

Creating Great School Communities



Baltimore City Public Schools
CODE OF CONDUCT
2011-12



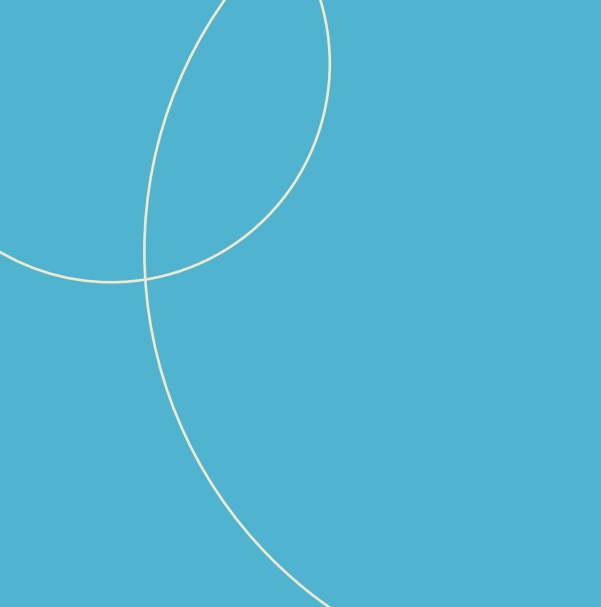
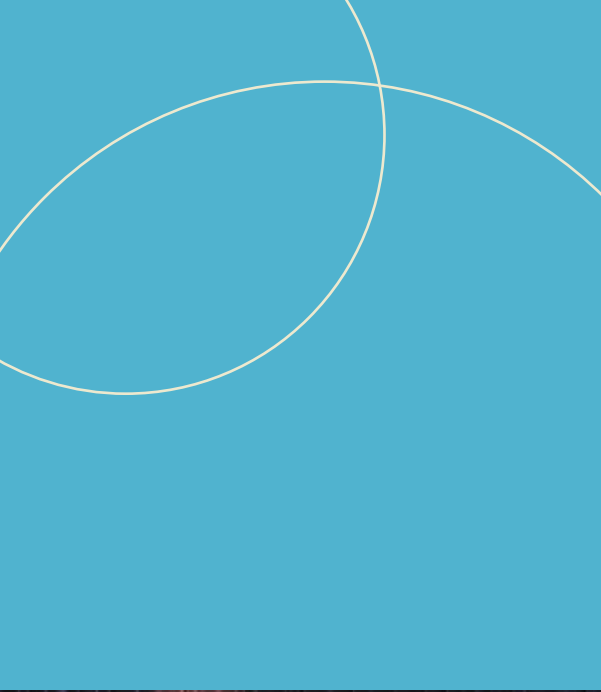


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LETTER FROM THE CEO AND BOARD CHAIR

August 2011

Dear School Communities,

As we head into the 2011-12 school year, a continuing priority for Baltimore City Public Schools is to ensure that our schools and classrooms provide an environment where great teaching and learning can happen for all students every day. We are creating schools that are healthy learning communities, where instruction is rich and engaging; respect among and between students, parents and staff is strong; and students feel welcome and safe. Every member of the school community—student, parent, teacher, principal, community partner—has an important role to play as we work to meet this goal.



Values and ideas from the many different members of the City Schools family are reflected in this annual Code of Conduct, which lays out the expectations we share as a community for our students and for those who work with them. And it is our students who make the essential contribution to building healthy learning environments as they honor and meet these expectations themselves—and encourage their classmates to do the same.

For all members of the City Schools community, please read and use this year's Code of Conduct as you work to create a great climate for learning at all of our schools. And, for students, please make the code your own. The result will be schools and classrooms where all our great kids can achieve and reach their full potential.

Sincerely,

A handwritten signature in black ink that reads "Andrés A. Alonso".

Andrés A. Alonso, Ed.D.
CEO, Baltimore City Public Schools

A handwritten signature in black ink that reads "Neil E. Duke".

Neil E. Duke, Esq.
Chair, Baltimore City Board of School Commissioners

INTRODUCTION

Creating Great School Communities: Baltimore City Public Schools Code of Conduct 2011-12 was written in accordance with the policies of the Baltimore City Board of School Commissioners (the Board), CEO administrative regulations and Maryland law and regulations. It lays out for students and school communities the behavior that threatens strong, healthy learning environments that are vital to student success, and outlines procedures that may be used to prevent such behavior and to address it if it occurs.

Prevention techniques emphasize teaching correct behavior and rewarding good behavior. City Schools is committed to practices and programs that create rewards, incentives and positive feedback for students who exhibit appropriate, nondisruptive behavior. City Schools also supports the use of intervention procedures that provide students with guidance, direction and support for success in school. When practical, a combination of prevention and intervention procedures should generally be used before any disciplinary responses are invoked.

As a matter of policy, City Schools posts the Code of Conduct in a visible area of the district's website and in each individual school. Schools must provide each student with a personal copy. For parents and guardians who do not speak English, the Code of Conduct is made available in a language they understand. Parents and guardians may contact the principal or the principal's designee if additional information or assistance is required with respect to the code.

CODE OF CONDUCT PHILOSOPHY

City Schools is committed to providing an environment where teaching and learning take place every day in safe and orderly schools, and where students, school staff and principals are valued and can succeed. Schools are safe when they have

- ◆ A clear vision that the entire school community supports and owns
- ◆ Instruction that reaches all students and addresses their academic and behavioral needs
- ◆ Supports for students who are dealing with serious challenges in their homes and communities
- ◆ Training and resources for teachers, staff and students so that they can resolve conflicts peacefully and respectfully
- ◆ Clear rules that everyone in the school understands and enforces
- ◆ Support from parents and communities

To make sure that schools are safe for students, City Schools believes that

- ◆ Members of the school community (students, parents, guardians, school staff and principals) must work together to prevent inappropriate or disruptive behavior by encouraging good behavior and giving students a variety of opportunities to explore their interests
- ◆ When students engage in inappropriate or disruptive behavior, principals and school staff should use a variety of interventions to teach students appropriate behavior and correct any harm that resulted from the behavior
- ◆ In the rare cases in which students are suspended or expelled from school because of inappropriate or disruptive behavior, students may be provided with schoolwork to complete or be referred to other educational settings where they will continue to learn

Creating Great School Communities: Baltimore City Public Schools Code of Conduct 2011-12 was developed to ensure that students—and all members of the City Schools community—learn and engage in appropriate behavior that supports student success in life and in society. The code is for the entire school district and all of its individual school communities. It lays out

INTRODUCTION

City Schools' expectations for students, parents, guardians and school-based staff, and it lists and describes the inappropriate and disruptive behaviors that are unacceptable in school settings. Because City Schools is committed to correcting inappropriate behaviors and promoting appropriate behaviors within its school settings so that students may remain in school and learn, the code includes prevention and intervention strategies to be used, as appropriate, with any disciplinary response.

The Code of Conduct applies to all students and school personnel at all times while they are on City Schools' property during school hours, before and after school, while traveling on vehicles funded or owned by City Schools and at any school-sponsored event, including field trips. Incidents that occur off school grounds are generally not addressed by City Schools or its Code of Conduct, except for those incidents that occur during students' regular route to and from school, in school-sponsored activities or within a reasonable time before and after school or school activities.

If it has been determined that students have engaged in cyberbullying during nonschool hours and the behavior seriously affects the climate and safety of other students in the school, City Schools may implement intervention or disciplinary responses included in its Code of Conduct.

City Schools recognizes that additional steps must be taken when students with disabilities are disciplined. The code requires principals and school staff to follow Board policies, the administrative regulations of the CEO and state and federal laws concerning the discipline of students with disabilities, including the procedures for determining manifestation (that is, whether the behavior is linked to a student's disability),

conducting Functional Behavior Assessments and developing Behavior Intervention Plans. City Schools is also committed to using this code fairly and without discrimination based on a student's IEP, 504 plan, race, ethnicity, national origin, gender, sexual orientation or religion.

CODE OF CONDUCT PRINCIPLES

In order to create a positive learning environment for all students, it is necessary to establish clear behavioral expectations for everyone in City Schools to follow. *Creating Great School Communities: Baltimore City Public Schools Code of Conduct 2011-12* is based on six principles. Listed below, these principles provide an important foundation to guide behavior, both individually and in interpersonal relationships. Lessons relating to the six principles are taught to every student in September of each school year to ensure that students understand their importance and their relationship to the Code of Conduct. If students abide by these principles, they will contribute to a positive learning environment.

Principles

- 1** I respect others and myself. I am kind and courteous. I demonstrate positive verbal and nonverbal communication and positive behavior.
- 2** I am responsible for my behavior and its consequences.
- 3** I come to school on time, focused and prepared to work.
- 4** I demonstrate behaviors that promote a clean, safe and civil learning environment.
- 5** I respect school property and the property of others.
- 6** I present myself in an appropriate and orderly fashion at all times and in all settings, and I demonstrate personal honor and integrity at all times.

FORMS TO RETURN TO YOUR SCHOOL

ACKNOWLEDGMENT OF RECEIPT: CODE OF CONDUCT

Please sign one form for each Baltimore City Public Schools student in your household and return it to your student's school.

(Note: Failure to sign and return this form to the school does not relieve the student from the responsibility of conforming to City Schools' Code of Conduct.)

I have received a copy of *Creating Great School Communities: Baltimore City Public Schools Code of Conduct 2011-12*.

Student's Name *(please print)*

Student's School *(please print)*

Name of Parent or Guardian *(please print)*

Signature of Parent or Guardian

Date



FORMS TO RETURN TO YOUR SCHOOL

ACKNOWLEDGMENT OF INTERNET SAFETY/ACCEPTABLE USE OF TECHNOLOGY POLICY

(Note: Failure to sign and return this form does not relieve the student from the responsibility of conforming to this policy.)

As a student user of the Baltimore City Public Schools communications systems, I agree that the technology components that are part of the communications systems are the property of City Schools. I furthermore agree not to access or to retrieve any electronic communication from these resources other than those that I have been granted prior authorization to access or to retrieve.

As a student user of the communications systems, I agree to comply fully with the City Schools Internet Safety/Acceptable Use of Technology policy and administrative regulation (summarized on pages 28-29 of this document).

I am aware that City Schools reserves the right to review, audit, intercept, access and disclose all matters of the City Schools electronic communications systems at any time, with or without notice to its users, and that such rights may be exercised during or after normal working hours and even if the electronic communications appear to have been deleted from the systems. I acknowledge that I have no expectations as to privacy or confidentiality of any electronic communication in the City Schools communications systems.

I understand that if I fail to comply with the Internet Safety/Acceptable Use of Technology policy or administrative regulation and I am discovered to be in violation of the rules dictated in either, I may be subject to disciplinary action and/or applicable legal penalty as prescribed.

Signature of Student User _____ Date _____

As the parent or legal guardian of the student user who has signed this acknowledgment, I (check appropriate box)

Grant Deny

permission for the student user to access City Schools' communications systems in accordance with applicable policy and regulation. I understand that individuals and families may be held liable for violations and that some materials on the Internet may be objectionable, but I accept responsibility to assist in setting and conveying standards for the student user to follow when using City Schools' communications systems.

Signature of Parent or Guardian _____ Date _____





BULLYING, HARASSMENT OR INTIMIDATION REPORTING FORM

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

Directions: Bullying, harassment and intimidation are serious and will not be tolerated. This is a form to report alleged bullying, harassment or intimidation that occurred in the current school year on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to or from school. **If you are a student victim, the parent or guardian of a student victim, a close adult relative of a student victim or a school staff member, and you wish to report an incident of alleged bullying, harassment or intimidation, complete this form and return it to the principal at the student victim's school.** Contact the school for additional information or assistance at any time.

Bullying, harassment or intimidation means intentional conduct — including verbal, physical or written conduct, or an intentional electronic communication — that (I) creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities or performance, or with a student's physical or psychological well-being and is (i) motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attribute, socioeconomic status, familial status or physical or mental ability or disability; or (ii) threatening or seriously intimidating; and (II) (i) occurs on school property, at a school activity or event, or on a school bus; or (ii) substantially disrupts the orderly operation of a school. Electronic communication means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer or pager.

PERSON REPORTING INCIDENT

Place an X in the appropriate box:

- Name: _____ Student
- _____ Student (*Witness/Bystander*)
- Telephone: _____ Parent/Guardian
- _____ Close Adult Relative
- E-mail: _____ School Staff

1. Name of student victim: _____ Age: _____
(please print)
2. Name(s) of alleged offender(s) if known *(please print)* Age _____ School *(if known)* _____ Is he/she a student? Yes No
 _____ Yes No
 _____ Yes No
3. On what date(s) did the incident(s) happen?
 _____ / _____ / _____ _____ / _____ / _____
 Month Day Year Month Day Year Month Day Year

4. Place an X next to the statement(s) that best describes what happened (*choose all that apply*):

- Any bullying, harassment or intimidation that involves physical aggression
- Getting another person to hit or harm the student
- Teasing, name-calling, making critical remarks or threatening, in person or by other means
- Demeaning and making the victim of jokes
- Making rude and/or threatening gestures
- Excluding or rejecting the student
- Intimidating (bullying), extorting, or exploiting
- Spreading harmful rumors or gossip
- Electronic communication (*specify*) _____
- Other (*specify*) _____

5. Where did the incident happen? (*choose all that apply*)

- On school property
- At a school-sponsored activity or event off school property
- On a school bus
- On the way to/from school (*will be collected unless specifically excluded by local board policy*)

6. What did the alleged offender(s) say or do? (*attach a separate sheet if necessary*)

7. Why did the bullying, harassment or intimidation occur? (*attach a separate sheet if necessary*)

8. Did a physical injury result from this incident? Place an X next to one of the following:

- No
- Yes, but it did not require medical attention
- Yes, and it did require medical attention

9. If there was a physical injury, do you think there will be permanent effects?

- Yes
- No

10. Was the student victim absent from school as a result of the incident?

- Yes
- No

If yes, how many days was the student victim absent from school as a result of the incident? _____

11. Did a psychological injury result from this incident? Place an X next to one of the following:

- No
- Yes, but psychological services have not been sought
- Yes, and psychological services have been sought

12. Is there any additional information you would like to provide? (*attach a separate sheet if necessary*)

Signature: _____ Date: _____





GANG-RELATED INCIDENT REPORTING FORM

Directions: This is a form to report alleged gang activity and similar destructive or illegal group behavior or to report reprisal or retaliation against individuals who report gang activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders or others with reliable information about an act of gang activity and similar destructive or illegal group behavior that occurred on school property, on school buses or at school-sponsored activities.

Gang: "Criminal gang" means a group or association of three or more persons whose members

- individually or collectively engage in a pattern of criminal gang activity;
- have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by adults; and
- have in common an overt or covert organizational or command structure.

Gang activity: "Pattern of criminal gang activity" means the commission of, attempted commission of, conspiracy to commit or solicitation of two or more underlying crimes or acts by a juvenile that would be an underlying crime if committed by an adult.

(a) Activities on or near school vehicles or property: A person may not threaten an individual, or a friend or family member of an individual, with use of physical force or violence to coerce, induce or solicit the individual to participate in or prevent the individual from leaving a criminal gang

- in a school vehicle, as defined under §11-154 of the Transportation Article; or
- in or within 1,000 feet of real property owned or leased to an elementary school, secondary school or county board of education and used for elementary or secondary education.

(b) Applicability: Subsection (a) of this section applies whether or not

- school was in session at the time of the crime; or
- the real property was being used for purposes other than school purposes at the time of the crime.

Today's Date: _____ / _____ / _____

Month _____ Day _____ Year _____

School: _____

School System: _____

PERSON REPORTING INCIDENT

Place an X in the appropriate box:

Student Student (*Witness/Bystander*)

School Staff Other _____

Name: _____

Telephone: _____ E-mail: _____

1. Name of student victim: _____ Age: _____
(please print)

2. Name(s) of alleged offender(s) if known *(please print)* Age _____ Is he/she a student? Yes No

_____ School *(if known)* _____ Yes No

_____ Yes No

_____ Yes No

3. On what date(s) did the incident(s) happen?

_____ / _____ / _____
Month Day Year Month Day Year

4. Please describe what occurred:

5. Where did the incident happen? (*choose all that apply*)

- On school property
- At a school-sponsored activity or event off school property
- On a school bus
- On the way to/from school (*will be collected unless specifically excluded by local board policy*)

6. What did the alleged offender(s) say or do? (*attach a separate sheet if necessary*)

7. Why did the activity occur? (*attach a separate sheet if necessary*)

8. Did a physical injury result from this incident? Place an X next to one of the following:

- No
- Yes, but it did not require medical attention
- Yes, and it did require medical attention

9. If there was a physical injury, do you think there will be permanent effects?

- Yes
- No

10. Was the student victim absent from school as a result of the incident?

- Yes
- No

If yes, how many days was the student victim absent from school as a result of the incident? _____

11. Did a psychological injury result from this incident? Place an X next to one of the following:

- No
- Yes, but psychological services have not been sought
- Yes, and psychological services have been sought

12. Is there any additional information you would like to provide (*e.g., name of gang, clique, crew or group, if known*)?

| | |
|------------------|-------------|
| Signature: _____ | Date: _____ |
|------------------|-------------|



STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to

- 1** Attend school and receive a free and appropriate public education from age 5 to 21, as provided by law
- 2** Be taught in a safe learning environment
- 3** Be treated courteously, fairly and respectfully by other students and school staff
- 4** Receive a written copy of select district and school policies and procedures at the beginning of the school year
- 5** Bring complaints or concerns to the school principal or staff
- 6** Request or challenge in writing an explanation of anything in their education records
- 7** Be told, orally and in writing, the reason(s) for any disciplinary decisions
- 8** Receive information about the procedures for appealing disciplinary decisions
- 9** Have a parent or guardian attend applicable disciplinary conferences and hearings
- 10** Have school staff or an administrator present when police are called, and have a parent or guardian notified of the nature of the investigation and other details as appropriate, unless the situation involves child abuse or neglect



Students have the responsibility to

- 1** Attend school daily, be prepared for class and complete assignments to the best of their ability
- 2** Know and obey school rules and instructions given by the school principal and staff
- 3** Tell school staff about any dangerous behavior or activity that occurs on school grounds, or off school grounds if it may result in disruption to the educational setting
- 4** Bring only those materials to school that are allowed
- 5** Behave respectfully toward everyone in the school community
- 6** Keep parents or guardians informed of school-related issues and give them any materials intended for parents or guardians and sent home with students by City Schools

PRINCIPAL AND SCHOOL STAFF RIGHTS AND RESPONSIBILITIES

Principals and school staff have the right to

- 1 Work in a safe and orderly environment
- 2 Be treated courteously, fairly and respectfully by students, parents or guardians and other school staff
- 3 Communicate concerns, suggestions and complaints to City Schools' district office
- 4 Receive supportive professional development and training
- 5 Receive the necessary resources to deliver quality instruction
- 6 Modify instruction, if consistent with the policies of the Board of School Commissioners and with system regulations



Principals and school staff have the responsibility to

- 1 Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day
- 2 Maintain safe and orderly schools by using prevention and intervention strategies, and by following City Schools' Code of Conduct
- 3 Be respectful and courteous to students, parents and guardians, serving as role models for students
- 4 Be knowledgeable about the policies of the Board of School Commissioners and CEO administrative regulations and rules, and enforce them fairly and consistently
- 5 Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
- 6 Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language they understand
- 7 Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies and organizations when outside support is necessary
- 8 Keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation and provide regular communication in a language they understand
- 9 Provide makeup work for students with lawful absences, including those students who are absent for disciplinary reasons
- 10 Participate in required professional development opportunities

DISTRICT OFFICE RESPONSIBILITIES

City Schools' district office has the responsibility to

- 1** Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals
- 2** Protect the legal rights of school staff, principals, students and parents or guardians
- 3** Be courteous, respectful and fair with students, parents or guardians, school staff and principals
- 4** Provide a broad-based and varied curriculum to meet individual school needs
- 5** Inform the community, students, parents or guardians, school staff and principals about policies of the Board
- 6** Ensure the protection of legal rights of students with disabilities
- 7** Provide staff who are trained to meet the needs of students
- 8** Provide support and professional development training to principals and school staff to help them support students
- 9** Support principals and school staff in the fulfillment of their disciplinary responsibilities as defined by City Schools' Code of Conduct
- 10** Contact and involve parents or guardians on disciplinary issues



PARENT AND GUARDIAN RIGHTS AND RESPONSIBILITIES

Parents and guardians have the right to

- 1 Be actively involved in their children's education
- 2 Be treated courteously, fairly and respectfully by all school staff and principals
- 3 Get information about the policies of the Board and procedures that relate to their children's education
- 4 Get regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences
- 5 Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by principals or school staff
- 6 Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals
- 7 Receive information from school staff about ways to improve their children's academic or behavioral progress, including but not limited to counseling, tutoring, after-school programs, academic programs and mental health services within City Schools and the community
- 8 Receive information about services for students with disabilities and English language learners, when applicable
- 9 Receive communications through provided translators



Parents and guardians have the responsibility to

- 1 Make sure their children attend school regularly and on time and, when children are absent, let schools know why
- 2 Tell school officials about any concerns or complaints in a respectful and timely manner
- 3 Work with principals and school staff to address any academic or behavioral problems their children may experience
- 4 Support City Schools by being a role model for their children, talking with their children about school and expected behavior
- 5 Read and become familiar with the policies of the Board, CEO administrative regulations and this Code of Conduct
- 6 Give updated contact information to City Schools and their children's individual school
- 7 Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework
- 8 Be respectful and courteous to staff, other parents, guardians and students while on school premises

DISCIPLINARY RESPONSES

Different types of disciplinary response are described in this section. For more information, consult Board Policy JKA: Student Discipline and regulations JKA-RA through JKA-RE, which are available at www.baltimorecityschools.org.

INTERVENTION STRATEGIES

To help students conduct themselves appropriately, *Creating Great School Communities: Baltimore City Public Schools Code of Conduct 2011-12* lists prevention and intervention strategies that may be used prior to or in addition to any disciplinary response to student behavior. Examples of such strategies include the following.



- ◆ **Behavioral Intervention Plan:** An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.
- ◆ **Community conferencing:** Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them, and to propose solutions.
- ◆ **Community service:** Allows students to participate in some sort of activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the aged, etc.
- ◆ **Conference:** Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.
- ◆ **Conflict resolution:** Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.
- ◆ **Functional Behavior Assessment:** Involves gathering information about students' inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.
- ◆ **Individualized Education Program (IEP) teams:** Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing and revising

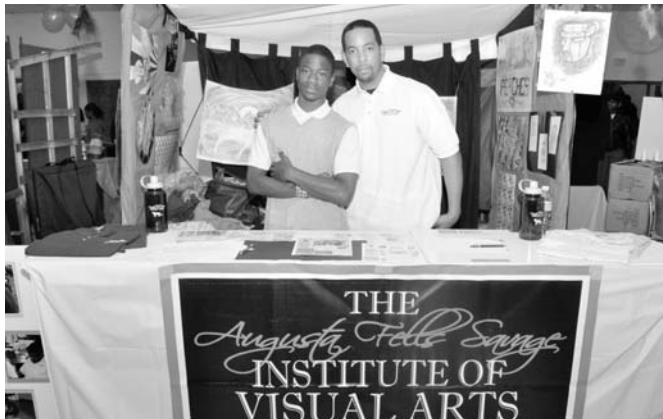
DISCIPLINARY RESPONSES

IEPs for students with disabilities, Functional Behavior Assessments and Behavior Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.

- ◆ **Mentoring program:** Involves pairing students with mentors (a counselor, teacher, fellow student or community member) who help their personal, academic and social development.
- ◆ **Parent outreach:** Requires school staff to inform parents or guardians of their children's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of the student's behavior, task completion and achievement, and can include a request for parents to accompany students to school.
- ◆ **Peer mediation:** A form of conflict resolution in which students help other students deal with and develop solutions to conflicts.
- ◆ **Referral to appropriate substance abuse counseling services:** Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Services can be school or community based.
- ◆ **Referral to community-based organizations:** Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.
- ◆ **Referral to school-based health and mental health clinics or other social services:** Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.
- ◆ **Restorative justice strategies:** Interventions designed to identify and address the harm caused by an incident, and to develop a plan to heal and correct the situation.
- ◆ **Student Support Team:** Usually consists of teachers, school principals, social workers, nurses, mental health clinicians, psychologists, external agency representatives and a Safe and Drug Free School representative, who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, parents, school staff and the principal may request that the Student Support Team develop a plan to address the behavior. If the behavior does not improve after implementation, timely review and revision of the plan, the Student Support Team can request a placement review through the Central Student Support Team, which may lead to an alternative placement not exceeding 45 days.



DISCIPLINARY RESPONSES



INTERVENTION RESPONSE: POSITIVE RELATIONSHIPS

Research shows that positive relationships help children learn. When our communities, schools and homes are free from fear, anger and other distractions, human development can occur. We know that students are more likely to succeed when they feel connected to others in their community, and are less likely to act out in ways that cause disruption to the school environment. (For more on this topic, see Bonnie Bernard's *Fostering Resiliency in Kids* or Robert Blum's "A Case for School Connectedness," *Educational Leadership*, April 2005.)

Tips for Calming Conflict

- ◆ **Show students you understand.** Listen well, with sincere concern, to create positive relationships among students and adults. Trust then becomes the foundation for academic success and conflict resolution.
- ◆ **Ask open-ended questions.** Say, for example, "What was that like for you?" or "Tell me more about that." This gets more than a "Yes" or "No" response, and helps students tell their story.

- ◆ **Use reflective listening when intervening in a conflict.** Get the attention of an angry person by reflecting back the feelings you hear in a nonjudgmental way. Let students tell their story—say just enough to help them do it.
- ◆ **Help students problem-solve disputes.** Use open-ended questions and reflective listening to help students think about what happened. Trust that, with guidance, students will identify a solution that works for them.

Skills and Strategies for Building Positive Relationships

- ◆ Communicating understanding
- ◆ Structuring tasks for student success
- ◆ Reinforcing student behavior in a positive manner
- ◆ Setting rules, limits and consequences
- ◆ Creating a safe and trusting environment
- ◆ Remaining neutral
- ◆ Using nonjudgmental language
- ◆ Responding only when a response is necessary
- ◆ Staying calm in tense situations
- ◆ Encouraging people to "vent" while being aware of safety
- ◆ Listening and repeating what students say (reflective listening)
- ◆ Identifying and labeling feelings, values and topics to be resolved (strategic listening)
- ◆ Asking open-ended questions
- ◆ Assisting people in using a positive problem-solving process

DISCIPLINARY RESPONSES

Suggested Practices for Establishing Positive Relationships

- ◆ **Daily Rap.** Students need to learn to communicate with one another in ways that help them build healthy relationships instead of records of suspension and arrests. The Daily Rap is an intervention designed around core categories of social and emotional skills. Working in dialogue circles, teachers and staff build open communication with students so that they can talk about topics and resolve issues before they escalate to violence. More information about the Daily Rap is available from the Community Conferencing Center at www.communityconferencing.org.
- ◆ **Morning Meetings.** Classroom meetings in which the teacher and all students come together are usually for one of two purposes: to build community at a relatively peaceful time or to resolve a conflict. At the Morning Meeting, students sit in a circle and do activities together that help build caring within the group and between individuals. The meeting provides a place students come to understand the truest meaning of “finding common ground.” They come to see, tolerate and appreciate the ways of one another. The most basic element of caring that aids this process is the genuine willingness to listen attentively.



- ◆ **Student Advisories.** Students meet in small groups with an adult adviser every day or a few times a week to focus on character and civic development. Students discuss day-to-day issues, define their values, develop a trusting relationship with an adult advocate, hone communication skills and participate in social justice or service learning projects. Student Advisories offer emotional support for students during adolescence. Ideally, the advisory teacher is someone students know they can trust and talk to about their progress in school. The activity can provide peer recognition in an accepting environment, and offset peer pressure and negative responses from peers in other areas.

DISCIPLINARY RESPONSES

SUSPENSION AND EXPULSION

In certain circumstances, disciplinary responses that remove students from the classroom or school environment may be necessary. In these cases, City Schools' goal is to make sure that students continue their education, learn how to behave appropriately and correct any harm they may have caused.

Responses include the following.



- ◆ **In-school suspension:** The exclusion of a student within the school building from his or her regular education program for up to, but not more than, 3 days per incident, and no more than 5 days per semester.
- ◆ **Short-term suspension:** The removal of a student from school for up to but not more than 10 school days. Short-term suspensions more than 5 school days must be approved by the CEO.
- ◆ **Extended suspension:** The temporary removal of a student from school for a specified period of time, longer than 10 school days but not more than 45 school days, by the CEO or the CEO's designee. A student may be referred for extended

suspension if his or her presence in school presents a danger or severe disruption, additional time is needed to further investigate the incident or a recommendation to expel the student has been made.

- ◆ **Expulsion:** The removal of a student from his or her regular school program by the CEO or his designee for more than 45 schools days. A student may only be recommended for expulsion if an extended suspension is inadequate to address the behavior; the behavior has seriously endangered the health, welfare or safety of other students or school personnel; or the student's continued presence in the school constitutes a significant safety risk. An expulsion may be permanent if the behavior results in serious injury or places others in substantial risk of serious injury or death.
- ◆ **Alternative educational placement:** Placement in an alternative educational program within a school is the same as in-school suspension, with or without services. General education students may be recommended for an alternative educational placement while on expulsion for behavior that has seriously endangered the health, welfare or safety of other students or school staff. Students on suspension or expulsion are not permitted to remain in school without an alternative educational placement plan.
- ◆ **Alternative educational setting:** This setting can be inside or outside a school. It enables students with IEPs to continue to progress in the general curriculum, and to continue to receive special education, related services and accommodations needed to meet the goals of their IEPs.

In accordance with Board policy, students can appeal an extended suspension of more than 10 days or an expulsion after a conference with the Office of Suspension Services.

DISCIPLINARY RESPONSES



Suspension Facts for Parents

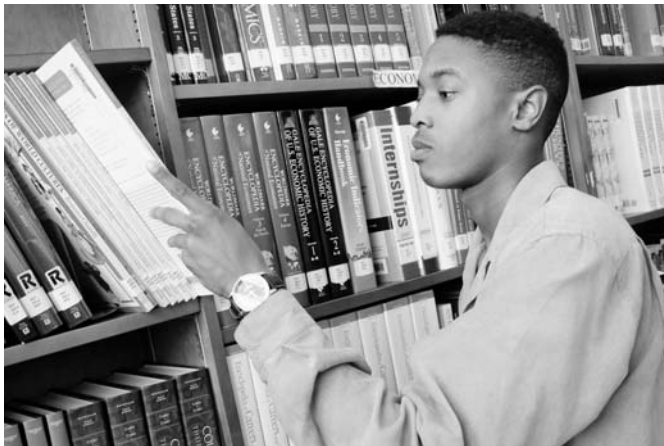
Parents are entitled to written notification any time their children are removed from the classroom or school for disciplinary reasons. Listed below are the procedures that must be followed in cases of suspension. To speak with a staff member regarding suspension and expulsion, call City Schools' Office of Suspension Services at 410-396-8643.

- ◆ Students are entitled to a conference with the principal and school staff when they are removed from the classroom or school for disciplinary reasons.
- ◆ Students must be given an opportunity to tell their side of the story before being placed on in-school, short-term or extended suspension.
- ◆ Schools must provide parents with a list of community resources every time students are suspended from school.
- ◆ Students are entitled to make up work when they are excluded from school. It is parents' responsibility to make arrangements with the school to obtain makeup work; it is students' responsibility to complete makeup work in a timely manner.
- ◆ Students cannot be suspended for more than five consecutive school days without the CEO's approval.
- ◆ City Schools' Office of Suspension Services represents the CEO in processing extended suspension and expulsion decisions. The school must submit a written report to the Office of Suspension Services when recommending an extended suspension or expulsion. A suspension conference will be scheduled at the Office of Suspension Services for students and parents within 10 school days of the first day of removal. Students and parents have a right to appeal the decision to remove the student on an extended suspension or expulsion.
- ◆ Students with disabilities cannot be removed from school for more than 10 consecutive or cumulative school days without an IEP team meeting.
- ◆ Students must be admitted to school on the assigned reinstatement date regardless of whether parents have attended a conference with the school principal.

DISCIPLINARY RESPONSES

Early Dismissal: If your child comes home prior to the end of the school day without a letter informing you of the reason for, and the length of, the suspension, immediately contact the principal. Do not give the school permission to send your child home for the day because he or she is misbehaving. If you are called to the school for a conference and your child is not suspended, your child must stay in school for the remainder of the school day to avoid being considered absent.

Contact the school if your child is sent home without written notification. If the problem is not resolved, call the Safety Hotline at 410-396-SAFE (7233).



INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: LEVELS OF RESPONSE

When students are disruptive or act inappropriately, school staff and principals respond logically, appropriately and consistently. *Creating Great School Communities: Baltimore City Public Schools Code of Conduct 2011-12* describes four levels of possible response to inappropriate and disruptive behavior. Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention and response. Principals and school staff should use only the levels suggested for each behavior.

If the inappropriate or disruptive behavior is assigned to two or more levels, then the lowest level of intervention and disciplinary response should be used first. For example, if a student refuses to follow directions, school staff and principals should first use intervention strategies and responses in Level 1 before moving to Level 2.

When principals and school staff respond to student misbehavior, they are expected to take into account the age, health, decision-making ability and disability or special education status of the student; the appropriateness of the student's academic placement; the student's prior conduct and record of behavior; the student's willingness to repair the harm; the seriousness of the offense and the degree of harm caused; and the impact of the incident on the school community.

LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES

| | | |
|--|--|--|
| LEVEL 1 | <p>Examples of Classroom Interventions and Responses</p> <p>These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.</p> | |
| | <table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> ■ Contact parent via telephone, e-mail or text message ■ Verbal correction ■ Reminders and redirection (e.g., role play) ■ Written reflection or apology ■ Seat change ■ Parent or guardian conference ■ Parent or guardian accompany student to school </td> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> ■ Daily progress sheet on behavior ■ In-class time-out ■ Establish buddy teacher system ■ Loss of classroom privileges ■ Teacher or student conference ■ Detention </td> </tr> </table> | <ul style="list-style-type: none"> ■ Contact parent via telephone, e-mail or text message ■ Verbal correction ■ Reminders and redirection (e.g., role play) ■ Written reflection or apology ■ Seat change ■ Parent or guardian conference ■ Parent or guardian accompany student to school |
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| LEVEL 2 | <p>Examples of Student Support Team Interventions and Responses</p> <p>These interventions often involve support staff, both school based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student's inappropriate or disruptive behavior.</p> | |
| | <table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> ■ Parent or guardian notification ■ Community conferencing ■ Mentoring program ■ Peer mediation ■ Referral to IEP team ■ Functional Behavioral Assessment ■ Referral to school-based health or mental health clinic ■ Referral to after-school program </td> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> ■ Service to school ■ Conflict resolution ■ Restorative justice ■ Community mediation ■ Short-term behavioral progress reports ■ Behavioral Intervention Plan ■ Referral to community organization ■ Develop 504 plan </td> </tr> </table> | <ul style="list-style-type: none"> ■ Parent or guardian notification ■ Community conferencing ■ Mentoring program ■ Peer mediation ■ Referral to IEP team ■ Functional Behavioral Assessment ■ Referral to school-based health or mental health clinic ■ Referral to after-school program |
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| LEVEL 3 | <p>Examples of Intensive Support Staff and Administrative Interventions and Responses</p> <p>These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.</p> | |
| | <table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> ■ Change in schedule or class ■ Parent or guardian notification ■ Restorative justice strategies, including school and community service ■ Loss of privileges ■ Restitution ■ Detention ■ Conflict resolution ■ Peer mediation </td> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> ■ Reprimand by appropriate administrator ■ Referral to Student Support Team (SST) and, when needed, IEP team ■ Revision to IEP (for students with disabilities) ■ Community conferencing ■ In-school suspension ■ Assignment of work projects ■ Mentoring </td> </tr> </table> | <ul style="list-style-type: none"> ■ Change in schedule or class ■ Parent or guardian notification ■ Restorative justice strategies, including school and community service ■ Loss of privileges ■ Restitution ■ Detention ■ Conflict resolution ■ Peer mediation |
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| LEVEL 3 | <p>Examples of Suspension and Referral Responses</p> <p>These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.</p> | |
| | <table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> ■ Parent or guardian notification ■ Short-term suspension (one to five days) ■ Referral to SST ■ Referral to substance abuse counseling ■ Referral to the Twilight and credit recovery program </td> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> ■ Referral to IEP team (students with disabilities) ■ Revision to IEP (students with disabilities) as needed ■ Develop Functional Behavioral Assessments and Behavioral Intervention Plans ■ Referral to community organizations, including community conferencing and community mediation </td> </tr> </table> | <ul style="list-style-type: none"> ■ Parent or guardian notification ■ Short-term suspension (one to five days) ■ Referral to SST ■ Referral to substance abuse counseling ■ Referral to the Twilight and credit recovery program |
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| LEVEL 4 | <p>Examples of Extended Suspension and Referral Responses</p> <p>These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior.</p> | |
| | <table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> ■ Parent or guardian notification ■ Extended suspension ■ Functional Behavioral Assessment ■ Community conferencing ■ Referral to community organizations ■ Expulsion (serious behavioral infractions) ■ Referral to IEP team (students with disabilities) for manifestation determination </td> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> ■ Alternative educational placement by Office of Suspension Services ■ Behavioral Intervention Plan ■ Community mediation ■ Referral to substance abuse counseling ■ Permanent expulsion </td> </tr> </table> | <ul style="list-style-type: none"> ■ Parent or guardian notification ■ Extended suspension ■ Functional Behavioral Assessment ■ Community conferencing ■ Referral to community organizations ■ Expulsion (serious behavioral infractions) ■ Referral to IEP team (students with disabilities) for manifestation determination |
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INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

KEY: USE LOWEST LEVEL INDICATED FIRST

Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place

Level 2: Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the student and others

Level 3: Suspension and Referral – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)

Level 4: Extended Suspension, Expulsion and Referral – may be appropriate when student's behavior seriously affects the safety of others in the school

| INAPPROPRIATE OR DISRUPTIVE BEHAVIOR | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4* | MUST BE REFERRED TO SCHOOL POLICE |
|--|---------|---------|--|----------|---|
| Absences (103) <ul style="list-style-type: none"> Unexcused absence from school Persistent or excessive absences from school Habitual truancy (i.e., unlawfully absent from school for a number of days in excess of 20 percent of any marking period, quarter or year) | ■ | | | | |
| | ■ | ■ | | | |
| | ■ | ■ | | | |
| Academic Dishonesty (801) (e.g., cheating or plagiarizing) <ul style="list-style-type: none"> Students may receive a failing grade for that assignment. | ■ | ■ | | | |
| | | | | | |
| Alcohol (201) <ul style="list-style-type: none"> Under the influence Using or possessing Distributing or selling School staff is required to refer students to appropriate substance abuse counseling. | | ■ | ■ | | |
| | | ■ | ■ | ■ | ■ <small>Only repeat infractions that reach Level 4 may be reported to police.</small> |
| | | | ■ | ■ | ■ <small>Only repeat infractions that reach Level 4 may be reported to police.</small> |
| Attack on Student (402) (e.g., hitting, kicking or punching another student without warning or provocation) <ul style="list-style-type: none"> No injury (no visual, physical injuries; includes incidents of domestic violence or relationship disputes) Bodily injury for pre-k to grade 4 Bodily injury for grades 5 to 12 (If administrators think Level 4 is warranted for students in grades 5 to 12, they must contact the executive director of Student Support and Safety or the director of Suspension Services before giving level 4 consequences.) | | ■ | ■ | | |
| | | ■ | ■ | | |
| | | | | ■ | ■ <small>Only repeat infractions that reach Level 4 may be reported to police.</small> |
| Bomb Threat (502) <ul style="list-style-type: none"> Pre-k to grade 4 Grades 5 to 12 | | | ■ | ■ | |
| | | | | ■ | ■ |
| Bullying, Including Cyberbullying and Gang-Related Incidents (407) <ul style="list-style-type: none"> Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school Serious bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student's ability to participate in or benefit from a school's education or extra-curricular programs) | ■ | ■ | | | |
| | | ■ | ■ | ■ | |
| Bus Violations (705) <ul style="list-style-type: none"> Minor disruption on the bus (e.g., eating, drinking, being too loud, standing) Serious disruption on the bus | ■ | ■ | | | |
| | | ■ | ■ | | |
| Class Cutting (101) <ul style="list-style-type: none"> Failure to appear or attend a scheduled class | ■ | ■ | | | |
| Classroom Disruption (704) <ul style="list-style-type: none"> Talking out in class or talking out of turn; throwing objects; picking on, bothering or teasing other students; and other behavior that distracts from student learning | ■ | ■ | ■ <small>1- to 2-day suspension maximum</small> | | |

*Expulsions may be permanent for serious offenses.

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

KEY: USE LOWEST LEVEL INDICATED FIRST

Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place

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Level 4: Extended Suspension, Expulsion and Referral – may be appropriate when student’s behavior seriously affects the safety of others in the school

| INAPPROPRIATE OR DISRUPTIVE BEHAVIOR | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4* | MUST BE REFERRED TO SCHOOL POLICE |
|--|---------|---------|-------------------------------------|----------|---|
| Defiance of Authority and/or Insubordination (nonviolent/non-physical) <ul style="list-style-type: none"> Failure to follow directions (807) Failure to respond to school staff questions or requests (702) | ■ | ■ | ■ 1- to 2-day suspension maximum | | |
| | ■ | ■ | ■ 1- to 2-day suspension maximum | | |
| Disrespectful Behavior (701) <ul style="list-style-type: none"> Making inappropriate gestures, symbols or comments, or using profane or offensive language Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff | ■ | ■ | ■ 1- to 2-day suspension maximum | | |
| | ■ | ■ | ■ 1- to 2-day suspension maximum | | |
| Dress Code Violation (807) Refer to dress code standards listed on pages 27-28 | ■ | ■ | | | |
| Drugs or Controlled Substances (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community) <ul style="list-style-type: none"> Under the influence (203, 892) Using or possessing (203, 892) Distributing or selling (203, 891) School staff is required to refer students to appropriate substance abuse counseling. | | ■ | ■ | | |
| | | | ■ | ■ | ■ |
| | | | | ■ | ■ |
| Extortion (406) (e.g., taking or attempting to take from another money or property by threat of force, express or implied) <ul style="list-style-type: none"> Pre-k to grade 4 Grades 5 to 12 | | ■ | ■ | | ■ |
| | | | ■ | ■ | ■ <small>Only repeat infractions that reach level 4 may be reported to police.</small> |
| False Activation of a Fire Alarm (502) <ul style="list-style-type: none"> Pre-k to grade 4 Grades 5 to 12 Students are required to complete a fire safety class. | | | ■ | ■ | |
| | | | | ■ | ■ |
| Fighting (405) <ul style="list-style-type: none"> Physical aggression with another student (e.g., shoving or pushing) Minor fighting (may include incidents resulting in minor injuries) | ■ | ■ | | | |
| | | ■ | ■ | | |
| Fire Setting/Arson (501) Students are required to complete any mandatory classes offered by the Baltimore City Fire Department. | | | | ■ | ■ |
| Gambling (807) <ul style="list-style-type: none"> Requiring the use of money or exchangeable goods | | ■ | ■ 1- to 2-day suspension maximum | | |
| Hallway Misbehavior (705) <ul style="list-style-type: none"> Running, making excessive noise or loitering | ■ | ■ | | | |
| Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyberharassment, Against Members of the School Community (703) <ul style="list-style-type: none"> Minor harassment (e.g., verbal discriminatory actions) Serious harassment (e.g., persistent or long-term harassment) | ■ | ■ | | | |
| | | ■ | ■ | ■ | |

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INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

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| INAPPROPRIATE OR DISRUPTIVE BEHAVIOR | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4* | MUST BE REFERRED TO SCHOOL POLICE |
|--|---------|---------|-------------------------------------|----------|--|
| Inciting or Participating in Disturbance (705) <ul style="list-style-type: none"> Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, such as a riot Using a personal communication device to attract others to initiate a disturbance If administrators think Level 4 is warranted, they must contact the executive director of Student Support and Safety or the director of Suspension Services before giving a Level 4 consequence. | ■ | ■ | ■ | ■ | ■ Only if a school police officer is not assigned to school |
| | ■ | ■ | ■ | ■ | ■ Only if a school police officer is not assigned to school |
| Inhalants <ul style="list-style-type: none"> Under the influence (202, 892) Using or possessing (202, 892) Distributing or selling (202, 891) Medical personnel must be immediately notified if a student is found to be under the influence or using an inhalant. School staff is required to refer students to appropriate substance abuse counseling. | ■ | ■ | ■ | ■ | ■ Only repeat infractions that reach Level 4 may be reported to police. |
| | ■ | ■ | ■ | ■ | ■ Only repeat infractions that reach Level 4 may be reported to police. |
| Physical Contact with School Personnel (401) <ul style="list-style-type: none"> Unintentional physical contact with school personnel Attack against school personnel: physically attacking an employee of City Schools or other adult, including striking a staff member who is intervening in a fight or other disruptive activity (pre-k to grade 4) Attack against school personnel (grades 5 to 12) | ■ | ■ | ■ | ■ | ■ |
| | ■ | ■ | ■ | ■ | ■ |
| | ■ | ■ | ■ | ■ | ■ |
| Portable Electronic Devices Use at Unauthorized Times (802) <ul style="list-style-type: none"> Use of cell phones, PDAs, iPods, electronic game devices On the first infraction, students must only be given a warning. Only after the first infraction can the student be subject to Level 1 responses. On the second infraction, parent notification must occur. | ■ | ■ | ■ | ■ | ■ |
| Property Damage, Including Graffiti (806) <ul style="list-style-type: none"> Minor or accidental damage (less than \$50) Damage to another person's or school property (\$50 to \$500) Damage to another person's or school property (over \$500) | ■ | ■ | ■ | ■ | ■ |
| | ■ | ■ | ■ | ■ | ■ |
| | ■ | ■ | ■ | ■ | ■ |
| Refusal to Obey School Policies (807) <ul style="list-style-type: none"> Failure to comply with school rules, regulations, policies or procedures not otherwise defined in the code; includes possession of toy guns that look like toys | ■ | ■ | ■ 1- to 2-day suspension maximum | ■ | ■ |
| School Equipment Use without Permission (807) <ul style="list-style-type: none"> Use of computers, fax machines, phones, etc. | ■ | ■ | ■ | ■ | ■ |
| Serious Bodily Injury (408) <ul style="list-style-type: none"> Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body | ■ | ■ | ■ | ■ | ■ |
| Sexual Assault or Offense (601) <ul style="list-style-type: none"> Forced sexual act School staff is required to refer students to appropriate counseling. | ■ | ■ | ■ | ■ | ■ |

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INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

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| INAPPROPRIATE OR DISRUPTIVE BEHAVIOR | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4* | MUST BE REFERRED TO SCHOOL POLICE |
|--|---------|---------|--|----------|---|
| Sexually-Based Infraction <ul style="list-style-type: none"> Sexual harassment (602) (e.g., unwelcome sexual advances; requests for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature) Sexual activity or sexual misconduct (603) (e.g., indecent exposure, engaging in sexual activity, etc.) (pre-k to grade 4) Sexual activity or sexual misconduct (603) (grades 5 to 12) | | ■ | ■ | | |
| | ■ | ■ | | | |
| | | | ■ | ■ | |
| Tardiness (102) <ul style="list-style-type: none"> Persistent or excessive tardiness to class or school | ■ | ■ | | | |
| Technology Acceptable Use Policy Violation (807) Refer to pages 28-29 of this code for details. | ■ | ■ | | | |
| Threat Against School Personnel, Written or Verbal (403) <ul style="list-style-type: none"> Pre-k to grade 4 Grades 5 to 12 | ■ | ■ | ■ | | |
| | | ■ | ■ | ■ | ■ <small>Only repeat infractions that reach Level 4 may be reported to police.</small> |
| Theft (803) <ul style="list-style-type: none"> Less than \$500 Greater than \$500 (It is recommended that police not be contacted for students in pre-k or kindergarten.) | | ■ | ■ | | |
| | | | ■ | ■ | ■ |
| Tobacco Possession or Use (204) School staff is required to refer students to appropriate substance abuse counseling. | ■ | ■ | | | |
| Trespassing (804) <ul style="list-style-type: none"> Being on school property without permission, including while suspended or expelled; includes breaking and entering | | | ■ | ■ | ■ |
| Unauthorized Sale or Distribution (805) (e.g., unauthorized or unapproved selling or distributing of goods not otherwise included in this code) <ul style="list-style-type: none"> Items with little monetary value (under \$50) Items with significant monetary value | ■ | ■ | | | |
| | | ■ | ■ | | |
| Verbal or Physical Threat to Student (404) <ul style="list-style-type: none"> Threatening or aggressive language or gestures directed toward another student | ■ | ■ | ■ <small>1- to 2-day suspension maximum</small> | | |
| Weapons, Firearms and Explosives (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community) <ul style="list-style-type: none"> Explosives (503, 893) (possession, sale, distribution, detonation or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substances or combination of substance or articles, other than a firearm) Firearms (301, 893) (possession of a firearm as defined in 18 USC 921 of the federal code—e.g., handguns, rifles, shotguns and bombs) Other guns (302, 893) (possession of any gun, of any kind, loaded or unloaded, operable or inoperable, including any object that is a look-alike of a gun, other than a firearm—e.g., BB guns, pellet guns, water guns, etc.) Other weapons (303, 893) (possession of any implement which could cause bodily harm, other firearm, or other gun) Expulsion for no less than one calendar year is mandated by state law for firearms violations, but can be modified on a case-by-case basis by City Schools’ CEO | | | | ■ | ■ |
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*Expulsions may be permanent for serious offenses.

DRESS CODE

School-Level Implementation of the Dress Code

If the school does not have a uniform policy, generally speaking, students may dress in any style they desire, but there are restrictions:

- 1 The style of clothes that a student wears may not endanger him, her or other students.
- 2 The style of clothes worn may not disrupt the daily school routine.
- 3 Students may be required to wear certain types of clothing, usually for safety reasons, while participating in classes such as physical education, shop, chemistry, etc., or in curricular and extracurricular classes or activities such as band, choir, dance, drama and theater.

See also specifics of the dress code in what follows.

Students are responsible for keeping themselves and their clothes neat and clean. Students may wear their hair in any style they choose, provided the hair is kept neat and clean.

School Uniforms

School uniforms may be required in some schools. In schools where uniforms are required, students are expected to be in uniform to be considered a citizen in good standing in the school community. If there are issues with obtaining uniforms, parents or guardians should contact the school.

Dress Code Specifics

The dress code addresses issues related to the safety of students. The dress code represents a cooperative effort between the Board, the CEO, school staff and principals, teachers, unions, parents and students.



Bedtime Apparel: No pajama-type attire, undershirts or other bedtime attire is allowed during the school day or during school-sponsored activities.

Footwear: Footwear such as slippers, thongs, “Heelys” and flip-flops are not allowed during the school day or during school-sponsored activities.

Fur and Leather: No real or imitation leather, fur or animal-skin jackets, coats, vests, pants or skirts are allowed.

Headwear: No hats, hair rollers or hair curlers are allowed during the school day or during school-sponsored activities.

Jewelry: Because theft and loss are school security concerns, the wearing of jewelry in schools is prohibited.

Prohibited items:

- ◆ Metal chains, ropes, necklaces, bracelets and rings
- ◆ Large or extravagant earrings
- ◆ Multi-fingered rings

Exceptions:

- ◆ Wedding rings for married students (these students will have to supply proof to the school of their marriage)
- ◆ School rings
- ◆ Nonvisible metal religious items
- ◆ Medical identification bracelets

Pants: Pants should be worn appropriately at the waist, without undergarments showing.

Printed Matter on Clothes: Apparel with vulgar statements or statements promoting illegal drugs, alcohol, sex, violence or gangs is not allowed.

Shorts, Skirts and Tops: Shorts and skirts may not be shorter than fingertip length. Halter tops, tank tops, spaghetti straps, muscle shirts or see-through tops are not allowed.

Sweatpants and Other Athletic Attire: No sweat pants or jogging pants with elastic at the bottom of the legs are allowed. No elastic fabric sportswear is allowed.

Torn Clothing: No clothing designed or altered to expose undergarments or parts of the body except arms or legs is allowed.

Underwear: No undergarments worn as outerwear are allowed. Clothing should be worn so that undergarments, including boxer shorts, thongs or bras, are not exposed.

INTERNET SAFETY/ACCEPTABLE USE OF TECHNOLOGY POLICY

(*Note:* The following is a summary of the policy pending approval by the Baltimore City Board of School Commissioners as this Code of Conduct was being prepared in July 2011. Visit www.baltimorecityschools.org for the latest information and updates.)

The Internet Safety/Acceptable Use of Technology policy is designed to guide safe and appropriate use of technology in and by City Schools to benefit and support student learning. City Schools students should understand that

- ◆ Use of City Schools' communications systems is for educational purposes only
- ◆ Students can have no expectation of privacy in the content of their personal files or any activity when using City Schools' communications systems
- ◆ As required by law, City Schools filters, screens and blocks some Internet sites to prohibit access to content that is offensive, objectionable or unsuitable for use in school settings

When using City Schools' communications systems, students have the responsibility to

- ◆ Behave in an efficient, effective, ethical and lawful manner
- ◆ Strive for the highest level of politeness and courtesy in online communication
- ◆ Protect their privacy by restricting access to online profiles or related commentary

Violations

The following are violations of City Schools' Internet Safety/Acceptable Use of Technology Policy and can result in disciplinary action (including loss of a student's privileges to use City Schools' communications systems, related technology and electronic information) or legal consequences. Please note that this list is not exhaustive.

- ◆ Unauthorized use of a computer account
- ◆ Sharing or revealing City Schools account passwords
- ◆ Using any City Schools network to gain or attempt to gain unauthorized access to any computer system



- ◆ Misrepresenting the user's identity or City Schools in an electronic correspondence
- ◆ Creating, exchanging, publishing or otherwise distributing in public forums and open communication tools to third parties any of the following: product advertisements, political lobbying or religious promotion, or any other global communication that is disruptive to City Schools operations; confidential City Schools information to unauthorized people or violating City Schools' data protection policy; otherwise using the Internet in a way that increases City Schools' legal and regulatory liability
- ◆ Connecting unauthorized equipment to any part of the City Schools network
- ◆ Unauthorized attempts to circumvent data protection, uncover security loopholes or decrypt secure data
- ◆ Using software or websites (often called "anonymizers") that attempt to hide Internet activity for the purpose of evading monitoring
- ◆ Deliberately or carelessly performing an act that will interfere with normal operation of City Schools computers or communications systems
- ◆ Deliberately or carelessly installing or running a program that damages or places excessive burden on City Schools' communications systems
- ◆ Deliberately wasting or overloading computer resources
- ◆ Violating terms of applicable software licensing agreements or copyright laws
- ◆ Violating copyright laws and their fair use provisions through inappropriate reproduction or dissemination of copyrighted text, images, audio, video, etc.
- ◆ Using the City Schools communications systems to create, access or distribute information that is intimidating, sexually suggestive or otherwise illegal, harassing and/or inappropriate
- ◆ Using the City Schools communications systems to engage in cyberbullying or to harass or threaten others
- ◆ Initiating or propagating electronic chain letters
- ◆ Inappropriate mass e-mailing
- ◆ Forging the identity of a user or machine in an electronic communication
- ◆ Transmitting or reproducing materials that are slanderous or defamatory or that otherwise violate existing laws and regulations
- ◆ Displaying or downloading obscene, lewd or sexually harassing images, text or audio
- ◆ Attempting to monitor or tamper with another user's electronic communications or reading, copying, altering or deleting another user's files or software without appropriate consent
- ◆ Using City Schools' computing or network facilities to conduct activities that are not related to an educational purpose

GLOSSARY OF TERMS

Academic Dishonesty

Providing, receiving or viewing answers to quiz or test items or independent assignments; having out or using books, notes or notebooks during a test without permission from a staff member.

Attack on Student

A student or students sets upon another student in a forceful, hostile or aggressive way without warning or provocation; this includes behavior commonly referred to as “banking.”

Bomb Threat

The making of threats or providing false information about the presence of explosive materials or devices on school property without cause in writing, in person or by phone, including text messaging.

Bullying

Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school.

Cell Phone Misuse

Use, activation or display of cell phones, camera phones, video phones or other communication devices during the school day or on school buses.

Community Service

An unpaid service for the benefit of the public that is performed as part (or all) of the consequence for committing an infraction.

Computer Misuse

Any unauthorized or inappropriate use of computers, including the Internet, specific programs or hacking.

Conference

A communication that takes place face to face or by telephone.

Consequence

A result that follows from an action or condition.



Criminal Behavior

Any behavior that is considered an infraction against the law.

Cutting Class

Unlawful absence from a class or school activity.

Cyberbullying

The use of information and communication technologies—e-mail, cell phones, pagers, text messages, instant messages, personal websites or blogs, personal polling sites or a combination of these—to support deliberate, repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others.

Dangerous Implements

Any implement or substance used as a weapon to inflict bodily harm, including any object or implement capable of causing harm or used in such a way as to cause harm to another; this includes but is not limited to laser pointers, pencils and scissors.

Demonstration and Mass Protest

Willful disturbance of school activities through a march or rally that prevents the orderly conduct of school classes and activities.

Destruction of Property or Vandalism

Damage, destruction or defacement of property belonging to the school or others.

Disrespect Toward Others

Inappropriate comments or physical gestures toward others.

Ethnicity or National Origin Harassment

A negative act or verbal expression toward an individual or group of persons of the same race or national origin who share common or similar traits, languages, customs and traditions, based upon race, national origin, language, customs and traditions.

Loss of Privileges

As a consequence of a violation of City Schools’ Code of Conduct, a student can lose the right to participate in school events and activities, including participation in graduation and senior activities (if the behavior warrants this consequence, only monies paid as senior dues for the missed activity will be refunded).

Makeup Work

When students are removed from class because of inappropriate or disruptive behavior, school staff must provide students with missed assignments and the opportunity to make up those assignments without penalty. Students with Individualized Education Programs (IEPs) and 504 plans have additional protections that may require full IEP implementation, not just homework packets. School staff should refer to their *Administrator’s Student Discipline Handbook* and the *Baltimore City*

GLOSSARY OF TERMS

Public Schools Special Education Compliance Manual for more information on the discipline of students with disabilities.

Poisoning

Putting any substances in another person's food or drink that poisons or contaminates that food or drink, or on a person's body that causes injury or harm, or would likely cause injury or harm, to the person.

Positive Behavior Interventions and Supports

Positive Behavior Interventions and Supports is a schoolwide behavior management framework that has a three-tier model of prevention and intervention (Tier 1, universal; Tier 2, targeted; Tier 3, intensive). This initiative has been sponsored statewide by the Maryland State Department of Education, Sheppard Pratt Health Systems and the Johns Hopkins University School of Public Health's Center for the Prevention of Youth Violence. Some City Schools have been implementing the framework since 2005.

Positive Behavior Interventions and Supports are developed at the school level by school staff, principals and students to create a positive culture and climate with consistent high expectations for behavior, incentives and consequences. By creating a school-wide system for these structures, Positive Behavior Interventions and Supports help adults and children have a common understanding of the behavioral expectations for all individuals. Additionally, through the use of data and regular meetings, the Positive Behavior Interventions and Supports team within the school can tailor systems to better meet the needs of students. Parents and guardians are encouraged to serve on their school's Positive Behavior Interventions and Supports team.

For more information about Positive Behavior Interventions and Supports, please contact your school or the Office of Student Support and Safety at 443-642-3800.

Project Security Clearance Overview and Preparation Education (SCOPE)

It is important for students and parents to understand how a student's behavior can affect future eligibility for careers. Project SCOPE provides students (grades 7-12) and parents with information regarding maintaining security clearance eligibility, while enabling educators and business mentors to share knowledge regarding key career fields for future employment. For more information about Project SCOPE, contact your school guidance counselor.

Racial Harassment

A negative opinion or verbal expression toward an individual or a group of persons who possess common physical characteristics (i.e., color of skin, eyes, hair and facial feature genetically transmitted by descent and heredity) that distinguish them as a distinct division of human kind, based on these physical characteristics.

Religious Harassment

A negative opinion or verbal expression toward an individual or group of persons, who possess common religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being, based on religious beliefs.

Reportable to Police

Certain offenses require police reports while reporting of others depends on whether the activity is considered criminal behavior. Police reports are required when an offense is illegal or causes injury to persons. *See also* School Police.

Restitution

Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service.

School Police

City Schools' Code of Conduct identifies certain inappropriate or disruptive behaviors that may be considered a danger to the health, safety and welfare of the school community. When these behaviors occur, City Schools Police must be notified. If school staff or principals are unsure of whether to contact school police, they should contact the City Schools' Office of Suspension Services at 410-396-8643. If and when school staff or principals take steps to contact school police, parents or guardians of the affected student must be notified immediately. *See also* Reportable to Police.

To report illegal or undocumented suspensions or concerns regarding school safety, call 410-396-SAFE (7233).

School Uniform Policy

A mandatory school-based uniform policy is one in which the school prescribes a standard uniform and requires all students to participate.

Sexual Activity

Inappropriate behavior of a sexual nature while on school grounds or during school-sponsored activities, including but not limited to indecent exposure, consensual sexual contact, oral sex or possession of sexually explicit material.

Sexual Assault

Physical sexual act by force or threat of force against a staff member or another student, including inappropriate touching.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors or other inappropriate verbal, written or physical conduct of a sexual nature, directed toward others.

GLOSSARY OF TERMS

Sexual-Orientation Harassment

A negative opinion or attitude toward an individual or group of persons based on their sexual attraction toward or responsiveness to members of the opposite or same sex.

Stealing

Taking or attempting to take property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use. *See also* Theft.

Student Searches

Under Maryland Education Article, Section 7-308, a principal, assistant principal or school security guard may make a reasonable search of a student on school premises, or on a school-sponsored trip. The searcher must have a reasonable belief that the student has in his or her possession an item of which the holding is a criminal offense under state law, or under a rule or regulation of the Baltimore City Board of School Commissioners. The search shall be made in the presence of a third party.

The Board may authorize a teacher to make a reasonable search of a student on a school-sponsored trip if the teacher has a reasonable belief that the student has in his or her possession an item, the possession of which is a criminal offense under the laws of this state or a violation of any other state law, or of a rule or regulation of the Board. The search shall be made in the presence of a third party. To qualify to conduct this search, the teacher shall be designated in writing by the principal and receive training to conduct a search commensurate with the training received by a principal.

The principal, assistant principal or school security guard may also search the physical plant of a school and its furnishings and equipment, including the lockers of students. There is no need for probable cause. The right of the school official to search lockers shall be previously announced in, or published by, the school.

Tardiness

Arriving late to school or class.

Teen Court

A merger of courthouse and classroom hearings for misdemeanor crimes including, but not limited to, minor assault, disorderly behavior, minor theft, alcohol and tobacco offenses and trespassing.

Theft

Taking or obtaining the property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use. *See also* Stealing.

Tobacco Violations

Possession, use, sale or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco or smokeless tobacco.



Trespassing

Being on school property without permission, including while suspended or expelled; includes breaking and entering.

Unsafe Action

Any action that has the potential to cause danger or physical harm to self or others, including the reckless use of a vehicle.

Weapon (including look-alikes and ammunition)

A weapon is, by way of illustration and without limitation, one of the following.

- ◆ Firearm: A firearm as defined in 18 U.S.C. 921 of the federal code. Examples include handguns, rifles, shotguns and bombs. Refer to the federal code for the complete definition.
- ◆ Other guns: Any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm that looks like a gun. This shall include but is not limited to a pellet gun, paintball gun, stun gun, taser, BB gun, flare gun, nail gun and airsoft gun.
- ◆ Other weapons: Any implement that could cause or is intended to cause bodily harm, other than a firearm or other gun. This shall include, but is not limited to, a switchblade knife, hunting knife, star knife, razor (including straight or retractable razor), brass knuckles, box cutter, nunchuck, spiked glove, spiked wristband, any mace derivative, tear gas device or pepper spray product.
- ◆ Weapon used to cause bodily harm or injury: Use of a weapon to injure any person on school property or while involved in a school-sponsored activity.

Youth Crisis Hotline

The Maryland Youth Crisis Hotline is a 24-hour toll-free hotline (1-800-422-0009) designed to meet the needs of troubled young persons and youth in crisis. The hotline provides help for problems such as drug and alcohol abuse, physical and sexual abuse, depression, loneliness, relationship difficulties and many other issues.



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