Student Code of Conduct

Baltimore City Public Schools

200 E. North Avenue
Baltimore, MD 21202
www.baltimorecityschools.org
443-984-2000
NOTICE OF NONDISCRIMINATION

Baltimore City Public Schools (“City Schools”) does not discriminate in its employment, programs, and activities, based on race, ethnicity, color, ancestry, national origin, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy / parenting status, disability, veteran status, genetic information, age, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community’s long-standing efforts to create, foster, and promote equity and inclusion for all. Some examples of discrimination include acts of hate, violence, harassment, bullying, or retaliation. For more information, see Baltimore City Board of School Commissioners Policies JBA (Nondiscrimination – Students), JBB (Sex-Based Discrimination – Students), JCK (Bullying, Harassment, or Intimidation of Students), ACA (Nondiscrimination – Employees), ACB (Sexual Harassment – Employees), and ACD (ADA Reasonable Accommodations), and the accompanying City Schools Administrative Regulations. City Schools also provides equal access to the Boy/Girl Scouts and other designated youth groups.
The Baltimore City Public Schools’ Student Code of Conduct 2020-21 was written in accordance with the policies of the Baltimore City Board of Commissioners - including the Behavioral Interventions and Student Discipline Policy (Board Policy JKA) - and with CEO administrative regulations and Maryland law and regulations. The Code of Conduct was developed to provide levels of disciplinary responses to reduce the severity of an incident, while also focusing on ways to redirect behavior and teach students appropriate responses and behaviors. Disciplinary responses should promote positive relationships, student learning and responsibility, and the adoption of prevention and intervention support strategies. The use of suspensions and expulsions as disciplinary measures is a last resort and, when employed, should be implemented in a way that minimizes the time that students spend out of the classroom. All stakeholders, including students, student staff, families, and community partners, are entitled to a safe, supportive, positive, and orderly learning environment.

Student Wholeness

Building a Generation: City Schools’ Blueprint for Success identifies the promotion of student wholeness as a foundational priority, with a vision of inspiring students to reach their full potential and pursue their passions and interests. To make this possible, schools are working to provide engaging, safe, and supportive environments that foster well-being and meet students’ academic, social, emotional, and physical needs. When students feel safe and supported, they are interested in what they are learning and find it purposeful, when their curiosity is engaged and they are motivated, and when they improve. Success: Schools provide opportunities for students to explore their interests, with enriching activities both in and out of the classroom. They also create positive school cultures where students have the confidence to explore their strengths and opportunities. Schools with positive cultures also have the following characteristics:

- Effective leadership that creates and communicates clear expectations, communicates openly and honestly, is accessible and supportive of school staff professional and leadership, and supports students in acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions
- Positive relationships with all stakeholders – students, parents, teachers/staff, school police, and community partners
- Training and resources that provide social, emotional, and academic support, and positive interventions designed to support students problem solve, develop appropriate school and classroom behaviors, and reduce the need for classroom removal or school police intervention
- Professional supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes or communities
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs
- Effective and responsive communication among schools, parents, and communities
- Clean, well-maintained, and welcoming environments that clearly demonstrate school pride and a love of learning
- A learning environment where students and staff feel physically and emotionally safe

One key focus of City Schools’ student wholeness strategy is the cultivation of social and emotional learning (SEL). Schools will support students in developing the core SEL competencies of self-awareness, responsible decision-making, relationship-building, social awareness, and self-management. The cultivation of student wholeness also includes the adoption of restorative approaches – including conflict resolution, mediation, circle processes, restorative conferences, trauma-informed care, positive behavioral intervention supports, and rehabilitation – that assist in building positive communities based on the premise that open, respectful communication helps to reduce conflict. When conflict does occur, restorative approaches encourage students to focus not on punishment, but on the harm caused and the need to repair relationships. The integration of social and emotional learning and restorative approaches throughout the culture and practices of schools will help cultivate safe and positive educational environments that foster social and emotional well-being, while reducing the incidence of negative behaviors.

Visit www.baltimorecityschools.org/blueprint to learn more about student wholeness as part of City Schools’ blueprint.

Code of Conduct Principles for Student Behavior

The Code of Conduct 2020–21 is based on five principles that articulate City Schools’ expectations for student behavior:

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

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

Shared Expectations for Safe and Supportive Learning Environments

Expectations for Students

- Build and maintain positive relationships with all stakeholders, students among assignments to the best of my ability
- Seek developmentally-appropriate opportunities to co-construct knowledge, assume leadership roles, and participate in activities that will improve the classroom and school climate
- Be proactive in promoting and valuing a positive, supportive, safe, and welcoming environment for all students and staff
- Be respectful and courteous to fellow students, parents/ guardians, school staff
- Be knowledgeable about discipline policies, regulations, and rights
- Follow school rules and policies, and make every reasonable effort to participate actively in any community, school, or educational interventions or opportunities
- Recognize when my actions affect other students and school staff, and make every reasonable effort to restore any relationships negatively impacted by my behavior and actions
- Seek to make a complete make-up work while out of school for disciplinary reasons to prevent learning loss
- Avoid participating in any activity or behavior that intentionally or unintentionally causes harm to myself or others
- Share ideas and strategies for improving discipline policies and practices
- Seek developmentally-appropriate opportunities to co-construct knowledge, assume leadership roles, and initiate and lead activities to improve the classroom and school community

Expectations for Administrators and School Staff

- Be knowledgeable about discipline policies, regulations, and available resources to support students
- Prepare engaging lessons that meet the needs of diverse learning styles
- Support students’ backgrounds with regard to, but not exclusive to, culture, race, orientation, and gender identity or expression
- Provide opportunities for students to be recognized and eliminated disproportionality in discipline, and administrators discipline rules fairly, consistently, and equitably
- Reward and acknowledge the positive and appropriate conduct of students
- Make every reasonable effort to help keep students in school, and implement a graduated consequences approach so that discipline is administered in a progressive fashion - the lowest possible response is used to address each incident of misbehavior as much as possible, and that response is used when behavior is repeated, inappropriate
- Communicate with and respond to parents/guardians in a timely manner, and in a way that is accessible and easily understood
- Provide opportunities to receive training and professional development as it relates to student discipline, restorative practices, and classroom management
- Provide students who are suspended or expelled from school with make-up work and allow them to complete the work for credit, so they do not fall behind academically
- Share and promote best practices and resources to facilitate parent and family engagement, specific to social emotional learning and wellbeing initiatives

Expectations for Families (Parents & Guardians)

- Be knowledgeable about discipline policies, regulations, and available resources to support students
- Provide students who are suspended or expelled from school with make-up work and allow them to complete the work for credit, so they do not fall behind academically
- Share and promote best practices and resources to facilitate parent and family engagement, specific to social emotional learning and wellbeing initiatives
- Make every reasonable effort to help my children access support programs and interventions designed to improve his/her conduct, including but not limited to counseling, after-school programs, and academic tutoring
- Make every reasonable effort to help my children access support programs and interventions designed to improve his/her conduct, including but not limited to counseling, after-school programs, and academic tutoring
- Support and maintain students in their classrooms, schools, and communities
- Provide students who are suspended or expelled from school with make-up work and allow them to complete the work for credit, so they do not fall behind academically

Expectations for Community Partners

- Support strategies with school staff that assist in promoting a safe and welcoming culture and environment within and around the school community
- Respect the rules that have been developed specifically for the school and community
- Work with the school community and staff in maintaining order in the area surrounding the school
- Provide resources (human, financial, etc.) to support the success of school stakeholders
- Contribute to the well-being of stakeholders in and around the school community
- Foster formal and informal mentorship opportunities for students
- Establish and maintain positive relationships with all students
- Engage directly with school stakeholders to discuss plans to accelerate academic and socio-emotional growth, as well as plans to address educational inequities (structural, programmatic, linguistic, cultural)
- Integrate opportunities to build relationships that are safe, positive, and culturally responsive
Application of the Code of Conduct

The Code of Conduct applies to students at all times while participating in City Schools’ learning environments (traditional and/or virtual), on City Schools’ property, at any school-sponsored activity (including athletic contests and field trips), and while traveling to and from school or any school-sponsored events. In these instances, City Schools may utilize interventions and responses to create and sustain a learning environment (traditional and/or virtual) that facilitates all students’ efforts to learn, including but not limited to the behavior, mediation, mindfulness, and suspension/expulsion. Other incidents that occur off school grounds, with exception, are typically not addressed by City Schools or its Student Code of Conduct unless the behavior undermines relationships at school or substantially disrupts the school learning environment (traditional and/or virtual) and threatens the safety and climate of others within a school community. In these instances, the CEO or CEO’s designee has the authority to approve and/or administer interventions and disciplinary responses in accordance with the Student Code of Conduct.

Students with Disabilities

City Schools is committed to eliminating the disparate impact of discipline on students with disabilities. Additional steps must be taken when students with disabilities, including those with Individualized Education Programs (IEP) and Section 504 Plans, are disciplined. The Code of Conduct requires principals and school staff to follow Board policies, CEO administrative regulations, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student’s disability), conducting Functional Behavioral Assessments (FBA), and developing Behavioral Intervention Plans (BIP). If a student with an IEP or 504 Plan is suspended or expelled for more than 10 school days in one school year, the IEP or Section 504 team must meet within 10 school days for a manifestation meeting. At the manifestation meeting, the IEP or Section 504 team will determine whether the student’s conduct was a manifestation of the student’s disability. If the team determines that the behavior is a manifestation and the incident did not involve a weapon, drugs, or serious bodily injury, then the student will be permitted to return to school. The student will also be returned to school if the team determines that the behavior is a direct result of City Schools’ failure to implement the student’s IEP. Inappropriate behaviors related to a student’s disability will be addressed through the IEP and Section 504 process to ensure that the student receives services and modifications designed to prevent the behavior’s recurrence. Students with IEPs who are not returned to the school building are entitled to the services necessary to allow them to progress in the general curriculum and advance toward achieving their IEP goals.

Commitment to Non-discrimination and Equity

City Schools is committed to using the Code of Conduct equitably and without discrimination based on a student’s race, color, ancestry or national origin, sex, sexual orientation, gender identity, gender expression, marital status, disability, veteran status, genetic information, age, or religion. Furthermore, City Schools takes responsibility and action for removing, and actively repairing inequities to ensure positive, educational outcomes for children. This district owns its role in creating and implementing policies and practices that have resulted in predictably lower academic and graduation outcomes and disproportionate disciplinary action, for students of color than for their white peers. City Schools recognizes that these disparities contradict the beliefs and values articulated about what students can achieve and the role of adults in ensuring conditions for success.

Role of School Police

The Baltimore City School Police Force exists to ensure that students and staff are safe and that the learning environment is orderly. Officers work to build positive relationships with students to help ensure the safety of the entire school community. School administrators handle disciplinary interventions for students’ behavioral infractions. School police will not be involved in matters of routine discipline, since police intervention is designed to be exercised as a last resort. If an imminent threat of serious harm cannot be abated and it is determined that police intervention is necessary to resolve the situation, students will be afforded all relevant due process rights guaranteed under federal, state, and local law. For police assistance for a non-emergency, school police should be contacted at 410-396-8588. In an emergency, 911 should be dialed first and school police should be contacted immediately thereafter. For complaints involving the Baltimore City School Police Force, please contact the Internal Affairs at 410-545-1933 and/or the Civilian Review Board of Baltimore City at 410-396-3141 or complete a School Police Complaint Form (www.baltimorecityschools.org/school-police).

Definitions of Disciplinary Responses

When students are disruptive or act inappropriately, school staff and principals should respond restoratively, rationally, appropriately, consistently and with equity in mind. The 2020-21 Code of Conduct describes 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. Principals and school staff can use only the levels suggested for each behavior. Administrators and staff must consider all relevant circumstances, including the students’ motivation, past discipline record, disability status, and personal circumstances that may have exacerbated the behavior, before selecting an appropriate intervention.

In certain circumstances, disciplinary responses that remove students from the classroom or school environment (as described in the following list) may be necessary. In these cases, City Schools’ goal is to make sure that students continue their education, receive appropriate educational services, learn strategies to replace inappropriate behaviors, and correct any harm they may have caused to others. Administrators should use the lowest level response that is appropriate for the behavior. Out-of-school discipline should be used as a last resort, after other interventions have been utilized. The duration of any suspensions, expulsions, and alternative settings/placements should be limited to the fewest days necessary to reach the disciplinary goal.

- In-school Suspension: The removal of a student within the school building from his or her regular school program by the CEO or the CEO’s designee for 45 school days or more. A student may be recommended for expulsion if an extended suspension is inadequate to address the behavior and the student’s presence in school constitutes an imminent threat of serious harm to other students or staff. 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: A school site that enables students in general education to receive the services needed to improve their behavior while continuing to access the appropriate academic curriculum. A student may receive an alternative educational placement in order to receive educational services during an extended suspension or expulsion. The placement may range from 11-44 days if the student’s return to his or her regular education program would pose an imminent threat of serious harm to students or staff, or cause a chronic and extreme disruption of the educational process. The placement may be for 6-29 days or more only if the student’s return to school would pose an imminent threat of serious harm to students or staff. Students will receive, as appropriate, behavioral intervention services to address the behavior violation that resulted in the alternative educational placement.
- Alternative educational setting: A school site that enables students with IEPs to receive educational services, including the services and modifications listed on their IEPs, so that the students can continue to participate in the general education curriculum and progress toward meeting their IEP goals. Students will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not reoccur. Students with IEPs may be placed in an alternative educational setting only if a manifestation meeting is held and the behavior is determined to not be related to the student’s disability. Students with IEPs may also be placed in an alternative educational setting (for no more than 45 days), after holding

<table>
<thead>
<tr>
<th>Type of Suspension</th>
<th>Duration</th>
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<tr>
<td>Short-term suspension</td>
<td>11-44 school days</td>
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<tr>
<td>Long-term suspension</td>
<td>45 school days or more</td>
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Extended suspension: The removal of a student from school for a period longer than 10 school days but not more than 44 school days by the CEO or the CEO’s designee. A student may be referred for extended suspension if (1) his or her presence in school presents an imminent threat of serious harm to other students or staff, or (2) the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavior and disciplinary interventions have been exhausted.

- Expulsion: The removal of a student from his or her regular school program by the CEO or the CEO’s designee for 45 school days or more. A student may only be recommended for expulsion if an extended suspension is inadequate to address the behavior and the student’s presence in school constitutes an imminent threat of serious harm to other students or staff. An expulsion may be permanent if the behavior results in serious injury or places others in substantial risk of serious injury or death.
a suspension conference at district office, if they engage in one of the following behaviors while at school, on school premises, or at a school function: (1) carrying or possessing a weapon; (2) knowingly possessing or using an illegal drug; (3) selling or soliciting the sale of a controlled substance; or (4) inflicting serious bodily injury on another person.

- **Imminent Threat of Serious Harm**: A likely or immediate danger of negative and significant impact on physical, emotional, or psychological wellbeing.

- **Restorative Approaches**: Practices conducted in a whole-school ethos or culture that supports peacemaking and solves conflict by building a community and addressing harm in a school setting and targeted help to students in need. This is equity social emotional competencies, and providing supporting and guiding educators, addressing unique supports needed to be successful learners and (3) help build a sense of belonging, safety, and social responsibility in the school community.

### Behavioral Foundations for Early Learners

City Schools' early learning programs are the first step on the path towards school success, and provide the necessary foundation for a solid start in school and life. Aligned with the Maryland State Department of Education (MSDE), the district is committed to ensuring that all children receive the unique supports needed to be successful learners by creating healthy and safe school environments, supporting and guiding educators, addressing social emotional competencies, and providing targeted help to students in need. This is equity in action. In supporting the developmental needs of early learners, City Schools generally prohibits the suspension and expulsion of prekindergarten, kindergarten, first, and second grade students, subject to exceptions.

- **Students (Pre-K to Grade 2)** may not be expelled unless they are found to be in violation of federal law (i.e., Gun Free Schools Act, etc.).

- **Students (Pre-K to Grade 2)** may be suspended for up to five days, only if the school administration, in consultation with a school psychologist or mental health professional, determines that there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through interventions and supports.

- **If a student (Pre-K to Grade 2)** is subject to a suspension or expulsion, the principal or school administrator must personally contact the student’s parent or guardian, and follow due process procedures outlined in City Schools’ administrative regulations concerning student discipline.

### Procedures for Extended Suspensions and Expulsions

The Office of Suspension Services represents the CEO in processing long-term suspension, extended suspension, and expulsion decisions. Listed below are the procedures that will be followed in cases of extended suspensions (11-44 days) and expulsions (45 days or more).

- **The school must submit a written report to the Office of Student Conduct & Attendance when recommending an extended suspension or expulsion.** This report will be made available to the student and family upon written request received 24 hours before a suspension conference. If such request is received, the packet will be provided at least one hour prior to the suspension conference.

- **A suspension conference will be scheduled at the district office for students and families within 10 school days of the first day of removal.** If the conference is not held within 10 school days, the student will be allowed to return to their regular educational program unless there is a finding that the student’s return would pose an imminent threat of serious harm to other students or staff.

- **When a school suspends a student with an IEP or a 504 plan for more than 10 consecutive or cumulative school days, an IEP or 504 team manifestation meeting must also be held within 10 school days of the first day of removal.** The purpose of this meeting is to determine whether the conduct, which resulted in disciplinary action, is a manifestation of the student’s disability, or a result of the team’s failure to implement the IEP or 504 plan.

- **The Office of Student Conduct & Attendance will render a final decision on the disciplinary action after the suspension conference within the first 10 days of the suspension and provide written notification to the student and family.** The written notification will include the student’s appeal rights (see below).

- **If the Office of Student Conduct & Attendance does not render a final decision on the disciplinary action within the first 10 days of the suspension, and provide written notification to the student and the family, then the student shall be allowed to return to school unless the CEO or the CEO’s designee determines that the student’s return would pose an imminent threat of serious harm to other student or staff, and written notice is provided to the parent or guardian providing the reason for delay.

- **Students will be admitted to school on the assigned reinstatement date, regardless of whether parents/guardians have attended a reintegration conference with the school principal.** Students can return to their regular educational programs once all of the conditions of their suspension or expulsion are met.

### Appealing an Extended Suspension or Expulsion Decision

In accordance with Board policy, students and families have a right to appeal an extended suspension or expulsion within 10 days after receiving the final decision on the disciplinary action. The Board of School Commissioners will render a written decision within 45 days from receiving the appeal. If this decision is not made within 45 days, the student will be allowed to return to school unless there is a finding that the student’s return would pose an imminent threat of serious harm to other students or staff.

### Student and Family Rights with Respect to all Suspensions and Expulsions

Listed below are student and parent rights that are relevant to school discipline.

- **Students have a right to receive a free and appropriate public education.** Students have the right to enjoy peaceful and meaningful freedom of speech, press, assembly, and religion on school property and at school-sponsored events.

- **Students may not be excluded from their regular school program or denied instructional time (more than 59 minutes per day) in the absence of a documented, official, disciplinary intervention (i.e. suspension, expulsion, alternative educational placement, or alternative educational setting).**

- **Schools may not contact parents to pick up students or seek permission from parents to send students home for behavior that does not merit a suspension under the Code of Conduct.** Likewise, parents should not grant the school permission to exclude their children from their classes without an official suspension.

- **Students cannot be suspended for more than three consecutive school days without the CEO’s (or CEO designee’s) approval.**

- **Behaviors that should not result in suspension include, but are not limited to, cutting class, unexcused absences, or failing to wear a student uniform.**

- **Students are entitled to a conference with the principal at the time when a decision is made to remove them from the classroom or school for disciplinary reasons.** Students are also entitled to receive written notification of why they are being removed from the classroom or school for disciplinary reasons.

- **Students must be given an opportunity to tell their side of the story before a decision is made to place them in in-school, short-term, long-term, or extended suspension or expulsion.**

- **Parents/guardians will be provided written notification any time their child is removed from the classroom or school for disciplinary reasons.** School staff will make diligent efforts to contact the family by telephone, email, or text message (if permission has been secured) when excluding a student from the classroom or school.

- **Students are entitled to make up classwork and assignments for full credit and without penalty when they are excluded from school for any period of time.** Each school shall assign a school staff liaison between the suspended student and teachers to support this process. The school staff liaison will communicate weekly about classwork and assignments, and school-related issues with all students suspended for more than three days. Teachers are required to provide students all daily classwork, assignments, and will correct and return all completed work to students on a weekly basis. Students are responsible for completing classwork and assignments in a timely manner.

- **Students will be reintegrated into the school community once the conditions of a suspension or expulsion are met.** Schools should develop a process (i.e., reintegration conference, restorative circle, etc.) that supports the positive transition of a student back into the school and classroom, including, where needed, to address harm that may have been caused by the student’s behavior and rebuild relationships with those affected.
Levels of Intervention and Disciplinary Response

City Schools recognizes the effectiveness of restorative approaches and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate students about the harm caused by their actions while seeking to reunite them with the school community.

The categories shown are designed to guide teachers and administrators in using appropriate interventions and responses at all grade levels to teach and motivate students to exhibit positive behaviors.

**LEVEL 1 — Teacher interventions and responses**

These interventions aim to correct behavior so students can learn and demonstrate safe and respectful actions. Teachers are encouraged to implement a variety of teaching and classroom management strategies.

- Contact parent via telephone, email or (if permission to do so has been secured) text message
- Verbal correction
- Reminders and redirection (e.g., role-play)
- Written reflection or apology
- Seat change
- Parent or guardian conference
- Daily progress sheet on behavior
- Establish buddy teacher system

**LEVEL 2 — Administrator interventions and responses**

These interventions shall involve the school administrators who aim to correct behavior by stressing the negative impact of the behavior while keeping the student in school.

- Parent or guardian notification
- Change in schedule or class
- Restorative approaches (i.e., small impromptu conversations, circle processes, restorative questions, responsive circles)
- Loss of privileges
- Behavior contracts
- Invitation for parental shadow
- Restitution (monetary or service-based)
- Detention (before or after school) with parent or guardian consent
- Mindfulness

**LEVEL 3 — Short-term suspension and referral responses**

These interventions shall involve the removal of a student from the school environment for up to three days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.

- Parent or guardian notification
- Short-term suspension (1-3 days)
- Restorative approaches including formal conferencing, conflict solution, and/or community reintegration planning
- Development of or revision to student support team plan
- Referral to a twilight or credit recovery program
- Referral to IEP team or 504 team for manifestation

**LEVEL 4 — Long-term suspension and referral responses**

These interventions shall involve the removal of a student from the school environment for a period ranging between 4 and 10 school days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while adequately addressing the behavior.

- Parent or guardian notification
- Long-term suspension (4 to 10 days)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Development of or revision to student support team plan
- Restorative approaches including formal conferencing, conflict solution, and/or community reintegration planning
- Referral to an appropriate after-school program
- Referral to IEP team or 504 team for manifestation

**LEVEL 5 — Extended suspension, expulsion and referral responses**

These interventions shall 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 an alternative environment that provides additional structure to address the behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others. The duration of an extended suspension, expulsion, or alternative placement will be limited to the least amount of time necessary to adequately address the behavior.

- Parent or guardian notification
- Extended suspension (11 to 44 days)
- Expulsion (serious behavioral infractions; 44 days or longer)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Development of or revision to student support team plan
- Restorative approaches including formal conferencing, conflict solution, and/or community reintegration planning
- Referral to IEP team or 504 team for manifestation

**Student support team interventions and responses**

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 to change the conditions that contribute to the student’s inappropriate or disruptive behavior.

- Parent or guardian conference
- Restorative approaches including community conferencing or mediation led by or under supervision of a trained adult
- Mindfulness exercises led by or under supervision of a trained adult
- Mentoring
- Peer mediation
- Referral to IEP or 504 team for evaluation
- IEP or 504 team meeting
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to school-based health or mental health clinic
- Referral to an appropriate after-school program
- Restitution (monetary or service-based)
- Conflict resolution led by or under supervision of a trained adult
- Short-term behavioral progress reports linked to positive reinforcement
- Referral to an appropriate community organization
- Develop student support team plan

**Board policy**

- Revision to IEP or 504 plan (students with disabilities) as needed
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to substance abuse counseling
- Referral to an appropriate community organization (e.g., mentoring programs)

**Code of Conduct 2020-21**
Inappropriate or Disruptive Behavior and Levels of Response

**Guidance**

**LEVEL 1**
Teacher interventions and responses  
May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place

**LEVEL 2**
Administrator interventions and responses  
May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others

**LEVEL 3**
Short-term suspension and referral  
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating

**LEVEL 4**
Long-term suspension and referral  
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior continues to escalate and disrupt the educational process

**LEVEL 5**
Extended suspension, expulsion, and referral  
May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day

### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

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<thead>
<tr>
<th>Behavior</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
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<tbody>
<tr>
<td>Absences (103.1)</td>
<td>Unexcused absence from school</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>Persistent or excessive absences from school</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>Habitual truancy (i.e., unlawfully absent from school for a number of days in excess of 8 days in any quarter, 15 days in any semester, or 20 days in a school year)</td>
<td>X</td>
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<td></td>
<td>Academic Dishonesty (801.3)</td>
<td>Cheating, plagiarizing, etc.</td>
<td>X</td>
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<td></td>
<td>Alcohol (201.1)</td>
<td>Under the influence</td>
<td>X</td>
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<td></td>
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<td>Using or possessing</td>
<td>X</td>
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<td></td>
<td></td>
<td>Distributing or selling</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**NOTES**

Maryland state law prohibits out-of-school suspensions for attendance-related offenses, which are often a symptom of underlying issues. Schools must exercise due diligence in implementing a range of strategies and supports to prevent and address chronic absence, including truancy referrals or an intervention of last resort.

Students may receive a failing grade for that assignment.

School staff is required to refer students to appropriate substance abuse counseling services.

### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

**Attack on Student (402.1)**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No visible, physical injuries (includes incidents of domestic violence or relationship disputes)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Bodily injury for pre-k to grade 2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Bodily injury for grades 3 to 5</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Bodily injury for grades 6 to 12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Two or more persons intentionally attacking a student (e.g., “banking”), pre-k to grade 2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Two or more persons intentionally attacking a student (e.g., “banking”), grades 3 to 12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**NOTES**

Includes hitting, kicking or punching another student without warning or provocation; also includes intentional coughing, sneezing, or spitting on another student with the intention and/or hope of infecting the other student with COVID-19; school nurse or appropriate medical personnel should be notified for incidents involving bodily substances; school police should be notified for incidents of relationship violence involving domestic partners, and all parties should be referred to appropriate counseling services.

* Per Board policy, expulsions may be permanent for certain behaviors

† For relationship violence

### INFORMING SCHOOL POLICE

School police should be informed immediately regarding identified incidents that pose an imminent threat of serious harm to the safety of students and/or staff to document behavioral concerns, and possible need for additional intervention.

### INFORMING RELATED SERVICE PROVIDERS

School-based, related service providers (i.e., social workers, psychologists, counselors) should be informed regarding identified incidents that may indicate a need for specialized interventions and supports. If not available, the district office, related service team should be informed.
Guidance

**Level 1** Teacher interventions and responses
May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place.

**Level 2** Administrator interventions and responses
May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others.

**Level 3** Short-term suspension and referral
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating.

**Level 4** Long-term suspension and referral
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior continues to escalate and disrupt the educational process.

**Level 5** Extended suspension, expulsion, and referral
May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.

---

**INAPPROPRIATE OR DISRUPTIVE BEHAVIOR**

<table>
<thead>
<tr>
<th>Bomb and/or Mass Violence Threat (502.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-k to grade 2</td>
</tr>
<tr>
<td>Grades 3 to 5</td>
</tr>
<tr>
<td>Grades 6 to 12</td>
</tr>
</tbody>
</table>

Includes the conveyance of information to detonate explosive or incendiary devices/substances, and/or subject others to substantial risk of death or serious physical injury (e.g., school shooting); school staff must conduct a threat assessment and refer students to appropriate counseling services.

---

**INAPPROPRIATE OR DISRUPTIVE BEHAVIOR**

<table>
<thead>
<tr>
<th>Bullying, Including Cyberbullying and Gang-Related Incidents (407.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gang-related incidents typically refer to a group of three or more individuals that associate periodically as an ongoing criminal group, with an overt or covert command structure, to regularly conspire and/or commit illegal and disruptive acts within the school community</td>
</tr>
</tbody>
</table>

Incidents should be reported by submitting the respective forms (included in this booklet) to the school principal; schools are required to report and investigate all incidents and parents/students can expect a response within two days of submitting a report; students should also be referred to appropriate counseling services. The Bullying, Harassment, or Intimidation Reporting Form can also be completed by students or parents at [https://pc.bcps.k12.md.us:90](https://pc.bcps.k12.md.us:90).

---

**Bus Violations (704.5)**

<table>
<thead>
<tr>
<th>Minor disruption on the bus (e.g., eating, drinking, being too loud, standing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious disruption on the bus (e.g., fighting another passenger, attacking driver)</td>
</tr>
</tbody>
</table>

Applies to students traveling to and from school or any school-sponsored activity, including field trips.

---

**Class Cutting (501.1)**

Failure to attend a scheduled class or leaving school premises without permission during the school day

Maryland state law prohibits out-of-school suspensions for attendance-related offenses.

*Per Board policy, expulsions may be permanent for certain behaviors*
**Guidance**

**LEVEL 1**  
Teacher interventions and responses  
May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place.

**LEVEL 2**  
Administrator interventions and responses  
May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others.

**LEVEL 3**  
Short-term suspension and referral  
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating.

**LEVEL 4**  
Long-term suspension and referral  
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior continues to escalate and disrupt the educational process.

**LEVEL 5**  
Extended suspension, expulsion, and referral  
May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.

---

### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

#### Classroom Disruption (704.1)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>Taking out in-class or talking out of turn, picking on or teasing other students, and other behavior that detracts from student learning</td>
<td>Restorative practice methods should be used as appropriate.</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>Serious classroom disruption that directly affects the safety of others (e.g., throwing harmful items, turning over desks, or disrupting a fire or safety drill)</td>
<td></td>
</tr>
</tbody>
</table>

#### Defiance of Authority and/or Insubordination (703.2)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>Failure to follow directions</td>
<td></td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>Failure to respond to school staff questions or requests</td>
<td>Nonviolent/nonphysical; state guidelines prohibit students being excluded from school for insubordinate or disrespectful behavior. Restorative practice methods should be used as appropriate.</td>
</tr>
</tbody>
</table>

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### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

#### Disrespectful Behavior (701.1)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>Making inappropriate gestures, symbols, or comments, or using profane or offensive language</td>
<td></td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>Using verbal insults or put-downs or lying, misleading, or giving false information to school staff</td>
<td></td>
</tr>
</tbody>
</table>

#### Dress Code Violation (706.1)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>Violating City Schools’ dress code/expectations</td>
<td>Refer to dress code standards provided at the district website, <a href="http://www.baltimorecityschools.org">www.baltimorecityschools.org</a>; students cannot be excluded from school for failure to adhere to a school uniform policy.</td>
</tr>
</tbody>
</table>

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*Per Board policy, expulsions may be permanent for certain behaviors*

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**Level Considerations**

In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions, and alternative settings/placements to the fewest days necessary to achieve the disciplinary goal. The circumstances of the incident, the student’s age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.

First Offense: If on a first offense, administrators believe a Level 4 or 5 response is warranted, they must contact Suspension Services for guidance and support before proposing Level 4 or 5 disciplinary responses.

Pre-K–2 Suspensions: For students in pre-k, kindergarten, first, or second grade, administrators must contact Suspension Services for guidance and support before proposing Level 3, 4, or 5 disciplinary responses.

Informing School Police: School police should be informed immediately regarding identified incidents that pose an imminent threat of serious harm to the safety of students and/or staff to document behavioral concerns, and possible need for additional intervention.

Informing Related Service Providers: School-based, related service providers (i.e., social workers, psychologists, counselors) should be informed regarding identified incidents that may indicate a need for specialized interventions and supports. If not available, the district office, related service team should be informed.
### Guidance

**LEVEL 1**  
Teacher interventions and responses  
May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place.

**LEVEL 2**  
Administrator interventions and responses  
May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior continues to negatively influence the learning of the student and others.

**LEVEL 3**  
Short-term suspension and referral  
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating.

**LEVEL 4**  
Long-term suspension and refusal  
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior continues to escalate and disrupt the educational process.

**LEVEL 5**  
Extended suspension, expulsion, and refusal  
May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.

### Inappropriate or Disruptive Behavior

#### Drugs or Controlled Substances
- **Under the influence** (203.1, 829.1)  
  - Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; medical personnel should be notified when appropriate; school staff is required to refer students to appropriate substance abuse counseling services.

#### Extortion (406.1)
- **Pre-k to grade 2**  
  - For example, taking or attempting to take from another (e.g., money or property) by threat of harm, express or implied; school staff should conduct a threat assessment.

#### False Activation of a Fire Alarm (502.2)
- **Pre-k to grade 2**  
  - Students are referred to Baltimore City's Fire Department to complete the Youth Fire & Life Safety Program; schools should contact the Office of the Fire Marshal at 410-274-7505.

#### Physical aggression with another student (e.g., shoving or pushing)
- **Fighting (405.1)**
  - Restorative practice methods should be used, as appropriate, before reentry into the school community.

#### Fighting (may include incidents resulting in minor injuries)

### Inappropriate or Disruptive Behavior

#### Fire Setting/Arson (501.1)
- **Attempting to set, aiding in setting, or setting a fire**
  - Students are referred to Baltimore City’s Fire Department to complete the Youth Fire & Life Safety Program for juvenile firesetters; schools should contact the Office of the Fire Marshal at 410-274-7505.

#### Gambling (704.4)
- **Requires the use of money or exchangeable goods**

#### Hallway Misbehavior (704.2)
- **Running, making excessive noise, littering, or persistent hall-walking**

#### Harassment, Including Cyberharassment, against Members of the School Community - Staff & Students (407.2)
- **Minor harassment (e.g., verbal discriminatory actions) includes actual or perceived conduct to offend, ridicule, or demean others**
  - Serious harassment includes intentional actions that threaten or seriously intimidate another member of the school community, or adversely affects another student’s ability to participate in or benefit from a school’s educational or extracurricular program. May regard race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability.

#### Level Considerations

In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions, and alternative settings/placements to the fewest days necessary to achieve the disciplinary goal. The circumstances of the incident, the student’s age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.

First Offense:  
If on a first offense, administrators believe a Level 4 or 5 response is warranted, they must contact Suspension Services for guidance and support before proposing Level 4 or 5 disciplinary responses.

Pre-K–2 Suspensions:  
For students in pre-k, kindergarten, first, or second grade, administrators must contact Suspension Services for guidance and support before proposing Level 3, 4, or 5 disciplinary responses.

Informing School Police:  
School police should be informed immediately regarding identified incidents that pose an imminent threat of serious harm to the safety of students and/or staff to document behavioral concerns, and possible need for additional intervention.

Informing Related Service Providers:  
School-based, related service providers (i.e., social workers, psychologists, counselors) should be informed regarding identified incidents that may indicate a need for specialized interventions and supports. If not available, the district office, related service team should be informed.

*Per Board policy, expulsions may be permanent for certain behaviors*
**Guidance**

**LEVEL 1**
Teacher interventions and responses
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**LEVEL 2**
Administer interventions and responses
- May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others

**LEVEL 3**
Short-term suspension and referral
- May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating

**LEVEL 4**
Long-term suspension and referral
- May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior continues to escalate and disrupt the educational process

**LEVEL 5**
Extended suspension, expulsion, and referral
- May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day

### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

<table>
<thead>
<tr>
<th>Behavior</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5*</th>
<th>LEVEL 5†</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| Inciting or Participating in Disturbance (704.3) | ![Image](image)
| Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and directly affects the safety of others | ![Image](image) | ![Image](image) | ![Image](image) | ![Image](image) | Students maintain the right to peacefully invoke their right of free expression. |
| Using an electronic device to send incendiary texts or social media messages, or to bring others to initiate or engage in a disturbance | ![Image](image) | ![Image](image) | ![Image](image) | ![Image](image) |

**Inhalants**
- Under the influence (202.1, 892.2)
  - ![Image](image)
- Using or possessing (202.1, 892.1)
  - ![Image](image)
- Distributing or selling (202.3, 893.1)
  - ![Image](image)

**Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; medical personnel should be notified when appropriate; school staff is required to refer students to appropriate substance abuse counseling services.**

### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

<table>
<thead>
<tr>
<th>Behavior</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5*</th>
<th>LEVEL 5†</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| Physical Contact with School Personnel or Other Adult (401.1) | ![Image](image)
| Unintentional physical contact with school personnel or other adult | ![Image](image) | ![Image](image) | ![Image](image) |
| Unintentionally striking a staff member who is intervening in a fight or other disruptive activity | ![Image](image) | ![Image](image) | ![Image](image) |
| Attack against school personnel or other adult: physically attacking an employee of City Schools or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (pre-k to grade 2) | ![Image](image) | ![Image](image) | ![Image](image) |
| Attack against school personnel or other adult: physically attacking an employee of City Schools or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (grades 3 to 12) | ![Image](image) | ![Image](image) | ![Image](image) | ![Image](image) |

**Notes**
- *Per Board policy, expulsions may be permanent for certain behaviors
- † if the staff member is injured

**Level Considerations**
- In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions, and alternative settings/placements to the fewest days necessary to achieve the disciplinary goal.
- The circumstances of the incident, the student’s age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.
- First Offenses:
  - If on a first offense, administrators believe a Level 4 or 5 response is warranted, they must contact Suspension Services for guidance and support before proposing Level 4 or 5 disciplinary responses.
- Pre-K–2 Suspensions:
  - For students in pre-k, kindergarten, first, or second grade, administrators must contact Suspension Services for guidance and support before proposing Level 3, 4, or 5 disciplinary responses.
- Informing School Police:
  - School police should be informed immediately regarding identified incidents that pose an imminent threat of serious harm to the safety of students and staff.
  - To document behavioral concerns, and possible need for additional intervention.
- Informing Related Service Providers:
  - School-based, related service providers (i.e., social workers, psychologists, counselors) should be informed regarding identified incidents that may indicate a need for specialized interventions and supports. If not available, the district office, related service team should be informed.
## Level Considerations

In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions, and alternative settings/placements to the fewest days necessary to achieve the disciplinary goal. The circumstances of the incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.

**First Offenses**

- If on a first offense, administrators believe a Level 4 or 5 response is warranted, they must contact Suspension Services for guidance and support before proposing Level 4 or 5 disciplinary responses.

**Pre-K–2 Suspensions**

- For students in pre-k, kindergarten, first, or second grade, administrators must contact Suspension Services for guidance and support before proposing Level 3, 4, or 5 disciplinary responses.

**Informing School Police**

- School police should be informed immediately regarding identified incidents that pose an imminent threat of serious harm to the safety of students and/or staff to document behavioral concerns, and possible need for additional intervention.

**Informing Related Service Providers**

- School-based, related service providers (i.e., social workers, psychologists, counselors) should be informed regarding identified incidents that may indicate a need for specialized interventions and supports. If not available, the district office, related service team should be informed.
**Guidance**

**LEVEL 1**
Teacher interventions and responses
May be appropriate when the behavior is a minor infraction, and the student has had no prior incidents, and/or interventions have not been put in place.

**LEVEL 2**
Administrator interventions and responses
May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others.

**LEVEL 3**
Short-term suspension and referral
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating.

**LEVEL 4**
Long-term suspension and referral
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating.

**LEVEL 5**
Extended suspension, expulsion, and referral
May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.

---

### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

<table>
<thead>
<tr>
<th><strong>Tardiness (202.1)</strong></th>
<th><strong>Persistent or excessive tardiness to class or school</strong></th>
<th><strong>Maryland state law prohibits out-of-school suspensions for attendance-related offenses.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theft (303.1)</strong></td>
<td><strong>Less than $1000</strong></td>
<td><strong>Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student’s assignment to a school service project. Schools should contact the Legal Office for additional guidance.</strong></td>
</tr>
<tr>
<td><strong>Tobacco Possession or Use (204.1)</strong></td>
<td><strong>Possession, use, sale, or distribution of tobacco products or e-cigarettes</strong></td>
<td><strong>School staff is required to refer students to appropriate substance abuse counseling services.</strong></td>
</tr>
</tbody>
</table>

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### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

<table>
<thead>
<tr>
<th><strong>Trespassing (804.1)</strong></th>
<th><strong>Being on school property without permission and without intent to participate in a fight or other serious disturbance, including while suspended or expelled</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>An initial exception to trespassing restrictions can be made in instances where older family members are picking up younger family members at school; the older family member should then seek written permission from the younger family member’s parent/guardian and submit it to the school.</strong></td>
</tr>
</tbody>
</table>

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### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

<table>
<thead>
<tr>
<th><strong>Verbal, Physical, Cyber or Written Threat to Adult (403.1)</strong></th>
<th><strong>Threatening or aggressive language or gestures directed toward staff or another adult</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>School staff should conduct a threat assessment.</strong></td>
</tr>
</tbody>
</table>

---

### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

<table>
<thead>
<tr>
<th><strong>Verbal, Physical, Cyber, or Written Threat to Student (404.1)</strong></th>
<th><strong>Threatening or aggressive language or gestures directed toward another student</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>School staff should conduct a threat assessment.</strong></td>
</tr>
</tbody>
</table>

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**NOTES**

*Per Board policy, expulsions may be permanent for certain behaviors.*

---

**Level Considerations**

In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions, and alternative settings/placements to the fewest days necessary to achieve the disciplinary goal. The circumstances of the incident, the student’s age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.

First Offenses:
If on a first offense, administrators believe a Level 4 or 5 response is warranted, they must contact Suspension Services for guidance and support before proposing Level 4 or 5 disciplinary responses.

Pre-K–2 Suspensions:
For students in pre-k, kindergarten, first, or second grade, administrators must contact Suspension Services for guidance and support before proposing Level 3, 4, or 5 disciplinary responses.

Informing School Police:
School police should be informed immediately regarding identified incidents that pose an imminent threat of serious harm to the safety of students and/or staff.

Informing Related Service Providers:
School-based, related service providers (i.e., social workers, psychologists, counselors) should be informed regarding identified incidents that may indicate a need for specialized interventions and supports.

Informing the District Office:
If not available, the district office, related service team, and/or school staff should be informed.
GUIDANCE

LEVEL 1
Teacher interventions and responses
May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place

LEVEL 2
Administrator interventions and responses
May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others

LEVEL 3
Short-term suspension and referral
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating

LEVEL 4
Long-term suspension and referral
May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior continues to escalate and disrupt the educational process

LEVEL 5
Extended suspension, expulsion, and referral
May be appropriate when behavior presents an imminent barrier to learning for other that has created a substantial disruption of the educational process. It requires documented interventions and supports have been put in place but the behavior continues to escalate and disrupt the educational process.

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weapons, Firearms, and Explosives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explosives (503.1, 893.1) (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 substances or articles, other than a firearm)

Firearms (301.1, 893.2) (possession of a firearm as defined in 18 USC 922 of the federal code — e.g., handguns, rifles, shotguns, and bombs)

Other guns (302.1, 893.3) (possession of any gun, of any kind, loaded or unloaded, operable or inoperable — e.g., BB guns, pellet guns, etc.)

Other weapons (303.1, 893.4) (possession of any implement that could compromise wellness/safety or cause bodily harm other than a firearm or other gun including, but not limited to, biochemical substances such as bodily fluids or poisons; chemical or electrical devices such as electroshocks, device chemicals, spray, or laser pointers; metallic objects)

Use of any other weapon of any kind in the commission of an aggressive act toward another person (303.2, 893.5)

Possession of a toy gun, water gun, or look-alike gun that is not used in the commission of an aggressive act toward another person (302.2, 893.6)

Use of a toy gun, water gun, or look-alike gun in the commission of an aggressive act toward another person (302.3, 893.7)

*Per Board policy, expulsions may be permanent for certain behaviors

— Please print all information —

BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

If you are a student, the parent/guardian of a student, a close adult relative of a student, non-profit staff working with the student, or a school staff member and 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.

https://pc.bcps.k12.md.us:90

Alternatively you may go online at

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

This term is generally thought to mean actions, language or visual materials which specifically refer to, portray or involve sexual activity or language. Conduct of a sexual nature may include overt sexual solicitations, inappropriate touching, sexual jokes and inquiries about a person’s sex life. Sexual harassment is the broader term that encompasses conduct of a sexual nature.

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

**Notes**

Informed School Police
Informed Related Service Providers
5. Place an X next to the statement(s) that best describes what happened (choose all that apply):

- Bullying, harassment, or intimidation that involves physical aggression
- Gender-based communication (e.g., name-calling, teasing, etc.)
- Getting another person to hit or harm the student
- Teasing, name-calling, making threats, or threatening, in person or by other means
- Demanding and making the victim victim of jokes
- Making rude and/or threatening gestures
- Excluding or rejecting the student
- Intimidating or extorting, or exploiting
- Making rude and/or threatening gestures
- Related to the student’s disability
- Related to the student’s perceived sexual orientation
- Cyberbullying (e.g., social media, including Facebook, Twitter, Ving, Instagram, etc.)
- Gang-related
- Gang recruitment
- Human trafficking/prostitution recruitment
- Racial harassment
- Sexual harassment
- Sexual in nature
- Other (specify)

6. On school property
- At a school-sponsored activity or event off school property
- On a school bus
- On the way to/from school
- At a school-sponsored activity or event off school property

7. Describe the incident(s), including what the alleged offender(s) said or did. (Attach a separate sheet if necessary)

8. Why did the bullying, harassment, or intimidation occur?

9. Did a physical injury result from the incident? (Place an X next to the following.)
   - No
   - Yes, but it did not require medical attention
   - Yes, and it did require medical attention

10. If there was a physical injury, do you think there will be permanent effects?
    - No
    - Yes

11. Was the student victim absent from school as a result of the incident?
    - No
    - Yes

12. Did a psychological injury result from this incident? (Place an X next to one of the following.)
    - No
    - Yes, but psychological services have been sought
    - Yes

13. Is there any additional information you would like to provide? (Attach a separate sheet if necessary)

Signature: ______________________ Date: ______________________

*Will be collected where specifically excluded by local board policy.

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 which occurred on school property, on school buses, or at school-sponsored events.

Gang: “Criminal Gang” means a group or association of three or more persons whose members:
1. individually or collectively engage in a pattern of criminal gang activity;
2. 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 an adult; and
3. 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.

Subsection (a) of this section applies whether or not:
1. school was in session at the time of the crime;
2. the crime occurred on school property; or
3. the real property was being used for school purposes.

Baltimore City Public Schools

PERSON REPORTING INCIDENT

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Telephone: ___________________________</th>
<th>Email: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: __________________________</td>
<td>Place an X in the appropriate box:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>Student (Witness/Bystander)</td>
</tr>
</tbody>
</table>

1. Name of student victim: ___________________________ Age: ________________

2. Name of alleged offender(s) (if known): ___________________________ Age: ________________ School: ___________________________

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

4. Please describe what occurred:

   ___________________________ ________________ ___________________________ ________________ ___________________________ ________________
5. Where did the incident occur?

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

(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:

- Yes, and it required medical attention
- Yes

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

- Yes
- No

(Attach a separate sheet if necessary)

Date:

Baltimore City Public Schools

City Schools district offices can be reached at 443-984-2000.

For Baltimore City School Police, call 410-396-8588.

(Also call 911 in case of emergency.)

For complaints involving the Baltimore City School Police, please contact School Police Internal Affairs at 410-545-1933 and/or the Citizens Review Board of Baltimore City at 410-396-3141 or complete a School Police Complaint Form (www.baltimorecityschools.org/police).

The CEO Ombudsman responds to inquiries, concerns, or complaints from parents or members of the public who have not been addressed at the school level or by the responsible district department and seeks to mediate resolution. The CEO Ombudsman can be reached at 443-984-2020.

The Re-engagement Center brings students who have previously dropped out, are at high risk of dropping out, or have been incarcerated back to the school system, and also supports students who are in acute crisis. The Re-engagement Center can be reached at 443-642-4220.

Other Agencies and Organizations

- Alternative Directions, Inc. Mentoring Program (helping youth with incarcerated parents), 410-889-5072, www.alternativedirectionsinc.org
- Baltimore Child Abuse Center, 410-396-6147, www.bcaci.org
- Baltimore Fire Department Youth Fire & Life Safety Program, 410-274-7505, fire.baltimorecity.gov/fire-education
- Baltimore City Office of Youth & Trauma Services, 410-396-4398, health.baltimorecity.gov/programs/violence-prevention
- Behavioral Health Systems Baltimore (BHSB), 410-637-1900, www.bhshaltsmore.org
- Child in Need of Supervision, 443-263-8747, http://eobcmalic.org/programs
- Disability Rights Maryland, 410-727-6352, disabilityrightsmd.org
- Homeless Persons Representation Project, 410-685-6589, hpprpaw.org
- Kennedy Krieger Institute, 443-923-9403, www.kennedykrieger.org
- Maryland Legal Aid Bureau, 410-951-7777, www.mdlab.org
- Maryland Psychological Association’s referral service, www.marylandpsychology.org/psychologists/findaspsychologist.cfm
- Maryland Suspension Representation Project, 443-873-3531, www.md suspensionrep.org
- Maryland Volunteer Legal Services, 410-547-6637, www.mvslaw.org
- Maryland Youth Crisis Hotline, 800-422-0009, www.help4myouth.org
- Public Justice Center, 410-625-9409, www.publicjustice.org
- Social Work Community Outreach Service (SWCOS), 410-706-1882, www.ssw.umaryland.edu/swcos
- Turnaround, Inc. Intimate Counseling Services, 410-279-0379, turnaroundinc.org
- United Way 2-1-1, 410-685-0525, www.211md.org

Additional Resources

School social workers, psychologists, guidance counselors, mental health providers, community school coordinators, and wholeness specialists are integral links between the school, home, and community in helping students achieve success. Please contact these staff members at your child’s school to discuss services and supports to enhance the personal and academic well-being of your child. Additionally, the following can provide general or specific assistance with respect to behavioral issues among children and youth. Please contact the listed organization for more information about services and resources provided.