

Elementary/Middle Alternative Programs

Bridge Academy

Home of the Eagle



Student/Parent Handbook

2018-2019

Rosa D. Carmon, Principal

1101 N. Wolfe Street
Baltimore, Maryland 21213
(410)396-1748/20

Elementary/Middle Alternative Programs

Bridge Academy

Home of the Eagle



Chief Executive Officer: Dr. Sonja Santelises

Executive Director: Roger Shaw

Principal: Rosa Carmon

Instructional Support: Rebecca Rayos

School Secretary: Phyllis Larimore

Office Assistant: Sharron Evans

Attendance Monitor: Paulette Hill

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Our Shared Mission

Our mission is to serve all City Schools Students enrolled at the Elementary/Middle Alternative Programs with Highly Qualified Academic Instruction and Assessments, Behavior Intervention & Management, Social-Emotional, and Clinical & Community Supports.



Our Shared Vision

Our vision is to inspire urban students to learn coping and decision-making skills that will enable them to improve their social, behavioral, and academic growth in Baltimore City Schools.

School Colors

Navy Blue & Gold (Yellow)

Uniform Colors

Tan Khaki- Pants/skirts

Black and Gold-Shirts/blouses

School Mascot

Eagle

School Slogan

Good, Better, Best

Never let it Rest

Til Your Good is Your Better

And Your Better is Your Best!

(1)

Elementary/Middle Alternative Programs

EMAPS

EMAPS Philosophy:

Elementary/Middle Alternative Programs is established for the purpose of educating young people who struggle with negative behavioral challenges in an effort to inspire them to utilize coping skills so that they can live a productive life. The challenge of our program is to recognize the unique qualities of each student as an individual and to assist the student in developing some sense of self-worth. We use education as the vehicle to stimulate the student to develop those attitudes, skills, ideals, and appreciations which will help him/her to become a knowledgeable citizen. EMAPS will always affirm high moral, educational, and ethical standards.

An integral part of our program at EMAPS is the Behavioral Team. This team will work with the Instructional Team to ensure that all students receive a quality education. The Administrative Team along with other support services and stakeholders will assist the Behavioral and Instructional Teams in carrying out the school's mission and vision.

As a learning community, EMAPS will seek to incorporate innovative and creative's methods of meeting the individual needs of each student.

It is certainly our hope to touch each student's life in a way that he/she recognizes his/her own self-worth by acknowledging inappropriate actions and uses the knowledge and techniques imparted by EMAPS to become productive members of society.

We must always be careful to:

- Seek new and innovative teaching and learning techniques and strategies that will challenge, motivate, and educate our students.
- Motivate and educate our students to work as a team cooperatively to ensure a quality education for all students.
- Develop strategies for improving the skill levels of our student while addressing the concerns of students based on their social, emotional, intellectual, and physical needs.
- Work with parents/guardians and the community to encourage them to become an integral part of the students' educational lives.
- Create a learning environment that is always conducive for learning.
- Plan rewards for good and perfect attendance and excellent achievement.

Team Work Makes the Dream Work

(2)

Principal's Message



Welcome Back!

Dear Families, Students, and Staff;

Welcome to School Year 2018 -2019! As principal of Elementary/Middle Alternative Programs (EMAPs) our goal is to continue to focus on supporting and monitoring the academic, behavior, and clinical programs we have in place emphasizing the importance of teamwork and collaboration among all the stakeholders, including parent to ensure the best interest of our students.

Our accomplishments of the past year in the Bridge Academy, transitioning and bridging over 22 students who have earned their way to the next grade level and/or the groundwork to accelerate to High School. This work continues to inspire us as we work to support our students in their journey to success. This accomplishment is significant not only to our students but to their families and communities considering that these 22 students were once at risk of dropping out of middle school. EMAPs is proud that our district, City Schools, through this program, can provide a setting where opportunities are limitless and possibilities are a reality to help students recover credits, bridge to appropriate grades and realize their unlimited potentials.

This school year in alignment with the growing needs of our program we are adding a second science teacher, an additional special education teacher, and a full time gym/health teacher to our staffing team. The second science teacher will help us provide more intensive and hands-on science instruction for our students, the additional special education teacher, will help us target the individual needs of our student population. And lastly, the gym/health teacher will provide the physical activities that many of our students seek to support improved grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior).



In closing the leadership and entire EMAPs staff, look forward to your continued commitment, involvement, and support as we make sure that we work as a team to have our students come to school early and ready to learn every single day. Let's continue to support our students to regain focus, recover credits, and build the confidence to make their possibilities become a reality.

Rosa D. Carmon

Attendance Incentive Calendar 2018-19 School Year, Month by Month

Updated:

The calendar below applies to the majority of schools, but note that some schools offer programming on "intersession" calendars or may modify their calendars with approval from the district, Baltimore Teachers Union, and a majority of staff.

Key:  = schools closed  = schools closed for students (buildings open and staffed)

September 2019

Monday	Tuesday	Wednesday	Thursday	Friday
3 Labor Day (schools and offices closed)	4 First day of school for students; window opens for the Kindergarten Readiness Assessment; 1st- quarter starts	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October 2018

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18 Professional development	19 Professional development
22	23	24	25	26
29	30	31		

(5)

November 2018

Note: A district-sponsored SAT administration will take place on Saturday, November

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5 Professional development	6 Election Day	7	8	9
12	12	14	14	16
American Education Week				
19	20	21	22 Thanksgiving	23 Thanksgiving
6	27	28	29	30

(6)

December 2018

Note: The annual Middle and High School Choice Fair will take place on Saturday, December

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
14	18	19	20	21
24 Winter holiday (schools & offices closed)	25 Winter holiday (schools & offices closed)	26 Winter holiday (schools & offices closed)	27 Winter holiday (schools closed)	28 Winter holiday (schools closed)

(7)

January 2019

Monday	Tuesday	Wednesday	Thursday	Friday
31 Winter holiday (schools and offices closed)	1 Winter Break	2	3	4
7	8	9 Early release for students	10	11
14	15	16	17	18
21 Martin Luther King	22	23	24	25 Professional development
28	29	30	31	

(8)

February 2019

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6 Early release	7	8
11	12	13	14	15
18 Presidents' Day (schools and offices closed)	19	20	21	22
25	26	27	28	

(9)

March 2019

Note: If the district must close for inclement weather for more than one day, either the school year will be extended or spring break will be shortened (unless a waiver is granted by the state).

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6 Early release	7	8
11	12	13	14	15 Professional development
18	19	20	21	22
25	26	27	28	29

(10)

April 2019

Note: If the district must close for inclement weather for more than one day, either the school year will be extended or spring break will be shortened (unless a waiver is granted by the state).

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3 Early Release	4	5
8	9	10	11	12
15 Spring Break	16 Spring Break	17 Spring Break	18 Spring Break	19 Spring Break
22 Spring Break	23	24	25	26
29	30			

May 2019

Monday	Tuesday	Wednesday	Thursday	Friday
		1 Early Release	2	3
6	7	8	9	10
12	14	15	16	17
20	21	22	23	24
27 Memorial Day (schools and offices closed)	28	29	30	31

June 2019

Note: The last day of school is tentatively scheduled for June 14. If the district must close schools for one day due to inclement weather or an emergency, the last day of school will be June 15. If the district must close for more than one day, it must either apply to the state for a waiver to allow school to continue into the week of June 18 or remove days from spring break. If the district applies for a waiver and is denied, this would necessitate the removal of days from spring break.

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14 Last Day of school
17	18	19	20	21
24	25	26	27	28

Academics

Goals

EMAPS Students will:

- Exhibit intellectual curiosity, employing the necessary skills and discipline essential to independent study and logical thinking, and develop a life-long thirst of acquiring knowledge.
- Demonstrate clarity, precision, and relevance in both written and oral communication.
- Exercise their roles and responsibilities as productive citizens in a globalized society.
- Engage in significant community service.
- Perform well as measured by a variety of state-mandated assessments.
- Master the skills necessary to be technologically literate in the 21st Century.
- Exemplify personal responsibility, confidence, independence, and leadership inside and outside of the classroom.
- Gain admission to and graduate from the high school of their choice.
- Academic Dishonesty (e.g., cheating)- Taking credit for work of others or allowing others to use your work for their credit; possession or use of study notes, portfolio work, crib notes, cheat sheets, or similar information sources during a quiz, test, or examination; asking for or giving answers or assistance during a quiz, test, or examination.

Grading System

Grading Scale:

A Minimum grade of 70% is considered acceptable.

(A) Excellent.....	100-90%
(B) Good	89-80%
(C) Fair/Acceptable	79-70%
(D) Poor/Unsatisfactory	69-60%
(E) Failure/Unacceptable	Below 60%

Grading Elements

Grades are earned via the following activities:

- Tests 25%
- Quizzes 15%
- Homework 10%
- Classroom & Participation 40%
- Notebook 10%
- Attendance (expected at 90% or better)
- Various other performance criteria specifically appropriate for the subject area

BCPSS Code of Conduct Principles for Student Behavior

The Code of Conduct 2018-2019 is based on five principles that articulate City Schools' expectations for student behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.
4. I take pride in promoting a safe and clean learning environment at my school.
5. I seek positive relationships with all members of the school community and I help restore relationships with school community members that are affected by my conduct.

If students abide by these principles, the learning environment in all schools will be strengthened.

Student's Signature: _____

Date: _____

Parent/Guardian's Signature: _____

Date: _____

Policies and Procedures

Attendance:

An excellent and or very good attendance record is a necessity for academic and life-long success. Research has shown that when students are in school every day that they excel during testing and have a higher percentage for completing homework. It is important when applying for high school and summer employment. Each student is expected to be in attendance no less than 90% of the school year.

Before and After School:

School doors will open at 8:30am. Between the hours of 8:30-8:45am, the cafeteria is available for students who desire to eat breakfast or study. Students are not to travel throughout the building with food or drinks. Students must clear the building by 3:30pm (AOP) and by 3:45pm (Bridge Academy) unless they are under the supervision of a staff member. Students who have a current written pass from a teacher may attend coach class after dismissal.

Cafeteria:

EMAPS students are expected to act responsibly at all times. To maintain a safe, pleasant climate and culture, each student must see to it that his/her area is clean and is orderly. Trash MUST be placed in the proper and provided receptacles before leaving the cafeteria. Students WILL NOT be allowed to eat in a classroom without adult supervision present.

Classrooms:

Students are to display and demonstrate on task behavior and remain quiet when it is to be observed per teacher and or support staff request. They are expected to display mutual respect for classmates, staff, teachers, and administrators.

Conduct:

School expectations, procedures, and rules have been developed to encourage respect for self, others, and property. Students and staff MUST be guaranteed an environment that is safe and conducive for learning. Mutual respect is a MUST and is the guiding principle of EMAPS. All rules will be publicized, explained, and equitably enforced. We will adhere to the guidelines established by the BCPSS Code of Conduct.

Conduct Guidelines for Bridge Academy Students:

Traditionally, EMAPS Bridge Academy students have been given the responsibilities of school leadership and therefore are held to an even higher standard of behavior than the underclass students. Any Bridge Academy student placed on suspension (short or long term) will automatically lose privileges, including participation and attendance at activities such as trips, school store, etc. Students losing said privileges will not be reimbursed for trips or activities. EMAPS Leadership Team will meet to discuss consideration of whether or not to restore any or all previously lost privileges.

Conflict Resolution:

When a conflict between individuals cannot be resolved, students should seek the assistance and guidance of a trusted teacher, support staff, or administrator. Physical altercations WILL result in suspension of all involved parties. This includes behavior at school, traveling to and from school, MTA, and at social events.

Dress Code:

First impressions are important. As we know, members of the community will form an opinion of EMAPS students by visual and audible means. We want these impressions to be positive ones. With that being said, **if there is any doubt of the properness of dress attire, DO NOT WEAR IT!** EMAPS follows the system-wide exclusionary dress code, found in the **Information Guide for Parents and Students** which is further modified by our own school's dress code.

The Following Addresses the Uniform of EMAPS and Shall Be Followed by ALL Students Explicitly:

Males:

Male students must wear either their home school uniform or a navy blue or black solid polo shirt with tan khaki pants. Tan khaki pants must be worn to full length. Therefore, under garments should not be exposed and pants must be worn waist high and with a belt. Shorts must come to the knee. **NO JEANS ARE ALLOWED.** Tank tops and hooded shirts or sweaters are unacceptable. If students elect to wear their home school's official uniform during their stay at EMAPS and if the shirt is a full collared button down then the shirt **must be buttoned at all times.** All shirttails **must be tucked into uniform pants** worn with a belt.

Females:

Female students must wear either their home school uniform or a navy blue or black solid polo shirt with tan khaki pants. Tan khaki pants must be worn to full length. Shorts **must** come to the knee and not an inch above. Tank tops, hooded shirts, halter tops, belly shirts, jeans of any kind, and leggings/jeggings are unacceptable. Shirts are **NOT** to be tied or altered in any fashion.

Uniform Violation:

EMAPS is a smoke free campus. In addition, the possession and/or use of any alcoholic beverage, narcotic, controlled drug or intoxicant at any school activity will result in loss of privileges, suspension, and/or arrest.

Electronic Devices:

Possession of electronic devices (IPads, video games, iPods, cell phones, etc.) is prohibited. If a parent has a need for the student to have a cell phone when traveling to and from school, the student's cell phone will be collected upon entry into the building. All students will turn in their cellular device to ensure that a safe learning environment is in place. All cell phones will be redistributed at the end of each academic day, during dismissal time. If any student is found to be in possession of any electronic device, including cell phones the teacher, staff, or administrator will immediately confiscate the item and it will ONLY be returned to a parent/guardian. The school and staff DO NOT accept responsibility for the loss or damage of that electronic device or cell phone.

Field Trips:

Field trips are an extension of the instructional process. If a student's record reflects poor attendance, excessive tardiness, excessive behavioral office referrals/misconduct, the student will be excluded from field trips.

Fire Drills:

In the event of a fire drill, students must exit the building immediately. Silence must be observed and maintained throughout the fire drill so that directions are heard and followed. Once the "All clear" signal is given, students are to return quickly and quietly to their assigned classrooms.

Free and Reduced Breakfast and Lunch Programs:

All BCPSS students will receive free breakfast and lunch for 2016-2017 school year. All food must be eaten in the cafeteria during your lunch period.

Hall Passes:

Students are not permitted in the hallways during instructional time unless they have received a teacher written and signed classroom pass.

Harassment/Bullying:

Harassment/bullying in any form **WILL NOT** Be **TOLERATED**. If violations occur, severe disciplinary action will be taken.

Identification Cards:

The Baltimore City Public School System is committed to providing safe learning environments. In order for staff members to distinguish those who belong on a school campus from those who do not, the system requires all students and staff to wear current school photographic identification cards.

Students must wear their I.D. cards around their necks at all times while in the school building. Failure to produce an I.D. card upon request by a staff member is insubordination, a serious offense with consequences that may include suspension.

Any violation or alteration of a photo I.D. card will be treated as a serious offense with appropriate penalty. Official school I.D. cards are required for admission to all special school events. These I.D. cards are used to help make our campus a safe place, and we need EVERYONE to fully cooperate with this policy.

The school will photograph and issue a picture I.D. card at no charge to all students. A temporary I.D. will be issued to the student until a replacement photo I.D. can be provided. Students must pay for replacement I.D. cards at \$5.00 per card.

Lateness:

All EMAPS students are to be in their seats upon the sounding of the 8:35 bell. A student not in their assigned class and in his/her seat, ready to work, is marked late. All late students must obtain a late pass from Mrs. Hill, attendance monitor. A student must attend school every day and be on time to be considered for EMAPS Triple "A" Students of the Month.

Leaving School Grounds:

For security reasons, NO student may leave the school building or grounds without permission. The two exceptions to this policy are:

Early Dismissal: A legibly written note or appointment slip is submitted to the attendance monitor before homeroom. Students will NOT be dismissed by telephone call into the office. The note/slip must contain the following:

1. The student's full name and homeroom
2. The specific reason and time for dismissal
3. A telephone number where a parent/guardian can be reached for verification

The note must be given to the attendance monitor no later than 1st Period. At the time of the early dismissal, the student should come to the main office with a written pass by staff to pick up a street pass and sign out of the building.

Illness: If a student becomes ill, he/she must secure a written pass from their teacher to leave the classroom. If warranted, a parent or guardian will be contacted via school nurse. If it is determined that leaving the school building is absolutely necessary, students may be picked up by parents/guardians.

Note: School Board Rules state that “No student shall be released to any person other than an authorized parent(s) or legal guardian(s), except in the case of student arrest.” Identification is required.

Missing Classes:

Each student must report to assigned class **EVERY DAY**. Failure to do so will result in an office referral for disciplinary action, and possible termination from the program.

Reporting of Progress:

Bridge Academy students will receive bi-weekly progress reports indicating satisfactory or unsatisfactory progress for each assigned class. (See 2018-2019) School Calendar for Parent/Teacher Conference Dates)

Social Events:

All school procedures, expectations, and rules apply to ALL school social events. This includes the dress codes.

Telephones:

Students will not be allowed to make telephone calls at school. **Emergency** referrals for phone usage may be made (via written hall passes) to the main office. Students are encouraged to get all of their personal informational needs met before coming to school; the main office is not able to relay personal messages to students except in **seriously documented emergencies**. A parent is the only authorized source of such messages. Cell phones are not to be used during the school day for any reason.

Transportation:

The MTA provides both direct and indirect services to and from EMAPS. A free MTA Bus Pass will be distributed to qualified students once a month. There will be a fee of \$5.00 for any additional bus passes.

Transportation Emergency Plan:

Students and families are to develop an alternative plan for getting home in case buses are missed or some emergency precludes using the usual route. This plan should include procedures in case school closes early. In such an event, the main office cannot take messages about alternative plans.

Trespassing/Visitors:

Both staff and students should be alert and report individuals in EMAPS/Bridge Academy who appear to be trespassing. All visitors must register in the main office prior to visiting any area of the building.

Emergency Preparedness

The school's Principal will review the exit procedures for the leaving the building in case of a building emergency. It should be noted that our program is located in a school building occupied with other schools/programs. Therefore, communication should be kept open with the larger school building. It is imperative that students move quietly and quickly when leaving the building for fire drill or an emergency.

When the fire alarm sounds or the signal is given over the P.A. System, ALL activities will STOP at once and ALL students and personnel will move SILENTLY to the assigned exit. Silence, order, and controlled speed are essential. All doors should be closed and lights turned off in the classrooms during a fire drill or an emergency.

GENERAL DIRECTIONS

1. Teachers should post fire drill directions on the classroom bulletin board and close to exit doors and be certain that students know exactly how to proceed.
2. A monitor should be appointed to lead the class out of the room, every drill or emergency.
3. The teacher will follow the class out and speed up stragglers.
4. Classes move in a SINGLE FILE LINE, to the RIGHT SIDE of the hallway.
5. Students in the halls should NOT STOP TO TALK.
6. Silence is very important during a fire drill! Teachers should remain with their classes at ALL TIMES. Teachers are responsible for the conduct of their students while outside and when returning to the building. Teachers should take a roll book with them during the fire drill or emergency and should be ready to check the roll if necessary.
7. Classes remain intact outside and upon return.
8. Teachers who do not have a class at the time that the fire drill bell rings are to leave the building with students to assist in maintaining silence and order.
9. Classes in physical education will exit out of the recreation area. Each teacher will follow his/her class to the designated assembly point.
10. Offenders against the "Silence Law" should be addressed immediately by each teacher. The office prefers the teacher to handle the first offense and send the name(s) and the class of the offender to the main office. This information will become a part of the student's permanent record. If the offender continues with the inappropriate behavior, the student should be sent to the main office with an office referral.

I, _____ have read and understand the guidelines and procedures that outlines thoroughly my role as a student in emergency situations. I agree that I will abide the directions and expectations that are required to ensure my safety and the safety of others.

Student's Signature: _____

Date: _____

In Case of Fire or Other Building Emergency Evacuations:

Fire/Building Evacuation Directions

****To Be Posted By ALL Room/Building Exits****

Fire/Building Evacuation Drill Directions:

EVERY fire drill should be an exercise in school management. ORDER must be maintained at ALL times. Students are expected to pass to and return from drills quietly and quickly.

Directions for Students:

1. Be calm, and do as you are told
2. All stairways are "down" only
3. Walk quickly, but safely
4. Do not run
5. DO not have physical contact with any students around you
6. You will not be permitted to obtain clothing or any possessions after the alarm has sounded

Procedures to Follow:

1. At the beginning of the fire/building alarm, the teacher will have students form a line quietly and quickly, and lead the class to the designated exit.
2. The class will move far enough away from the building to insure room for classes that follow to clear the building area. The class will halt, about face and maintain a column of twos.
3. Teachers will immediately verify class attendance and report all present, or any students missing to the building administrator.
4. Classes will wait quietly until the bell rings or signal is given by the Principal or his/her authorized representative for return to the building. No one is to return to the building until then.
5. If for any reason a line becomes blocked, the students should be re-directed to another exit in order to prevent panic conditions.

Note*Teachers are to make the students familiar with the plan of evacuation posted in each classroom by reviewing at least monthly. Regular monthly drills will be held to make sure building readiness is 100% (This is the duty of the Building Administrator).

Teachers always take your roll book for security and attendance verification!

Teacher's Signature: _____ Student's Signature: _____

PBIS

What does PBIS Mean?

PBIS stands for Positive Behaviors Interventions and Supports. PBIS means that students will know exactly what is expected of them. PBIS is a process that a school goes through to evaluate and improve the overall school environment as it relates to promoting positive student behaviors.

Here at EMAPS, our goal is to help each child develop self-discipline. The PBIS process is based upon our philosophy of recognizing positive contributions of students. Students who take responsibility to behave positively will be recognized and rewarded in a variety of ways. Students will also know exactly what consequences will result when they choose NOT to meet school-wide expectations.

How can I exhibit positive behavior in a negative situation?

What do I expect from my teachers?

What do I expect from my peers?

Disciplinary Action

An appropriate learning atmosphere is one that minimizes the loss of instructional time by promoting behavior which enables teachers to teach and students to learn. **All** behaviors have consequences. Positive behavior has positive consequences; negative behavior had negative consequences. EMAPS' goal is for students to know, understand, and follow the rules to ensure a positive educational experience while at EMAPS.

If a student violates school rules, the administration may impose out-of-school short-term and proposed extended suspension, after-school detention, attendance or behavioral contracts, expulsion, parent/guardian conferences, or revocation of student privileges. Usual consequences are listed; however, each case will be evaluated individually by the appropriate administrator.

The most serious circumstances, disciplinary responses that remove students from the classroom or school environment (as described in the following list) may be necessary. In these cases, the goal of City Schools is to make sure that students continue their education, receive appropriate educational services, learn strategies to replace inappropriate behaviors, and correct any harm they may have caused. Out-of-school discipline should be used as a last resort, after other interventions have been utilized. A student may also be arrested for any breach of city, state, and/or federal laws.

Remember: Each member of our school family is responsible for his/her decisions and behaviors.

I have read and had the terms and conditions of the Disciplinary Action explained to me by my teacher and understand my responsibility as a student at EMAPS.

Student's Signature: _____

Date: _____

Required Signature Page

Dear Parents/Guardians and Students,

You have just read the Elementary/Middle Alternative Programs Bridge Academy's Student/Parent Handbook. We have attempted to cover all of the important information, dates, rules, expectations and procedures for which you are responsible for during the 2018-2019 school year. Your success at EMAPS/Bridge Academy is equal to your effort and desire. Please sign and date and return the bottom portion of this page to EMPS office within two weeks of your enrollment.

(This bottom section must be returned to EMAPS/Bridge Academy.)

We have read the Elementary/Middle Alternative Programs Student/Parent Handbook. In signing, we indicate our awareness and understanding of the school practice and policies as stated.

Student's Signature: _____ Date: _____

Student's Printed Name: _____ Date: _____

Parents/Guardian's Signature: _____ Date: _____

Parents/Guardian's Printed Name: _____ Date: _____

Sign and return to:
Elementary/Middle Alternative Programs
1101 N. Wolfe Street
Baltimore, Maryland 21213

Phone: (410) 396-1748/20
Fax: (410)

**Baltimore City Public School System
Student Service Hours Record Form**

Name: _____ **Grade:** _____ **Advisory:**

Address: _____ **Zip Code:**

Date of Service	Agency or Site of Service	Type of Service Provided	Number of Hours	Printed Name of Supervisor	Phone Number of Supervisor	Signature of Supervisor

Tips for Documenting Student Service- Learning Hours:

- Please keep the following tips in mind when completing service hours:
- All students must perform 75 hours of actual service in their community.
 - Students are responsible for getting their cards signed by the adult in charge.
 - Students are responsible for submitting this record of service hours to their School-based Service –Learning Coordinator by the end of the each quarter.
 - Always have your service agency and activity pre-approved by the school principal or designee. Always keep your service record sheet in a safe place. This is your proof of the number of hours you have completed if there is ever a question.

**Baltimore City Public School System
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- Always keep your service record sheet in a safe place. This is your proof of the number of hours you have completed if there is ever a question.

Teacher/Student Conference Log

Name: _____ **Grade:** _____ **Teacher:** _____

Date of conference	Subject Area	Reason for Conference (grades, homework, portfolio, etc.)	Next Steps/Strategies	Signature of Supervisor

Teacher/Student Conference Log

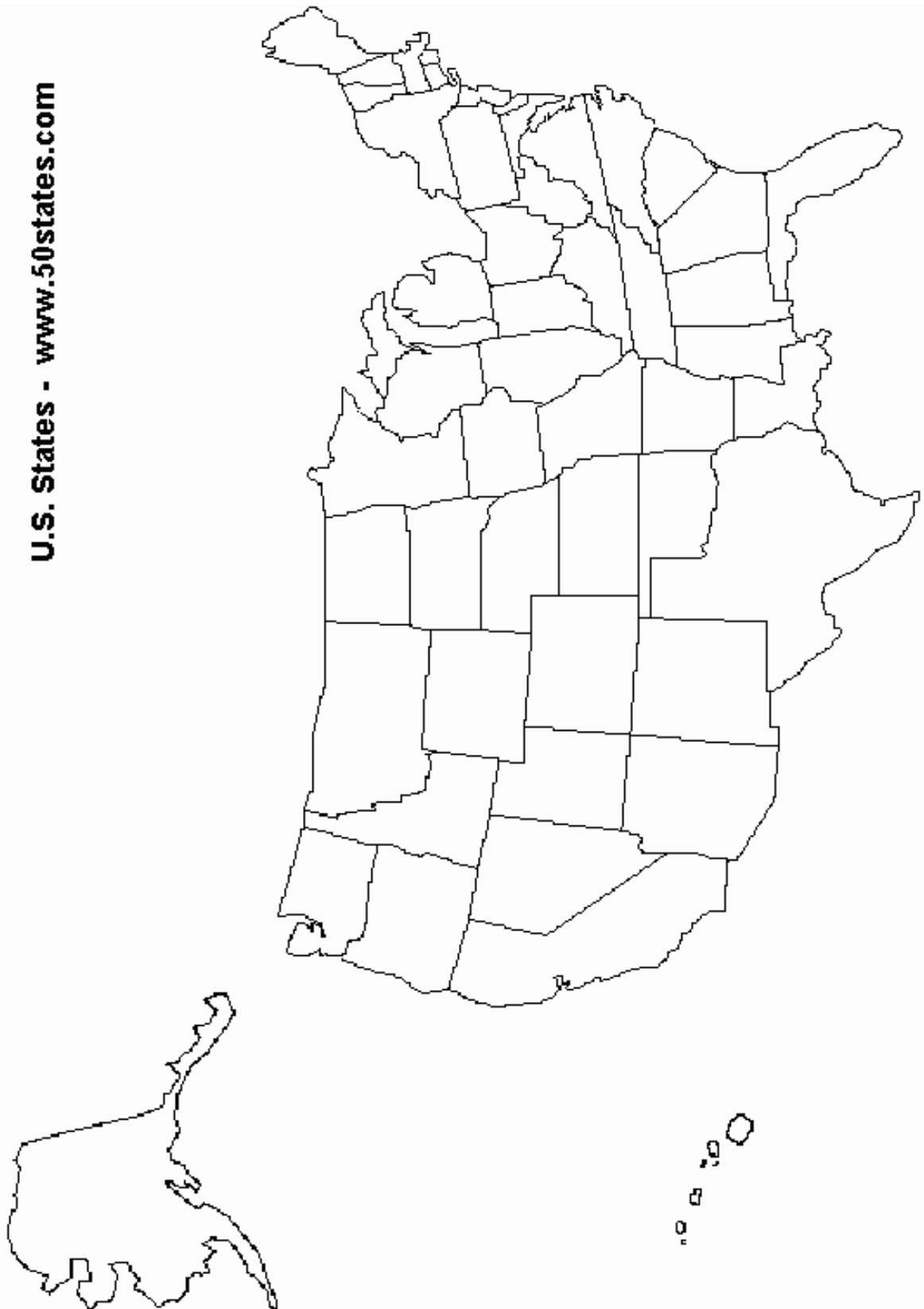
Name: _____ **Grade:** _____ **Teacher:** _____

Date of conference	Subject Area	Reason for Conference (grades, homework, portfolio, etc.)	Next Steps/Strategies	Signature of Supervisor

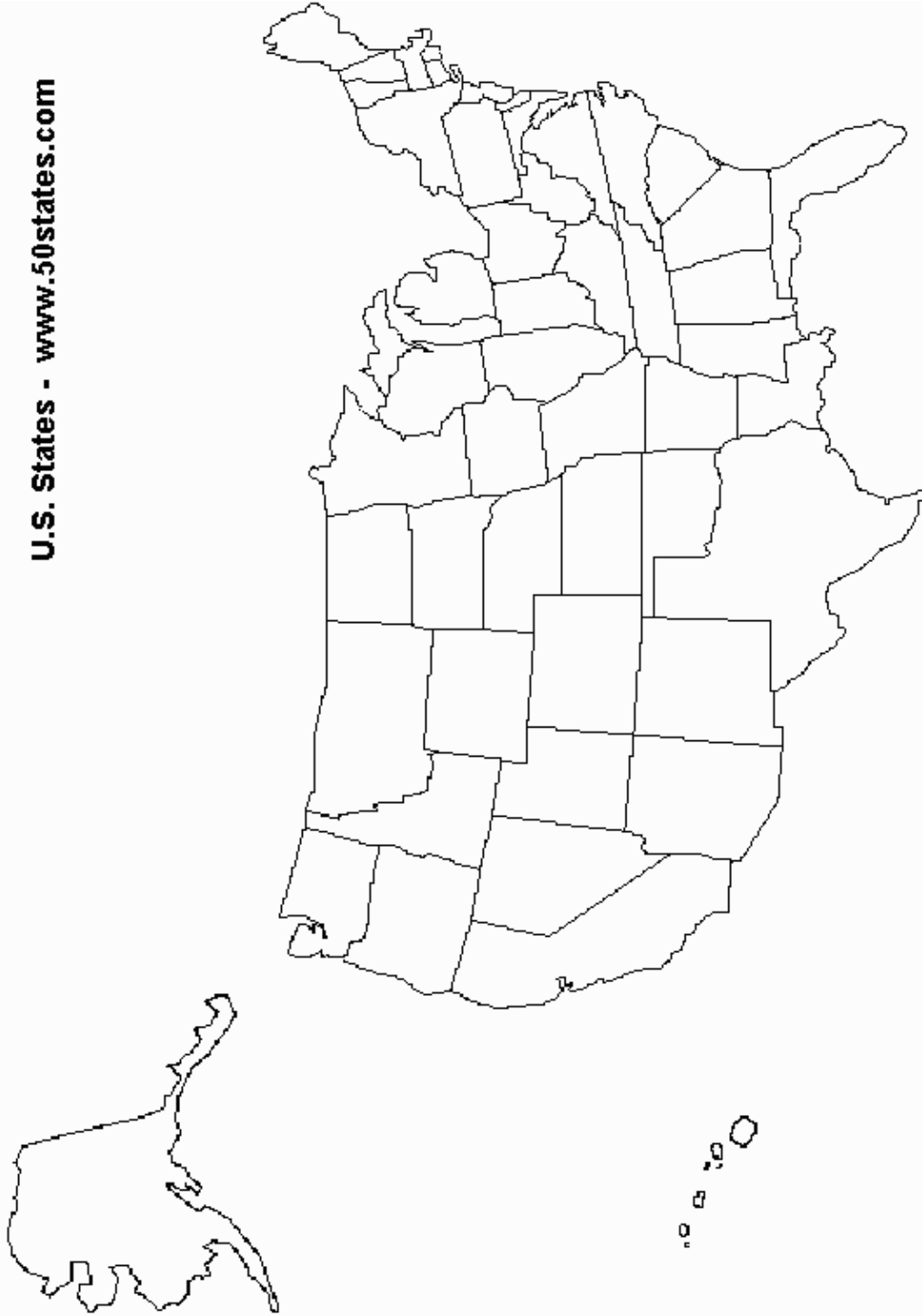
United States of America Map



U.S. States - www.50states.com



U.S. States - www.50states.com



Getting to Know Who's Who at EMAPS

Find Someone Who...

Who speaks Spanish	Doesn't know how to ride a bike
Who lives with their grandparents	Plays chess
Loves to roller skate	Likes to ride roller coasters
Had chicken pox	Has been to the Bahamas
Plays football	Likes fashion and make-up
Wants to become a lawyer	Enjoys spending time with family
Has a pet	Has 2 siblings
Plays the drums	Loves to eat fast foods
Lives closest to you	Wears glasses
Is an only child	Is left handed
Likes to rap/recite poetry	Has the same first name
Has braids	Can sing
Has a big brother	Lives in your neighborhood

How Am I Smart?
Multiple Intelligences
Survey

Name: _____

Date: _____

This form can help you determine which intelligences are strongest for you. If you're a teacher or tutor, you can also use it to find out which intelligences your learner uses most often. Many thanks to Dr. Terry Armstrong for graciously allowing us to use his questionnaire.

Instructions: Read each statement carefully. Choose one of the five buttons for each statement indicating how well that statement describes you.

- 1 = Statement does not describe you at all
- 2 = Statement describes you very little
- 3 = Statement describes you somewhat
- 4 = Statement describes you pretty well
- 5 = Statement describes you exactly

	1	2	3	4	5
1. I pride myself on having a large vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Using numbers and numerical symbols is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Music is very important to me in daily life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I always know where I am in relation to my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I consider myself an athlete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel like people of all ages like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I often look for weaknesses in myself that I see in others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The world of plants and animals is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I enjoy learning new words and do so easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I often develop equations to describe relationships and/or to explain my observations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I have wide and varied musical interests including both classical and contemporary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: Read each statement carefully. Choose one of the five buttons for each statement indicating how well that statement describes you.

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	1	2	3	4	5
12. I do not get lost easily and can orient myself with either maps or landmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I feel really good about being physically fit.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I like to be with all different types of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I often think about the influence I have on others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I enjoy my pets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I love to read and do so daily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I often see mathematical ratios in the world around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I have a very good sense of pitch, tempo, and rhythm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Knowing directions is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I have good balance and eye-hand coordination and enjoy sports which use a ball.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I respond to all people enthusiastically, free of bias or prejudice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I believe that I am responsible for my actions and who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I like learning about nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I enjoy hearing challenging lectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: Read each statement carefully. Choose one of the five buttons for each statement indicating how well that statement describes you.

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	1	2	3	4	5
--	---	---	---	---	---

26. Math has always been one of my favorite classes.

27. My music education began when I was younger and still continues today.

28. I have the ability to represent what I see by drawing or painting.

Instructions: Read each statement carefully. Choose one of the five buttons for each statement indicating how well that statement describes you.

- 1 = Statement does not describe you at all
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	1	2	3	4	5
--	---	---	---	---	---

29. My outstanding coordination and balance let me excel in high-speed activities.

30. I enjoy new or unique social situations.

31. I try not to waste my time on trivial pursuits.

32. I enjoy caring for my house plants.

33. I like to keep a daily journal of my daily experiences.

34. I like to think about numerical issues and examine statistics.

35. I am good at playing an instrument and singing.

Instructions: Read each statement carefully. Choose one of the five buttons for each statement indicating how well that statement describes you.

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- 5 = Statement describes you exactly

	1	2	3	4	5
36. My ability to draw is recognized and complimented by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I like being outdoors, enjoy the change in seasons, and look forward to different physical activities each season.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I enjoy complimenting others when they have done well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I often think about the problems in my community, state, and/or world and what I can do to help rectify any of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. I enjoy hunting and fishing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I read and enjoy poetry and occasionally write my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I seem to understand things around me through a mathematical sense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I can remember the tune of a song when asked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I can easily duplicate color, form, shading, and texture in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I like the excitement of personal and team competition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I am quick to sense in others dishonesty and desire to control me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I am always totally honest with myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. I enjoy hiking in natural places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: Read each statement carefully. Choose one of the five buttons for each statement indicating how well that statement describes you.

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	1	2	3	4	5
49. I talk a lot and enjoy telling stories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
50. I enjoy doing puzzles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
51. I take pride in my musical accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
52. Seeing things in three dimensions is easy for me, and I like to make things in three dimensions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
53. I like to move around a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
54. I feel safe when I am with strangers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
55. I enjoy being alone and thinking about my life and myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
56. I look forward to visiting the zoo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, add up all of your columns. For example, add up all of your 1's columns, then your 2's columns, etc. Your highest two columns will tell you how you are smart.

How Am I Smart?
Multiple Intelligences

Multiple Intelligence Type	Incorporated into subject matter	Way of demonstrating understanding
Verbal-Linguistic	Books, stories, poetry, speeches, author visits	Writing stories, scripts, poems, storytelling
Mathematical-Logical	Exercises, drills, problem solving	Counting, calculating, theorizing, demonstrating, programming computers
Musical	Tapes, CD's, concert going	Performing, singing, playing, composing
Visual-Spatial	Posters, art work, slides, charts, graphs, video tapes, laser disks, CD-ROMs and DVDs, museum visits	Drawing, painting, illustrating, graphic design, collage making, poster making, photography
Bodily-Kinesthetic	Movies, animations, exercises, physicalizing concepts, rhythm exercises	Dance recital, athletic performance or competition
Interpersonal	Teams, group work, specialist roles	Plays, debates, panels, group work
Intrapersonal	Reflection time, meditation exercises	Journals, memoirs, diaries, changing behaviors, habits, personal growth
Naturalist	Terrariums, aquariums, class pets, farm, botanical garden and zoo visits, nature walks, museum visits	Collecting, classifying, caring for animals at nature centers
Existential	Working on causes, charity work, astrology charts	Community service

How Am I Smart?
Mix & Match the Multiple Intelligences

Student's Name: _____

Date: _____

The following is a list of classroom activities that activate and utilize more than one of the multiple intelligences.

Now match the intelligence on the right to the activity on the left.

Group discussion	Logical-Mathematical; Visual-Spatial
Journal writing	Kinesthetic; Logical- Mathematical
Choreography	Logical-Mathematical; Visual-Spatial
Constructing timelines	Musical-Rhythmic; Verbal-Linguistic; Interpersonal
Putting on a play	Musical-Rhythmic; Verbal/Linguistic; Interpersonal; Visual-Spatial
Making a video	Verbal-Linguistic; Interpersonal
Writing a report or essay	Musical/Rhythmic; Verbal-Linguistic
Making graphs	Verbal-Linguistic; Interpersonal
Designing posters	Kinesthetic; Logical/Mathematical
Communicating online	Logical-Mathematical, Musical-Rhythmic; Verbal/Linguistic; Interpersonal; Visual-Spatial
Hands-on experimentation	Verbal-Linguistic, Visual-Spatial
Composing a song	Verbal-Linguistic
Building a model or 3-D displays	Intrapersonal; Verbal/Linguistic

Student Assignment Sheet

Student's Name: _____

Math Teacher: _____

Assignment(s)/Test(s)	Due Date	Date Submitted	Grade	Teacher Comments	Teacher Signature

Student Assignment Sheet

Student's Name: _____

Science Teacher: _____

Assignment(s)/Test(s)	Due Date	Date Submitted	Grade	Teacher Comments	Teacher Signature

Student Assignment Sheet

Student's Name: _____

Social Studies Teacher: _____

Assignment(s)/Test(s)	Due Date	Date Submitted	Grade	Teacher Comments	Teacher Signature

Student Assignment Sheet

Student's Name: _____

Art Teacher: _____

Assignment(s)/Test(s)	Due Date	Date Submitted	Grade	Teacher Comments	Teacher Signature

Student Assignment Sheet

Student's Name: _____

Science Teacher: _____

Assignment(s)/Test(s)	Due Date	Date Submitted	Grade	Teacher Comments	Teacher Signature

Student Assignment Sheet

Student's Name: _____

Technology Teacher: _____

Assignment(s)/Test(s)	Due Date	Date Submitted	Grade	Teacher Comments	Teacher Signature

12× Multiplication Table

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Courtesy of MathsIsFun.com

Table of Measurements

<u>Metric</u>	<u>United States</u>
<p><u>Length</u></p> <p>10 millimeters (mm)= 1 centimeter (cm) 100 cm=1 meter 1,000 m=1 kilometer (km)</p> <p><u>Area</u></p> <p>100 square millimeters (mm²) = 1 square centimeters (cm²) 10,000 cm²=1 square meter (m²)</p> <p><u>Volume</u></p> <p>1,000 cubic millimeters (mm³)= 1 cubic centimeter (cm³) 1,000,000 cm³=1 cubic meter (m³)</p> <p><u>Mass</u></p> <p>1,000 milligrams (mg)= 1 gram (g) 1,000 g=1 kilogram (kg)</p> <p><u>Liquid Capacity</u></p> <p>1,000 milliliters (mL)=1 liter (L) (c)</p>	<p><u>Length</u></p> <p>12 inches (in)= 1 foot (ft)</p> <p>3 ft=1 yard 36 in.=1 yard (yd) 5,280 ft=1 mile (mi) 1,760 yd=1 mi</p> <p><u>Area</u></p> <p>144 square inches (in²)= 1 square foot (ft²) 9 ft²=1 square yard (yd²) 4,840 yd²=1 acre (a)</p> <p><u>Volume</u></p> <p>1,728 cubic inches (in.³)= 1 cubic foot (ft³) 27 ft³= 1 cubic yard (yd³)</p> <p><u>Weight</u></p> <p>16 ounces (oz)= 1 pound (lb) 2,000 lb= 1 ton (t)</p> <p><u>Liquid Capacity</u></p> <p>8 fluid ounces (fl oz)= 1 cup</p> <p>2 c= 1 pint (pt) 2 pt=1 quart (qt) 4 qt= 1 gallon (gal)</p>
<p><u>Time</u></p> <p>1 minute (min)=60 seconds (s) 1 hour (h)=60 min 1 day (da)=24 h 1 year (y)=365 da</p>	

Study Tips and Strategies

Establish a routine

- Start a particular time each day to study a particular portion and stick to it.

Create a suitable environment

- An environment which suits you to study rather than an environment which is standard but not as per your style. Always study with full concentration and do not bother if it reaches to only one or two hours.

Set a timetable

- To be punctual, a timetable is required so that you can plan to cover all your subjects in an organized way.

Look after yourself

- Drink plenty of fluids, especially water, and eat healthy foods. Keep sugary foods to a minimum. Make sure you get enough sleep each night. Regular physical exercise makes you feel great, boosts your energy and helps you relax. So try to keep up regular sporting activities or at least fit in some regular exercise as often as you can.

Reward yourself for studying

- Do the other things apart from study like talk to your friends, watch movies, play your games etc. but try to recall the things what you had studied.

Have variety in your study program

- Study different subjects each day and do different types of work and revision in each study session.

Don't lose concentration

- Have all the appropriate materials with you before you start a session of study to minimize distractions.

Recall the things to test yourself

- Ask your parents or family members to quiz you on what you have learnt, use draft questions from books, past assessments or major exam papers.

Don't get frustrate at exam time

- If you have followed a study routine and have been revising your class work, there should be no need to worry. Try to keep yourself calm, positive and confident.

Be in contact with your teachers for guidance

- Especially if you're having doubts in the concepts or facing problems while solving the questions or facing trouble in grasping a new concept. They will be happy to help.
Deep breathing exercises at the start and end of each session will also rejuvenate your energy levels. You should also involve yourself in outdoor activity of half an hour or an hour as it always helps.

YOUR TOP 10 TIPS FOR STUDY SKILLS

1. FIND THE BEST STUDY METHOD FOR YOU
2. EAT WELL
3. EXERCISE REGULARLY
4. STAY POSITIVE
5. GET ENOUGH SLEEP
6. TAKE BREAKS
7. SET GOALS
8. FIND THE BEST STUDY TIME FOR YOU
9. EXAMS CAN BE GOOD!
10. SLEEP ON IT



Additional Support Services

A student in the alternative education programs shall receive counseling services and/or other support services such as school social work or psychological services as indicated in the 504 Plan or IEP. Many students assigned to an alternative school program have unique needs that cannot be totally addressed by resources in the local district. The Bridge Academy Program, in partnership with the Youth Ambassador Leadership Academy (YALA), New Vision, and Baltimore Algebra Project (BAP), will provide a Multi-Tiered student support system by integrating counseling, family support services, community engagement, community service learning opportunities, while enhancing student learning. In order to meet the needs of students and parents, it is recommended that local districts collaborate with other entities in their community such as but not limited to the following:

- Attendance Monitors
- Business, Civic, and/or Community Organizations
- Cultural Programs
- Department of Social Services
- Faith- Based Organizations
- Guidance Counselor
- Health Department
- Law Enforcement Programs
- Local Colleges
- Medical Community
- Mental Health- The Maryland Department of Mental Health and Hygiene will work with alternative education programs that need assistance with students who qualify for Medicaid benefits
- Mentors/Tutors
- Partners in Education
- PTO
- Vocational Rehabilitation

Website Information

Please feel free to visit us at www.bcpss.org/734
Elementary/Middle Alternative Programs

To learn more about the following:

- Parental Portal
- EMAPS Monthly News Letters
- Student Service Learning Hours
- High School Choice
- Parent Volunteer Hours
- Family & Community
- Partnerships
- Donations
- Community Partners
- EMPAS Go Green
- EMAPS Incentives
- School Field Trips
- Award Ceremonies
- Guest Speakers
- Special Events
- Teacher & Staff Information