STUDENT CODE OF Conduct

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

Equal Opportunity Manager, Title IX Coordinator
Equal Employment Opportunity and Title IX Compliance
200 E. North Avenue
Room 208
Baltimore, MD 21202
Phone 410-396-8542
Fax 410-396-2955

OR

Coordinator – Section 504
Special Education and Student Supports Department
200 E. North Avenue
Room 210
Baltimore, MD 21202
Phone: 443-462-4247
Email: 504support@bcps.k12.md.us

If you believe you have been treated differently because of your race or color, national origin or ethnicity, religion of creed, sex or gender, age, physical or mental disability, genetic information, marital status, sexual orientation, or gender identity or expression, you have the right to file a complaint with the Equal Employment Opportunity department.

You must file a complaint within 90 days of the most recent act(s) of discrimination or harassment.
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The Baltimore City Public Schools’ Student Code of Conduct 2019-20 was written in accordance with the policies of the Baltimore City Board of School Commissioners - including the Behavioral Interventions and Student Discipline Policy (Board Policy JKA) - and with CEO administrative regulations and Maryland law and regulations. The Code of Conduct was developed to provide levels of disciplinary responses 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

Building a Generation: City Schools’ Blueprint for Success identifies the promotion of student wholeness as a foundational priority, with a vision of inspiring students to reach their full potential and pursue their passions and interests. To make this possible, schools are working to provide engaging, safe, and supportive environments that foster well-being and meet students’ academic, social, emotional, and physical needs.

When students feel safe and supported, are interested in what they are learning and find it purposeful, when their curiosity is engaged and they are motivated, achievement improves. Successful schools provide opportunities for students to explore their interests, with enriching activities both in and out of the classroom. They also create positive cultures where students have the confidence to explore those opportunities. Schools with positive cultures also have the following characteristics:

- Effective leadership that creates and communicates clear expectations, communicates openly and honestly, is accessible and supportive of school staff and professional learning, and supports students in acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions.
- Positive relationships with all stakeholders — students, parents, teachers/staff, school police, and community partners
- Training and resources that provide social, emotional, and academic support, and positive interventions designed to 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 of learning
- A learning environment where students and staff feel physically and emotionally safe

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

**Code of Conduct Principles for Student Behavior**

The Code of Conduct 2019-20 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.

<table>
<thead>
<tr>
<th>Expectations of Students</th>
<th>Expectations of Faculty and School Staff</th>
<th>Expectations of Families (Parents &amp; Guardians)</th>
<th>Expectations of Community Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will...</td>
<td>I will...</td>
<td>I will...</td>
<td>We will...</td>
</tr>
<tr>
<td>● share with school staff when I feel uncomfortable or threatened</td>
<td>● share with administrators when I feel uncomfortable or threatened</td>
<td>● share with school staff when I feel that my children feel uncomfortable or threatened</td>
<td>● share strategies with school staff that can help to promote a safe environment around our community</td>
</tr>
<tr>
<td>● respect the rules of developed for the safety of myself and peers at all times</td>
<td>● respect the rules of safety that were developed specifically for my school and community</td>
<td>● respect the rules of safety that were developed specifically for my child's school and community</td>
<td>● respect the rules of safety that were developed specifically for the school and community</td>
</tr>
<tr>
<td>● share ideas and strategies for improving school climate and school discipline practices</td>
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<td>● share ideas and strategies for improving school climate and school discipline practices</td>
<td>● work with the school community to help maintain safety and order in the area surrounding the school</td>
</tr>
<tr>
<td>● seek assistance when needed to help foster a deeper understanding of lessons</td>
<td>● come to school prepared to support diverse student learners</td>
<td>● send my children to school ready to learn</td>
<td>● provide resources (human, financial, etc.) to support the success of all stakeholders</td>
</tr>
<tr>
<td>● provide assistance to my peers to help them understand lessons</td>
<td>● support students’ backgrounds with regards to, but not exclusive to, culture, race, orientation, and gender identity or expression</td>
<td>● assist my child with homework and other school assignments</td>
<td>● contribute to the well-being of all stakeholders in and around the school community</td>
</tr>
<tr>
<td>● remain focused on my lessons</td>
<td>● prepare engaging lessons that meet the needs of diverse learning styles</td>
<td>● seek resources to help my child if needed</td>
<td>● establish and maintain positive relationships with all stakeholders</td>
</tr>
<tr>
<td>● complete all assignments to the best of my ability</td>
<td>● conduct myself in a manner befitting my role as an educational leader</td>
<td>● encourage my child to be friendly to peers and hold one another accountable for respectful interactions</td>
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</tr>
<tr>
<td>● establish and maintain positive relationships with all stakeholders</td>
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<td>● support the development of strategies to foster students’ level of self-efficacy and ownership over academic, social, and emotional skills development</td>
<td>● meet regularly with stakeholders to discuss data and examine equity in students’ experiences and outcomes</td>
</tr>
<tr>
<td>● avoid participation in any activity or event that may intentionally or unintentionally cause harm to myself or others</td>
<td>● seek developmentally appropriate opportunities to co-construct knowledge, assume leadership roles, and initiate and lead activities to improve the classroom and school community</td>
<td>● intentionally create conditions to build relationships and community that are supportive and culturally responsive</td>
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</tr>
</tbody>
</table>

Visit https://www.baltimorecityschools.org/blueprint to learn more about student wholeness as part of City Schools’ blueprint.
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 athletic contests and field trips, and while traveling to and from school or any school-sponsored events. In these instances, City Schools may use interventions and responses to improve school climate, including but not limited to restorative approaches, mediation, mindfulness, and suspension or expulsion. Other incidents that occur off school grounds, with exception, are typically not addressed by City Schools or its Student Code of Conduct unless the behavior undermines relationships at school or 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 (IEP) and Section 504 Plans, are disciplined. The Code of Conduct requires principals and school staff to follow Board policies, CEO administrative regulations, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student’s disability), conducting Functional Behavioral Assessments (FBA), and developing Behavioral Intervention Plans (BIP).

If a student with an IEP or 504 Plan is suspended or expelled for more than 10 school days in one school year, the IEP or Section 504 team must meet within 10 school days for a manifestation meeting. At the manifestation meeting, the IEP or Section 504 team will determine whether the student’s conduct was a manifestation of the student’s disability. If the team determines that the behavior is a manifestation and the incident did not involve a weapon, drugs, or serious bodily injury, then the student will be permitted to return to school. The student will also be returned to school if the team determines that the behavior is a direct result of City Schools’ failure to implement the student’s IEP. Inappropriate behaviors related to a student’s disability will be addressed through the IEP and Section 504 process to ensure that the student receives services and modifications designed to prevent the behavior’s recurrence. Students with IEPs who are not returned to the school building are entitled to the services necessary to allow them to progress in the general curriculum and advance toward achieving their IEP goals.

Commitment to Non-discrimination

City Schools is committed to using the Code of Conduct fairly and without discrimination based on a student’s race, color, ancestry or national origin, sex, sexual orientation, gender identity, gender expression, marital status, disability, veteran status, genetic information, age, or religion.

Role of School Police

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

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

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

For complaints involving the Baltimore City School Police Force, please contact 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/school-police).

Definitions of Disciplinary Responses

When students are disruptive or act inappropriately, school staff and principals should respond restoratively, rationally, appropriately, consistently and fairly. The 2019-20 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 can use only
the levels suggested for each behavior. Administrators and staff must consider all relevant circumstances, including the students’ motivation, past discipline record, disability status, and personal circumstances that may have exacerbated the behavior, before selecting an appropriate intervention.

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

- **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 4 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 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 in order to receive educational services during an extended suspension or expulsion. The placement may range from 11-44 days if the student’s return to his or her regular education program would pose an imminent threat of serious harm to students or staff, or cause a chronic and extreme disruption of the educational process. The placement may be for 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), after holding a suspension conference at district office, if they engage in one of the following behaviors while at school, on school premises, or at a school function: (1) carrying or possessing a weapon; (2) knowingly possessing or using an illegal drug; (3) selling or soliciting the sale of a controlled substance; or (4) inflicting serious bodily injury on another person.
Imminent Threat of Serious Harm: A likely or immediate danger of negative and significant impact on physical, emotional, or psychological wellbeing.

Behavioral Foundations for Early Learners

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

- Students (Pre-K to Grade 2) may not be expelled unless they are found to be in violation of federal law (i.e., Gun Free Schools Act, etc.).
- Students (Pre-K to Grade 2) may be suspended for up to five days, only if the school administration, in consultation with a school psychologist or mental health professional, determines that there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through interventions and supports.
- If a student (Pre-K to Grade 2) is subject to a suspension or expulsion, the principal or school administrator must promptly contact the student’s parent or guardian and following due process procedures outlined in City Schools’ administrative regulations concerning student discipline.

Procedures for Extended Suspensions and Expulsions

The Office of Suspension Services represents the CEO in processing long-term suspension, extended suspension, and expulsion decisions.

Listed below are the procedures that will be followed in cases of extended suspensions (11-44 days) and expulsions (45 days or more).

- The school must submit a written report to the Office of Suspension Services when recommending an extended suspension or expulsion. This report will be made available to the student and family upon written request received 24 hours before a suspension conference. If such request is received, the packet will be provided at least one hour prior to the suspension conference.
- A suspension conference will be scheduled at the district office for students and families within 10 school days of the first day of removal. If the conference is not held within 10 school days, the student will be allowed to return to their regular educational program unless there is a finding that the student’s return would pose an imminent threat of serious harm to other students or staff.
- When a school suspends a student with an IEP or a 504 plan for more than 10 consecutive or cumulative school days, an IEP or 504 team manifestation meeting must also be held within 10 school days of the first day of removal. The purpose of this meeting is to determine whether the conduct, which resulted in disciplinary action, is a manifestation of the student’s disability, or a result of the team’s failure to implement the IEP or 504 plan.
- The Office of 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).
- If the Office of Suspension Services does not render a final decision on the disciplinary action within the first 10 days of the suspension, and provide written notification to the student and the family, then the student shall be allowed to return to school unless the CEO or the CEO’s designee determines that the student’s return would pose an imminent threat of serious harm to other student or staff, and written notice is provided to the parent or guardian providing the reason for delay.
- Students will be admitted to school on the assigned reinstatement date, regardless of whether parents/guardians have attended a reintegration conference with the school principal. Students can return to their regular educational programs once all of the conditions of their suspension or expulsion are met.
**Student and Family Rights with Respect to all Suspensions and Expulsions**

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

- Students have a right to receive a free and appropriate public education.
- Students have the right to enjoy peaceful and meaningful freedom of speech, press, assembly, and religion on school property and at school-sponsored events.
- Students may not be excluded from their regular school program or denied instructional time (more than 59 minutes per day) in the absence of a documented, official, disciplinary intervention (i.e. suspension, expulsion, alternative educational placement, or alternative educational setting).
- Schools may not contact parents to pick up students or seek permission from parents to send students home for behavior that does not merit a suspension under the Code of Conduct. Likewise, parents should not grant the school permission to exclude their children from their classes without an official suspension.
- Students cannot be suspended for more than three consecutive school days without the CEO’s (or CEO designee’s) approval.
- Behaviors that should not result in suspension include, but are not limited to, cutting class, unexcused absences, or failing to wear a student uniform.
- Students are entitled to a conference with the principal at the time when a decision is made to remove them from the classroom or school for disciplinary reasons. Students are also entitled to receive written notification of why they are being removed from the classroom or school for disciplinary reasons.
- Students must be given an opportunity to tell their side of the story before a decision is made to place them in in-school, short-term, long-term, or extended suspension or expulsion.
- Parents/guardians will be provided written notification any time their child is removed from the classroom or school for disciplinary reasons. School staff will make diligent efforts to contact the family by telephone, email, or text message (if permission has been secured) when excluding a student from the classroom or school.
- Students are entitled to make up classwork and assignments for full credit and without penalty when they are excluded from school for any period of time. Each school shall assign a school staff liaison between the suspended student and teachers to support this process. The school staff liaison will communicate weekly about classwork and assignments, and school-related issues with all students suspended for more than three days. Teachers are required to provide students all daily classwork, assignments, and will correct and return all completed work to students on a weekly basis. Students are responsible for completing classwork and assignments in a timely manner.
- Students will be reintegrated into the school community once the conditions of a suspension or expulsion are met. Schools should develop a process (i.e., reintegration conference, restorative circle, etc.) that supports the positive transition of a student back into the school and classroom, including, where needed, to address harm that may have been caused by the student’s behavior and rebuild relationships with those affected.

**Appealing an Extended Suspension or Expulsion Decision**

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

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

THE CATEGORIES SHOWN ARE DESIGNED TO GUIDE TEACHERS AND ADMINISTRATORS IN USING APPROPRIATE INTERVENTIONS AND RESPONSES AT ALL GRADE LEVELS TO TEACH AND MOTIVATE STUDENTS TO EXHIBIT POSITIVE BEHAVIORS.

LEVEL 1 — Teacher Interventions and responses

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

- Contact parent via telephone, email or (if permission to do so has been secured) text message
- Verbal correction
- Reminders and redirection (e.g., role-play)
- Written reflection or apology
- Seat change
- Parent or guardian conference
- Daily progress sheet on behavior
- Establish buddy teacher system
- Classroom system of positive reinforcement
- Teacher or student conference
- Detention (before or after school) with parent or guardian consent
- De-escalation strategies (i.e., mindfulness, reflection break, relaxation techniques, peace corner)
- Restorative approaches (i.e., affective statements, proactive circles, fair process)

LEVEL 2 — Administrative interventions and responses

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

- Parent or guardian notification
- Change in schedule or class
- Restorative approaches (i.e., small impromptu conversations, circle processes, restorative questions, responsive circles)
- Loss of privileges
- Behavior contracts
- Invitation for parental shadow
- Restitution (monetary or service-based)
- Detention (before or after school) with parent or guardian consent
- Mindfulness
- Conflict resolution by a trained adult
- 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 approaches including community conferencing or mediation led by or under supervision of a trained adult
- Mindfulness exercises led by or under supervision of a trained adult
- Mentoring
- Peer mediation
- Referral to IEP or 504 team for evaluation
- IEP or 504 team meeting
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to school-based health or mental health clinic
- Referral to an appropriate after-school program
LEVEL 3 — Short-term suspension and referral responses

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

- Parent or guardian notification
- Short-term suspension (1–3 days)
- Restorative approaches including formal conferencing, conflict solution, and/or community reintegration planning
- Development of or revision to student support team plan
- Referral to a twilight or credit recovery program
- Referral to IEP team or 504 team for manifestation 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 shall involve the removal of a student from the school environment for a period ranging between 4 and 10 school days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while adequately addressing the behavior.

- Parent or guardian notification
- Long-term suspension (4 to 10 days)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Development of or revision to student support team plan
- Restorative approaches including formal conferencing, conflict solution, and/or community reintegration planning
- Referral to 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 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 placement of the student in an alternative environment that provides additional structure to address the behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others. The duration of an extended suspension, expulsion, or alternative placement will be limited to the least amount of time necessary to adequately address the behavior.

- Parent or guardian notification
- Extended suspension (11 to 44 days)
- Expulsion (serious behavioral infractions; 44 days or longer)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Development of or revision to student support team plan
- Restorative approaches including formal conferencing, conflict solution, and/or community reintegration planning
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Alternative educational placement or alternative educational setting by the Office of Suspension Services
- Referral to substance abuse counseling
- Permanent expulsion for certain offenses, as specified in Board policy
Inappropriate or Disruptive Behavior and Levels of Response

**Guidance**

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

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

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

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

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

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

**First Offenses**

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

**Pre-K–2 Suspensions**

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

**Informing School Police**

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

**Informing Related Service Providers**

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

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### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

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<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5*</th>
<th>INFORMING SCHOOL POLICE</th>
<th>INFORMING RELATED SERVICE PROVIDERS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attack on Student (402.1)</strong></td>
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<tr>
<td>No visible, physical injuries (includes incidents of domestic violence or relationship disputes)</td>
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<tr>
<td>Bodily injury for pre-k to grade 2</td>
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<tr>
<td>Bodily injury for grades 3 to 5</td>
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<td>Bodily injury for grades 6 to 12</td>
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<tr>
<td>Two or more persons intentionally attacking a student (e.g., &quot;banking&quot;), pre-k to grade 2</td>
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<tr>
<td>Two or more persons intentionally attacking a student (e.g., &quot;banking&quot;), grades 3 to 12</td>
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</tbody>
</table>

* Per Board policy, expulsions may be permanent for certain behaviors
† For relationship violence

**Includes hitting, kicking, or punching another student without warning or provocation; school police should be notified for incidents of relationship violence involving domestic partners, and all parties should be referred to appropriate counseling services.**
Guidance

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

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

**LEVEL 3**
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**LEVEL 5**
Extended suspension, expulsion, and referral
May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day

### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

<table>
<thead>
<tr>
<th>INFORMING SCHOOL POLICE</th>
<th>INFORMING RELATED SERVICE PROVIDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>LEVEL 2</td>
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</table>

### Bomb and/or Mass Violence Threat (502.1)

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<tr>
<th></th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5*</th>
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</thead>
<tbody>
<tr>
<td>Pre-k to grade 2</td>
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<td>✶ ✶ ✶</td>
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<tr>
<td>Grades 3 to 5</td>
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<tr>
<td>Grades 6 to 12</td>
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</tbody>
</table>

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

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

**First Offenses**

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

**Pre-K–2 Suspensions**

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

**Informing School Police**

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

**Informing Related Service Providers**

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

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<tr>
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<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4*</th>
<th>INFORMING SCHOOL POLICE</th>
<th>INFORMING RELATED SERVICE PROVIDERS</th>
<th>NOTES</th>
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</thead>
<tbody>
<tr>
<td>Bullying, Including Cyberbullying and Gang-Related Incidents (407.1)</td>
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<td>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 <a href="https://pc.bcps.k12.md.us:90">https://pc.bcps.k12.md.us:90</a>.</td>
</tr>
<tr>
<td>Bullying (including cyberbullying) involves repeatedly using power in an intentional manner, including verbal, physical, or written conduct or electronic communication, to inflict psychological distress or physical harm towards one or more students that adversely affects their ability to participate in or benefit from a school’s education or extracurricular programs</td>
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<tr>
<td>Bus Violations (704.5)</td>
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<td>Applies to students traveling to and from school or any school-sponsored activity, including field trips.</td>
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<tr>
<td>Minor disruption on the bus (e.g., eating, drinking, being too loud, standing)</td>
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<td>Serious disruption on the bus (e.g., fighting another passenger, attacking driver)</td>
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<td>Class Cutting (101.1)</td>
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<td>Maryland state law prohibits out-of-school suspensions for attendance-related offenses.</td>
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<tr>
<td>Failure to attend a scheduled class or leaving school premises without permission during the school day</td>
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</tbody>
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*Per Board policy, expulsions may be permanent for certain behaviors
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<tr>
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<th>INFORMING RELATED SERVICE PROVIDERS</th>
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</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>LEVEL 2</td>
</tr>
</tbody>
</table>

**Classroom Disruption (704.1)**

- Talking out in class or talking out of turn, picking on or teasing other students, and other behavior that detracts from student learning

**Defiance of Authority and/or Insubordination (701.2)**

- Failure to follow directions
- Failure to respond to school staff questions or requests

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*Restorative practice methods should be used as appropriate.*

*Nonviolent/nonphysical; state guidelines prohibit students being excluded from school for insubordinate or disrespectful behavior. Restorative practice methods should be used as appropriate.*
## INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5*</th>
<th>INFORMING SCHOOL POLICE</th>
<th>INFORMING RELATED SERVICE PROVIDERS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespectful Behavior (701.1)</td>
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<td>State guidelines prohibit students being excluded from school for insubordinate or disrespectful behavior. Restorative practice methods should be used as appropriate.</td>
</tr>
<tr>
<td>Making inappropriate gestures, symbols, or comments, or using profane or offensive language</td>
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<tr>
<td>Using verbal insults or put-downs or lying to, misleading, or giving false information to school staff</td>
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<tr>
<td>Dress Code Violation (706.1)</td>
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<td>Refer to dress code standards provided at the district website, <a href="http://www.baltimorecityschools.org">www.baltimorecityschools.org</a>; students cannot be excluded from school for failure to adhere to a school uniform policy.</td>
</tr>
<tr>
<td>Violating City Schools’ dress code</td>
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<th>Behavior</th>
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<tbody>
<tr>
<td><strong>Drugs or Controlled Substances</strong></td>
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<tr>
<td>Under the influence (203.1, 892.1)</td>
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<td>✗</td>
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<tr>
<td>Using or possessing (203.1, 892.1)</td>
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<td>✗</td>
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<tr>
<td>Distributing or selling (203.1, 891.1)</td>
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<td><strong>Extortion (406.1)</strong></td>
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<tr>
<td>Pre-k to grade 2</td>
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<td>Grades 3 to 5</td>
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<td>Grades 6 to 12</td>
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<tr>
<td><strong>False Activation of a Fire Alarm (502.2)</strong></td>
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<td>Pre-k to grade 2</td>
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<td>Grades 3 to 5</td>
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<td>Grades 6 to 12</td>
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<td><strong>Fighting (405.1)</strong></td>
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<tr>
<td>Physical aggression with another student (e.g., shoving or pushing)</td>
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<tr>
<td>Fighting (may include incidents resulting in minor injuries)</td>
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</table>

**INAPPROPRIATE OR DISRUPTIVE BEHAVIOR**

- **Under the influence (203.1, 892.1)**: Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; medical personnel should be notified when appropriate; school staff is required to refer students to appropriate substance abuse counseling services.

- **Using or possessing (203.1, 892.1)**: For example, taking or attempting to take from another (e.g., money or property) by threat of harm, express or implied; school staff should conduct a threat assessment.

- **Distributing or selling (203.1, 891.1)**: Students are referred to Baltimore City’s Fire Department to complete the Youth Fire & Life Safety Program; schools should contact the Office of the Fire Marshal at 410-274-7505.

- **Fighting (may include incidents resulting in minor injuries)**: Restorative practice methods should be used, as appropriate, before reentry into the school community.

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### Level Considerations

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<tbody>
<tr>
<td><strong>Fire Setting/Arson (501.1)</strong></td>
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<tr>
<td>Attempting to set, aiding in setting, or setting a fire</td>
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<tr>
<td>Students are referred to Baltimore City’s Fire Department to complete the Youth Fire &amp; Life Safety Program for juvenile firesetters; schools should contact the Office of the Fire Marshal at 410-274-7505.</td>
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<td><strong>Gambling (704.4)</strong></td>
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<td>Requires the use of money or exchangeable goods</td>
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<tr>
<td><strong>Hallway Misbehavior (704.2)</strong></td>
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<tr>
<td>Running, making excessive noise, loitering, or persistent hall-walking</td>
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<tr>
<td><strong>Harassment, Including Cyberharassment, against Members of the School Community (407.2)</strong></td>
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<tr>
<td>Minor harassment (e.g., verbal discriminatory actions) includes actual or perceived conduct to offend, ridicule, or demean others</td>
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<td>Incidents should be reported by submitting the form (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 <a href="https://pc.bcps.k12.md.us:90">https://pc.bcps.k12.md.us:90</a>.</td>
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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

<table>
<thead>
<tr>
<th>INAPPROPRIATE OR DISRUPTIVE BEHAVIOR</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>INFORMING SCHOOL POLICE</th>
<th>INFORMING RELATED SERVICE PROVIDERS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inciting or Participating in Disturbance (704.3)</strong></td>
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<tr>
<td>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</td>
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<tr>
<td>Using an electronic device to send incendiary texts or social media messages, or to bring others to initiate or engage in a disturbance</td>
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<tr>
<td><strong>Inhalants</strong></td>
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<tr>
<td>Under the influence (202.1, 892.1)</td>
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<tr>
<td>Using or possessing (202.1, 892.1)</td>
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<tr>
<td>Distributing or selling (202.1, 891.1)</td>
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</tbody>
</table>

Students maintain the right to peacefully invoke their right of free expression.

Inhalants

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.
### Level Considerations

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

### First Offenses

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

### Pre-K–2 Suspensions

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

### Informing School Police

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

### Informing Related Service Providers

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

---

### Physical Contact with School Personnel or Other Adult (401.1)

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<tr>
<th>INAPPROPRIATE OR DISRUPTIVE BEHAVIOR</th>
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<th>LEVEL 2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Unintentional physical contact with school personnel or other adult</td>
<td>✴</td>
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<tr>
<td>Unintentionally striking a staff member who is intervening in a fight or other disruptive activity</td>
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<tr>
<td>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)</td>
<td>✴</td>
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<tr>
<td>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)</td>
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</tbody>
</table>

*Per Board policy, expulsions may be permanent for certain behaviors
† If the staff member is injured
### Guidance

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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

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Administrator interventions and responses  
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**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

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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 and disrupt the educational process

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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

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### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

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<th>INFORMING RELATED SERVICE PROVIDERS</th>
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<tbody>
<tr>
<td>Portable Electronic Communication Device Policy Violation</td>
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<tr>
<td>Use of portable electronic communication devices, electronic game devices, and other similar items, at unauthorized times (802.1)</td>
<td>X</td>
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<td>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.</td>
</tr>
<tr>
<td>Inappropriate use of any electronic device carried, worn, or transported by a student to receive or communicate messages (802.1)</td>
<td>X</td>
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<tr>
<td>Using portable electronic communication devices to take, share, film, and/or publish inappropriate pictures, videos, or recordings, including fights or other disturbances (407.3)</td>
<td>X</td>
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<td>Property Damage, Including Graffiti (806.1)</td>
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<td>Minor (under $50) or accidental damage</td>
<td>X</td>
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<tr>
<td>Intentional damage to another person's or school property ($50 to $1000)</td>
<td>X</td>
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<tr>
<td>Intentional damage to another person's or school property (over $1000)</td>
<td>X</td>
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<td>X</td>
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<td>Robbery (406.2)</td>
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<tr>
<td>Taking money or property from another by force or intimidation (pre-k to grade 2)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Taking money or property from another by force or intimidation (grades 3 to 12)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>School Equipment Use without Permission (802.2)</td>
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<tr>
<td>Use of computers, fax machines, phones, etc.</td>
<td>X</td>
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</table>
**Level Considerations**

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<tr>
<th>LEVEL</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4*</th>
<th>INFORMING SCHOOL POLICE</th>
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</thead>
<tbody>
<tr>
<td><strong>Serious Bodily Injury (408.1)</strong></td>
<td>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</td>
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<tr>
<td><strong>Sexual Assault or Offense (601.1)</strong></td>
<td>Forced sexual act</td>
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<tr>
<td><strong>Sexually-Based Infraction</strong></td>
<td>Sexual harassment (602.1) (e.g., unwelcome sexual advances; inappropriate touching, request for sexual favors; other inappropriate verbal, electronic, written, or physical conduct of a sexual nature)</td>
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<td></td>
<td>Sexual activity or sexual misconduct (603.1) (e.g., indecent exposure, engaging in sexual activity, etc.) (pre-k to grade 2)</td>
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<td></td>
<td>Sexual activity or sexual misconduct (603.1) (grades 3 to 12)</td>
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*Per Board policy, expulsions may be permanent for certain behaviors*
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<th>Level 5*</th>
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</thead>
<tbody>
<tr>
<td><strong>Tardiness (102.1)</strong></td>
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<tr>
<td>Persistent or excessive tardiness to class or school</td>
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<tr>
<td><strong>Theft (803.1)</strong></td>
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<td>Less than $1000</td>
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<tr>
<td>Greater than $1000 (it is recommended that police not be contacted for students in grades pre-k through 2)</td>
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<tr>
<td><strong>Tobacco Possession or Use (204.1)</strong></td>
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<tr>
<td>Possession, use, sale, or distribution of tobacco products or e-cigarettes</td>
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*School staff is required to refer students to appropriate substance abuse counseling services.

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

Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school service project. Schools should contact the Legal Office for additional guidance.
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<tr>
<td>Trespassing (804.1)</td>
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<td>Being on school property without permission and without intent to participate in a fight or other serious disturbance, including while suspended or expelled</td>
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<td>Being on school property without permission in order to participate in a fight or other serious disturbance</td>
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<tr>
<td>Breaking and entering</td>
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<tr>
<td>Verbal, Physical, or Written Threat to Adult (403.1)</td>
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<tr>
<td>Threatening or aggressive language or gestures directed toward staff or another adult</td>
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<tr>
<td>Persistent threatening or aggressive language or gestures directed toward staff or another adult (grades 6 to 12 only)</td>
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<tr>
<td>Verbal, Physical, or Written Threat to Student (404.1)</td>
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<tr>
<td>Threatening or aggressive language or gestures directed toward another student</td>
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**INAPPROPRIATE OR DISRUPTIVE BEHAVIOR**

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<th>LEVEL 2</th>
<th>LEVEL 3</th>
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<tbody>
<tr>
<td>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)</td>
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<tr>
<td>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)</td>
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<tr>
<td>Other guns (302.1, 893.3) (possession of any gun, of any kind, loaded or unloaded, operable or inoperable — e.g., BB guns, pellet guns, etc.)</td>
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<tr>
<td>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)</td>
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<tr>
<td>Use of any other weapon of any kind in the commission of an aggressive act toward another person (303.2, 893.5)</td>
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<tr>
<td>Possession of a toy gun, water gun, or look-alike gun that is not used in the commission of an aggressive act toward another person (302.2, 893.6)</td>
<td></td>
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</tr>
<tr>
<td>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)</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

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.
**BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM**

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

**Directions:** Bullying, harassment, and intimidation are serious and will not be tolerated. This is a form to report alleged bullying, harassment, or intimidation that occurred 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; on the internet, sent on or off school property; 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 be (i) motivated by an actual or a perceived personal characteristic including race, ethnicity, color, age, national origin, marital status, gender, gender identity or expression, sexual orientation, religion, ancestry, physical attributes, socioeconomic status, familial status, linguistic preference, or physical or mental ability or disability; or (ii) threatening or seriously intimidating. Electronic communication means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or 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, non-profit staff working with the student, or a school staff member and wish to report an incident of alleged bullying, harassment, or intimidation, complete this form and return it to the principal at the student victim's school. Contact the school for additional information or assistance at any time.

Alternatively you may go online at [https://pc.bcps.k12.md.us:90](https://pc.bcps.k12.md.us:90) and file the report electronically. A confirmation email will be sent to your email address.

---PLEASE PRINT ALL INFORMATION---

**Today’s date:** ____________________ / ______ / ______

**School name and number:**

<table>
<thead>
<tr>
<th>PERSON REPORTING INCIDENT</th>
<th>Place an X in the appropriate box:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Student</td>
</tr>
<tr>
<td>Telephone:</td>
<td>Parent/guardian of a student</td>
</tr>
<tr>
<td>Email:</td>
<td>Close adult relative of a student</td>
</tr>
</tbody>
</table>

1. **Name of student victim(s):**

   Age

   School

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

   Age

   School

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

   Age

   School

   Is he/she a student?

   Yes

   No

4. **On what date did the most recent 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 school property or
- Via Internet — sent off school property

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

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________

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

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________

9. Did a physical injury result from 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

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?

- No
- Yes  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? (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 which occurred on school property, on school buses, or at school-sponsored events.

Gang: “Criminal Gang” means a group or association of three or more persons whose members:
(1) individually or collectively engage in a pattern of criminal gang activity;
(2) have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by 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 1,00 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.

—PLEASE PRINT ALL INFORMATION—

Today’s date: __________ / _______ / _______ School ________________________________ School System ________________________________

PERSON REPORTING INCIDENT
Name: ______________________________________________________ Telephone: _________________________________________________ Email: _______________________________________________________ Place an X in the appropriate box:

☐ Student
☐ Student (Witness/Bystander)
☐ Other

1. Name of student victim: Age

________________________________________________________________________

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

_________________________________________________________

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

MONTH / _______ / _______ MONTH / _______ / _______ MONTH / _______ / _______

4. Please describe what occurred:

________________________________________________________________________

(Additional space for completing description on other side of page)
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*

*Will be collected unless specifically excluded by local board policy

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

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

8. Did a physical injury result from this incident? Place an X next to one of the following:
- No
- Yes, but it did not require medical attention
- Yes, and it required 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)? (Attach a separate sheet if necessary)

Signature: ____________________________________________ Date: ___________________________

28 BALTIMORE CITY PUBLIC SCHOOLS
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 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 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).

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 443-984-2020.

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

Other Agencies and Organizations

- Alternative Directions, Inc. Mentoring Program (helping youth with incarcerated parents), 410-889-5072, www.alternativedirectionsinc.org
- Baltimore Child Abuse Center, 410-396-6147, www.bcaci.org
- Baltimore City Fire Department Youth Fire & Life Safety Program, 410-274-7505, fire.baltimorecity.gov/fire-education
- Baltimore City Office of Youth & Trauma Services, 410-396-4398, health.baltimorecity.gov/programs/violence-prevention
- Baltimore Crisis Response, Inc. (BCRI) Hotline, 410-433-5175, bcresponse.org/index.html
- Behavioral Health Systems Baltimore (BHSB), 410-637-1900, www.bhsbaltimore.org
- Child in Need of Supervision, 443-263-8747, http://ebcconline.org/programs
- Disability Rights Maryland, 410-727-6352, disabilityrightsmd.org
- Homeless Persons Representation Project, 410-685-6589, hprplaw.org
- Kennedy Krieger Institute, 443-923-9403, www.kennedykrieger.org
- Maryland Legal Aid Bureau, 410-951-7777, www.mdlab.org
- Maryland Psychological Association’s referral service, www.marylandpsychology.org/psychologists/findapsychologist.cfm
- Maryland Suspension Representation Project, 443-873-3531, www.mdsuspensionrep.org
- Maryland Volunteer Legal Services, 410-547-6547, www.mvlslaw.org
- Maryland Youth Crisis Hotline, 800-422-0009, www.help4mdyouth.org
- National Alliance on Mental Illness (NAMI) Hotline, 800-950-6264, www.NAMI.org
- Public Justice Center, 410-625-9409, www.publicjustice.org
- TurnAround, Inc. Intimate Counseling Services, 443-279-0379, turnaroundinc.org
- United Way 2-1-1, 410-685-0525, www.211md.org
Linda Chinnia  
*Chair, Baltimore City Board of School Commissioners*

Sonja Brookins Santelises, Ed.D.  
*CEO, Baltimore City Public Schools*

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