

2026-2027



Student Code of Conduct



Address:

200 E. North Avenue
Baltimore, MD 21202

Web & Phone:

www.baltimorecityschools.org
443-984-2000

Notice of Nondiscrimination

Baltimore City Public Schools (“City Schools”) does not discriminate in employment, educational programs, or activities based on actual or perceived personal characteristics, including race, ethnicity, color, ancestry, national origin, nationality, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy or parenting status, family structure, ability (cognitive, social/emotional, and physical), veteran status, genetic information, age, immigration or citizenship status, socioeconomic status, language, or any 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 \(Sex-Based Discrimination – Students\)](#), [JICK \(Bullying, Harassment, or Intimidation of Students\)](#), [ACA \(Nondiscrimination – Employees and Third Parties\)](#), [ACB \(Sexual Harassment – Employees and Third Parties\)](#), [ACD \(ADA Reasonable Accommodations\)](#), and [ADA \(Equity\)](#), and the accompanying City Schools Administrative Regulations. City Schools also provides equal access to the Boy and Girl Scouts and other designated youth groups.

For inquiries about these non-discrimination policies, please contact:

Director of Fair Practices and Compliance;

Title IX Coordinator

200 E. North Avenue, Room 208

Baltimore, MD 21202

Phone: 410-396-8542

Fax: 410-396-2955

Email: eeo-titleixcompliance@bcps.k12.md.us

OR

Coordinator – Section 504

Special Education and Student Supports

200 E. North Avenue, Room 210

Baltimore, MD 21202

Phone: 443-462-4247

Email: 504support@bcps.k12.md.us

If you believe that you have experienced discrimination in City Schools’ employment, programs, and/or activities, or if you are requesting a reasonable accommodation, please use one of these forms, as appropriate, which also include filing instructions:

- [Student Discrimination Reporting Form](#)
- [Student Bullying, Harassment, or Intimidation Reporting Form](#)
- [Equal Employment Opportunity Complaint Form](#)
- [Reasonable Accommodations Request Form](#)

Discrimination complaints also may be filed with other agencies, such as:

- U.S. Equal Employment Opportunity Commission, Baltimore Field Office, City Crescent Bldg., 10 S. Howard Street, Third Floor, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); or
- U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Dept. of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html;
- Maryland State Department of Education, 200 West Baltimore St. Baltimore, MD 21201, (410) 767-0100, or marylandpublicschools.org/about/pages/education-nondiscrimination.aspx

This notice of nondiscrimination is available, upon request, in languages other than English and an alternate format under the Americans with Disabilities Act, by contacting the City Schools Communications Department, 200 E. North Avenue, Room 317, Baltimore, MD 21202, communications@bcps.k12.md.us, 410-545-1870.

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The Baltimore City Public Schools' Student Code of Conduct 2026-27

was written in accordance with the policies of the Baltimore City Board of School Commissioners, including [Board Policy JKA](#) (Behavioral Interventions and Student Discipline), City Schools' administrative regulations, and Maryland law and regulations. The Code of Conduct was developed to provide levels of disciplinary responses that match 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, school staff, families, and community partners, are entitled to a safe, supportive, positive, and orderly learning environment.

Student Wholeness

City Schools' strategic direction, Portrait of a Graduate, identifies 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, and when they are interested in what they are learning and motivated, their achievement improves. Successful schools create positive cultures where students have the confidence to explore opportunities. Schools with positive cultures have the following characteristics:

- Effective leadership that communicates clear expectations, is supportive of school staff and professional learning, and supports students in applying the knowledge, attitudes, and skills necessary to understand and manage emotions or achieve goals
- 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 help 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 for learning
- A learning environment where students and staff feel physically and emotionally safe

One key focus of City Schools' student wholeness strategy is cultivating 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 student wholeness strategy 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.

Visit www.baltimorecityschools.org/page/portrait-graduate to learn more about student wholeness as part of City Schools' Portrait of a Graduate plan. This plan also details how City Schools will provide resources, support, and opportunities to our students, putting them in a position to succeed during their time at City Schools and after graduation.

Code of Conduct Principles for Student Behavior

The 2026-27 Code of Conduct 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 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 I Will:	Expectations for Administrators and School Staff I Will:	Expectations for Families (Parents & Guardians) I Will:	Expectations for Community Partners I Will:
• Establish and maintain positive relationships with all stakeholders to the best of my ability • Seek developmentally-appropriate opportunities to co-construct knowledge, assume leadership roles, and partake in activities that will improve the classroom and school community • Be proactive in promoting and working toward making school a positive, supportive, safe, and welcoming place for all students and staff • Be respectful and courteous to fellow students, parents/guardians, and school staff • Be knowledgeable about discipline policies, regulations, and rules • Follow school rules and policies, and contribute to a positive school climate by behaving appropriately, even when not specifically asked to do so • Make every reasonable effort to participate actively in any conferences, activities, interventions, or appropriate programs recommended by school staff • Recognize how my actions affect other students and school staff, and make every reasonable effort to restore any relationships negatively affected by my behavior and actions • Seek access to and complete make-up work while out of school for disciplinary reasons to prevent learning loss • Avoid participating in any activity or event that intentionally or unintentionally causes harm to myself or others • Share ideas and strategies for improving school climate and school discipline practices • Seek developmentally appropriate opportunities to co-construct knowledge, assume leadership roles, and initiate and lead activities to improve the classroom and school community	• Become 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 regards to, but not exclusive to, culture, race, orientation, and gender identity or expression • Strive to recognize and eliminate disproportionality in discipline, and administer discipline rules fairly, consistently, and equitably • Reward and acknowledge the positive and appropriate conduct of students • Make every reasonable effort to 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 more intensive responses are used when behavior is repeated, as appropriate • Communicate with and respond to parents/guardians in a timely manner and in a way that is accessible and easily understood • Expect 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/guardian and family engagement, specific to social emotional learning and wellbeing initiatives	• Send my children to school prepared and ready to learn, and upon returning home, assist them with homework and other school assignments • Reinforce the importance of demonstrating appropriate behavior at school with all adults and peers • Use real-world opportunities to help increase my child's ability to experience, express, and manage emotions; develop positive relationships with others; and explore their environment with curiosity and confidence • Remain respectful and courteous to other parents/guardians, students, and school staff • Make every reasonable effort to be involved in conferences, hearings, and other academic and disciplinary matters concerning my children • Expect to be promptly notified by the school if my child is suspended or expelled, and if there is any investigation by law enforcement or School Police officers • Make every reasonable effort to help my children access supportive groups or programs designed to improve their conduct, including but not limited to counseling, afterschool programs, and mental health services within the school and/or community • Work in partnership with Central Office and school stakeholders to discuss plans to accelerate academic and socioemotional growth, as well as plans to address educational inequities (structural, programmatic, linguistic, cultural)	• Share strategies with school staff that assist in promoting a restorative culture and safe environment within and around the school community • Respect the rules of safety that have been developed specifically for the school and community • Work with the school community to help maintain safety and 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 • Identify formal and informal mentorship opportunities for students • Establish and maintain positive relationships with all stakeholders • Engage Central Office and school stakeholders to discuss plans to accelerate academic and socio-emotional growth, as well as plans to address educational inequities (structural, programmatic, linguistic, cultural) • Intentionally seek opportunities to build relationships that are supportive 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 school 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 that facilitates all students' efforts to learn, including but not limited to restorative approaches, mediation, mindfulness, and suspension/expulsion. Other incidents that occur off school property, with exception, are typically not addressed by City Schools or its Student Code of Conduct unless the behavior undermines relationships at school or otherwise substantially disrupts the school learning environment 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 (IEPs) and Section 504 Plans, are disciplined. The Code of Conduct requires principals and school staff to follow Board policies, City Schools' 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 (FBAs), and developing Behavioral Intervention Plans (BIPs).

If a student with an IEP or Section 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 5 school days for a manifestation meeting. At the manifestation meeting, the IEP or Section 504 team will determine whether the student's conduct was: (1) caused by or had a direct relationship to the student's disability; or (2) the direct result of City School's failure to implement the student's IEP or Section 504 Plan. 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. 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 Nondiscrimination and Equity

City Schools is committed to using the Code of Conduct equitably and without discrimination based on a student's actual or perceived personal characteristics, which include race, ethnicity, color, ancestry, national origin, nationality, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy or parenting status, family structure, ability (cognitive, social/emotional, and physical), veteran status, genetic information, age, immigration or citizenship status, socioeconomic status, language, or any other legally or constitutionally protected attributes or affiliations.

Furthermore, City Schools takes responsibility and action for removing, and actively repairing inequities to ensure positive, educational outcomes for children. City Schools 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. For more information, see City Schools' nondiscrimination statement at www.baltimorecityschools.org/page/notice-of-nondiscrimination.

Role of School Police

The Baltimore City School Police Force (School Police) ensures 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. City Schools will utilize diversion strategies as an alternative to referral to law enforcement, as set forth in [Board Policy ECAE](#) (School Police) and the School Police General Order on Diversion Strategies, available at this link: www.baltimorecityschools.org/page/school-police.

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 School Police 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/page/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 2026-27 Code of Conduct describes five 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 generally 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.

Disciplinary action should be commensurate and appropriate to the related offense and encourage student learning and development. If a student has to do academic work as part of that action, the goal is to teach something of value that is related to the class the student is taking. It cannot simply be punitive. Rote work also is not allowed as a consequence. For example, a teacher cannot make a student write a sentence over and over or copy from a dictionary. By contrast, writing a paper explaining why the student's actions were wrong is an example of an acceptable academic action. Grades will never be adjusted as a form of disciplinary action. However, according to [Administrative Regulation IKA-RA \(Grading and Reporting\)](#), a student will receive a zero if they are found to have cheated or plagiarized.

A student can never be punished physically. In addition, the use of physical restraint is prohibited in City Schools, except under limited circumstances specified in [Administrative Regulation JKA-RA \(Classroom Management and Student Behavioral Interventions\)](#).

Recess shall not be denied as part of a disciplinary measure, except when safety is a concern, as specified in [Administrative Regulation ADF-RB \(Physical Education and Physical Activity\)](#). An entire group of students cannot be disciplined for the actions of some members of the group. For example, if one student disrupts class, the teacher cannot give everyone in the class detention. This rule applies even if the student responsible for the actions is unknown.

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 implement the lowest level response that is appropriate for the behavior, but they are not required to implement the lowest level response listed, depending on the circumstances. If the same behavior is repeated during the same school year, school staff should consider utilizing one or more interventions or disciplinary responses from the next highest level indicated. Out-of-school discipline should be used as a last resort, after other interventions have been utilized. The duration of any suspensions, expulsions, and assignments to alternative educational settings/alternative options programs should be limited to the fewest days necessary to achieve the disciplinary goal. Administrative transfers in lieu of the implementation of disciplinary responses are not permissible.

If a school principal determines that there are unique or exceptional circumstances, or an imminent threat of serious harm to students or staff, that warrants an intervention or disciplinary response at a level that is above the highest level or below the lowest level indicated on the matrix, the principal must consult with the Office of Student Conduct & Attendance and obtain written approval from the Chief of Schools/designee before taking action.

- **In-school suspension:** The removal within the school building of a student from the student's regular education program for up to, but not more than, three school days per incident, and no more than five school days per 90 school days for disciplinary reasons.
- **Short-term suspension:** The removal of a student from school for up to, but not more than, three school days for disciplinary reasons.
- **Long-term suspension:** The removal of a student from school for a time period between 4 and 10 school days for disciplinary reasons. Long-term suspensions must be approved by the Office of Student Conduct & Attendance.
- **Extended suspension:** The removal of a student from a student's regular school program for a time period from 11 through 44 school days by the CEO or the CEO's designee. A student may be referred for extended suspension if: (1) the student's presence in school poses 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 behavioral and disciplinary interventions have been exhausted.
- **Expulsion:** The removal of a student from the student's regular school program by the CEO or the CEO's designee for 45 school days or longer. 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.
- **Alternative options program:** 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 be assigned to an alternative options program in order to receive educational services during an extended suspension or expulsion. The assignment may range from 11-44 days if the student's return to school would pose an imminent threat of serious harm to students or staff, or cause a chronic

and extreme disruption of the educational process. The assignment may be for 45 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 assignment to the alternative options program.

- **Alternative educational setting:** A setting selected to enable a student with an IEP or a Section 504 plan to continue to progress in the general curriculum and to continue to receive special education and related services and modifications needed to meet the goals of the student's IEP or Section 504 plan. 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 or Section 504 plans may be placed in an alternative educational setting (for no more than 45 days), after a manifestation meeting is held and consistent with applicable law and Board policy. The IEP or Section 504 team must review the student's IEP or Section 504 plan to determine the services and placement that are appropriate for the student during their removal to the alternative educational setting.
- **Imminent Threat of Serious Harm:** Likely and immediate danger of negative and significant impact on physical, emotional, or psychological well-being. For a non-physical injury to meet this standard, the impact must be particularly severe, such as persistent cyberbullying.
- **Removal:** The temporary removal or exclusion of a student for disciplinary reasons from their regular classroom activities for a period greater than 59 minutes. Removal from a child's regular educational program can take many forms, regardless of whether a suspension letter is issued formalizing the removal. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days for disciplinary purposes. Removal includes but is not limited to: physically escorting or sending a child to the office and keeping them there for more than 59 minutes. Removal also includes verbally telling a child to go home, telling a child not to return to school the next day, or calling a parent/guardian and asking them to pick up their child from school prior to the end of the school day.
- **Restorative Approaches:** A communally and culturally responsive, relationship-focused student discipline model that: (1) is preventative and proactive; (2) emphasizes building strong relationships and setting clear behavioral expectations that contribute to the school community well-being; (3) in response to behavior that violates clear behavioral expectations, focuses on accountability for any harm done by the disruptive behavior; and (4) addresses ways to repair the relationships affected by the disruptive behavior with the voluntary participation of an individual who was harmed. Restorative approaches include "restorative practices" as defined by Section 7-306 of the Education Article of the Maryland Annotated Code. Restorative approaches also include "restorative practices," defined by COMAR 13A.08.01.11B.8 as practices conducted in a whole-school ethos or culture that support peacemaking and solve conflict by building a community and addressing harm in a school setting and that: (a) are conducted by trained staff; (b) focus on repairing the harm to the community through dialogue that emphasizes individual accountability; and (c) help build a sense of belonging, safety, and social responsibility in the school community. Restorative approaches can be employed when a student or group of students has acted in a way that has caused harm to the community (often referred to as restorative justice). Restorative approaches may include small impromptu conferences or more formal conferences for serious incidents, as well as methods ranging from community-building activities to discussions that prepare students to positively influence their decision-making when a conflict arises. Restorative approaches may also incorporate: mediation, mindfulness, community service/conferencing, peer juries, responsive circles, post-conflict resolution, peer mediation, informal restorative practices (examples: affective statements and affective questions), social-emotional learning, trauma-informed interventions, positive behavioral intervention supports, personal accountability, or other practices.

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), City Schools 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 only be expelled from school if required by federal law (i.e., when a gun or other firearm is involved).
- Students (Pre-K to Grade 2) may be suspended for not more than five days, only if the principal, in consultation with a school psychologist or other mental health professional, determines that there is an imminent threat of serious harm that cannot be reduced or eliminated through interventions and supports. If the school-based mental health support professional is not available, the Office of Student Conduct and Attendance should be contacted to coordinate with other various City Schools offices to triage and dispatch a mental health professional. After this determination is made, the principal must contact the Office of Student Conduct and Attendance for approval of a suspension of any student in these specified grades.
- If a student (Pre-K to Grade 2) is subject to a suspension or expulsion, the principal or school administrator must promptly 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 Student Conduct & Attendance 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).

- After following the procedures set forth in [Administrative Regulation JKA-RB \(Student Suspension and Expulsion\)](#), the school must send a notification letter to the student's parent/guardian and submit documentation to the Office of Student Conduct & Attendance. The student and their family have the right to review a list of disciplinary actions involving the student, witness statements, and all evidence, videos, reports, and information related to the alleged incident. To do so, they must submit a written request that is received no later than one business day in advance of the suspension conference. If such a request is received, the student will receive access to the documents at least one hour prior to the suspension conference.
- A suspension conference will be scheduled at Central 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 recommends suspension of a student with an IEP or a Section 504 plan for more than 10 consecutive school days, an IEP or Section 504 team manifestation meeting must also be held within 5 school days of the first day of the student's removal. In addition, a manifestation meeting must be held if there is a pattern of suspensions or removals of a student for more than 10 cumulative school days during a school year. The purpose of this manifestation meeting is to determine whether the student's behavior was: (1) caused by or had a direct relationship to the student's disability; or (2) the direct result of City School's failure to implement the student's IEP or Section 504 plan.
- The Office of Student Conduct & Attendance will render a final decision on the disciplinary action after the suspension conference within 10 school days of the first day of removal and notify the student and family of the length of the discipline and any recommended interventions. The final decision letter setting forth the rationale for an extended suspension or expulsion shall be issued as soon as possible, but no later than three school days after the suspension conference. The final decision letter 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 10 school days of the first day of removal, and notify 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 allowed to return to school on the day that the terms and conditions of the suspension or expulsion are met, regardless of whether parents/guardians have attended a reintegration conference with the school principal.

Appealing a Suspension or Expulsion Decision

In accordance with Administrative Regulation JKA-RB, students and families have a right to appeal suspensions or expulsions within 10 days after being informed of the disciplinary action.

- For in-school, short-term, and long-term suspensions, an appeal must be submitted in writing to the Chief of Schools Office, which shall forward the appeal to the principal's supervisor. The principal's supervisor, acting as the CEO's designee, must render a decision in writing within five school days of receipt. Appeals of the decision of the CEO's designee must be submitted to the Board of School Commissioners in writing within 30 calendar days of that decision. The Board reviews these appeals using the procedures set forth in [Board Policy BLA \(Procedures in Appeals and Hearings Under Section 4-205 of the Education Article\)](#).
- For extended suspensions and expulsions, an appeal is submitted directly to the Board, which will render a written decision, using the procedures set forth in [Board Policy BLC \(Procedures in Appeals and Hearings Under Section 7-305 of the Education Article \(Student Discipline\)\)](#), 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/guardian rights that are relevant to school discipline.

- Students have the 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 removed from their regular classroom activities or denied instructional time (more than 59 minutes per day) for disciplinary reasons in the absence of a documented, official, disciplinary intervention (i.e., suspension, expulsion, alternative options program, 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 and document diligent efforts to contact the family by telephone, email, or text message when removing 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 removed 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 at least 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 (e.g., 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

Bullying, Harassment, and Intimidation

Bullying, harassment, and intimidation are intentional, unwanted, demeaning behaviors where one person uses their power to harm another person. Mean and harmful behaviors count as bullying if they are repeated (or highly likely to be repeated) over time and create a hostile educational environment. They also must be either discriminatory, sexual in nature, or threatening or seriously intimidating. Finally, the behavior must either occur on school property or during a school activity, or, if it occurs off campus or online, it must substantially disrupt orderly school operations. Bullying can include things like name-calling, making fun of someone, intentionally making someone feel uncomfortable or vulnerable, spreading lies or rumors about someone, sexual harassment, physically hurting others, threatening someone, or other actions intended to harm someone.

Students have the right to attend school daily and not experience any form of bullying or harassment. This includes the right to be safe from online or cyber bullying and harassment by other students. It is also each student's responsibility not to bully or harass others, either in-person or online through social media. Whether bullying takes place in person or online, it will not be tolerated at City Schools. If a student or their family is concerned about bullying, they should speak with a teacher, counselor, principal, School Police officer, or other member of the staff. You can also [submit a bullying or harassment complaint online](#) or use the form printed at the back of this document. For more information, see www.baltimorecityschools.org/bullying.

B

Levels of Intervention and Disciplinary Response



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 or guardian via telephone, email or 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
- Classroom system of positive reinforcement
- Teacher or student conference
- Detention (before or after school) with parent or guardian consent
- De-escalation strategies (e.g., mindfulness, reflection break, relaxation techniques, peace corner)
- Restorative approaches (e.g., affective statements, proactive circles, fair process)

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 (e.g., 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
- Conflict resolution by a trained adult
- Peer mediation
- Discussion with appropriate administrator
- Referral to student support team
- Referral to IEP or Section 504 team
- In-school suspension
- Assignment of work projects
- Mentoring
- Referral to substance abuse counseling
- Referral to student support team (see below)

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 Section 504 team for evaluation
- IEP or Section 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

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 Section 504 team for manifestation determination for students with disabilities
- Revision to IEP or Section 504 plan 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)

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 an extended suspension, expulsion, or alternative placement will be limited to the shortest period practicable.

- 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 IEP team or Section 504 team for manifestation determination
- Revision to IEP or Section 504 plan as needed
- Referral to a twilight or credit recovery program
- Referral to substance abuse counseling
- Referral to appropriate community organization (e.g., mentoring programs)

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 assignment of the student to an alternative options program or alternative educational setting 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 shortest period practicable.

- Parent or guardian notification
- Extended suspension (11 to 44 days)
- Expulsion (serious behavioral infractions; 44-45 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 Section 504 team for manifestation determination
- Revision to IEP or Section 504 plan as needed
- Assignment to an alternative options program or alternative educational setting by the Office of Student Conduct & Attendance
- Referral to substance abuse counseling

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. Includes in-school suspensions.

LEVEL 3

Short-term suspension and referral

May be appropriate given the seriousness of the incident and the 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 incident and the impact 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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
Absences (103.1)								
Unexcused absence from school	x							Maryland state law prohibits out-of-school suspensions solely 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 as an intervention of last resort. Maryland law does authorize in-school suspensions for attendance-related offenses, as well as out-of-school suspensions for other related conduct that is disruptive to school operations.
Persistent or excessive absences from school		x					x	
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)	x	x					x	
Academic Dishonesty (801.1)								
Cheating, plagiarizing, etc.	x	x						Students may receive a zero for that assignment, consistent with Administrative Regulation IKA-RA . Teachers should review with students acceptable and unacceptable uses for generative Artificial Intelligence (“AI”) and related tools; students who use AI or related tools in an unacceptable way will be considered to have cheated.
Alcohol (201.1)								
Under the influence		x	x				x	School staff is required to refer students to appropriate substance abuse counseling services. For school-based disciplinary purposes, distribution requires either a sale or possession with intent to sell.
Using or possessing		x	x				x	
Distributing or selling		x	x	x	x		x	

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
Attack on Students (402.1) See also Fighting (405.1)								
Attack/fight with no significant impact (includes pushing, shoving)		x	x			x†	x†	Includes hitting, kicking, or punching another student without warning or provocation; also includes intentional coughing, sneezing, or spitting with the intention and/or hopes of infecting the other student with COVID-19 or another potentially life-threatening illness; school nurse or appropriate medical personnel should be notified for such 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. Restorative practice methods should be used, as appropriate, before reentry into the school community.
Attack/fight with physical or other injury for pre-K to grade 2		x	x				x	
Attack/fight with physical or other injury for grades 3 to 5		x	x	x			x	
Attack/fight with physical or other injury for grades 6 to 12			x	x	x	x	x	
Note: When two or more students intentionally attack a student (e.g., banking or a group fight), use the Fighting Code (405.1), described below.								
† For relationship violence								

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 assignments to alternative educational settings/alternative options programs 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 the Office of Student Conduct & Attendance 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 Office of Student Conduct & Attendance 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 Central 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. Includes in-school suspensions.

LEVEL 3

Short-term suspension and referral

May be appropriate given the seriousness of the incident and the 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 incident and the impact 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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
Bomb and/or Mass Violence Threat (502.1)								
Pre-K to grade 2		x	x			x	x	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 must conduct a threat assessment and refer students to appropriate counseling services.
Grades 3 to 12		x	x	x	x	x	x	
Bullying, Including Cyberbullying and Gang-Related Incidents (407.1)								
Gang-related incidents typically refer to a group of 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			x	x	x	x	x	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 bit.ly/BullyingReportCitySchools . For more information see Board Policies JICK and JICE .
Bullying (including cyberbullying) is unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time, and must meet the bullying, harassment, or intimidation four-part test, set forth in Maryland law and Board policy (see page 8).		x	x	x	x	x	x	



INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
Bus Violations (704.5)								
Minor disruption on the bus (e.g., eating, drinking, being too loud, standing)	x	x						Applies to students traveling to and from school or any school sponsored activity, including field trips.
Serious disruption on the bus (e.g., fighting another passenger, attacking a driver)		x	x	x	x	x		
Class Cutting (101.1)								
Failure to attend a scheduled class or leaving school premises without permission during the school day	x	x						Maryland state law prohibits out-of-school suspensions solely for attendance-related offenses. Maryland law does authorize in-school suspensions for attendance-related offenses, as well as out-of-school suspensions for other related conduct that is disruptive to school operations.
Classroom Disruption (704.1)								
Talking out in class, talking out of turn, picking on or teasing other students, and other behavior that detracts from student learning	x	x						Restorative practice methods should be used as appropriate.
Serious classroom disruption that directly affects safety of others (e.g., throwing harmful items, turning over tables, disrupting a fire, testing, or safety drill, or other persistent and/or extreme abuse of staff)		x	x	x	x		x	
Defiance of Authority and/or Insubordination (701.2)								
Failure to follow directions	x	x						Nonviolent/nonphysical; state guidelines prohibit students being excluded from school for insubordinate or disrespectful behavior. Restorative practice methods should be used as appropriate.
Failure to respond to school staff questions or requests	x	x						

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 assignments to alternative educational settings/alternative options programs 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 the Office of Student Conduct & Attendance 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 Office of Student Conduct & Attendance 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 Central 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. Includes in-school suspensions.

LEVEL 3

Short-term suspension and referral

May be appropriate given the seriousness of the incident and the 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 incident and the impact 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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
Disrespectful Behavior (701.1)								
Making inappropriate gestures, symbols, or comments, or using profane or offensive language	x	x						State guidelines prohibit students being excluded from school for insubordinate or disrespectful behavior. Restorative practice methods should be used as appropriate.
Using verbal insults or put-downs or lying to, misleading, or giving false information to school staff	x	x						
Dress Code Violation (706.1)								
Violating City Schools dress code/expectations	x	x						Refer to dress code standards provided in City Schools Students Rights and Responsibilities Handbook and the City Schools website ; students cannot be excluded from school for a dress code or uniform violation.

Drugs or Controlled Substances								
Under the influence (203.1, 892.1)		x	x				x	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, including an evaluation in the school health suite; school staff are required to refer students to appropriate substance abuse counseling services and a referral for diversion may be warranted under the School Police General Orders. For school-based disciplinary purposes, distribution requires either a sale or possession with intent to sell.
Using or possessing (203.1, 892.1)		x	x	x	x	x	x	
Distributing or selling (203.1, 891.1)				x	x	x	x	

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
Extortion (406.1)								
Pre-K to grade 2	x	x						For example, taking from 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. If a group of students is involved in the extortion, that may be taken into consideration in determining the consequence.
Grades 3 to 5		x	x					
Grades 6 to 12		x	x	x	x	x	x	
False Activation of a Fire Alarm (502.2)								
Pre-K to grade 2	x	x						Students are referred to Baltimore City's Fire Department to complete the Fire Safety & Prevention Program. Schools should complete the referral at www.baltimorecity.gov/fire/our-work/fire-safety-and-prevention
Grades 3 to 5		x	x					
Grades 6 to 12			x					
Fighting (405.1)								
Attack/fight with no significant impact (includes pushing, shoving)		x	x			x†	x†	Includes hitting, kicking, or punching another student without warning or provocation; also includes intentional coughing, sneezing, or spitting with the intention and/or hopes of infecting the other student with COVID-19 or another potentially life-threatening illness; school nurse or appropriate medical personnel should be notified for such 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. Restorative practice methods should be used, as appropriate, before reentry into the school community.
Attack/fight with physical or other injury for pre-K to grade 2		x	x				x	
Attack/fight with physical or other injury for grades 3 to 5		x	x	x			x	
Attack/fight with physical or other injury for grades 6 to 12			x	x	x	x	x	
Two or more persons intentionally attacking a student (e.g., “banking” or a group fight), pre-K to grade 2		x	x				x	
Two or more persons intentionally attacking a student (e.g., “banking” or a group fight), grades 3 to 12		x	x	x	x	x	x	

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 assignments to alternative educational settings/alternative options programs 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 the Office of Student Conduct & Attendance 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 Office of Student Conduct & Attendance 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 Central Office related service team should be informed.

† For relationship violence

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. Includes in-school suspensions.

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

May be appropriate given the seriousness of the incident and the 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 incident and the impact 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.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR								
Fire Setting/Arson (501.1)								
Attempting to set, aiding in setting, or setting a fire		x	x	x	x	x	x	Students are referred to Baltimore City's Fire Department to complete the Fire Safety & Prevention Program. Schools should complete the referral at www.baltimorecity.gov/fire/our-work/fire-safety-and-prevention
Gambling (704.4)								
Requires the use of money or exchangeable goods	x	x	x	x				If a group of students is involved in a gambling ring, that may be taken into consideration in determining the consequence.
Hallway Misbehavior (704.2)								
Running, making excessive noise, loitering, or persistent hall-walking	x	x						Restorative practice methods should be used as appropriate.
Serious hallway disruption that directly affects safety of others (e.g., throwing harmful items, turning over tables, disrupting a fire, testing, or safety drill, or other persistent and/or extreme abuse of staff)		x	x	x	x	x	x	This category can also include misbehavior in other non-classroom spaces of the school building or elsewhere on school property.
Harassment, Including Cyberharassment, against Members of the School Community, Staff, & Students (407.2)								
Harassment must meet the bullying, harassment, or intimidation four-part test, set forth in Maryland law and Board policy (see above). Harassment includes, but is not limited to, actual or perceived negative actions that offend, ridicule, or demean another student with regard to actual or perceived race, ethnicity, color, ancestry, national origin, nationality, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy or parenting status, family structure, ability (cognitive, social/emotional, and physical), veteran status, genetic information, age, immigration or citizenship status, socioeconomic status, language, or any other legally or constitutionally protected attributes or affiliations.		x	x	x	x	x	x	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://www.baltimorecityschools.org/bullying . For more information see Board Policy JICK.

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
Inciting or Participating in Disturbance (704.3)								
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 (such as deliberately circumventing school security devices or holding a school door ajar to let in others with the intent to cause a disruption to school operations)		x	x	x	x	x	x	<i>Students maintain the right to peacefully invoke their right of free expression.</i>
Using an electronic device to send incendiary texts or social media messages, or to bring others to initiate or engage in a disturbance		x	x	x	x	x	x	
Inhalants								
Under the influence (202.1, 892.1)		x	x				x	<i>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. For school-based disciplinary purposes, distribution requires either a sale or possession with intent to sell.</i>
Using or possessing (202.1, 892.1)		x	x	x	x		x	
Distributing or selling (202.1, 891.1)				x	x	x	x	

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 assignments to alternative educational settings/alternative options programs 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 the Office of Student Conduct & Attendance 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 Office of Student Conduct & Attendance 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 Central 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. Includes in-school suspensions.

LEVEL 3

Short-term suspension and referral

May be appropriate given the seriousness of the incident and the 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 incident and the impact 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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES	
Physical Contact with School Personnel or Other Adult (401.1)						Attacks against school personnel or other adults include intentional coughing, sneezing, or spitting with the intention and/or hopes of infecting the adult with COVID-19 or another potentially life-threatening illness; school nurse or appropriate medical personnel should be notified for such incidents involving bodily substances.			
Unintentional physical contact with school personnel or other adult	x	x							
Unintentionally striking a staff member who is intervening in a fight or other disruptive activity		x	x	x	x				x†
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)	x	x	x		x†				x
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)			x	x	x				x†
Portable Electronic Communication Device Policy Violation						Student devices will be confiscated if used or possessed at unauthorized times, as explained in Board Policy JICJ (Student Use of Portable Electronic Communication Devices). Under Board Policy JICJ, students may bring devices to school, but they must be powered off, put away, and secured during the school day. Consistent with state law, a student may not be suspended solely for violating Board Policy JICJ. For example, a student cannot be suspended solely for possessing their device when it should be secured. City Schools authorizes suspensions for other device-related conduct that is disruptive to school operations.			
Use and/or possession of portable electronic communication devices, electronic game devices, and other similar items, at unauthorized times (802.1)	x	x							
Inappropriate use of any electronic device carried, worn, or transported by a student to receive or communicate messages (802.1)	x	x	x						
Using portable electronic communication devices to take, share, film, and/or publish inappropriate pictures, videos, or recordings, including fights or other disturbances (407.3)		x	x	x	x				

[†] For relationship violence

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES	
Property Damage, Including Graffiti (806.1)						<i>Restitution is permitted in addition to or in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school service project. For additional guidance, see Board Policy JKA.</i>			
Minor (under \$50) or accidental damage	x	x							
Intentional damage to another person's or school property (\$50 to \$1000)		x	x						
Intentional damage to another person's or school property (over \$1000)		x	x	x	x				x
Robbery (406.2)									
Taking money or property from another by force or intimidation (pre-K to grade 2)		x	x						x
Taking money or property from another by force or intimidation (grades 3 to 12)		x	x	x	x				x
School Equipment Use without Permission (802.2)									
Use of computers, fax machines, phones, etc.	x	x							
Serious Bodily Injury (408.1)									
An injury inflicted on another individual that results in a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.					x				x
Sexual Assault or Offense (601.1)						<i>As appropriate and required by Board policy, school staff must: (1) ensure that the Bullying, Harassment, and Intimidation Reporting Form (included in this booklet) is submitted to the school principal (for sexual assault or sexual harassment); (2) report incidents to the administrator who will contact School Police; (3) file an incident report with Child Protective Services/Baltimore Child Abuse Center (410-396-6147); and (4) refer students to appropriate counseling services.</i>			
Forced sexual act					x				x

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 assignments to alternative educational settings/alternative options programs 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 the Office of Student Conduct & Attendance 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 Office of Student Conduct & Attendance 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 Central 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. Includes in-school suspensions.

LEVEL 3

Short-term suspension and referral

May be appropriate given the seriousness of the incident and the 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 incident and the impact 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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
Sex-Based Infraction								
Sex-based harassment (602.1) includes conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from City Schools' education program or activity; or a sexual assault, dating violence, domestic violence, or stalking.		x	x	x	x	x	x	As appropriate and required by Board policy, school staff must: (1) ensure that the Bullying, Harassment, and Intimidation Reporting Form (included in this booklet) is submitted to the school principal (for sexual harassment); (2) report incidents to the administrator who will contact School Police; (3) file an incident report with Child Protective Services/Baltimore Child Abuse Center (410-396-6147); and (4) refer students to appropriate counseling services. For more information, see Board Policy JBB .
Sexual activity or sexual misconduct (603.1) (e.g., indecent exposure, engaging in sexual activity, etc.) (pre-K to grade 2)		x	x				x	
Sexual activity or sexual misconduct (603.1) (grades 3 to 12)		x	x	x	x	x	x	



INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
Tardiness (102.1)								
Persistent or excessive tardiness to class or school	×	×						Maryland state law prohibits out-of-school suspensions solely 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 as an intervention of last resort. Maryland law does authorize in-school suspensions for attendance-related offenses, as well as out-of-school suspensions for other related conduct that is disruptive to school operations.
Theft (803.1)								
Less than \$1000	×	×						Restitution is permitted in addition to or in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school service project. For additional guidance, see Board Policy JKA .
Greater than \$1000 (it is recommended that police not be contacted for students in grades pre-K through 2)		×	×			×		
Tobacco Possession or Use (204.1)								
Possession, use, sale, or distribution of tobacco products or e-cigarettes		×	×				×	School staff is required to refer students to appropriate substance abuse counseling services.
Trespassing (804.1)								
Being on school property without permission and without intent to participate in a fight or other serious disturbance, including while suspended or expelled	×	×	×					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.
Being on school property without permission in order to participate in a fight or other serious disturbance		×	×	×	×	×	×	
Breaking and entering		×	×	×	×	×	×	

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 assignments to alternative educational settings/alternative options programs 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

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Pre-K–2 Suspensions

For students in pre-K, kindergarten, first, or second grade, administrators must contact Office of Student Conduct & Attendance 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.

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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 Central Office related service team should be informed.

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
Verbal, Physical, Cyber or Written Threat to Adult (403.1)								
Threatening or aggressive language or gestures directed toward staff or another adult	x	x	x					School staff should conduct a threat assessment in accordance with Board Policy JJJ (Behavioral Threat Assessment) .
Serious threatening or aggressive language or gestures directed toward staff or other adult (Grades 3 to 12 only)			x	x	x	x	x	
Verbal, Physical, Cyber or Written Threat to Student (404.1)								
Threatening or aggressive language or gestures directed toward another student	x	x	x					School staff should conduct a threat assessment in accordance with Board Policy JJJ (Behavioral Threat Assessment) .
Serious threatening or aggressive language or gestures directed toward another student (Grades 6 to 12 only)			x	x	x	x	x	



INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	INFORMING SCHOOL POLICE	INFORMING RELATED SERVICE PROVIDERS	NOTES
Weapons, Firearms, and Explosives								
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)			x	x	x	x	x	
Firearms (301.1, 893.2) (possession of a firearm as defined in 18 USC 921 of the federal code — e.g., handguns, rifles, shotguns, and bombs)					x	x	x	
Other guns (302.1, 893.3) (possession of any gun, of any other kind, loaded or unloaded, operable or inoperable—e.g., BB guns, pellet guns, 3D printed gun, etc.)				x	x	x	x	
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 electroshock devices, chemical sprays, or laser pointers; metallic knuckles; knives)		x	x	x	x	x	x	<i>Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; expulsion for no less than one calendar year is mandated by Maryland state law for firearms violations, but can be modified on a case-by-case basis by City Schools' CEO or CEO's designee.</i>
Use of any other weapon of any kind in the commission of an aggressive act toward another person (303.2, 893.5)			x	x	x	x	x	
Possession of a toy gun or water gun that is not used in the commission of an aggressive act toward another person (302.2, 893.6)	x	x						
Possession of a look-alike gun that is not used in the commission of an aggressive act toward another person (302.2, 893.6)	x	x	x	x	x	x	x	
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)			x	x	x	x	x	

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 assignments to alternative educational settings/alternative options programs 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

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Pre-K–2 Suspensions

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Informing School Police

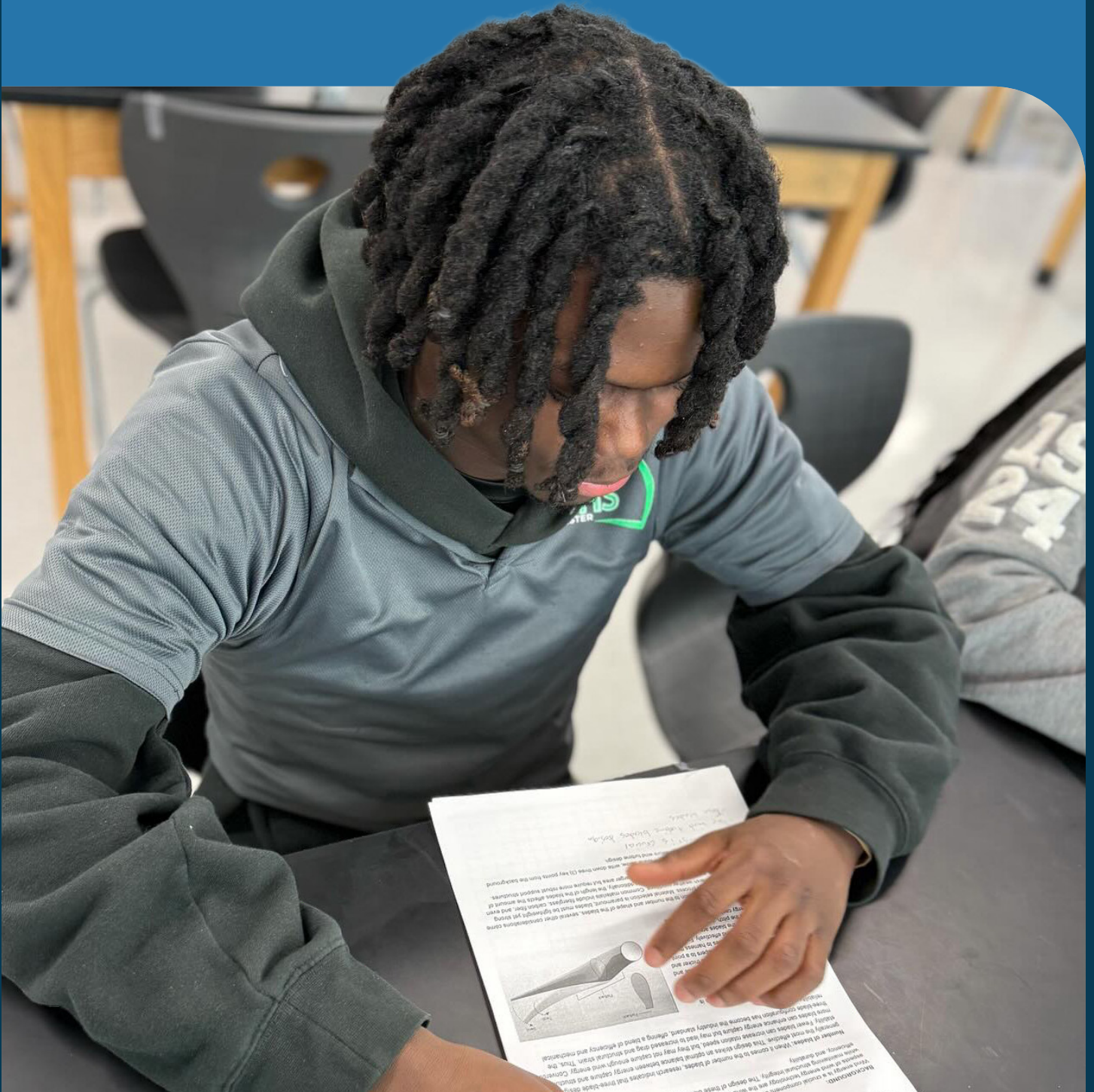
School Police should be informed immediately regarding identified incidents that pose an imminent threat of serious harm to the safety of students and/or staff to document behavioral concerns, and possible need for additional intervention.

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 Central Office related service team should be informed.

B

Forms





BALTIMORE CITY
PUBLIC SCHOOLS

BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

DIRECTIONS: Complete this form if you are a student victim, the parent/guardian of a student victim, a close adult relative of a student victim, bystander, or a school staff member and wish to report an incident of alleged bullying, harassment or intimidation. Return the completed form to the Principal at the alleged student victim's school. Contact the school for additional information or assistance at any time. Bullying, harassment, or intimidation are serious and will not be tolerated.

This form is to be confidentially maintained in accordance with the Safe Schools Reporting Act of 2005, Family Educational Rights and Privacy Act, 20 U.S.C. §1232g. For more information, please see Board Policy JICK – Bullying, Harassment, or Intimidation of Students and Administrative Regulation JICK-RA; JBA – Discrimination-Students and Administrative Regulation JBA-RA; and Board Policy JBB – Sex-Based Discrimination-Students and Administrative Regulation JBB-RA.

DEFINITIONS: *Bullying* – Unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. To be considered *bullying*, the behavior must meet the bullying, harassment, or intimidation four-part test, set forth in Maryland law, and must be intentional and include: (1) an imbalance of power (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and (2) repetition (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).

Bullying, Harassment, or Intimidation Four-Part Test: For the purposes of [Board Policy JICK](#) and in accordance with Maryland law, bullying, harassment, or intimidation is intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication, that:

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:

EITHER:

- I. Motivated by a student's actual or a perceived personal characteristic(s); or
- II. Sexual in nature, including descriptions or depictions of a student with their intimate parts exposed or engaged in an act of sexual contact; or
- III. Threatening or seriously intimidating; AND

EITHER:

- I. Occurs on school property, at a school-sponsored activity or event, or school bus; or
- II. Substantially disrupts the orderly operation of a school.

Cyberbullying– is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or hurtful content about another student. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

(PLEASE PRINT ALL INFORMATION)

Today's date: _____ / _____ / _____ School: _____
Month Day Year

Person Reporting Incident

Name: _____ Telephone: _____ E-mail: _____

Place an **X** in the appropriate box: ☐ Student ☐ Parent/guardian/caregiver of a student ☐ Close adult relative of a student ☐ School staff ☐ Bystander

1. Alleged Targeted Student(s)

Name:	Age:	Days absent as a result of the incident: (if known)

2. Alleged Witness(es) (if known)

Name	School: (if known)	Age: (if known)	Student: (Y/N)	Days absent as a result of the incident: (if known)

3. Alleged Offender(s) (if known)

Name	School: (if known)	Age: (if known)	Student: (Y/N)	Days absent as a result of the incident: (if known)

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

Month / Day / Year Month / Day / Year Month / Day / Year

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

- ☐ Actions/comments related to the student's race/ethnicity
- ☐ Actions/comments related to the student's national origin
- ☐ Actions/comments related to the student's religion
- ☐ Actions/comments related to the student's sex
- ☐ Actions/comments related to the student's Immigration status
- ☐ Actions/comments related to the student's family/parental or marital status
- ☐ Actions/comments related to the student's socio-economic status
- ☐ Actions/comments related to the student's academic performance
- ☐ Actions/comments related to the student's perceived sexual orientation
- ☐ Actions/comments related to the student's gender expression
- ☐ Actions/comments related to the student's gender identity
- ☐ Actions/comments related to the student's disability
- ☐ Actions/comments related to the student's physical appearance
- ☐ Demeaning behavior to impress others
- ☐ Demeaning behavior just to be mean
- ☐ An act or threat of retaliation
- ☐ Gang related/gang recruitment
- ☐ Human trafficking/prostitution recruitment
- ☐ Any bullying, harassment, or intimidation that involves physical aggression
- ☐ Cyberbullying (social media, text messages, etc.)
- ☐ Teasing, name-calling, making critical remarks
- ☐ Demeaning or making the student the target of jokes
- ☐ Making rude and/or threatening gestures
- ☐ Excluding or rejecting the student
- ☐ Intimidating, extorting, exploiting the student
- ☐ Getting another person to target or demean the student
- ☐ Spreading hurtful rumors or gossip
- ☐ Racial/ethnic harassment
- ☐ Sexual harassment
- ☐ Other: _____

6. Where did the incident happen? (Place an X next to the statement(s); choose all that apply)

- ☐ On school property (please specify location) _____
- ☐ On the way to/from school



- ☐ On a school bus
- ☐ Off school property or at a school-sponsored activity or event
- ☐ Digital device on school property
- ☐ Digital device off school property
- ☐ During virtual learning
- ☐ Other (please specify): _____

7. Describe the incident(s), including what the alleged offender(s) said or did.

8. Why do you think the bullying, cyberbullying, harassment, and/or intimidation occurred?

If you think the alleged motive of the bullying, harassment, or intimidation was motivated by actual or perceived personal characteristics including race, ethnicity, color, ancestry, national origin, nationality, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy or parenting status, family structure, ability (cognitive, social/emotional, and physical), veteran status, genetic information, age, immigration or citizenship status, socioeconomic status, language, or any other legally or constitutionally protected attributes or affiliations, please provide detailed information below.

9. 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 required medical attention

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

11. 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? _____

12. 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

13. Is there any additional information you would like to provide?

Signature: _____ Date: _____

BALTIMORE CITY
PUBLIC SCHOOLS

CRIMINAL GANG-RELATED INCIDENT REPORTING FORM

DIRECTIONS: Use this form to report alleged criminal gang activity and similar destructive or illegal group behavior or to report 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 or at school-sponsored activities. Submit this completed form to the school principal and School Police.

CRIMINAL GANG : Any enterprise, organization, or other group of associated individuals whose members (1) individually or collectively engage in a pattern of organized crime activity; (2) have as one of their primary objectives or activities the commission or one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by adults; and (3) have in common an overt or covert organizational or command structure. A criminal gang is also known as a criminal organization as defined by the Maryland Annotated Code, Criminal Law Article, Section 9-801.

PATTERN OF CRIMINAL GANG OR CRIMINAL ORGANIZATION ACTIVITY – 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, provided the crimes or acts were not part of the same incident.

SCHOOL PROPERTY – All buildings, grounds, and land owned, leased, used, or operated by or on behalf of City Schools for school administration or operations, including athletic fields, playgrounds, parking lots, walkways, and all areas of school buildings and other facilities. School property includes school buildings, grounds, and land utilized by public charter and other operator-led schools to conduct educational programming and other school activities, regardless of who owns the building or property. School property also includes school buses and other vehicles (including vehicles operated by contracted vendors), as well as fixed equipment, utilized for school administration and operations.

SCHOOL-SPONSORED ACTIVITY – Any activity that is sponsored, approved, conducted, planned, and/or supervised by City Schools employees, regardless of the location of the activity or whether the activity is or is not held during the instructional day.

(PLEASE PRINT ALL INFORMATION)

Today's date: _____ / _____ / _____ School: _____ School System: Baltimore City Public Schools _____

PERSON REPORTING INCIDENT

Name: _____ Place an **X** in the appropriate box:
Telephone: _____ ☐ Student ☐ School staff
E-mail: _____ ☐ Student (Witness, Bystander)
☐ Other _____

1. Name of student victim:

Age _____ School _____

2. Name of alleged offender(s) (if known)

Age _____ School _____

Is he/she a student?

☐ Yes ☐ No
☐ Yes ☐ No
☐ Yes ☐ No

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

_____/_____/_____/_____/_____/_____
MONTH DAY YEAR MONTH DAY YEAR

4. Please describe what occurred:

5. Where did the incident occur? (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

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

7. 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 required medical attention

8. If there was a physical injury, do you think there will be permanent effects? Place an X next to one of the following:

☐ Yes ☐ No

9. 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? _____

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

☐ No ☐ Yes, but it did not require medical attention

11. Is there any additional information you would like to provide (e.g. name of gang, clique, crew, or group, if known)? (Attach a separate sheet if necessary)

Signature: _____ Date: _____

Name: _____

Date: _____

B

Additional Resources



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.

Baltimore City Public Schools

City Schools' Central Office can be reached at 443-984-2000.

For Baltimore City School Police, call 410-396-8588. *(Please 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 Civilian 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 general public that have not been addressed at the school level or by the responsible Central Office 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

Organization	Phone	Website
Alternative Directions, Inc. Mentoring Program	410-889-5072	altdir.org
Baltimore Child and Adolescent Response System (BCARS)	410-752-2272	www.baltimorechildcrisis.org
Center for Hope (formerly Baltimore Child Abuse Center)	410-396-6147	lifebridgehealth.org/center-for-hope
Baltimore City Office of Youth & Trauma Services	410-396-4398	www.baltimorecity.gov/health/our-work/office-of-youth-and-trauma-services
CarePoint Response	988	carepointresponse.org
Behavioral Health Systems Baltimore (BHSB)	988	www.bhsbaltimore.org
Center for Urban Families	410-367-5691	www.cfuf.org
Child in Need of Supervision (East Baltimore Community Corporation)		ebcconline.org
Disability Rights Maryland	410-727-6352	disabilityrightsmd.org
GLSEN Maryland	443-509-1108	maps.glsen.org/advocates/maryland-advocates
Kennedy Krieger Institute	443-923-9403	www.kennedykrieger.org
King Health Systems, Inc.	410-578-4340	khsystems.org
Maryland Legal Aid Bureau	888-465-2468	www.mdlab.org
Maryland Psychological Association Referral Service		marylandpsychology.org
Maryland Volunteer Legal Services	410-547-6537	mvlslaw.org
National Alliance on Mental Illness (NAMI) Hotline	800-950-6264	www.NAMI.org
Public Justice Center	410-625-9409	www.publicjustice.org
Roberta's House Grief Support Center	410-235-6633	www.robertashouse.org
The Center for Restorative Change	410-706-1882	www.ssw.umaryland.edu/crc
TurnAround, Inc. Intimate Counseling Services	443-279-0379	turnaroundinc.org
United Way 2-1-1	410-685-0525	www.211md.org

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