our community must do in order for us to realize our collective vision.

Please review these expectations and encourage all of those people within your charge to strive to live up to these ideals.

At City Neighbors Hamilton, we expect the following behaviors from ourselves and others:

#### **Each staff member of the CNH community will:**

- provide a safe, cooperative, and respectful environment for learning. believe
- that all students can succeed and learn.
- nurture each child's creativity and self-expression using many methods.
- communicate and work with each family to support each child's learning.
- have challenging and stimulating expectations for students as well as for themselves.
- seek out and value parent participation and input in all areas of the school.
- respect and honor the cultural differences of students and their families.
- seek to improve our program through an ongoing cycle of planning, evaluation, and refinement.
- uphold the principles of the CNH Diversity Statement.
- be committed to supporting and participating in the realization of the mission and vision.

**Each parent/guardian member of the CNH community will:**

- be committed to supporting and participating in the realization of the mission and vision.
- contribute to the school community by participating in a committee, events, workshops, and discussions.
- read the School Handbook and abide by the policies and guidelines therein.
- show respect and support for their student, other students, and the staff of the school.
- give at least 40 hours per year of volunteer service and participation.
- ensure that their student arrives at school on time, rested, and ready to learn.
- ensure that their student comes to school each day dressed appropriately for the weather and school activities.
- help their student take responsibility for completing homework in a timely manner.
- keep themselves informed and up-to-date about events and issues at school by reading the notices in the classroom Monday Mailers, schoolwide What's Good newsletters, e-mails and posted announcements.
- attend three individual Progress Report Conferences (parent/guardian, student, and teachers) per year.
- uphold the principles of the CNH Diversity Statement.

**Each student member of the CNH community will:**

- do their best to learn while in the classroom and when doing homework.
- show respect for themselves, their school, their teachers, and the community.
- be considerate of others and resolve conflicts in a positive, non-violent manner.
- take responsibility for my actions and my safety.
- take care of my school grounds, the building, and the materials we use to learn.
- believe that they are a person who can learn in many different ways.
- uphold the principles of the CNH Diversity Statement.

**RESOLVING CONFLICTS AT CNH**

Over the course of a student's career at any school, disagreements will inevitably arise between the student and other students, between students and teachers, between parents and other parents, or between parents and teachers. Disagreements are not only healthy, but vital. It is through disagreement that change and growth can occur.

Ensuring a positive outcome, however, is directly linked to how the participants handle the disagreement. How we, as adults, handle conflict will ultimately teach our children how they should manage the obstacles and conflicts that will arise in their lives.

We expect that all community members will approach conflict or disagreement in a respectful

manner that **assumes the best intentions of all parties.**

If you have a concern or disagreement, we expect you to follow the Issue Concern Communication (ICC) process:

### **Communication Protocol with Issues**

The purpose of the Issue/Concern Communication process is to have school community members resolve issues in-house in a respectful and fair manner. School community includes students, parents, guardians, teachers, applicant families, volunteers, advisors, community members, partners, and collaborators. The following denotes the specific areas of responsibility where school matters are concerned:

Areas of Responsibility:

1. Classroom issues -- For an issue happening inside of the classroom, whether instructional, recreational or behavioral, please discuss it with the teacher first. If the issue cannot be resolved, then contact the principal for assistance.
  - a. If you have an issue with information provided to you by your Classroom Representative, please contact that person directly for clarification. If the rep cannot provide clarification, he/she will direct you to the person who can.
2. School-wide concerns -- For a concern that relates to a school-wide issue (for example, an All-School presentation), please send an email or [make an appointment](#) to speak to the principal.
3. Governing Board -- For issues that relate to the overall governing of the school or any school policy, please sign up for community comment at the monthly CNH Board meetings. Sign-up for community comment takes place just before the board meeting begins.

When there is a question or concern about an issue at school, please follow these guidelines in seeking resolution:

1. Make an appointment with the person(s) directly involved, or the person whose area of responsibility the issue involves (see above for Areas of Responsibility).
2. If the meeting did not resolve the issue, [make an appointment](#) with the principal. When appropriate, the principal may request the teacher, staff member, or other party to take part in the meeting.
3. If after a reasonable amount of time (not to exceed three weeks), the issue has not been sufficiently addressed, you may submit in writing a statement to the Board of Directors and the principal. The person against whom the complaint is made will be given a copy of the written statement. The principal and the president of the Board will work with all parties to resolve the issue.
4. If the issue or complaint is against the principal, bring the issue to the principal's attention. If after a reasonable amount of time (not to exceed three weeks) the issue has not been sufficiently addressed, you may submit in writing a statement to the Board of Directors for resolution.
5. If the issue is a Board of Directors matter, please submit the concern in writing to the

Director of the Organized Parent Group, and he/she will bring it to the Board and the appropriate director. You may contact the Board President to be added to the agenda of the next Board meeting to speak during Public Comment.

## **SCHOOL DISCIPLINE POLICY**

City Neighbors Hamilton is committed to creating a safe learning and growing environment for our students. To help create this environment, we believe it is necessary to have clear expectations. City Neighbors Hamilton has developed a restorative system for responding to behaviors that do not align with the City Neighbors Way values. This system aligns with the Baltimore City Schools Code of Conduct levels of classroom-based and administrative interventions and responses. Like City Schools, City Neighbors Hamilton “recognizes the effectiveness of restorative practices and other progressive disciplinary measures that build positive relationships.

We empower our students to exert control over their own behaviors and to help better situations when they can through dialogue. We have ongoing conversations with our students about what it means to be a member of a community and, more specifically, what it means to be a member of the City Neighbors Hamilton community. To ensure that everyone has this safe space to learn and grow, non-cooperative behavior concerning school expectations will be handled firmly and consistently.

We strive to use restorative practices as an integral part of our discipline system. Restorative practices are an effective alternative to punitive responses to wrongdoing. Inspired by indigenous traditions, it brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community.

In the case of a student conflict or classroom issue, we will often first try to find a way to mediate the issue, give students the opportunity to work out the issue, gain understanding, and make commitments to future actions, and find resolution or make restorations. It is through this process of negotiating an issue, participating in difficult conversations, taking responsibility for feelings and actions, and willingly making commitments, that ultimately empowers students in their own behavior.

**We follow the Baltimore City School System [Code of Conduct](#) for consequences to behaviors and actions in school.**

Behavioral concerns, grades K-8, are posted in our online management system called **Jupiter Ed**. Behavior logs (incidents marked as minor infractions) will be posted online for the student but notifications will not automatically be sent home to family members. Infractions marked as moderate or severe will be posted online in the student’s account as well as sent home as an alert. Moderate level infractions count as a Behavior Review. Severe infractions could count as a Behavior Review or suspension, depending upon the impact of the issue.



## **Behavior Logs**

Behavior logs are a mechanism for teachers to communicate with students when students have violated one of our school norms. These formal reminders are a quick, but formal reminder of our expectations. No one behavior log carries any consequence (unless determined so by the teacher). However, behavior logs allow students to stop and think for a moment and, over time, allow us to document and address the small behaviors before large ones may appear. Students receive behavior logs in Jupiter Ed.

Behaviors that cause a behavior log include but are not limited to:

- **Disruptive Conduct in the Classroom, Hallway, or Bathroom** -- Talking too much, making unnecessary noise, distracting others, running within the school, or yelling.
- **Not Following Directions** -- Refusing to comply with an adult's directions.
- **Damaging Property** -- Inflicting minor damage to school property and/or the property of others.
- **Possession of Electronic Devices or Cell Phones** -- No electronic or video devices including cell phones, games, iPods, mp3s, or CD players are allowed in school. (Please see separate cell phone policy.)
- **Disrespect to an Adult** -- Speaking or otherwise interacting with an adult in a way perceived as disrespectful to the adult.
- **Inappropriate Interactions with Younger Students** -- Interacting with younger students in a way that is intimidating and not mindful of our responsibility to set a good example.
- **Inappropriate Language** -- Using inappropriate language, including swearing.
- **Taunting or Teasing** -- Speaking or interacting with another student in a way that is demeaning or hurtful.
- **Taking Care of Space** -- Leaving the classroom or school environment unclean or disorderly.
- **Food and Toys** -- Chewing gum, eating candy, or eating food in places other than the Café or during a class snack time. (Please see separate toy policy.)
- **Dress Code** -- Violating the guidelines set by the dress code.

*\*Behavior logs may be given for other behaviors that violate the City Neighbors Way but may not be listed above.*

## **COVID Protocols AY 2021-2022**

## Staff Expectations

- Stay home if they feel sick and notify their supervisor.
- Review the Health and Safety protocols and adhere to them.
- Model best practices for other staff and students.
- Maintain an awareness of close contacts formed throughout the day.



## Student Expectations

### Student MUST...

- Stay home if they feel sick and notify the principal
- Maintain social distance to the extent possible for receiving instruction and as appropriate outdoors on breaks.
- Wear a face covering properly at all times, EVERYDAY.
- Respond to health screening questions.
- Wash hands regularly with soap and water for at least 20 seconds.
- Avoid touching eyes, nose, and mouth with unwashed hands.
- Cover cough or sneeze with a tissue, then throw the tissue into the trash.
- Maintain an awareness of close contacts formed throughout the day.



# Family Expectations

Parents and students MUST sign the COVID-19 Awareness Agreement and Parent/Guardian Consent Form



- Follow Code of Conduct & guidelines for wearing a mask and social distancing.
- Commit to monitor your child's health every day for COVID-like symptoms.
- Commit to keeping your child home and letting your school know if your child has symptoms of a COVID-19 like illness, has been diagnosed with COVID-19 or has recently been exposed to COVID-19
- Commit to pick up your child promptly if they have symptoms at arrival or at any point throughout the school day.
- Consent to participate in on-site COVID testing and share results with City Schools.
- Commit to follow health provider recommended isolation or quarantine guidance in the event of COVID exposure.
- Maintain an awareness of any close contacts formed while at school.

## Symptomatic and Asymptomatic Testing

### If your child exhibits COVID-like symptoms at school:

- We will send your child to the Wellness Room to be evaluated by the School Nurse and the Health and Safety Coordinator
- The student is required to take a PCR test (not the rapid one) and submit a negative test result in order to return to school.
- NOTE: We are not judging you or thinking that you sent your child with symptoms. Oftentimes, symptoms show up during the day that weren't present at home in the morning.

### Asymptomatic Pooled Testing:

- On Mondays, we conduct the pooled testing -- each child rubs a swab in their nostrils and puts the swab in a tube with their classmates. The entire pool of swabs is tested at once to initially determine if a pool of students are all negative, if any are positive, and if any other students might be exposed.
- Pooled testing results come back in two days (usually Wednesday).
- If a pooled test comes back positive, we then test each individual student using the PCR test (most accurate).
- We send the individual tests to the lab to be analyzed. It can take anywhere from 2 days to one week to receive the results depending upon when the tests arrived at the lab, how busy the lab is, and when the results are ready.
- Once the positive student is identified, seating charts and contact information is sent to Human Capital to determine close contacts.

- The positive student(s) and close contact(s) will be notified by Dr. Shyla, Human Capital, and the MD Department of Health.
- Once close contacts are identified, all other students may return to school.

### **COVID Testing Outside of School:**

- If you have your child tested due to symptoms or possible exposure outside of school, make sure they administer a PCR test. Please communicate with the school that your child has taken a COVID test and is administering results. That way, we can provide online synchronous and asynchronous learning opportunities for your child while they are awaiting the results of the PCR test. Your child may return to school with printed documentation of the negative PCR test results.
- If you have your child tested because they missed pooled testing, you must have the child take a PCR test outside of school and submit the results within the week of pooled testing. Since this test was taken as part of the asymptomatic testing procedure, they may attend school while awaiting results.

### **Why do we do asymptomatic testing at BCPSS?**

Below is an image summarizing findings from a study conducted at University of North Carolina - Chapel Hill. It models the transmission risk of COVID-19 for students over a semester with various mitigation strategies. In short, Baltimore City Public Schools are employing all of the mitigation measures that make us the red line.

**The text below, from the Communications department at the school district, that might be helpful to understand how results from the first couple weeks of asymptomatic testing might look:**

**“As testing gets underway, we expect to see a rise in the number of confirmed COVID cases and here is why:**

Individuals who have not yet begun to have symptoms or who would have remained asymptomatic (no symptoms) may be identified. In both cases, identifying them via asymptomatic testing reduces the risk of transmission to other individuals in the school.

- The early rounds of testing may identify students as COVID positive who had COVID up to 12 weeks before the test. Those individuals may have been asymptomatic and never knew they had COVID. This phenomenon should go away after the first couple of rounds of testing once everyone has been in attendance to be tested during their school’s weekly testing.

- This expected increase in the number of COVID cases during the first rounds of testing is not a cause for concern but an indication that our asymptomatic testing program is doing exactly what it is designed to do - identify individuals with COVID early to reduce the risk to other staff or students in the school.

While we lead the charge to keep students and staff safe, students and families are a critical partner in this fight. Here's how you can help."

## Masks in School

Masks are required at all times in the school building. If a student does not comply with this mask mandate, they are logged into Jupiter and followed up individually by school administration. Our escalation process consists of logging all infractions on Jupiter, meeting with the child, meeting with the parents/guardians, moving the students seat farthest away from other students as possible, removal from the classroom, and other consequences as advised by the Office of Suspension Services. We take mask-wearing very seriously and want you to know that we are working to ensure this safety procedure is consistently monitored and enforced.

**Gators are not considered masks and are not permitted in any Baltimore City Public School.** We will students masks to wear, instead of their gators, each day. Please be sure to leave the gators at home and do not send them wearing them.

## Pods and Mask Wearing

- Each class will function as one pod. This pod will travel throughout the day together and will stay together while eating and during recess.
- Any time when more than one grade (pod) is in the same space (small group intervention work, aftercare, etc.), students will remain 6 feet distanced from one another while masked indoors. They will also wear masks when outside with one another unless during distanced mask breaks outdoors.
- Outdoor mask-wearing -- Students will wear masks when playing on the playground, as it is hard to maintain social distancing. Students will not wear masks when playing socially-distanced structured games outside on the field to allow for a mask break.
- All staff and students will wear masks at all times indoors

## Eating

- Breakfast and Lunch will be eaten outdoors, weather permitting. Alternative plans for indoor eating with half of the students at a time (for optimal spacing) is planned.

# Environmental Safety Protocols

- Windows will be open in all classrooms, no matter the weather. Box fans will be in each classroom to provide extra fresh air circulation from the windows
- We have purchased CO2 readers to test air quality in rooms regularly
- Students have separate entrances to avoid crowding at the entrance or in the hallways.
- We will have limited visitors in the building -- for scheduled appointments only.
- Hand washing and table/materials wiping is built into each class period
- Pooled testing will be conducted weekly. If a pool has a positive result, our Health and Safety Coordinator will administer individual tests to every person in the pool. Quarantining will vary depending upon results.

## Community Protocols

### **Dress Code for all Community Members:**

At City Neighbors Hamilton, we do have a dress code which all community members must follow. The purpose of the following CNH clothing guidelines is to promote a safe and respectful learning environment while still allowing all community members creativity and self-expression. A dress code can help ensure focus on learning in the classroom.

In general, we ask that children wear clothing and shoes appropriate for the weather and for fully participating in school activities, such as our music, art, and physical education programs. Please make sure your child's clothing is comfortable. Be aware that because we are a hands-on, project-based school, clothes will often get dirty.

### **The School Dress Code (written by middle school students in 2019)**

1. Open-toed shoes are okay with the exception of flip-flops or high-heeled shoes that could be dangerous during an emergency.
2. Headwear is acceptable, but not if it covers the face. Hoodies are to be worn off of the head when in class.
3. Transparent clothing is fine, but only if something is worn under it to cover inappropriate areas. Leggings are fine if a longer shirt is over them that covers down to your thighs.
4. Tank tops are permitted, as long as it is worn with minimum one inch wide straps.

5. Metal jewelry, chains, fasteners, etc. are not banned, as long as they are not too large or heavy so as to cause a safety risk.
6. Sunglasses and hoods are allowed, but only if during recess and lunch periods.
7. Pants must be worn above the hips and shirts must be worn below the belly button.
8. Logo wear is totally cool unless it represents violence, obviously bigoted messages, sexually explicit messages, or any references to them.
9. Shorts and skirts are fine as long as the bottom reaches your fingertips.

If a student is in violation of this dress code, the parent will be contacted for an appropriate and timely remedy or the student will be given a piece of clothing to cover the violation. If the violation is extreme, the student will be issued a Behavior Review.

### **Computer Protocols:**

Teachers:

- Computer carts must be stored in a locked closet and managed by one teacher.
- Only teachers are permitted to sign-out laptops in the book attached to each laptop cart.
- Teachers must list each distinct laptop number, so that it is easier to track down missing laptops.

Students:

- Before students can utilize the computers, they must return the signed contract.
- Each teacher should also review the expectations and proper use of computers before allowing student access.
- Students may not sign-out laptops for use. A teacher will sign-out laptops for students and will collect the laptops from each student after use.

### **Indoor Recess Protocol:**

- When the temperature is Code Blue, if it is raining, or if the heat index is a Code Red, students are expected to stay indoors. Use the indoor recess schedule on Google Drive for appropriate locations. If not, students will remain in the classroom. The expectation is that the students will clean up any materials utilized in the shared space or the classroom before heading to the Café.
- If the weather is not any of the extremes listed above, it is expected that recess is held outside. It is important to give students time to play outdoors, even in less than optimal conditions.
- Brad Bush and Bonnie Sandone created a “Recess Bin” outside of the gymnasium with equipment for students to use during recess.

### **Cell Phones and Other Electronic Devices**

- Use of cell phones or other electronic devices by students is strictly prohibited during school hours (unless it is identified as necessary in a student’s IEP), including lunch and recess. Cell phones or other electronic devices must be locked in the student’s locker. If seen during the school day, it will be confiscated from the student and returned to the

student at the end of the day if they willingly give their phone. If the student refuses or is disrespectful when giving their phone, a parent/guardian will be required to pick the phone up in the office and the student will receive a behavior review.

**Report Cards/Progress Reports:**

- Please refer to the School Calendar to note when Report Cards and Progress Reports are due to Shyla. These need to be submitted on time to allow for Shyla to review them and return them to you with suggested corrections.

**Toys/Games and other personal items from home:**

- As a school, we promote active and engaged play. At recess, we believe that children learn best by playing together: socializing, imagining, cooperating, competing, laughing, and talking.
- Toys and electronic games/devices from home are not necessary or appropriate in a school environment. They impede valuable socialization time and play, as well as potentially creating conflicts among students. In addition, the risk of them being lost or damaged is high.
- Please do not allow your child to bring these items to school unless they are a part of planned school activities. **Any electronic devices will be confiscated and returned to the student's parent/guardian at the end of the day.**

**AFTER-HOUR EVENTS**

- Student conduct during after-hour events has multiple important effects on our school culture. First, it reinforces a sense of respect when inside the school – a tone that carries over into our daily routine. Second, maintaining respectful and controlled conduct while on school grounds communicates those same expectations to visitors and guests. Therefore, the school's basic policies regarding student behavior during the school day--no running, shouting, climbing, visiting unauthorized areas, or going outdoors without an adult--remain in effect during after- hour events.
- Staff members are off-duty after school hours. **Parents are responsible for supervising their children at all times during events that take place after-school hours.** These include evening events, committee meetings, parent-teacher conferences, and all activities at the school. In the event that a student's behavior becomes dangerous or distracting during an event, the parents will be asked to remove the child and reestablish order before returning to the event.

**Arrival and Dismissal at CNH**

**SCHOOL HOURS**

- Homeroom is held between 8:00-8:15. Classes begin promptly at 8:15 AM each day.



On Mondays, Tuesdays, Thursdays, and Fridays, school ends at 3:15 PM. **Every Wednesday, school closes at 1:00 PM** to allow for collaborative staff planning and development.

### **INCLEMENT WEATHER POLICY**

City Neighbors Hamilton follows the Baltimore City Public Schools inclement weather policy. For information about school closings, delays, and early dismissals, please consult your local television or radio stations.

- If Baltimore City Public Schools close, delay opening, or close early due to inclement weather, City Neighbors Hamilton will close, delay opening, or close early for the corresponding amount of time.
- In the event school opening is delayed, dismissal will be at the usual time: 3:15 on Mondays, Tuesdays, Thursdays, and Fridays, and at 1:00 on Wednesdays. For example:
  - If Baltimore City Public Schools open 2 hours late, then CNH will open at 10:15, including Wednesdays and any other “half” days. In the case of a delayed opening on a Wednesday, dismissal will remain the same: 1 PM.
  - If Baltimore City Public Schools close 2 hours early on Mondays, Tuesdays, Thursdays, or Fridays, CNH will close at 1:15. If Baltimore City Public Schools close 2 hours early on a Wednesday or any other “half-days”, CNH will dismiss at the usual time: 1 PM.
- There will be no aftercare or after-school activities on days when schools are closed or close early due to inclement weather or progress report conferences.
- All events scheduled for the morning when schools are closed or the opening is delayed will be canceled. **Breakfasts are not served at school on days when BCPS delays opening schools.**
- If BCPS cancels its afterschool programs and events due to inclement weather, there will be no after-school events at CNH, including aftercare.

### **AFTERCARE PROGRAMS**

- Onsite aftercare is provided by Elev8. Elev8 Baltimore is part of a national network of sites funded by The Atlantic Philanthropies. Learn more at: [elev8baltimore.org](http://elev8baltimore.org)

### **GOOD NEIGHBOR POLICY**

- Our school is located in a residential neighborhood. Let's be good neighbors. We all play a role in building positive relations in the community at large.
- Please drive slowly on Sefton Avenue.
- Do not block the road, the crosswalk, private driveways, or fire hydrants.
- Parking is not permitted on the east side of Sefton Avenue (the side closest to the school.)

### **PARKING**

- If you are coming to visit the school, you may park in the available parking spaces in the parking lot behind the school.
- You may also park legally on Sefton, Carter, or one of the other adjacent streets. Do not park in or along the school driveway or on the grassy areas of the campus. We also encourage families to walk or carpool to school whenever feasible.
- Parents and visitors who need closer parking arrangements because of a disability can park in the designated wheelchair-accessible spaces behind the building.

## ARRIVAL

- Doors open at 8:00 for students to arrive between 8:00-8:15. Classes begin each day promptly at 8:15 AM. Students who arrive at the front door of the building will be marked late, because they will not be able to arrive in their homeroom and sit down prior to their class beginning at 8:15.
- To participate in Before Care, families have to pay for the Before care package. Before care begins at 7:00 AM and lasts until 8:00 AM. When students arrive they will go directly to the courtyard. Breakfast begins at 7:45 and ends at 8:00 AM. Any student arriving between 8:00 and 8:15 AM, should report directly to his/her classroom.
- Students may be dropped off in an orderly fashion by driving “The Loop” (enter the parking lot and drive around the building to exit onto Sefton) the school and dropping them off at the outdoor stage.
- Students should exit vehicles on the sidewalk side of the street—never in the middle of the street. Children and adults must obey the directions of the crossing guard at all times.
- If you must park on Sefton or adjacent streets, be sure to park legally without blocking driveways, crosswalks, or fire hydrants. There is no parking allowed on the east side of Sefton Avenue (the side closest to the school).
- Kindergarten parents may walk students to the front door. All other grade-level students should walk themselves to homeroom. **Parents may not enter homeroom and stay in the classroom (unless planned with the teacher ahead of time), because this is the time for each teacher to set the tone for the day and begin instruction.**

## TARDINESS

- It is imperative that students are at school, in their classrooms and ready to learn by 8:15 AM.
- A student’s tardiness impacts the learning and day of the students. Not only does tardiness disrupt the classroom, it does not allow students the necessary time to begin their day calmly; it can set a rushed or strained tone for their day.

## Lateness Policy

- Students who arrive at or after 8:15 will be required to sign a Late Book by the front door, separated by grade level.
- Follow-up:

- **3 tardies in a trimester** -- Email to Parent with Principal copied.
- **6 tardies in a trimester** -- Parent-Teacher conference.
- **10 tardies in a trimester** -- Parent-Principal conference.\*\*
- If your child will be significantly late (9:00 am or later) or absent, please contact your child's homeroom teacher (an email is acceptable). If you know in advance your child will be absent or significantly late, please send a note in advance to your child's teacher, so that he/she can plan accordingly.

\*\*If we observe a pattern of tardies in any single trimester, we reserve the right to schedule a meeting with the principal, before 10 tardies, so that we can work together to make a plan for your child's on-time arrival to school.

### **EARLY PICK-UP**

- Students are dismissed at 3:15 PM on Mondays, Tuesdays, Wednesdays, and Fridays, and at 1:00 PM on Thursdays. All classroom time is valuable. Please do not pick up your child earlier than the dismissal time. On the rare occasion you need to collect your child early from school, please give advance notice to the teacher. When you arrive at school, please stop at the school office to sign the student out. Early dismissals are not permitted within the last 30 minutes of the school day.



## Dismissal policy Academic Year 2021-2022:

### **DISMISSAL**

- Classes are in session until dismissal time at 3:15 PM on Mondays, Tuesdays, Thursdays, and Fridays and at 1 PM on Wednesdays and any other short days. Please wait until the children are dismissed to collect your child. If you arrive early, please do not interrupt the class.
- Except in the case of emergency or illness, students will not be dismissed during the last 30 minutes of school.
- Students will be dismissed only to those people listed on his/her Dismissal and Pick-Up form, so be sure to keep this form up-to-date. Students will not be dismissed via telephone instructions, nor will additions to your pick-up form be made by CNH personnel. All changes to your Dismissal and Pick Up form must be made by

parents/guardians.

- Because young children may misunderstand a discussion or plan play dates among themselves without parent knowledge, we cannot assume a child is to go home with another parent who is not listed on his/her Dismissal and Pick-up Form. If you have prearranged a play date with a CNH family who is not on your Dismissal and Pick-Up form, you must send in a signed note to your child's teacher indicating who will be picking up your child on the designated day.
- Once dismissed, students are not allowed to re-enter the building unless they are with a member of staff as part of an after school program. (Note: This also means to students playing outside after school cannot re-enter the building for water or bathroom.)
- Students who have not been picked up by 3:30, and who are not designated as a walker, will go to the front office for late pick-up. After three late pick-ups, the family is required to sign all siblings up for Aftercare with Elev8.

## DISMISSAL Procedure:

- **Where students wait** -- K-5 students remain in their classrooms, fully packed up and ready to go, during the 15-minute dismissal time frame. 6-8 waits in front of the auditorium doors on Sefton.
- **How they are called**
  - When you are approached by a CNH Staff member at your car, tell them the children you are picking up and which grades they are in
  - The staff member will call their names over a walkie talkie to the teachers
  - The teacher will send that child outside to be escorted to the appropriate car

To help refine this process, there are few things we as a community must do to keep traffic flowing and dismissal safe.

**Do not park and walk to your child's pick-up location -- You may think that it is helping, but it is actually confusing and slows down the process overall. Please remain in your car.**

- If you live nearby and walk to the school or take public transportation to the school, please line up on the ramp beside the stage and wait for a staff member to call your child. **DO NOT CROWD AROUND THE DOORS OR STAND IN THE FIELD**

### **Pick-Up Locations:**

- Middle school only pick-ups
  - You may simply pick up your child on Sefton and bypass the rest of the directions below.

- If you have students in both elementary AND middle school, you might want to pick-up your middle schooler first and then come into the parking lot.
- K-5 families
  - Drive down Sefton, turn right on Bayonne, and enter CNH parking lot
  - Provide the student's name and grade level to Dr. Shyla or Ms. Liz when approached
  - Follow signs for where to drive:
    - K-2 pick up will pull to the right of the cones and pick-up their child at the bottom of the ramp
    - 3-5 pick up will drive around the K-2 line of cars and pull up next to the outdoor stage

To keep traffic flowing, there **cannot be anyone parked on Sefton or next to the outdoor stage.**

***Important:*** We must remain aware of the speed limits put in place as we are members of the neighborhood and want to ensure the safety of our students, families, and neighbors. Please abide by the speed limits posted on Sefton to help keep our community safe.

## LATE PICKUP

- Children must be picked up at dismissal time. We allow a 15-minute “grace” period, however, teachers and office staff are not available after school hours.
- We know that emergencies sometimes occur, and disruption in pick-up routines should be anticipated (i.e. car break down or unexpected school closing for inclement weather.) Therefore, all parents are strongly encouraged to register for Aftercare as a safeguard. In addition, we strongly recommend that families use the Family Contact List to arrange—in advance—emergency pick-up plans with other families who live nearby. Once you have made those emergency plans, please be sure to update your Dismissal and Pick-Up Form.

## AFTER SCHOOL PROGRAMS

- If students are participating in an after school program, they will dismiss with their classmates outside and meet with the after school program leader at the front door of the school.
  - Note: Students who show up at the after school classroom and did not meet their teacher at the front door will be sent home. The purpose of this is to assure you that your child is accounted for at all times. Students who are in after school

programs must go to their locker before dismissal with their classmates and they will not be able to go to their locker or classroom after the program is over.

- Students will be dismissed after their after school program from the front yard in nice weather and from the front lobby of the school in cold or inclement weather.
- Students who are in aftercare should proceed straight to the cafe at 3:30 after they dismiss with their class outside.
- Students who are designated as walkers but are waiting for an older sibling in high school are not permitted to wait inside the Elementary/Middle school building. This presents a safety issue as their whereabouts are not accounted for. If a student with a high school sibling is not designated as a walker, we will expect that they will be picked up at 3:15 and no later than 3:30.

## Attendance

### Excused and unexcused absences

(From the [BCPSS website: https://www.baltimorecityschools.org/attendance](https://www.baltimorecityschools.org/attendance) )

Children between the ages of 5 and 18 must attend school — it's the law. But there are times when an absence is unavoidable.

In Maryland, an absence is considered excused once the parent or guardian provides a note explaining that it was due to one of these reasons:

- Death in the immediate family (a parent note is acceptable)
- Illness (a parent note is acceptable for an illness up to three days; a doctor's note is required for illnesses lasting longer than three days)
- Court summons (the student's name must appear on the summons)
- Hazardous weather conditions (a parent note is acceptable)
- Observance of a religious holiday (a parent note is acceptable)

**In addition, absences for these reasons are considered excused and do not require documentation:**

- School-approved activities or work
- Suspension
- Lack of authorized school transportation

- District- or schoolwide closings due to inclement weather or other emergency conditions  
**According to state law, an absence for any other reason is considered unexcused.**

## **Chronic absence and truancy**

### **Chronic absence**

According to the Maryland State Department of Education, students who miss **more than 20 days in a school year (no matter the reason)** are considered chronically absent and struggle to keep up in school. That means that students who miss as few as 5 days a quarter or 2 days a month are at risk of becoming chronically absent and must make every effort to come to school every day to make sure they stay on track.

### **Truancy**

*Truancy* is a legal term used to identify **students who have missed more than 20% of school days** (about 3.5 days per month) without a legal reason.

If a student has missed **15 days of school** without a legal reason, the school may refer the family to the district office. If the district determines that the school has made every effort to work with the family and offer support but that the student has continued accruing unexcused absences, charges will be filed against the parent or guardian in district court.

### **Steps to follow when your child has been absent from school:**

- The parent/guardian will provide to the homeroom teacher a Note of Excuse which includes the student's name, grade, date, days of absence, a reason for absence, and the parent/guardian signature.
- Parent/guardian will request from teachers any make-up assignments for any class work missed.
- If the absence is due to work, travel, or any other planned reason, the parent/guardian should notify the school/teacher in advance. Please note these are unexcused absences.

### **TRUANCY**

Excessive absences constitute truancy. Baltimore City Public Schools defines "excessive absences" as 16 or more absences, even if they are excused absences. Truancy results in legal action. All Baltimore City Public Schools are required to report truant students, regardless of their age or grade. You can prevent this action by:

- Ensuring your child attends school regularly and on time. The likelihood of a tardy child being erroneously marked absent is much greater than a child who arrives to school on time.

- Submitting an Absence Excuse Note to your child’s homeroom teacher. Any absence unaccompanied by an Absence Excuse Note will be coded as an unexcused absence.
- Checking your child’s absence data on his/her report card. Report any discrepancies immediately to your child’s homeroom teacher.

## The School Office at CNH

### THE RECEPTION DESK

We aim to make the school office a professional, welcoming place for parents, students, teachers and visitors. At the same time, more work than you may imagine needs to get done each day in the office. In addition, many confidential issues are dealt with through the office. Therefore, we ask you to use our parent room, also called “The Chill Room” located just outside of the café, to congregate and converse. Your cooperation will help us ensure a professional, productive, and confidential school office for everyone.

Our office administrators perform professional and confidential duties in their roles. Therefore, we ask that no unauthorized person sit at the reception desk or access the school computer. In addition, we ask that no one remove anything from the desk; supplies can be provided upon request. If you need to use the telephone in the case of an emergency, one is available in the conference room.

### CONTACTING US

If you ever have questions, concerns, or need assistance, please contact the school office. Office hours are from 8:00 AM until 3:30 PM on days when school is in session.

**Phone:** 443-642-2052

**Fax:** 410-426-0190

**Email:** [sking@cityneighborshamilton.org](mailto:sking@cityneighborshamilton.org)

### CONTACTING YOU

It is very important that we have up-to-date contact information for you in our files. Please be sure that you complete an Emergency Information Form at the start of the school year. If your contact information changes, please let us know immediately.

It is also very important that you sign-up for Jupiter Ed at the start of the school year. This is the platform we use to contact the entire community if there is an emergency in the building or an unexpected school closing. Your updated contact information in the office as well as on Jupiter is very important.

### CONTACTING CNH STAFF AND BOARD MEMBERS



All CNH staff and Board members have a school mailbox and an email address (provided in this handbook and on our website: [www.cityneighborshamilton.org](http://www.cityneighborshamilton.org)). Feel free to contact teachers or Board members via email. Phone messages for school personnel and board members will be placed in office mailboxes. Except in the case of emergency, classes will not be interrupted for messages or phone calls to teachers or students.

### **SCHOOL TELEPHONES**

City Neighbors Hamilton does not have an intercom system. Therefore, each classroom is equipped with a telephone as a means of communication within the school. School telephones must remain available for teacher and administrator work. Therefore, students and parents are not permitted to make or receive telephone calls, except in emergencies or at the discretion of a staff member.

## **Visiting the School**

### **VISITORS**

- Upon arrival, all visitors, volunteers, and parents must sign in and obtain a Visitor Pass from the office. This is to protect the school from unauthorized visitors and to avoid unnecessary interruptions to classes.
- Please understand that we deeply value parents' engagement in their children's learning. There are many opportunities for you to visit the classroom and the school – culminating events, art celebrations, classroom activities, parent-teacher conferences.
- We also value the intense work and fragile working cultures of classrooms. *Therefore, adults may not visit classrooms unannounced.* If you would like to visit your child's classroom, contact your child's teacher in advance to make mutually agreeable arrangements.

### **THE TEACHERS COMMONS (TEACHERS LOUNGE)**

The Teachers Commons is a place where CNH staff can eat lunch, converse casually with other staff, and relax during a well-deserved break. We ask that CNH families respect this space that is dedicated to teachers-only and do not gather or meet with teachers in this space. If you would like to meet with a teacher, please make an appointment to do so.

## **School-Family Communication**

A strong partnership between parents and the school ultimately benefits the child. Therefore, we will make every effort to communicate news, upcoming events, and what is happening at

school. As part of our dynamic school and curriculum, a lot happens on a daily and weekly basis. Therefore, we ask you to make every effort to stay informed about your child's school and education.

### **WHAT'S GOOD IN THE NEIGHBORHOOD NEWSLETTERS**

- Our main form of communication between school and home is the weekly What's Good in the Neighborhood. The What's Good contains a weekly newsletter with announcements of important events, important notices, and communications from the larger CNH community and even events of interests happening in Baltimore. This mailer may contain time-sensitive and valuable information regarding your child, the school, and the community.
- What's Goods will be sent home via email, every Monday (Tuesday, if Monday is a holiday) unless a family has specifically requested hard copies of the Monday Mailer. If a hard copy is requested, it will be delivered to your child's classroom and distributed to students by teachers. It is your child's responsibility to get the What's Good to you. Please be sure to ask for it every week.
- *\*In an attempt to be more "Green" as a school, please only request paper copies if you do not have any access to reading the What's Good online.*
- Please read the What's Good and respond to any requests for signing or returning forms by the deadlines given. We will assume that all information communicated through the What's Good has been read and understood by you.
- If you have any information you'd like included in the "What's Good in the Neighborhood" newsletter, please be sure it is sent to the office no later than the Friday morning before publication in the form of an email attachment in doc or docx format. (Not included in the body of an email and not as a pdf.) All information included in the Monday Mailer must be approved by the principal.
- Individual classrooms will send home important information in weekly bulletins specific to their classes and students. These will be sent via email unless a hard copy is specifically requested. Please be sure to read this correspondence thoroughly and regularly to know what is happening in your child's classroom.

### **TEACHER MONDAY MAILERS**

Every class communicates with families through a class-specific Monday Mailer. The Monday Mailers is the teacher's format for disseminating important information, upcoming events, deadlines, and information to help you support your child's learning at home. If you do not receive Monday Mailers in your email, please contact Stephanie King ([sking@cityneighborshamilton.org](mailto:sking@cityneighborshamilton.org)) to make sure your email is correctly included in the email group for that class.

### **PARENT-TEACHER MEETINGS**

- Teachers are accessible throughout the school year; however, it is important to arrange a time that is mutually convenient rather than consulting the teacher spontaneously in the

school. Please contact teachers by phone, email, or by note in the teacher mailbox to set up that convenient time. Teachers may also feel the need to meet with you; please make yourself available.

- ***Family members may not approach a teacher spontaneously for a conference about their child.*** Although the teacher may appear to be available (for example: performing hall duty, in their classroom during planning periods, or standing outside during dismissal), they have agendas and work to do that may not be obvious to you. ***Teachers are happy to arrange a time to meet; they will not be able to meet with you spontaneously.***

### **THE CNH WEBSITE**

The City Neighbors Hamilton website often has updated information or general school literature (like this handbook!). The website can be found at [www.cityneighborshamilton.org](http://www.cityneighborshamilton.org).

### **SCHOOL-WIDE EMAIL COMMUNICATION**

The school office maintains an updated family email list. Please do not send out any mass email communication on behalf of the school. Direct all requests for school-wide email communication to the school office. All school-wide email requests must be approved by the principal. Please note that school-wide email correspondence is currently limited to important news or information that requires our families to act immediately. All other non-urgent communication should be done through the What's Good and/or the classroom Monday Mailer.

## **Health Procedures at CNH**

### **COVID-19 Protocols**

- Children should not attend school if they exhibit any COVID-like symptoms such as fever, headache, diarrhea, vomiting, heavy coughing, or shortness of breath.
- If a student is displaying COVID-like symptoms they will be escorted to the Wellness Room to be met by our Health and Safety Coordinator. The student's point of contact will be notified to pick up the student.
- If a student is out awaiting a COVID test, the student is not to return until a negative PCR test is provided to the school.
- Students will participate in a weekly pooled testing on Monday. This is a nose swab method and is then collected and sent off. Results are available by that Wednesday to alert any positive cases. Upon learning the results from the test, the student(s) may or may not need to quarantine. The minimum time spent in quarantine is 4 days, maximum is 10 days. Families will be alerted through email upon the results of a positive pooled test to ensure proper quarantine methods are upheld.
- All teachers have Google Classrooms set up in case of a quarantined class or student with work available.
- Chromebook pick-up are also available in case of a quarantined class or student.

- In classrooms, students and staff will be masked and seated 3ft. a part.
- All eating will be outside and grade levels given their own section to enjoy their breakfast and lunch.
- There is an inclement weather plan for accommodating eating and having recess indoors.

### **ILLNESS**

- Children should not attend school when they are exhibiting contagious symptoms such as fever, thick nasal discharge, vomiting, diarrhea, or heavy coughing, or have a communicable disease such as chicken pox or head lice. Students should be symptom-free for 24 hours before returning to school.
- If your child has been absent due to a communicable or contagious disease or condition, i.e. strep throat, a note from his/her doctor or nurse practitioner is required upon his/her return to school stating the student has been treated for the condition and is safe to return to school. This note should be provided to the Health Suite.
- If your child becomes ill while at school, the school nurse or health aide will notify you. If you are not reachable then we will contact one of the people on your emergency contact list. Please be sure to update your emergency contact list periodically.

### **ABSENCES**

- If your child must be absent, please email your child's homeroom teacher. Your child must return with a note for his/her teacher stating the date(s) and reason for the absence. All absences unaccompanied by a note of valid excuse will be marked as unexcused.
- Regular attendance is vital to your child's school experience. Frequent absences threaten a child's sense of connection to the community, disrupts the consistency of learning, and forces the child to simultaneously catch up on missed material while learning new material. When a child is excessively absent or tardy, the Principal will contact the family to discuss ways to improve attendance and punctuality.

### **CHRONIC MEDICAL ABSENCES**

- Students whose absences are the result of chronic medical conditions are encouraged to register for emergency home instruction via the Baltimore City Public Schools (City Schools) Home and Hospital Program, which provides appropriate educational services for students who have medical, physical and/or disciplinary challenges.
- Remediation and counseling services provide additional support that ensures student achievement despite absences.
- Students with a chronic illness such as, but not limited to, asthma, cancer, sickle cell anemia, heart disease or diabetes are eligible.
- Home and Hospital teachers cover similar topics as the classroom teachers at school. Students are marked present at CNH. Contact the Principal if you believe your child may require these services.

### **MEDICATIONS**

- If your child requires daily or intermittent medication (prescription or over-the-counter) during school hours, a Baltimore City Health Department "Request to Administer Medication in School" form must be completed and signed by both the parent/guardian and the ordering physician.
- A separate form is necessary for every medication your child needs. NO medication, prescription or over the counter, can be held or dispensed by the school without a signed physician's order.
- **Students are not authorized to carry an inhaler or Epi-pen unless the physician has indicated this on the Medication Form.** These forms are available in the Health Suite. Once the order is on file, please do not send in more than a one month's supply of medication at a time.
- Discontinued medications must be picked up by the parent or guardian immediately. Expired and discontinued medication or medication not picked up by the last day of school will be destroyed. Medications the child needs on hand during school hours must be stored in the Health Suite (see above for Medication Administration Procedures). If your child is attending a field trip, the school nurse or health aide will prepare the medication and sign it out to a staff member for administration at the appropriate time. **Children may not carry or self-medicate with over-the-counter drugs.**

### **PHYSICAL CONDITIONS**

- If your child has a chronic condition such as asthma, headaches, seizures, or diabetes, please make sure this information is on file in the Health Suite. Include a list of medications the child takes regularly and any warning signs or emergency procedures.

### **RESTRICTIONS FROM ACTIVITIES**

- If your child needs to be restricted from certain activities, please provide the school nurse or health aide with a note from your child's physician describing the situation, the restrictions, and expected duration.

### **REPORTING SUSPECTED CHILD ABUSE**

- The Maryland Penal Code requires all "child care custodians" (teachers, teacher's assistants, school nurse, coaches, administrators, and staff members) to report known or suspected child abuse. As required, suspected abuse will be reported to child protective services immediately.

## **Breakfast and Lunch at CNH**

### **SCHOOL LUNCH PROGRAM**

- All students are eligible to receive a free lunch daily.
- Daily fare includes a hot or cold entree, 2-3 side items and 1/2 pint of milk. Children are

offered these items and must take at least 3 items (entree sometimes counts as more than one food item).

- Keara Edgar, cafeteria manager, emails the weekly menu to families.

### **SCHOOL BREAKFAST PROGRAM**

All CNH students are eligible for a free breakfast at school, as long as they arrive on time to be served. Breakfast begins at 7:45 AM and ends promptly at 8:00 AM. If you would like to take advantage of this program, please be sure your child arrives at 7:45 AM (no earlier). Children who arrive at school at 8 AM or after will not be provided breakfast. Children who arrive before 7:45 AM will not be admitted into the building and will not be supervised by school staff unless they are signed up for Before care. Breakfasts are not served at school on days when BCPS have delayed opening for inclement weather or any other reason.

## **ODDS AND ENDS**

### **ENROLLMENT AND TRANSFERS**

- Please check the school website at [www.cityneighborshamilton.org](http://www.cityneighborshamilton.org) or call the school office for current information on enrollment procedures and deadlines. Siblings of enrolled students have preference in the admissions process, **but must submit an application to be considered**. Please be sure to adhere to all deadlines in order to ensure sibling enrollment at CNH.
- Intent to Return forms are distributed in January of each school year. If you decide to permanently withdraw your child from CNH, you must complete and sign a Student Withdrawal form (provided by CNH). Once this form is returned, transfer paperwork will be provided in two business days. **Please note that this policy applies even after the school year concludes.**

### **LOST AND FOUND**

- Please mark your child's clothing, backpack, books, and lunch box with his/ her name. This helps to reduce the potential of lost items. A lost and found bin is located in the café. Any items not claimed will be donated to a local charity three times a year: Winter Break, Spring Break, and the last day of school.

### **LIBRARY GUIDELINES**

- Students at CNH are encouraged to use the school library frequently. At the end of each trimester, parents will be notified of any overdue books. Families will be charged for the cost of replacing lost or damaged books. Help your child build a lifelong love of books and reading by using the CNH library frequently and responsibly.

### **LOST BOOKS/MATERIALS**

- If your child loses a school book or other school item, it is the family's responsibility to compensate the school for the lost item.

## **CELEBRATIONS**

### **Birthdays**

- Birthdays are special occasions for young children. Please check with your child's teacher before bringing a special snack to share with the class, so the teacher can plan accordingly. Because some students may have food allergies or dietary restrictions, please do not distribute snacks to students without the guidance of the teacher.
- If you plan on distributing invitations to a celebration, please make sure that everyone receives an invitation. If you are planning to distribute invitations selectively, please do so outside of school grounds, i.e., via email or snail mail.

### **Holidays**

- While City Neighbors Hamilton encourages discussion of cultural and family traditions, we do not celebrate or sanction any specific holidays.
- Some classes may create or share in celebration activities, but each teacher makes these decisions independently. Consult with your child's teacher well in advance before making any plans or assumptions about celebrating holidays in the classroom.



## FAMILY PARTICIPATION GUIDE

*“We chose to have a working team in the school, where collaboration and collegiality are seen as quality features of the school’s identity. The distribution of jobs, as well, is not only a functional choice but is devised so that every person, despite their different roles, can feel that they are included as an active participant in the realization of the experience.”*

–Tiziana Filippini, Reggio Emilia, The Nature of Organizations.



# Family Participation Guide

## How Does It Work?

Welcome to City Neighbors Hamilton! One of the expectations for being a part of our school is to log in at least 40 hours of volunteer service. We know this isn't easy for everyone. But we have created this participation catalog to help you meet this goal. We ask this of you because it is in our charter, because we believe in you, and because we know what it means to our children to have us all working together toward the success of CNH.

Volunteer hours can be logged on our website: [www.cityneighborshamilton.org](http://www.cityneighborshamilton.org).

It is your responsibility to log your hours! Please get in the habit of logging these hours, even beyond the 40-hour minimum. We keep statistics on our success, and this is one measurement that means a lot to us.

## Let Your Voice Be Heard!

Parents have a strong voice at CNH, and there are many ways to use that voice in responsible and respectful ways. Participating on a board committee and fulfilling the 40 hours of volunteer service are some of the ways we take ownership of our school. There are many other times and places to have your voice heard. These include, but are not limited to, working with the Parent and Family Relations Committee, attending Board meetings, and attending parent workshops.

Our school is founded on the belief that our school is alive when parents and teachers work together and thinking creatively on meaningful projects. Our motto is: Inspired to Create! So, let's get to it!

## Onsite Volunteer Activities

All volunteers are required to sign-in at the school office. All volunteers who work with students in a situation where the students will otherwise be unsupervised by school staff, are required to get a background check before beginning their volunteer service at CNH. Please see the Principal for more information. Some examples of onsite volunteer positions are as follows:

- **CLASSROOM ASSISTANTS**

Teachers have various needs for assistance. If you would like to help in a classroom, check with any teacher to make arrangements in advance for a time to volunteer. (This does not have to be your own child's teacher!) Some tasks might include:

- o helping with ongoing project work
- o taking chairs off of tables, sharpening pencils, laying out class projects, etc.
- o assisting younger children to get coats, lunch boxes, etc., neatly into their cubbies

- **FIELDWORK CHAPERONES**

Parents are needed to chaperone field trips. Chaperones help reduce student/teacher ratio on field trips and maximizes the value of learning exercises. As a chaperone you will be acting as an agent of CNH and are responsible for ensuring the supervision and safety of the students assigned to you. NOTE: Volunteer hours are counted at a maximum of 8 hours per day for overnight field trips.

- **CLASS REPRESENTATIVE**

This is a special role for a very responsible parent in his/her child's classroom, and it is also a critical part of our school communication system. Every teacher needs two Classroom Parents to assist with planning and coordinating classroom activities, projects, supply needs, field trips, etc. This job requires the ability to work closely with the teacher and the ability to spend time both in and out of the classroom. It also requires communicating with the teacher and helping to organize the parent volunteers for the class.

- **SPECIAL SKILLS VOLUNTEERS**

CNH welcomes the skills of family and friends to bring diverse experiences to our students. You may have a special skill or talent (e.g. music, crafts, sewing, gardening, building, poetry, etc.), or even have access to materials that would enhance a particular area of study. Please discuss your ideas with the Principal and your child's teacher and see if there is a way for you to share your skill/talent to our classrooms.

- **BREAKFAST ASSISTANTS (7:45 AM-8 AM)**

Volunteers are needed to assist with making sure each child has a meal, to monitor bathrooms, and to clean up after breakfast. You can choose to perform this task on a particular day or days of the week, or periodically with advanced notice. To volunteer as a Breakfast Assistant, please contact the Principal.

- **LUNCH ASSISTANTS**

Volunteers are needed to assist with making sure each child has a meal, to monitor bathrooms, and to clean up after lunch. You can choose to perform this task on a particular day or days of the week, or periodically with advanced notice. To volunteer as a Lunch Assistant, please contact the Principal.

- **RECESS ASSISTANTS**

Volunteers are needed to help staff supervise recess, usually out-of-doors. These parents will facilitate organized games, monitor free-play activities for safety, and report and assist with any injuries. To volunteer as a Recess Assistant, please contact the Principal.

- **LIBRARY ASSISTANTS**

Volunteers are needed to collect, catalog, and organize books for the school library as well as to assist children in how to search for books on topics of interest. Those interested in this activity should check with the Principal.

- **RESOURCE ASSISTANTS**

Volunteers are needed to work with our resource teachers. Please don't forget to offer your assistance to our music teacher, Atelierista, special educators, and physical education instructor. If you are interested in assisting our resource teachers, you may contact them individually.

- **OPEN HOUSE SCHOOL TOUR GUIDES**

Tour guides are needed during the four enrollment Open Houses held for prospective CNH families. These Open Houses occur during the months of January and February. Please see the Principal if you are interested.

- **ENRICHMENT CLUB FACILITATORS**

We have an ongoing need for volunteers to sponsor special activities for all grades. We need talent and ideas for bringing enrichment into our program. Please contact the Principal if you have an idea or skill to offer, and look for updates in your Monday Mailer.



## **CNH COMMITTEES**

*Third Tuesday of every month 6-7:00*

### **City Neighbors Hamilton Committee Descriptions**

#### **Committee Nights**

It is a requirement for all families to join at least one committee each year. We have made it super simple to participate this year with Committee Night every month (3rd Tuesday of each month). Free childcare and food for all participants will be provided in the in-person months. The dates are listed below.

<b>In-Person Meetings (6:00-7:00)</b>	<b>Virtual Meetings (6:00-6:30)</b>
---------------------------------------	-------------------------------------

At the school	On Zoom
October 19	November 16
December 21	January 18
February 15	March 15
April 19	May 17

Don't forget to [log your participation hours!](#)

## Full Descriptions of Committees

### Classroom Support Committee:

This committee is an important hub of communication between teachers and families. Designated classroom “parents” are automatically part of this committee, but any CNH family member is welcome and encouraged to attend meetings. This committee works in partnership with the Principal and faculty to host events such as family educational workshops regarding curriculum. It also assists with school functions like picture day and teacher appreciation week.

### Communications Committee:

This committee helps update and manage the website, social media, flyers, posters, and newsletters for the school.

### Community Relations Committee:

This Committee helps to establish/maintain relationships with the community outside of the school building (ie. Glenham Belhar and Lauraville community associations). They also look to partner with the local business community for things like career exploration or sponsorship possibilities. The committee may also work with other local educational institutions for opportunities to collaborate. This committee will also assist with developing the extracurricular/after school catalog (ie. litter patrol, dance club, chess club).

### Culture of Care (SEL Family Workgroup):

At CNH there are adults within the building who make up the Culture of Care Team. Those individuals are Ms. Lauren, Dr. Shyla, Ms. Liz and Dr. King. Our goal as a Culture of Care team is to ensure the well-being of all our students by educating them on social and emotional learning. To further this work, the SEL Family Workgroup is a way for families to learn about the work we do, receive vital information and strategies about social/emotional learning, as well provide ideas/suggestions to continue to support the work we do internally. This Committee will work to

create family events and workshops that support the student experience at this school. Come and help us celebrate and support our students!

### **Equity, Diversity, and Inclusion:**

This committee helps to plan and host events to engage and include the school community. The committee also seeks out resources and venues to facilitate meaningful interactions that explicitly grapple with diversity in our school, community, and world, and allow opportunities for individuals to connect and grow with all fellow CNH community members. Our job is to proactively promote, support, and celebrate our wonderful diversity at CNH.

### **Facilities Committee:**

This committee assists the Principal, building manager, and faculty to create and maintain a great learning environment for students. This committee assists with family work days, specific building projects, and even some digital infrastructure.

### **Fundraising Committee:**

This committee assists in coordinating efforts to raise money to meet the school's commitment to providing a rich program for our students. This committee assists with grant writing, fundraising event planning, and fund drives to raise money for field trips, technology equipment, teaching supports and professional development for teachers.

### **Family Participation Committee:**

This committee is responsible for tracking family participation and volunteer hours, encouraging family participation in school events, and celebrating family engagement. This committee also helps to coordinate family volunteers for the **library!**

### **Global Perspectives Initiative Committee:**

This committee is responsible for increasing global awareness and international education opportunities for CNH students. This committee will also assist with school events that celebrate multiple cultures, language learning opportunities, student exchange partnerships, and increasing local and global partnerships.

## **The following Committees do not meet regularly on Committee Nights**

### **Advocacy Committee:**

(This committee meets on a different night than Committee Night)

Chair: Gwendolyn Unoko - [gunoko@cityneighbors.org](mailto:gunoko@cityneighbors.org)

This committee advocates on behalf of the City Neighbors Hamilton, charter schools, and the Baltimore City Public School System. This committee will coordinate efforts with the Advocacy

Committee of our network schools, City Neighbors Charter and City Neighbors High School. We believe in taking a stand for all children. Come to help us impact Annapolis, City Council, and Schools on behalf of the children of Baltimore. This committee will not meet on committee night as it will be a meeting of members from all 3 city neighbors schools. Advocacy Committee meetings are **on the first Wednesday or every month at 7 pm**, starting on October 7th.

### **Finance Committee:**

(This committee only meets quarterly on Committee Night)

Chair: John Henderson - [jhenderson@cityneighborhamilton.org](mailto:jhenderson@cityneighborhamilton.org)

This committee is charged with the development and recommendation of the CNH annual budget and does not meet on Committee Night.

### **Governance Committee:**

Members of this committee are Board Members only and meets on a different night than Committee Night

Chair: Erika Coughlin - [ecoughlin@cityneighborshamilton.org](mailto:ecoughlin@cityneighborshamilton.org)

This committee makes recommendations for the ongoing successful governance of the school, including reviewing policies and the school handbook. The governance committee oversees elections each year and conducts an ongoing review of the CNH by-laws. The Governance Committee assesses the needs of the board of directors and makes suggestions for including or replacing board members.

## **FREQUENTLY ASKED QUESTIONS**

### ***How do I track and submit my hours?***

Whenever you attend a school event or volunteer at an event or attend a committee meeting, please [track your hours here](#).

### ***How will I know how many hours I have logged in?***

Reports will be distributed to families each trimester so you can see how far you've come and how far you need to go to reach your 40-hour goal. You can always check in with Director of Accountability.

### ***What if I am worried about meeting my hours?***

We are creative here at CNH! We will help you find a way. Begin by talking with the Director of Accountability.

**Could you show me an example of how I might meet my hours?**

There are many way to fulfill CNH hours. Here is an example of a yearly schedule that would lead to the fulfillment of the hourly expectation:

Attending Back-to-School Night	2 HRS
Attending Spring Arts Celebration	3 HRS
Work Day participation	4 HRS
Attending Board Meeting	2 HRS
Community Clean Up	3 HRS
Help set up fundraising event	2 HRS
Field Trip Chaperone	4 HRS
Attending Monthly Committee Meeting, (2 hours per month X 10 months)	20 HRS
<b>Total Volunteer Hours</b>	<b>40 HRS</b>

# CNH Grading Policy

## Grading Philosophy

At City Neighbors Hamilton, we believe that assessing student work allows teachers to sit with each student, identify their strengths and needs as learners, and adjust their instruction to suit their needs. Forms of assessments should be varied, robust, and multifaceted in order to truly understand where a student needs support and extension work. The act of grading student work serves as an ongoing form of communication between teacher, student, and their family members about where the student is in relation to their own personal as well as grade level goals. Through a robust revision process, students have the opportunity to return to the same work over and over again until they demonstrate a deep understanding and mastery of the content.

## Grading Components

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

- **Assessments 70%** with 50% summative and 20% formative.
  - Formative assessments may include exit tickets, quizzes, written or verbal responses, projects, checklists and presentations.
  - Summative assessments may include unit tests, culminating presentations, portfolios, and writings.
- **Classwork 20%:** This includes work completed in the classroom setting.
- **Participation 5%:** This includes, but is not limited to, participation in classroom discussions, group work, and activities.
- **Homework 5%:** This includes all work completed outside the classroom.

## General Grading Overview

**Grade Recording:** Grades will be recorded for each subject. Teachers will grade student performance based upon assessments, classwork, participation, and homework. Teachers will record grades using the online grading tool Jupiter which can be used to share grades and provide feedback to students and parents/guardians.

A score of zero will be given to students who fail to submit an assignment. A student will receive a zero if they are found to have cheated or plagiarized.



## Mastery Grading:

In order to support student growth in learning toward mastery, assignments will be reassessed during the marking period. If a student's understanding of the content assessed on a summative assignment shows improvement upon reassessment, that grade may be replaced with the new grade. The reassessment may take a different form from the original assessment but will be graded based on correctness and have the same weight in the gradebook as the previous assignment.

## Kindergarten and Grade 1

Kindergarten and 1st grade students will be assigned grades for each learning domain (subject area) that serves as an evaluation of the child's emergent knowledge and accompanying skills for that domain in relation to grade level proficiency. Report cards will be issued following the conclusion of each trimester.

### Grading Scale K-1

E = Above grade level (Proficient)

G = At Grade level (proficient)

D = Developing (In-Process)

B = Beginning (Needs Development)

NA = Not assessed

### Definition of Classwork in Kindergarten and 1st Grade

This includes work completed in the classroom setting. Classwork can include but is not limited to:

- Active participation in whole class and small group settings which may include activities involving play, small group work, and other developmentally-informed learning
- Completion of in-class assignments and center activities, including independent reading
- Shared, interactive, and independent writing activities including notebooks, journals, etc.
- Hands-on content area experiences (in literacy, math, science, social studies, etc.)

### Definition of Homework in Kindergarten and 1st Grade

This includes all work completed outside the classroom. Homework assignments should be interactive with families and might include but are not limited to:

- Reading logs and book reports
- Take-home booklets or other activities
- Content specific or theme-related activities

## Assessments in Kindergarten and 1st Grade

This category includes both formative and summative methods of assessing student learning with the goals of supporting student growth and success using a combination of assessment tools.

Assessments can include but are not limited to:

- Content specific assessments administered one-on-one or in small groups
- End of unit tests
- Benchmarks
- Performance-based assessments (including writing, working with manipulatives, etc.)
- Projects, reports, and oral presentations
- Checklists and observations
- Portfolios
- Teacher created assessments

City Schools believes in using a combination of baseline academic information and social/emotional, cognitive, physical, and behavioral development to assess young children. This can include number and letter knowledge and other academic information, as well as teachers' observations of students engaged in play, small group work, and other developmentally informed learning.

## Grades 2-5

Students will be assigned grades for each subject area that serves as an evaluation of the child's knowledge and skills for that subject. Report cards will be issued following the conclusion of each trimester.

### Grading Scale 2-5

E = Excellent (90 and above)

G = Good (80-89)

S = Satisfactory (70-79)

P = Poor (60-69)

U= Unsatisfactory (59 or below)

### Definition of Classwork in Grades 2-5

This includes work completed in the classroom setting. Classwork can include but is not limited to:

- Active participation in whole class and small group discussions
- Completion of in-class assignments, including independent reading

- Writing projects such as notebooks, journals
- Lab experiences and other projects

### Definition of Homework in Grades 2-5

This includes all work completed outside the classroom. Homework assignments might include but are not limited to:

- Reading logs
- Research assignments
- Take-home booklets or other activities
- Practice problems

### Definition of Participation in Grades 2-5

This includes but is not limited to participation in classroom discussion, group work, and activities.

### Definition of Assessments in Grades 2-5

This category includes both formative and summative methods of assessing student learning with the goals of supporting student growth and success. Assessments can include but are not limited to:

- Unit assessments
- Vocabulary quizzes
- Constructed response writing
- Oral or written evaluations
- Laboratory activities
- Projects
- Portfolios
- Reports
- Performances and performance tasks
- Product creation
- Peer and self-evaluation
- Notebooks or journals

# Grades 6-8

## Grading Scale 6-8

The grades eligible for use on report cards are as follows. Grades between ranges are rounded to the nearest percentage point:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 & Below

E = Excellent (90 and above)

G = Good (80-89)

S = Satisfactory (70-79)

P = Poor (60-69)

U = Unsatisfactory (below 60)

## Definition of Classwork in Grades 6-8

This includes but is not limited to work completed in the classroom individually or in groups. Examples include: a) Completion of in-class assignments b) Writing projects such as notebooks, journals c) Lab experiences and other projects d) Drills ii. Participation: This includes but is not limited to participation in classroom discussion, group work, and activities.

## Definition of Homework in Grades 6-8

Homework consists of assignments completed outside the classroom. Homework assignments might include but are not limited to: a) Problem sets b) Written assignments c) Reading assignments d) Graphic organizers IKA-RA Page 9 of 12 e) Project plans and storyboards f) Student notes and notebooks iv. Assessments: This category includes both formative and summative methods of assessing student learning with the goals of supporting student growth and success. A combination of assessment tools must be used. Examples of assessments include: a) Tests b) Quizzes c) Papers, reports, essays d) Projects, portfolios e) Presentations f) Performances and performance tasks g) Research tasks h) Laboratory activities i) Product creation j) Peer and self-evaluation

## Failing Grades

If a student receives an F as a marking period grade, the numerical equivalent of that grade cannot be lower than a 50 when used to calculate the student's final grade. If a student failed a marking period by earning a 50-59 that score should remain unchanged when calculating the student's final grade. This requirement is meant to allow students to improve their grade through diligent work in subsequent marking periods to pass the course.

## Attendance in relation to grades:

In City Schools, absences will not be used as an element of a student's grade; however, poor attendance is likely to hinder a student's ability to succeed in class. Students who are absent will have the opportunity to make up missed assignments. Teachers will provide makeup work within three (3) school days of the student's last absence, and students must turn in assignments within seven (7) school days after they are provided by the teacher. The time allowed for makeup work may be extended on a case-by-case basis for extenuating circumstances determined by the teacher.

## Students Receiving Special Education Services

In compliance with federal law, Individualized Education Program (IEP) teams will develop IEPs for all students who receive special education services. Individual student needs are the basis of IEP goals and objectives and will allow special education students to progress within the general curriculum to the extent possible, provided with the appropriate support and accommodations. Teachers will implement the accommodations and modifications determined by the student's IEP, and these accommodations must be used in both instruction and assessment (Maryland Accommodations Manual, Maryland State Department of Education). If the student is not progressing on his/her IEP goals, an IEP meeting must be held to review and revise the IEP to address the lack of progress.

Students with disabilities who are working toward a diploma will progress in the general education curriculum in their least restrictive environment in accordance with his or her IEP. The student's grades will be based on achievement in the general curriculum for that course of study. Students who receive accommodations for state or national testing are required to receive the same accommodations for school and classroom assessments, as identified on the IEP. Students with disabilities will receive the same report card used in general education, with grades that reflect the student's achievement in each course of study using the appropriate modifications and extensions made to the curriculum. They will also receive an IEP Progress Report from Maryland Online related to IEP goals and objectives. The student's general and special educators will collaborate in grading students with disabilities.

Students with disabilities who are working toward a Maryland Certificate of Program Completion and who are using extensive and substantial modifications to access the general curriculum will have the IEP Progress Report from Maryland Online detailing the student's goals and objectives in addition to the report card. Students who receive accommodations for state or national testing are required to receive the same accommodations for school and classroom assessments.

## Students Receiving English Learner (EL) Services

In accordance with the Every Student Succeeds Act, English Learners (ELs) will attain English proficiency, reach high levels of academic attainment, and meet the same statewide academic standards as non-EL students. Students will receive targeted language support in EL classrooms in addition to instructional modifications and assessment accommodations in general education classes.

- Teachers will implement the accommodations and modifications determined by the student's EL committee and documented in his/her English Learner plan. These

accommodations must be used in both instruction and assessment (Maryland Accommodations Manual, Maryland State Department of Education).

- Grading of EL students shall therefore reflect daily instructional accommodations as well as testing accommodations and shall not penalize the student for not yet being fully proficient in English.
  - ELs will receive grades based on accommodations or alternative methods of evaluation appropriate to the student's language proficiency level and receive the same report card that is used in general education.
  - Those students who are newly arrived in U.S. schools and at the lowest English language proficiency level (overall level 1.0-1.7) and who cannot demonstrate a basic command of the English language may receive a grade of PASS for up to one year. This PASS must not count as a zero when averaging grades.
  - Students who receive EL instruction in lieu of a general education class may have their EL grade substituted for the class that they miss.
  - ELs shall not be penalized for missing work in the general education classroom during the time they are pulled for EL services. Teachers must grade students on the
- 
- components for which they are present and derive the class grade based on the elements that the student completed.
  - Comments should be used to explain that grades are based on curriculum aligned instructional accommodations, differentiated strategies, alternative methods of evaluation, or alternative assignments.
  - Expectations for Grade Keeping Grades are important information to gauge the progress of students in meeting their learning goals. The timely upkeep of grades is important to inform the progress of students for teachers, parents and students. Therefore, in kindergarten-12 grade classes, grades are expected to be kept current and updated at a minimum of once per week for math, science, English, Career Technical Education, and social studies courses. Teachers of other content areas shall follow guidance produced by district content leads. Teachers will record grades using the district's designated online gradebook platform. An exception to the weekly grade entry requirement is in a case where the class's primary assignment takes more than one week to complete.

**KEEPING TRACK OF VOLUNTEER HOURS**  
(for your personal use)

My Committee is: \_\_\_\_\_

<b>Date</b>	<b>Hours</b>	<b>Notes</b>	<b>Total Hours</b>
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			



## **ASBESTOS MANAGEMENT INFORMATION**

Required by law in handbook

**Date:** August 2017  
**To:** Parents, Teachers, and Employees  
**From:** Gary Bryant, Building Manager  
**RE:** AVAILABILITY OF ASBESTOS MANAGEMENT PLAN

In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner.

These regulations assign schools many new responsibilities. Our program for fulfilling these responsibilities is outlined in our Asbestos Management Plan. This plan contains information on our inspections, re-inspections, response actions and post-response actions activities, including periodic surveillance activities that are planned or are in progress.

You can review our Asbestos Management Plan at the School Office during normal business hours without cost or restriction.

If you have any questions about reviewing our Asbestos Management Plan, please contact:

Don L. Brock, Environmental Compliance  
Room 407A  
200 E. North Ave Baltimore, MD 21202  
[dBrock@bcps.k12.md.us](mailto:dBrock@bcps.k12.md.us)  
443.642.4242

or

Shyla Rao, Principal  
City Neighbors Hamilton  
5609 Sefton Ave.  
Baltimore, MD 21214  
[srao@cityneighborshamilton.org](mailto:srao@cityneighborshamilton.org)  
443-642-2052