

2016-17

BALTIMORE CITY  
PUBLIC SCHOOLS



# Code of CONDUCT



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## Baltimore City Public Schools' Notice of Nondiscrimination

Baltimore City Public Schools does not discriminate on the basis of race, color, ancestry or national origin, religion, sex, sexual orientation, gender identity, gender expression, marital status, disability, veteran status, genetic information, or age in its programs and activities and provides equal access to the Boy Scouts of America and other designated youth groups.

For inquiries regarding the nondiscrimination policies, please contact:

**LaTosha Barnes**

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**T**he Baltimore City Public Schools Code of Conduct 2016-17 was written in accordance with the policies of the Baltimore City Board of School Commissioners (the Board), including policy JKA, and with CEO administrative regulations and Maryland law and regulations. The Code of Conduct was developed to provide consequences that match the severity of an incident, while also focusing on ways to redirect behavior and teach students appropriate responses and behaviors.

All members of the school community, including students, parents and guardians, principals, school staff, and the district office, have rights and responsibilities that support a positive and safe school community and learning environment. Disciplinary responses focus on promoting positive relationships, intervention strategies, and the use of suspensions and expulsions only as disciplinary measures of last resort to minimize the amount of time that students spend out of the classroom.

## School Climate

City Schools defines school climate as the elements in a school related to effective leadership, positive relationships, engaging teaching and learning, a welcoming physical environment, and mental and physical safety. Positive relationships are critical to creating a positive school climate. School leaders set the tone and expectations for the entire school community, paving the way for all members of that community to take meaningful steps to improve school climate.

Schools with a positive climate and culture have

- Effective leadership that creates and communicates clear expectations, communicates openly and honestly, and is accessible and supportive of school staff and staff development
- Positive relationships with all stakeholders—students, parents, teachers/staff, school police, and community partners
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions, expulsions, and school police interventions used only as measures of last resort
- Professional supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes or communities
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs
- Effective and responsive communication among schools, parents, and communities
- Clean, well-maintained, and welcoming environments that clearly demonstrate school pride and a love of learning
- A learning environment where students and staff feel physically and emotionally safe

Visit City Schools' website at

[www.baltimorecityschools.org/climate](http://www.baltimorecityschools.org/climate) for more information about building a positive school climate.

## Code of Conduct Principles for Student Behavior

The Code of Conduct 2016-17 is based on five principles that articulate City Schools' expectations for student behavior while at school or school-related activities:

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

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

## Application of the Code of Conduct

The Code of Conduct applies to students at all times while they are on City Schools property, at any school-sponsored activity, including field trips, and while traveling to and from school or any school-sponsored activity. Other incidents that occur off school grounds are generally not addressed by City Schools or its Code of Conduct. However, there



are times when incidents occur outside of the Code of Conduct's jurisdiction that undermine relationships at school or otherwise threaten school safety and climate. In these instances, City Schools may utilize interventions and responses to improve school climate, including but not limited to restorative practices, mediation, and mindfulness.

## Students with Disabilities

City Schools is committed to eliminating the disparate impact of discipline on students with disabilities. Additional steps must be taken when students with disabilities, including those with Individualized Education Programs (IEP) and Section 504 Plans, are disciplined. The Code of Conduct requires principals and school staff to follow Board policies, CEO administrative regulations, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments (FBA) and developing Behavioral Intervention Plans (BIP).

If a student with an IEP or 504 Plan is suspended or expelled for more than 10 school days in one school year, the IEP or Section 504 team must meet within 10 school days for a manifestation meeting. At the manifestation meeting, the IEP or Section 504 team will determine whether the student's conduct was a manifestation of the student's disability. If the team determines that the behavior is a manifestation and the incident did not involve a weapon, drugs, or serious bodily injury, then the student will be permitted to return to school. 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.

## Commitment to Non-discrimination

City Schools is committed to using this code fairly and without discrimination based on a student's disability status, race, ethnicity, national origin, gender, sexual orientation, or religion.

## Role of School Police

The Baltimore City School Police Force exists to ensure that students and staff are safe and that the learning environment is orderly. Officers work to build positive relationships with students to help ensure the safety of the entire school community.

School administrators handle disciplinary interventions

for students' behavioral infractions. School police will not be involved in matters of routine discipline, since police intervention is designed to be exercised as a last resort. If imminent threat or danger cannot be abated and it is determined that police intervention is necessary to resolve the situation, students will be afforded all relevant due process rights guaranteed under federal, state, and local law.

For police assistance for a non-emergency, school police should be contacted at 410-396-8588. In an emergency, 911 should be dialed first and school police should be contacted immediately thereafter.

For complaints involving the Baltimore City School Police Force, please contact 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](http://www.baltimorecityschools.org/police)).

## Definitions of Disciplinary Responses

When students are disruptive or act inappropriately, school staff and principals should respond rationally, appropriately, consistently, and fairly. The Code of Conduct 2016-17 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 and response. Principals and school staff can use only the levels suggested for each behavior. Administrators and staff must consider all relevant circumstances, including the students' motivation, past discipline record, and personal circumstances that may have exacerbated the behavior, before selecting an appropriate intervention.

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

- **In-school suspension:** The removal of a student within the school building from his or her regular education program for up to, but not more than, three days per incident, and no more than five days per semester.
- **Short-term suspension:** The removal of a student from

school for up to, but not more than, three school days.

- **Long-term suspension:** The removal of a student from school for four to 10 school days. Long-term suspensions must be approved by the CEO or the CEO's designee.
- **Extended suspension:** The removal of a student from school for a period of time longer than 10 school days but not more than 44 school days by the CEO or the CEO's designee. A student may be referred for extended suspension if (1) his or her presence in school presents an imminent threat of serious harm to other students or staff, or (2) the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted.
- **Expulsion:** The removal of a student from his or her regular school program by the CEO or the CEO's designee for 45 school days or more. A student may only be recommended for expulsion if an extended suspension is inadequate to address the behavior and the student's presence in school constitutes an imminent threat of serious harm to other students or staff. An expulsion may be permanent if the behavior results in serious injury or places others in substantial risk of serious injury or death.
- **Alternative educational placement:** A school site that enables students in general education to receive the services needed to improve their behavior while continuing to access the appropriate academic curriculum. A student may receive an alternative educational placement for disciplinary reasons. The placement may range from 11-44 days if the student's return to his or her regular education program would pose an imminent threat of serious harm to students or staff, or cause a chronic and extreme disruption of the educational process. The placement may be for 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 the alternative educational placement.
- **Alternative educational setting:** A school site that enables students with IEPs to receive educational

services, including the services and modifications listed on their IEPs, so that the students can continue to participate in the general education curriculum and progress toward meeting their IEP goals. Students will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not reoccur. Students with IEPs may be placed in an alternative educational setting only if a manifestation meeting is held and the behavior is determined not to be related to the student's disability. Students with IEPs may also be placed in an alternative educational setting (for no more than 45 days) if they engage in one of the following behaviors while at school, on school premises, or at a school function: (1) carrying or possessing a weapon; (2) knowingly possessing or using an illegal drug; (3) selling or soliciting the sale of a controlled substance; or (4) inflicting serious bodily injury on another person.

## Student and Parent Rights with Respect to Suspensions

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

- Students have a right to receive a free and appropriate public education.
- Students have the right to enjoy peaceful and meaningful freedom of speech, press, assembly, and religion on school property and at school-sponsored events.
- Students may not be excluded from their regular school program or denied instructional time (in excess of 59 minutes per day) in the absence of a documented, official, disciplinary intervention (i.e. suspension, expulsion, alternative educational placement, or alternative educational setting).
- 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.
- Students will be returned to their regular educational programs once the conditions of a suspension or expulsion are met. Students who are not returned to their regular education programs will be given written notice.

- 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. Behaviors that should not result in suspension include, but are not limited to, cutting class, unexcused absences, or failing to wear a school uniform.
- Parents will be provided written notification any time their children are removed from the classroom or school for disciplinary reasons. School staff will make diligent efforts to contact parents by telephone when excluding a student from the classroom or school.
- Students are entitled to a conference with the principal (or principal's designee) at the time when a decision is made to remove them from the classroom or school for disciplinary reasons.
- Students are entitled to make up classwork for full credit and without penalty when they are excluded from school for any period of time. Each school shall assign a school staff liaison between the suspended students and teachers to support this process. The school staff liaison will communicate weekly about classwork assignments and school-related issues with all students suspended for more than three days. Teachers are required to provide students all daily classwork and assignments and will correct and return all completed work to students on a weekly basis. Students are responsible for completing make-up work in a timely manner.
- Students cannot be suspended for more than three consecutive school days without the CEO's or CEO designee's approval.
- The school will submit a written report to Climate and Suspension Services when recommending an extended suspension or expulsion. This report will be made available to the student and parent 24 hours before a suspension conference.
- A suspension conference will be scheduled at the district office for students and parents within 10 school days of the first day of removal. If the conference is not held within 10 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.
- Climate and Suspension Services will render a final decision on the disciplinary action after the suspension conference within the first 10 days of the suspension and provide written notification to the student and family. The written notification will include the student's appeal rights (see below).
- Students will be admitted to school on the assigned reinstatement date, regardless of whether parents have attended a conference with the school principal. Students can return to their regular educational programs once all of the conditions of their suspension or expulsion are met. Students who are not permitted to return to their regular educational programs will be given written notice.
- Students with disabilities cannot be removed from school for more than 10 consecutive or cumulative school days without an IEP or 504 team meeting, as appropriate, in which a manifestation determination is made. Students with disabilities may not be removed from school for behaviors that are a manifestation of their disability. (See page 3 for more information.)

## Procedures for Extended Suspensions and Expulsions

**C**limate and Suspension Services, within City Schools' Office of School Supports, 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 expulsion (45 days or more).

## Appealing an Extended Suspension or Expulsion Decision

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

## Levels of Intervention and Disciplinary Response

City Schools recognizes the effectiveness of restorative practices 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 BELOW ARE DESIGNED TO GUIDE TEACHERS AND ADMINISTRATORS IN USING PROGRESSIVE INTERVENTIONS AND RESPONSES AT ALL GRADE LEVELS TO TEACH AND MOTIVATE STUDENTS TO EXHIBIT POSITIVE BEHAVIORS.**

### LEVEL 1 // CLASSROOM INTERVENTIONS AND RESPONSES

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

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

### LEVEL 2 // INTENSIVE SUPPORT STAFF AND ADMINISTRATIVE INTERVENTIONS AND RESPONSES

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These interventions can involve 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 practices and/or mindfulness
- Loss of privileges
- Restitution (monetary or service-based)
- Detention
- Conflict resolution
- Peer mediation
- Discussion with appropriate administrator
- Referral to student support team
- Referral to IEP or 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 practices including community conferencing\* or mediation led by or under supervision of a trained adult
- Mindfulness exercises led by or under supervision of a trained adult
- Mentoring
- Peer mediation
- Referral to IEP or 504 team for evaluation
- IEP or 504 team meeting
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to school-based health or mental health clinic
- Referral to an appropriate after-school program
- Service to school
- Restitution (monetary or service-based)
- Conflict resolution led by or under supervision of a trained adult
- Community mediation led by or under supervision of a trained adult
- Short-term behavioral progress reports linked to positive reinforcement
- Referral to an appropriate community organization
- Development of student support team plan



### LEVEL 3 // SHORT-TERM SUSPENSION AND REFERRAL RESPONSES

These interventions may 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 to 3 days)
- Restorative practices
- Development of or revision to student support team plan
- Referral to the Twilight and credit recovery program
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan (students with disabilities) as needed
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to substance abuse counseling
- Referral to an appropriate community organization (e.g., mentoring programs)

### LEVEL 4 // LONG-TERM SUSPENSION AND REFERRAL RESPONSES

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

- Parent or guardian notification
- Long-term suspension (four to 10 days)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Development of or revision to student support team plan
- Restorative practices including community conferencing\*
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Referral to the Twilight and credit recovery program
- Referral to substance abuse counseling
- Referral to appropriate community organization (e.g., mentoring programs)

### LEVEL 5 // EXTENDED SUSPENSION AND REFERRAL RESPONSES

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

- Parent or guardian notification
- Extended suspension (11 to 44 days)
- Expulsion (serious behavioral infractions; 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 practices including community conferencing\*
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Alternative educational placement or alternative educational setting (determined by Climate and Suspension Services)
- Referral to substance abuse counseling
- Permanent expulsion for certain offenses, as specified in Board policy

\* FOR MORE INFORMATION ABOUT COMMUNITY CONFERENCING, VISIT [WWW.COMMUNITYCONFERENCING.ORG](http://WWW.COMMUNITYCONFERENCING.ORG). NOTE THAT COMMUNITY CONFERENCES AND OTHER RESTORATIVE CIRCLES SHOULD BE LED BY TRAINED, OBJECTIVE FACILITATORS.

## Inappropriate or Disruptive Behavior and Levels of Response

### **GUIDANCE**

#### **LEVEL 1**

##### **Classroom support and student support team**

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**

##### **Intensive support staff and appropriate administration**

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

#### **LEVEL 3**

##### **Short-term suspension and referral**

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

#### **LEVEL 4**

##### **Long-term suspension and referral**

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

#### **LEVEL 5**

##### **Extended suspension, expulsion and referral**

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

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
Absences (103)							
Unexcused absence from school	✱						Maryland state law prohibits out-of-school suspensions for attendance-related offenses
Persistent or excessive absences from school	✱	✱					
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)	✱	✱					
Academic Dishonesty (801)							
Cheating, plagiarizing, etc.	✱	✱					Students may receive a failing grade for <b>that</b> assignment
Alcohol (201)							
Under the influence	✱	✱					School staff is required to refer students to appropriate substance abuse counseling
Using or possessing	✱	✱	✱				
Distributing or selling		✱	✱	✱	✱		

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

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
Attack on Student (402)							
No visible, physical injuries (includes incidents of domestic violence or relationship disputes)		*	*			* <sup>†</sup>	For example, hitting, kicking, or punching another student without warning or provocation; school police should be notified regarding abuse and violence involving students in intimate relationships and all parties should be referred to appropriate counseling services
Bodily injury for pre-k to grade 5		*	*				
Bodily injury for grades 6 to 12			*	*	*	*	
Two or more persons intentionally attacking a student (e.g., "banking"), pre-k to grade 5	*	*	*				
Two or more persons intentionally attacking a student (e.g., "banking"), grades 6 to 12		*	*	*	*	*	
Bomb Threat (502)							
Pre-k to grade 2	*	*	*				
Grades 3 to 5		*	*	*			
Grades 6 to 12				*	*	*	

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

If, on a first offense, administrators believe a Level 5 response is warranted, they must contact the Director of Climate and Suspension Services for guidance and support before proposing Level 5 consequences.

Administrators must contact the Director of Climate and Suspension Services for guidance and support before proposing Level 3, 4, or 5 consequences if the student is in **pre-k or kindergarten**.

School police should be informed immediately regarding incidents that pose threat of serious harm to the safety of staff and/or students.

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

<sup>†</sup> For relationship violence only

## **GUIDANCE**

### **LEVEL 1**

#### **Classroom support and student support team**

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**

#### **Intensive support staff and appropriate administration**

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

### **LEVEL 3**

#### **Short-term suspension and referral**

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

### **LEVEL 4**

#### **Long-term suspension and referral**

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

### **LEVEL 5**

#### **Extended suspension, expulsion and referral**

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

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
Bullying, Including Cyberbullying and Gang-Related Incidents (407)							
Intentional conduct (including verbal, physical or written conduct, or electronic communication) that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school	*	*	*				Bullying incidents should be reported by submitting the bullying report form (included in this booklet and online) to the school; schools are required to report and investigate all bullying incidents and parents/students can expect a response within two days of submitting a report; students should also be referred to appropriate counseling services.
Serious bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student's or students' ability to participate in or benefit from a school's education or extracurricular programs)		*	*	*	*	*	
Bus Violations (704)							
Minor disruption on the bus (e.g., eating, drinking, being too loud, standing)	*	*					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 driver)		*	*			*	
Class Cutting (101)							
Failure to attend a scheduled class or leaving school premises without permission during the school day	*	*					Maryland state law prohibits out-of-school suspensions for attendance-related offenses

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



INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
Classroom Disruption (704)							
Talking out in class or talking out of turn, picking on or teasing other students, and other behavior that detracts from student learning	*	*					Restorative practices should be used as appropriate
Serious classroom disruption that directly affects the safety of others (e.g., throwing harmful items, turning over tables, or disrupting a fire or safety drill)	*	*	*				
Defiance of Authority and/or Insubordination (701)							
Failure to follow directions	*	*					Nonviolent/ nonphysical; Restorative practices should be used as appropriate  State guidelines prohibit students being excluded from school for insubordinate or disrespectful behavior
Failure to respond to school staff questions or requests	*	*					
Disrespectful Behavior (701)							
Making inappropriate gestures, symbols, or comments, or using profane or offensive language	*	*					Restorative practices should be used as appropriate  State guidelines prohibit students being excluded from school for insubordinate or disrespectful behavior
Using verbal insults or put-downs or lying to, misleading, or giving false information to school staff	*	*					

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

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

If, on a first offense, administrators believe a Level 5 response is warranted, they must contact the Director of Climate and Suspension Services for guidance and support before proposing Level 5 consequences.

Administrators must contact the Director of Climate and Suspension Services for guidance and support before proposing Level 3, 4, or 5 consequences if the student is in **pre-k or kindergarten**.

School police should be informed immediately regarding incidents that pose threat of serious harm to the safety of staff and/or students.

## GUIDANCE

### LEVEL 1

#### Classroom support and student support team

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

#### Intensive support staff and appropriate administration

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

### LEVEL 3

#### Short-term suspension and referral

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

### LEVEL 4

#### Long-term suspension and referral

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

### LEVEL 5

#### Extended suspension, expulsion and referral

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

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
Dress Code Violation (706)							
Violating City Schools' dress code	★	★					Refer to dress code standards provided at the district website, <a href="http://www.baltimorecityschools.org">www.baltimorecityschools.org</a> ; students cannot be excluded from school for failure to adhere to a school uniform policy
Drugs or Controlled Substances							
Under the influence (203, 892)	★	★					Applicable at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community; school staff is required to refer students to appropriate substance abuse counseling
Using or possessing (203, 892)		★	★	★	★	★	
Distributing or selling (203, 891)				★	★	★	
Extortion (406)							
Pre-k to grade 2	★	★					For example, taking or attempting to take from another money or property by threat of force, express or implied
Grades 3 to 5		★	★				
Grades 6 to 12		★	★	★	★	★	
False Activation of a Fire Alarm (502)							
Pre-k to grade 2	★	★					Students are required to complete classes offered by the Baltimore City Fire Department; schools should contact the Fire Department at 410-396-5950
Grades 3 to 5		★	★				
Grades 6 to 12			★				

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
<b>Fighting (405)</b>							
Physical aggression with another student (e.g., shoving or pushing)	*	*					
Fighting (may include incidents resulting in minor injuries)		*	*				
<b>Fire Setting/Arson (501)</b>							
Attempting to set, aiding in setting, or setting a fire				*	*	*	<i>Students are required to complete classes offered by the Baltimore City Fire Department; schools should contact the Fire Department at 410-396-5950</i>
<b>Gambling (704)</b>							
Requires the use of money or exchangeable goods	*	*					
<b>Hallway Misbehavior (704)</b>							
Running, making excessive noise, loitering, or persistent hall-walking	*	*					

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

If, on a first offense, administrators believe a Level 5 response is warranted, they must contact the Director of Climate and Suspension Services for guidance and support before proposing Level 5 consequences.

Administrators must contact the Director of Climate and Suspension Services for guidance and support before proposing Level 3, 4, or 5 consequences if the student is in **pre-k or kindergarten**.

School police should be informed immediately regarding incidents that pose threat of serious harm to the safety of staff and/or students.

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

## GUIDANCE

### LEVEL 1

#### Classroom support and student support team

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

#### Intensive support staff and appropriate administration

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

### LEVEL 3

#### Short-term suspension and referral

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

### LEVEL 4

#### Long-term suspension and referral

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

### LEVEL 5

#### Extended suspension, expulsion and referral

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

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion, Including Cyberharassment, against Members of the School Community (407)							
Minor harassment (e.g., verbal discriminatory actions)	*	*					Student/parent conferences and/or restorative circles should be used as appropriate
Serious harassment (e.g., persistent or long-term harassment that threatens or seriously intimidates another student, or adversely affects another student's ability to participate in or benefit from a school's educational or curricular program)		*	*	*	*	*	
Inciting or Participating in Disturbance (704)							
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		*	*			*	Students maintain the right to peacefully invoke their right of free expression
Using an electronic device to send incendiary texts or social media messages, or to bring others to initiate or engage in a disturbance		*	*			*	
Inhalants							
Under the influence (202, 892)	*	*					Medical personnel must be immediately notified if a student is found to be under the influence or using an inhalant; school staff is required to refer students to appropriate substance abuse counseling
Using or possessing (202, 892)		*	*				
Distributing or selling (202, 891)		*	*	*	*	*	



INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
<b>Physical Contact with School Personnel or Other Adult (401)</b>							
Unintentional physical contact with school personnel or other adult	*	*					
Unintentionally striking a staff member who is intervening in a fight or other disruptive activity		*	*			* <sup>†</sup>	
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)	*	*	*			* <sup>†</sup>	
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)		*	*	*	*	* <sup>†</sup>	

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

If, on a first offense, administrators believe a Level 5 response is warranted, they must contact the Director of Climate and Suspension Services for guidance and support before proposing Level 5 consequences.

Administrators must contact the Director of Climate and Suspension Services for guidance and support before proposing Level 3, 4, or 5 consequences if the student is in **pre-k or kindergarten**.

School police should be informed immediately regarding incidents that pose threat of serious harm to the safety of staff and/or students.

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

† If the staff member is injured.

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
Portable Electronic Communication Device Policy Violation							
Use of portable electronic communication devices, electronic game devices, and other similar items, at unauthorized times (802)	*	*					On the first infraction, students must only be given a warning; only after the first infraction can the student be subject to Level 1 responses; on the second infraction, parent notification must occur; refer to the district website at <a href="http://www.baltimorecityschools.org">www.baltimorecityschools.org</a> for details of this policy
Inappropriate use of any electronic device carried, worn, or transported by a student to receive or communicate messages (802)	*	*					
Using portable electronic communication devices to take, share, record, and/or publish inappropriate pictures, videos, or recordings taken on school grounds, including fights or other disturbances (407)	*	*	*				
Property Damage, Including Graffiti (806)							
Minor (under \$50) or accidental damage	*	*					Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school service project
Intentional damage to another person's or school property (\$50 to \$1000)		*	*				
Intentional damage to another person's or school property (over \$1000)		*	*			*	
Robbery (406)							
Taking from another money or property by force or intimidation (pre-k to grade 2)		*	*				
Taking from another money or property by force or intimidation (grades 3 to 12)		*	*	*	*	*	

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
<b>School Equipment Use without Permission (802)</b>							
Use of computers, fax machines, phones, etc.	*	*					
<b>Serious Bodily Injury (408)</b>							
Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body, or impairment of the function of any part of the body					*	*	
<b>Sexual Assault or Offense (601)</b>							
Forced sexual act					*	*	<i>School staff is required to refer students to appropriate counseling and contact Child Protective Services as appropriate</i>
<b>Sexually-Based Infraction</b>							
Sexual harassment (602) (e.g., unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature)		*	*	*			<i>School staff is required to refer students to appropriate counseling and contact Child Protective Services as appropriate</i>
Sexual activity or sexual misconduct (603) (e.g., indecent exposure, engaging in sexual activity, etc.) (pre-k to grade 5)	*	*					
Sexual activity or sexual misconduct (603) (grades 6 to 12)	*	*	*				

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
Tardiness (102)							
Persistent or excessive tardiness to class or school	★	★					Maryland state law prohibits out-of-school suspensions for attendance-related offenses
Theft (803)							
Less than \$1000		★	★				Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school service project
Greater than \$1000 (it is recommended that police not be contacted for students in grades pre-k through 2)		★	★			★	
Tobacco Possession or Use (204)							
Possession, use, sale, or distribution of tobacco products or e-cigarettes	★	★					School staff is required to refer students to appropriate substance abuse counseling
Trespassing (804)							
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		★	★			★	



INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
Verbal, Physical, or Written Threat to Adult (403)							
Threatening or aggressive language or gestures directed toward staff or another adult	*	*	*				
Persistent threatening or aggressive language or gestures directed toward staff or another adult (grades 6 to 12 only)			*	*	*	*	
Verbal, Physical, or Written Threat to Student (404)							
Threatening or aggressive language or gestures directed toward another student	*	*	*				
Persistent threatening or aggressive language or gestures directed toward another student (grades 6 to 12 only)			*	*			

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5*	SCHOOL POLICE INFORMED	NOTES
<b>Weapons, Firearms, and Explosives</b>							
Explosives (503, 893) (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substances or combination of substance or articles, other than a firearm)		*	*	*	*	*	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
Firearms (301, 893) (possession of a firearm as defined in 18 USC 921 of the federal code - e.g., handguns, rifles, shotguns, and bombs)					*	*	
Other guns (302, 893) (possession of any gun, of any kind, loaded or unloaded, operable or inoperable - e.g., BB guns, pellet guns, etc.)				*	*	*	
Other weapons (303, 893) (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 poisons; chemical or electrical devices such as electroshock devices, chemical sprays or laser pointers; metallic knuckles; knives)		*	*	*	*	*	
Use of any other weapon of any kind in the commission of an aggressive act toward another person (303, 893)			*	*	*	*	
Possession of a toy gun, water gun, or look-alike gun that is not used in the commission of an aggressive act toward another person (302, 893)	*	*					
Use of a toy gun, water gun, or look-alike gun in the commission of an aggressive act toward another person (302, 893)			*	*	*	*	



## BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

**Directions:** Bullying, harassment, and intimidation are serious and will not be tolerated. This is a form to report alleged bullying, harassment, or intimidation that occurred during the current school year on school property, at a school-sponsored activity or event off school property, on a school bus, on the way to and/or from school (will be collected unless specifically excluded by local board policy), or on the Internet—sent on or off school property; or that substantially disrupted the orderly operation of the school. Bullying, harassment, and intimidation mean any 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. The conduct must (1) be motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability, or (2) be threatening or seriously intimidating. Electronic communication means communication transmitted by means of electronic device, including a telephone, cellular phone, computer, and pager. Conduct that is of a sexual nature is the most commonly reported form of sexual harassment. This term is generally thought to mean actions, language, or visual materials which specifically refer to, portray, or involve sexual activity or language. Conduct of a sexual nature may include overt sexual solicitations, inappropriate touching, sexual jokes, and inquiries about a person's sex life. Sexual harassment is the broader term that encompasses conducts of a sexual nature such as unwelcomed sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature. Sexual harassment also includes acts that are not overtly sexual but rather are directed at individuals based on their gender such as profanity or rude behavior that is gender-specific.

If you are a student, the parent/guardian of a student, a close adult relative of a student, or a school staff member and wish to report an incident of alleged bullying, harassment, or intimidation, complete this form and return it to the principal at the student victim's school. You may contact the school for additional information or assistance at any time.

(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 of a student ☐ Close adult relative of a student ☐ School staff ☐ Bystander

1. Name of student victim(s):

Age

School

2. Name of alleged witness(es) (if known):

Age

School

3. Name(s) of alleged offender(s) (if known):

Age

School

Is he/she a student?

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

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

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ MONTH DAY YEAR

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

- ☐ Any bullying, harassment, or intimidation that involves physical aggression  
☐ Getting another person to hit or harm the student  
☐ Teasing, name-calling, making critical remarks, or threatening, in person or by other means  
☐ Demeaning and making the victim of jokes  
☐ Making rude and/or threatening gestures  
☐ Excluding or rejecting the student  
☐ Intimidating (bullying), extorting, or exploiting  
☐ Spreading harmful rumors or gossip  
☐ Related to the student's disability
- ☐ Related to the student's perceived sexual orientation  
☐ Cyberbullying (e.g. social media including Facebook, Twitter, Vine, Instagram, etc.)  
☐ Electronic communication (e.g. email, text, sexting, etc.)  
☐ Gang related  
☐ Gang recruitment  
☐ Human trafficking/prostitution recruitment  
☐ Racial harassment  
☐ Sexual harassment  
☐ Sexual in nature  
☐ Other (specify) \_\_\_\_\_

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

- ☐ On school property  
☐ At a school-sponsored activity or event off school property  
☐ On a school bus  
☐ On the way to/from school\*  
☐ Via Internet- sent on or off school property

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

*(Attach a separate sheet if necessary)*

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

*(Attach a separate sheet if necessary)*

9. Did a physical injury result from this incident? ☐ 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? ☐ 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? \_\_\_\_\_

*(Attach a separate sheet if necessary)*

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*\*Will be collected unless specifically excluded by local board policy*







## GANG-RELATED INCIDENT REPORTING FORM

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

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

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

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

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

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

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

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

### Today's Date:

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Month Day Year

School: \_\_\_\_\_

School System: \_\_\_\_\_

### PERSON REPORTING INCIDENT

Name: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

### Place an X in the appropriate box:

☐ Student

☐ Student (*Witness/Bystander*)

☐ School Staff

☐ Other \_\_\_\_\_

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

2. Name(s) of alleged offender(s) if known (please print) Age \_\_\_\_\_ School (if known) \_\_\_\_\_ Is he/she a student?

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

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

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Month Day Year      Month Day Year      Month Day Year

**4. Please describe what occurred:**

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

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

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

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

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

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

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

- ☐ Yes
- ☐ No

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

- ☐ Yes
- ☐ No

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

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

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

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

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Additional Resources

School social workers, psychologists, guidance counselors, and mental health providers 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 wellbeing 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 district offices 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](http://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 district department, and seeks to mediate resolution. The CEO Ombudsman can be reached at 443-984-2000.

### OTHER AGENCIES AND ORGANIZATIONS

- **Maryland call center for health and human services resources**, 211, 410-685-0525, 800-492-0618, or [www.211md.org](http://www.211md.org)
- **Baltimore Child and Adolescent Response System (BCARS)**, 410-752-2272, or [www.baltimorechildcrisis.org](http://www.baltimorechildcrisis.org)

- **Child in Need of Supervision**, 443-263-8747
- **Department of Social Services/Alternative Response/Foster Care**, 410-361-2235
- **Family Preservation (Helping Families Stay Together and Intensive Family Services)**, 410-361-2235
- **Baltimore City Fire Department Juvenile Fire Setter Intervention Program**, 410-396-5950
- **Gay, Lesbian and Straight Education Network (GLSEN)**, [www.glsen.org/chapters/Baltimore](http://www.glsen.org/chapters/Baltimore) or 443-421-7179
- **Maryland Choices**, 443-759-8865 or 877-565-5395
- **Maryland Psychological Association's referral service**, [www.marylandpsychology.org/psychologists/findapsychologist.cfm](http://www.marylandpsychology.org/psychologists/findapsychologist.cfm)
- **Maryland Youth Crisis Hotline**, 800-422-0009 or [www.help4mdyouth.org](http://www.help4mdyouth.org)
- **Maryland Disability Law Center (MDLC)**, 410-727-6352 or [www.mdlclaw.org](http://www.mdlclaw.org)
- **National Alliance on Mental Illness (NAMI) Hotline**, [www.NAMI.org](http://www.NAMI.org)
- **Baltimore Crisis Response, Inc. (BCRI)**, 410-576-5097, <http://treatment-facilities.healthgrove.com/l/12346/Baltimore-Crisis-Response-Inc>
- **Baltimore CHIP Mentoring Program (helping youth with incarcerated parents)**, 410-889-5072, <http://www.alternativedirectionsinc.org/>
- **Behavior Health Service of Baltimore (BHSB)**, [www.bhsbaltimore.org](http://www.bhsbaltimore.org)
- **Maryland Legal Aid Bureau**, 410-951-7777 or [www.mdlab.org](http://www.mdlab.org)
- **Maryland Volunteer Legal Services**, 410-547-6547 or [www.mvlslaw.org/](http://www.mvlslaw.org/)



# BALTIMORE CITY PUBLIC SCHOOLS

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