

# BARUCH COLLEGE CAMPUS HIGH SCHOOL

## COMMUNITY STANDARDS

### **BARUCHIAN:** | noun & adjective

a scholar from Baruch College Campus High School

A self-reflective and college-ready student, a global citizen, a lifelong reader

*Ex: after graduating from BCCHS, the Baruchians will change the world.*

We are a community of students, parents and educators dedicated to the development of well-rounded, life-long learners. Our rigorous course of study, enhanced by real-life connections in learning, results in socially-conscious and responsible citizens. Students collaborate in an interdisciplinary program, exploring the relationship between literature, social and natural sciences, mathematics and the arts. At BCCHS, we foster the desire to see things from different perspectives, developing life-long learners. This will be developed orally, visually, and through the written word. Our commitment to high standards empowers our students to be active participants in this transforming world.

### **BCCHS Core Values:**

**RIGOR:** How do we use the Five Habits of Mind (perspective, connections, significance, evidence and supposition) to challenge and stretch our thinking?

**COMMUNITY:** How do we foster and extend community in our classrooms and beyond?

**REAL WORLD CONNECTIONS:** How do we use our learning to understand our world?

**GLOBAL CITIZENSHIP:** How do we use our knowledge to solve problems and change our world?

### **BCCHS School-Wide Beliefs**

We are a community of students, parents and educators dedicated to the development of **empathetic, enthusiastic and extraordinary** life long-learners both inside and outside of the classroom.

#### We are **Empathetic:**

- We are kind, considerate, supportive and understanding.
- We help when someone needs it.
- We ask for help when we need it.

#### We are **Enthusiastic:**

- We show curiosity and ask questions.
- We think critically and dig deeper in our knowledge.
- We are always ready to learn.
- We bring joy into the classroom.

#### We are **Extraordinary:**

- We seek self-improvement.
  - We strive to be our best selves every day.
  - We help others to grow and be their best selves every day.
- We develop leadership within ourselves and our peers.

Each year all members of our community have the opportunity to reflect on and modify these standards. We are committed to having each constituency in our community have a voice in the planning and management of the school. In addition all members of the school will review School Rules and Agreement with their families and sign it.

### **RESPECT FOR ALL**

**BCCHS firmly believes that each member of our community enriches our school and is entitled to a safe and supportive learning environment.**

All reports of bullying, harassment or intimidating behavior will be investigated. The parents of both the alleged victim(s) and the accused student(s) will be notified of the results of investigation (subject to

applicable confidentiality requirements.) At the conclusion of an investigation, a written determination will be made regarding whether the conduct occurred and whether it constitutes bullying or intimidation or another violation of the Discipline Code. If the conduct constitutes a violation of the Discipline Code, appropriate disciplinary action will be taken in accordance with the Citywide Standards of Discipline and Intervention Measures.

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## BARUCH COLLEGE CAMPUS HIGH SCHOOL GENERAL SCHOOL PROCEDURES

### ***Electronics Policy***

Cell phones, MP3 players and any electronic devices should not be visible (seen or heard) in class. Students should remove their headphones and put them away prior to entering class. If a cell phone rings in class, students will be subject to a ladder of discipline, as outlined in the School Cellphone Policy. If a student is found looking at their phone screen (texting, reading the web/email etc) it will be confiscated, the work they are doing is invalidated and the Dean/Principal will be informed.

Students may use their MP3 players/phones during free periods and lunch in the cafeteria and hallways for listening to music, as long as it is not disrupting others from learning. Students may check their phones in the hallway to read email and check the time.

### ***Photo Identification Cards***

Students are issued a Baruch College ID that grants them access to the Baruch College Library. Students are expected to have their photo identification card with them at all times. New students are issued photo identification cards on the first day of school. If a student loses their college ID card, s/he must see a secretary in the main office to pay a \$10 fee and receive a replacement card.

### ***Attendance and Lateness***

#### **Success in school is directly linked to good attendance.**

While we understand that some absences are unavoidable, we urge each student to make every effort to be in school every day, on time. Appointments for students should be made after school hours. A student can only be released early from school if the main office has received a written note from the parent/guardian.

The school day is from 8:30 am – 2:51 pm. Extended day ends at 3:45 pm. Students are to be in their first period class by 8:30. Students arriving after 8:30 must get a late pass before being admitted to class. Students who arrive late to any class, including first period and after lunch, will not receive participation credit for the class. If homework has been collected before they arrive, they will not get credit for homework. If a student is late or has an unexcused absence on a regular basis, their overall class grade will be lower. Important information is shared in each class. Good attendance and punctuality is vital to academic success.

In the event of an absence, the parent/guardian must call the school at 212.683.7440 before 9:30am. If a student will arrive late due to an appointment, please notify the school prior to 8:00am that day. Official attendance is taken each morning during first period and is reported to the main office. Each class teacher also takes attendance for his/her records. If a student is marked absent and we have not been notified, a call will be made to the parent/guardian. An absence is only considered "excused" if the student has submitted a note from a doctor or other official source.

If a student leaves school without permission or cuts the school day, they will not receive credit for missed work. This includes: homework that was due the day they missed, homework that was assigned on the day they missed, tests/projects that were administered/due the day they were absent and participation.

### ***Lateness Policy***

The majority of our students are on-time and ready to work when the day begins. In order to address those students who are chronically late, we have instituted the following policy: after 5 unexcused lates, a letter will be sent home with a follow-up meeting with advisor.

Students who are late to school miss valuable instruction time which has a negative impact on their learning. They also interrupt the class and learning of their fellow students by entering the class late

### ***Dress Code***

Students are to dress appropriately while at school. This means that no midriff should be exposed, no undergarments should be exposed and no headwear is permitted; exceptions are made for religious reasons. Pajamas may not be worn to school. Hats, do-rags, and head gear are not allowed in school, during school hours. This includes during lunch and in the hallways. If a student is seen with a hat, a teacher will ask them to remove it and the hat will be taken to the office where a student can pick it up at the end of the day.

### ***Free Periods***

Students must sign out at the security desk if leaving the school during a free period. Students who have frees at the beginning of the day may come to school for their first scheduled class, however, repeated lateness or other disciplinary issues may result in a student losing all frees and being required to be in school for the full day.

### ***Security***

Visitors must make arrangements prior to coming to the school. Security officers will ask for identification and confirm the appointment.

We look forward to parents visiting, but please follow these procedures. Student visitors **MUST** be approved in advance.

A blue emergency contact card will be given to students on the first day of school. A new card must be completed each semester. It is very important that this is on file for every student. Please complete all the information and return the next day.

### ***Health Procedures***

Any student who needs to take prescription medication during school on a regular basis or has a medical condition that requires monitoring must file a 504 form through the guidance counselor. Please notify the school within the first week so that we can facilitate the process. Students needing to take prescription medication on a short-term basis must bring it to the main office with a note from the doctor or parent/guardian. The school is not responsible for dispensing medication.

If a student becomes ill in school, the student will see the school nurse. In order to go home, we must speak to a parent, guardian or the emergency contact person indicated on the blue card in order to obtain consent to release the student. In some cases, particularly if a student is very ill, we will ask the parent/guardian to pick the student up from school. If we are unable to contact any adult listed on the emergency card and the child appears to need immediate medical care, we will follow the instructions on the emergency card or call 911.

### ***Lunch***

All students may go off-campus for lunch, provided they have parental permission. They may not return late from lunch. Students are expected to budget their time. This will be strictly enforced.

Students will receive a lunch form during the first week of school, which is used to determine eligibility of free or reduced meals. ALL students must return the lunch form! The form is also used to determine who receives fee waivers for the PSAT and SATs. The Office of Nutrition and Food Services will begin supplying lunch the first day of school. Students not eligible for free or reduced meals may purchase a school lunch.

Everyone is responsible for keeping the cafeteria clean.

### ***Transportation***

Student eligibility for either a half or full fare metrocard is determined by the Dept. of Education's Office of Pupil Transportation. Students must report a lost or stolen card, in writing, to the main office. **A lost or stolen card cannot be replaced until the first of the next month.**

### ***Communication***

The Department of Education designates two parent-teacher conference sessions, one in the fall and one in the spring, each year.

Parents/guardians can contact the principal or staff members by calling 212.683.7440.

#### **Important telephone numbers:**

**Main Office—212.683.7440**

**Fax—212.683.7338**

**Email—bcchs@bcchsnyc.net**

We are unable to give students messages from parents unless it is an emergency.

### ***Community Service***

Students must complete twenty hours of service to others each year. This is a requirement for graduation and will be discussed in detail in advisory.

### ***Advisory***

Each student is provided an advisor who will monitor his/her progress. We believe this optimizes the student's success in school. Parents/guardians are encouraged to contact the advisor for general questions about his/her child. The advisory group remains together for their years at BCCHS. The advisor helps his/her students stay on track for meeting community service hours, reading standards, and other academic requirements. Students receive a grade and earn one elective credit for the year.

### ***Lockers***

Each student is provided with a locker. Distribution is made through advisory and will take place during the first ten days of school. Students may only use a combination lock and the combination must be provided to the advisor prior to receiving a locker.

### ***Valuable Personal Items***

While the school makes all reasonable attempts to provide a secure environment, it cannot accept responsibility for the theft of personal belongings brought to school by students. Students who wish to leave personal possessions in school lockers do so with the understanding that the school accepts no responsibility for their security. This includes personal stereos, sports equipment, laptop computers, calculators, etc. Students are not to bring roller blades, skateboards, scooters or any such items to school.

### ***Supplies***

Students are expected to furnish their own basic school supplies. The physical education teacher will provide students with information about the proper attire for participating in PE.

## **Textbooks**

Textbooks will be provided in most classes. There is also a classroom set of textbooks (not literature books) for most courses. Students are responsible for keeping the books in good condition. It is suggested that book-covers be used. Students will be charged for any books returned in poor condition or lost, including trade books. There is a lending library for students on 4<sup>th</sup> floor .

# DRILLS/EVACUATION

## **Evacuation Drills**

When you hear the fire alarm, or PA announcement, stop what you are doing. Leave the classroom – do not take books or coats.

There is ABSOLUTELY NO TALKING.

**Stairwell A (by the bathrooms and 13 rooms):** Exits through the Park Avenue building to Park Ave.

Classes should walk north to 26th St, turn left on 26th, left on Madison and left on 25th to return to school.

**Stairwell B (by the elevator):** Exits through the front door to 25th St. Classes should head west but stay on 25th St..

**Stairwell C:** Exits through principal's office to 25th St. Classes should head west but stay on 25th St.

## **Holding Rooms**

### **213, 313, 413, 513**

Students who are not able to descend the stairs should go to the holding room on their floor.

- Ideally the floor warden takes them to the holding room while clearing the floor and waits with them.
- If warden is not available, teacher should look for a free staff member to stay with them.
- If there is no adult available to stay with student, teacher should send their class with another class and stay with student in holding room.

**Shelter In:** a shelter-in would be announced on the PA. Classes would continue as usual, but the front doors to the school would be locked and no one would be allowed to enter or exit the building. This is when there is a dangerous situation outside of our school.

**Soft Lockdown:** a soft lockdown would be announced on the PA system. In this case, teachers would keep their doors locked, and closed, and cover the window to the door. Students are to move away from windows – go under desks or line up along a wall. This means there may be an intruder in the building.

**Hard Lockdown:** a hard lockdown would be announced on the PA system. Teachers would keep doors locked, windows covered. Administration would also be on lockdown mode. Students are to move away from windows – go under desks or line up along a wall. We would call 911, as there is an intruder in the building.

*In a lockdown, students in hallways/bathrooms should quickly move to the nearest classroom and enter. Students in the cafeteria will go into the storage room with kitchen staff.*

## BCCHS GOOGLE EMAIL USE GUIDELINES

Our school website [www.bcchsnyc.net](http://www.bcchsnyc.net) is used it for communication, blogs, web page design, calendar items and posts. Below are the guidelines around appropriate email use in a professional setting (school): Using mass emails (emailing "bcchcommunity"): you can email the entire school community by typing in bcchcommunity in your "to" box of an email. This emails everyone with a bcchsnyc.net email address (students and staff).

### **Mass emails SHOULD be used to:**

- Represent a club and announce an upcoming event

- Write on a teacher's behalf, as a teacher intern.
- Write to a specific class, or group about academic issues, such as questions around a group project, reminders of materials due.

**Mass emails *SHOULD NOT* be used for:**

- Safety concerns/personal incidents. If there is a concern, students should speak privately with a teacher and/or administrator immediately so it can be appropriately dealt with.
- To air personal grievances. This is not a forum to "reply all" to respond to one individual. Email the person individually, and maintain a professional and appropriate tone.
- To write in someone else's email. If a student leaves their email logged in on a public computer, do not type in their email to the school community. Instead, be a good citizen, and log out of their account. Let the student know, so they do not make this mistake in the future, by finding them and telling them privately.
- To write to a specific group. Do not use the "whole school" if you are only writing to a smaller subset. Please write to that group instead, by typing in the group's name or each person's email address.

Remember! BCCHS email is your professional account, and should be treated as such. We are happy you are using this to communicate, but please be sure to follow the above guidelines for online "netiquette" and professionalism.

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## INTERNET USAGE POLICY

The Internet Usage Policy of The Department of Education of the City of New York has been created to ensure that internet resources are used appropriately and that our educational community may benefit from the exciting resources available on-line in a manner that will not jeopardize its safety and well being.

THE PURPOSE OF ACCESS TO OR USE OF THE INTERNET THROUGH BOARD CONNECTIONS OR EQUIPMENT IS SOLELY EDUCATIONAL; THEREFORE, ANYONE WHO UTILIZES THE DEPARTMENT'S CONNECTION MUST FOSTER THAT PURPOSE BY USING INTERNET RESOURCES ONLY FOR EDUCATIONAL PURPOSES AND IN AN APPROPRIATE AND LEGAL MANNER.

ALL PERSONS ACCESSING OR USING THE INTERNET THROUGH DEPARTMENT CONNECTIONS OR EQUIPMENT, WHETHER FROM A BOARD LOCATION OR FROM A REMOTE LOCATION USING DEPARTMENT HARDWARE, SOFTWARE AND/OR ACCOUNTS, ARE PROHIBITED FROM USING SUCH CONNECTIONS OR EQUIPMENT FOR OTHER THAN EDUCATION PRUPOSE AND ARE SPECIFICALLY PROHIBITED FROM:

- Sending or receiving personal messages
- Using the internet for commercial purpose, advertising or similar objectivities
- Utilizing copyrighted materials without permission
- Lobbying for political purposes or soliciting votes
- Accessing pornographic or obscene materials
- Sending or receiving messages that are racist, sexist, inflammatory, hateful or obscene
- Vandalizing date, software or equipment
- Sending or receiving another person's messages without authorization
- Requesting or providing home phone numbers, addresses, or other personal information without authorization

THE DEPARTMENT AND/OR CHANCELLOR RESERVES THE RIGHT TO REVOKE THE INTERNET ACCESS OR USE OF ANY PERSON WHO USED THE DEPARTMENT OR EQUIPMENT IN AN INAPPROPRIATE, ABUSIVE OR ILLEGAL MANNER, OR IN VIOLATION OF THE DEPARTMENT'S POLICY ON ACCESS TO AND USE OF THE INTERNET OR OF LOCAL, STATE, OR FEDERAL LAW.

VIOLATORS OF THIS POLICY MAY BE SUBJECTED TO DISCIPLINARY AND/OR LEGAL ACTION.

**YOU MUST BE A RESPONSIBLE USER AND ABIDE BY ALL LAWS AND REGULATIONS AS OUTLINED IN THE CENTRAL DEPARTMENT OF EDUCATION'S "INTERNET USAGE POLICY" DOCUMENT. ANY MISUSE WILL RESULT IN TERMINATION OF ACCOUNT & ACCESS, AND POSSIBLE DISCIPLINARY ACTION.**

## ACADEMIC INTEGRITY

### I. School Policy:

Academic dishonesty and plagiarism at Baruch College Campus High School will not be tolerated. It is the goal of the school to maintain rigorous academic standards in order to provide students with opportunities for higher learning. The school strives to teach students critical thinking skills, thus personal interaction with the work is crucial. Plagiarism goes against school standards and devalues the ultimate goal of a true and meaningful education.

### II. Definition:

Plagiarism in speaking or writing is the act of representing someone else's work as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. Acts of plagiarism include a student using another person's work or not completing any part of an assignment on one's own.

### III. Disciplinary Action

Consequences will be implemented once a sufficient amount of investigation has been done regarding the student. Students should be aware that part of this procedure includes notifying a parent/guardian, advisor, the college office, other teachers on the relevant grade team, and possibly a college if the student is a senior

## ACADEMIC RESEARCH

### Databases

#### 1) Baruch College Subject Guides

*Baruch College Librarians have already gone through the web to find particularly good sources for research. Most are available on-line and from home.*

- Go to - <http://newman.baruch.cuny.edu/search/subjectguides.html> and select the most relevant topic (ex. History)
- Choose the time period and the kind of source you are looking for.

#### 2) New York Public Library--Available online from home or school

- Go to <http://www.nypl.org/collections> -- select "articles and databases"
- Under "Articles and Databases", in the "subject" line the topic that matches with your research.
- Then select "databases available from home" (These databases are available from home with a NYPL card number.)
- Type in your library card number when prompted.

OR: just choose "places to start my research" in the menu on the left.

### Great Databases to try...

- Academic Search Premier - Scholarly articles, college level (make sure you select full text)
- JSTOR - scholarly articles (make sure you select full text)
- EBSCOhost
- Try "Newspaper Source" for current events/issues
  - "Middle Search Plus" [Middle Search Plus provides full text for more than 140 popular, middle school magazines. It also has primary sources. You can search by reading level (Lexiles)]
  - Opposing Viewpoints Resource Center - great source if you are preparing for a debate or looking for different perspectives on current or historical events.

Tip: Look for databases that offer "FULL TEXT" articles rather than "ABSTRACTS."

### 3) Wikipedia

Most teachers will not allow you to use Wikipedia as a source. Instead, check the **Wikipedia References** at the end of each entry - blue links will often take you to scholarly or primary sources about your topic that you can use.

### 4) Library - Book Search

Don't forget the library. Librarians can be a great resource and save you lots of time!

In your Library's catalog: Do a Keywords search. If your search reveals few results, try a more general term related to your topic. Then use the index of the book to find your specific topic. You don't need a whole book about your topic, just a few pages.

Example: Dating in American Colonies – 0 results – American Colonies 111 results

### 5) Google Books

Find excerpts of relevant recent books and full text of older books by doing a simple google search. This is great for primary material (books written at the time period you are studying). It does not work as well for recent topics. Cite these sources like book sources followed by "Google Books."

- Go to [www.books.google.com](http://www.books.google.com) – and type in your topic.
- Once you get a list of matches, scroll down to the bottom and select "Advanced Search"
- To select only books that are entirely online, select "full view books." Select date parameters if relevant.
- Books or pages can often be downloaded. Make sure you cite the books as Book Sources – keep track of page numbers in your notes

### 6) Newspapers

**Newspapers from 1860 – 1922:** Search for articles by topic in a database of newspapers from all over the country. You will see scanned copies of the original newspapers. Select "Search Pages" under "View Newspaper Pages"

- <http://chroniclingamerica.loc.gov/>

**Newspapers from any time period:** For newspaper articles published recently or in the past, try using the Google News archives. Complete the advanced search to limit your results, especially if you are looking for an article in the past.

- <http://news.google.com/archivesearch>

**New York Times (1851-2003):** Searchable full-text and page images from *The New York Times* archive. Search and e-mail articles to yourself from the following public libraries: Branch Libraries; Humanities & Social Sciences Library; Schomburg Center for Research in Black Culture; Science, Industry and Business Library; The New York Public Library for the Performing Arts

Note: *the New York Times* is also available through Baruch College. You will need your Baruch log in to access this.

### Citation Styles

Do you have questions about how to cite a source? Check out these links for the most up to date online edition of Diana Hacker's *Writers Reference*.

#### 1) Chicago Style Citation

In *Chicago* style, superscript numbers in the text of the paper refer readers to notes with corresponding numbers either at the foot of the page (footnotes) or at the end of the paper (endnotes). A bibliography is often required as well; it appears at the end of the paper and gives publication information for all the works cited in the notes. The guidelines presented here are consistent with advice given in *The Chicago Manual of Style*, 16th ed. (2010).

[http://bcs.bedfordstmartins.com/resdoc5e/RES5e\\_ch10\\_s1-0001.html](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html)

**Note: In 11th Grade, the History Department introduces Chicago Style Citation. This style is most often used for History.**



## 2) MLA Style Citation

In English and other humanities classes, you may be asked to use the MLA (Modern Language Association) system for documenting sources, which is set forth in the *MLA Handbook for Writers of Research Papers*, 7th ed. (New York: MLA, 2009). MLA recommends in-text citations that refer readers to a list of works cited. An in-text citation names the author of the source, often in a signal phrase, and gives a page number in parentheses. At the end of the paper, a list of works cited provides publication information about the source; the list is alphabetized by authors' last names (or by titles for works without authors). Here's the link for how to do MLA citations and works cited pages.

[http://bcs.bedfordstmartins.com/resdoc5e/RES5e\\_ch08\\_o.html](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_o.html)

Note: *The 9th Grade History Department introduces MLA In-Text Citation. The 10th Grade History also uses MLA.*

### Subject Specific Research Sources

#### 1) History Department

**Global History: Metropolitan Museum of Art.** Great timelines including images of artifacts found throughout the world from 8,000 BC to present day. Includes short articles that connect artifacts to the historical backgrounds of their time periods.

- <http://www.metmuseum.org/toah/>

**Global History: CIA World Factbook.** Current data on geography, population, economics, government, and other key information about each country in the world.

- <https://www.cia.gov/library/publications/the-world-factbook/>

**Global History: U.S. Department of State: Diplomacy in Action.**

- <http://www.state.gov/>

**Government: Freedom House.** Website for the NGO Freedom House. The highlight is the annual *Freedom in the World* report, that contains details on civil liberties and political rights in each country in the world, including Freedom House's summary ratings for each country (1=most free, 7=least free).

- Go to <http://www.freedomhouse.org/>

**Government: Landmark Cases of the U.S. Supreme Court.** Descriptions of 17 of the most significant U.S. Supreme Court rulings. Each case has descriptions presented at three different reading levels.

- Go to <http://www.streetlaw.org/en/landmark/home>

**U.S. History: History Now online magazine.** It's an excellent source for scholarly articles and documents. You do need to create a login to access this, but it's free.

- 1. Go to: <http://www.gilderlehrman.org/historynow/past.php>
- 2. There is no index, so you have to browse the titles.

**All Social Studies: Constitutional Rights Foundation - *Bill of Rights in Action*.** Archive of current and past issues of the *Bill of Rights in Action* journal, written for a high school audience. Each issue contains one world history article, one U.S. history article, and one government article, all organized around a theme (e.g. tyranny, building democracy, reform).

- Go to <http://www.crf-usa.org/bill-of-rights-in-action/blog.html>

#### All Social Studies: Facts on File Database

- Go to <http://www.fofweb.com>
- Type in user name: bcchs and password: baruch

- Choose from these any of these databases: "American History Online," "World Geography and Culture Online," "Ancient and Medieval History Online," "Modern World History Online," or the "Classroom Video on Demand" database.

### **Primary Sources:**

**History Matters:** For primary sources describing the experiences of regular Americans, do a search at History Matters. Select "Many Pasts" in the "Features" section at the bottom of the search page.

- <http://historymatters.gmu.edu/search.php>

**Internet History Sourcebook Project:** A great place to go for global primary sources from ancient history to modern times.

- Go to <http://www.fordham.edu/halsall>
- scroll down to find the broad time period or select a topic from the menu on the left.

**Library of Congress:** The following site has excellent sources, but it difficult to navigate. Be patient.

- American Memory: <http://memory.loc.gov/ammem/index.html>
- Library of Congress – by topic: <http://memory.loc.gov/learn/collections/ccindex.html>

**LIFE Magazine:** For amazing photographs from LIFE Magazine organized by time period, try the following.

- <http://images.google.com/hosted/life>

**National Archives:** National Archives and Records Administration (NARA) is the nation's record keeper. Find a number of different primary source documents here kept by the U.S. government's National Archives and Records Administration (NARA), the nation's record keeper.

- <http://www.archives.gov/>

**NYPL Digital Gallery:** Provides free and open access to over 700,000 images digitized from the The New York Public Library's vast collections, including illuminated manuscripts, historical maps, vintage posters, rare prints, photographs and more.

- Go to <http://www.nypl.org/collections> -- select "Digital Gallery"

## **2) Physical Education/Health**

### **Health in the News**

- New York Times Health section (& blogs): <http://www.nytimes.com/pages/health/index.html>

### **Health Websites**

- National Institutes of Health (NIH): <http://www.nih.gov/>
- Nat'l Institute on Drug Abuse (NIDA): <http://www.drugabuse.gov/>
- American College of Sports Medicine (ACSM): <http://www.acsm.org/>
- WebMD: <http://www.webmd.com/>

## **3) Science Department**

### **Science in the News -**

- Science Times - NYTimes Science section: <http://www.nytimes.com/pages/science/index.html>
- Scientific American: <http://www.scientificamerican.com/>
- National Geographic: <http://www.nationalgeographic.com/>
- Smithsonian Magazine: <http://www.smithsonianmag.com/>
- Psychology Today: <http://www.psychologytoday.com/>
- Chem Matters - high school publication:  
<http://portal.acs.org/portal/PublicWebSite/education/resources/highschool/chemmatters/>

**Academic Science Publications** - scholarly, higher reading level.

- Nature: <http://www.nature.com/>
- Science: <http://www.sciencemag.org/>

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## INDEPENDENT READING

Students are expected to set goals for reading independent books each year. Visit the following sites for recommended reading lists:

Library Book Lists: <http://librarybooklists.org/>

Top Teen Books: <http://www.ala.org/yalsa/teenstopten>

Young Adult Book List Awards: <http://www.ala.org/yalsa/booklists/alex#current>

Science Fiction Lists: <http://io9.com/5423847/20-best-science-fiction-books-of-the-decade>

Killer Thrillers: <http://www.npr.org/2011/06/13/128718927/audience-picks-top-100-killer-thrillers>

Best Beach Books: <http://www.npr.org/templates/story/story.php?storyId=106983620>

Books for Boys: <http://www.boysread.org/books>

Best books of the 20<sup>th</sup> Century: [http://www.goodreads.com/list/show/6.Best\\_Books\\_of\\_the\\_20th\\_Century](http://www.goodreads.com/list/show/6.Best_Books_of_the_20th_Century)

New York Times Bestsellers: <http://www.nytimes.com/best-sellers-books/overview.html>

*Also check out room 410 for our school library and all BCCHS students have access to Baruch College's Library on 25<sup>th</sup> St between Lexington & 3<sup>rd</sup> Avenue.*

## BARUCH HIGH SCHOOL GRADING PHILOSOPHY AND POLICY

**Philosophy:** At Baruch College Campus High School, we embrace a variety of assessment tools. Students' grades are comprised of group work, presentations, discussions, participation, tests, homework, projects, attendance and independent work. Within this framework, each teacher develops a specific grading policy for each course that they teach aligned to their department and grade team. Grading policies are subject to approval by administration.

**Valedictorian/Salutatorian:** During the Senior Awards ceremony in June, one or two students are named the Valedictorian and Salutatorian. The Valedictorian is the student with the highest GPA in their graduating class; the Salutatorian has the second highest GPA. In order to qualify for Valedictorian or Salutatorian, students' weighted GPA will be assessed. Therefore, courses that carry more weight (AP courses, courses that have more credits) will weigh more towards the higher GPA. Transfer students are not eligible for Valedictorian or Salutatorian status.

**Policy:** The school year consists of two semesters. Report cards are distributed four times a year. The January and June report cards include the Regents exam results, if applicable.

Students receive numerical grades ranging from 100-55, with 65 as the passing grade for classes. The Regents exams must be passed with at least a 65 in order to receive Regents credit.

Each teacher will provide students with his/her specific grading policies at the beginning of the course. This information will be shared with parents/guardians. Late homework will not be accepted for credit in

any class. A student who is absent is responsible for getting any assignments from a classmate or the teacher. A deadline for this work will be decided on between the student and teacher.

Each day a project or paper is late will result in ten points automatically deducted. Projects/papers will not be accepted if they are more than three days late. This is true even for students who are absent the day a major assignment is due. An absent student is responsible for making arrangements for the paper/project to be brought in the day it is due.

### **Graduation Requirements**

Baruch College Campus High School is a college preparatory school. We believe a full academic program for all four years is crucial to prepare students to be college ready and to transition to the academic rigors of college.

Courses that receive a letter grade (E, G, S, N, U) are Physical Education, Health, and certain elective courses. Advisory receives a P/F.

All students must pass the required Regents examinations, as detailed below.

Students are required to complete and defend a Senior Exit Project at the end of their senior year.

**Transfer credits:** Students transferring from another public New York City high school will have classes and grades reflected on their transcript. Students transferring from outside the New York City public school system will receive academic credit and a P grade. These courses will not count toward their GPA, but will award them necessary credits for graduation.

## BASIC COURSE REQUIREMENTS FOR GRADUATION

<u>Subject</u>	<u>Credits</u>
<b>English</b>	8
<b>Social Studies</b>	8
Global Studies	
American History	
Government & Economics	
<b>Science**</b>	6 (students are programmed for 8)
<b>Mathematics**</b>	6 (students are programmed for 8)
<b>Required Art</b>	2
<b>Second Language</b>	2 (6 credits for Advanced Regents Diploma)
<b>Electives</b>	7
<b>Health</b>	1
<b>Physical Education</b>	4

**\*\*Students will be automatically programmed for a 4<sup>th</sup> year of Science and Mathematics. Exceptions will only be made in consultation with families, guidance and administration.**

## TYPES OF DIPLOMAS

### **Regents Diploma**

#### Credits:

Complete Basic Class Requirements

#### Exams:

Achieve minimum of 65 on:

Comprehensive English Regents Exam

One (1) Math Regents Exam

One (1) Science Regents Exam  
Global History and Geography Regents Exam  
US History and Government Regents Exam

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As of June 2015, students are also able to fulfil NYS exam requirements for graduation using the 4+1 option. Guidance staff will work with students individually who qualify for this option.

### **Special Designations for Regents Diploma:**

#### **Honors:**

Earn an Honors designation by achieving a 90+ (cannot round up) average on the required Regents Exams

### **Advanced Regents Diploma**

#### **Credits:**

Complete Basic Class Requirements PLUS four (4) additional credits in a Language Other Than English.

#### **Exams:**

*Achieve minimum of 65 on:*

Comprehensive English Regents Exam

Three (3) Math Regents Exams

Two (2) Science Regents Exams (One Life Science and One Physical Science)

Global History and Geography Regents Exam

US History and Government Regents Exam

Language Other Than English Exam

### **Special Designations for Advanced Regents Diploma:**

#### **Honors:**

Earn an Honors designation by achieving a 90+ (cannot round up) average on the required Regents Exams

#### **Mastery in Math**

Earn a Mastery in Math designation by scoring 85 or higher on each of the required math Regents exams:

Algebra, Geometry, Trigonometry

#### **Mastery in Science**

Earn a Mastery in Science designation by scoring 85 or higher on any three science Regents exams

#### **Mastery in Math and Science**

Earn a Mastery in Math and Science designation by scoring 85 or higher on the three required math Regents exams, and score 85 or higher on three science Regents exams

#### **Seal of Service**

Students must complete a minimum of 100 hours of community service over 4 years.

### **Local Diploma (Safety Net Option)**

*Available only to Students with IEPs/504s approved for this diploma*

#### **Credits:**

Complete Basic Class Requirements

#### **Exams:**

*Achieve minimum of 55 on:*

Comprehensive English Regents Exam

One (1) Math Regents Exam

One (1) Science Regents Exam

OR can apply for the Compensatory Safety Net option—guidance staff will work with students individually who qualify for this option.

*Regents scores are important, not just in terms of diploma type, but also to indicate college readiness. Competitive CUNYs require a 75+ on English Regents and an 80+ on at least one math exam*

**Some ways to make yourself more competitive on college applications and show career readiness:**

- Take a challenging course load
- Take Advanced Placement (AP) Courses
- Earn 3+ on any Advanced Placement (AP) Exam
- Enroll in courses for college credit such as College Now
- Take NYCDOE-certified College Preparatory Courses
- Pass a course that earns college credit with a “B” or higher
- Have a variety of extra-curricular involvements
- Show leadership

**SCHOOL CALENDAR:**

Sept 7: 1st day of school

Sept 21-22: Rosh Hashanah (schools closed)

Sept 28: Curriculum Night

October 9 : Columbus Day Observed (schools closed)

October 12: Yom Kippur (schools closed)

November 7: Election Day. Chancellor’s Conference Day for staff development. Students will not be in attendance.

November 9-10: Parent-Teacher Conferences

November 23-24: Thanksgiving Recess (schools closed)

December 25- January 1: Winter Recess

January 15: Dr. Martin Luther King, Jr. Day (schools closed)

Jan 24-27: Regents Exams

January 26: Fall term ends

January 29: Chancellor’s Conference Day for staff development

January 30: Spring Term begins for high school students.

February 16-23: Midwinter Recess

March 8-9: Parent-Teacher Conferences (student-led)

March 30-April 6: Spring Recess (schools closed)

May 28: Memorial Day Observed (schools closed)

June 5: Global History Regents exam

June 7: No School

June 12-22: Regents exams

June 15: Eid al-Fitr (schools closed)

June 26: Last Day of School

