

Bullying, Harassment, or Intimidation in Maryland Public Schools

**A Report to the Maryland General Assembly
on Incidents Reported under the
Safe Schools Reporting Act of 2005**

**Presented by the
Maryland State Department of Education**

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BULLYING, HARASSMENT, OR INTIMIDATION IN MARYLAND PUBLIC SCHOOLS

INTRODUCTION

The Safe Schools Reporting Act of 2005 became effective on July 1, 2005. Pursuant to Section 7-424 of the Education Article, Annotated Code of Maryland, the Maryland State Department of Education (MSDE) is to require all county boards of education and the Baltimore City Board of School Commissioners to report incidents of harassment or intimidation against students in public schools within jurisdiction to the Maryland General Assembly. Additionally, MSDE was required to create and distribute a *Standard Victim of Harassment or Intimidation Report Form*, and submit a report to the Maryland General Assembly consisting of a summary of information included in victim of harassment and intimidation forms filed with local boards during the previous school year.

To ensure the law was implemented according to reporting requirements, the first reporting period of the Safe Schools Reporting Act of 2005 encompassed the first semester of the 2005-2006 school year. The information contained in the first report to the General Assembly represented this time period. Reports submitted after the 2005-2006 school year included data from both the first and second semesters.

On July 1, 2008, the General Assembly amended the Safe Schools Reporting Act of 2005. Education Article Chapter 687 removed the sunset requirement of the original Safe Schools Reporting Act of 2005. Thus, the requirements of that law remain in effect unless changed by future legislation. Education Article Chapter 683 added a provision to the original law, which permitted school staff members to use the same incident reporting form previously available to only students, parents, or close adult relatives of a student.

On July 7, 2008, a memorandum was sent by the State Superintendent of Schools to local superintendents of the 24 local school systems (LSSs) describing changes to the Safe Schools Reporting Act of 2005 now required by Chapter 683 and Chapter 687. On August 13, 2008, information about changes to the Safe Schools Reporting Act of 2005 and copies of the updated forms were provided electronically to school system personnel responsible for fulfilling the requirements of the Safe Schools Reporting Act in the 24 LSSs. This same information and forms were shared with the Directors of Student Services from LSSs at an administrative meeting on October 15, 2008 and has been shared annually every October since that time.

Lastly, Education Article Chapter 489 required the Maryland State Board of Education to develop a model anti-bullying policy (Model Policy) in collaboration with school system representatives by March 31, 2009. The Model Policy was developed according to the requirements of Section 7-424.1 of the Education Article, Annotated Code of Maryland and was formally adopted by the Maryland State Board of Education on February 24, 2009. The Model Policy was forwarded to the twenty-four LSSs in the State and used as a basis for developing their own anti-bullying policies as required by law. All 24 LSSs submitted copies of their anti-bullying policies to the State Superintendent of Schools on or before July 1, 2009. The amendments to the law retained all requirements of the Safe Schools Reporting Act of 2005,

expanded the definition of bullying, harassment, or intimidation, and added a definition for an electronic communication.

Pursuant to legislation passed during the 2016 session of the Maryland General Assembly (Chapter 262) and in consultation with LSSs, the Model Policy was updated to expand the language of electronic communication to include photographs, audio recording, video recording, or text messages sent by way of the internet. The updated Model Policy introduces the term cyberbullying, which means a communication transmitted by means of an electronic device, including the use of social media sites. Local school systems were required to update their local bullying policies to reflect the changes in Maryland's Model Policy. The reporting and investigative forms have been updated in order to keep up with technology and to track more data fields, which include bullying, harassment, and intimidation behaviors.

This report describes the process used by the MSDE to carry out the mandates of this law. The reporting period for this report encompasses the 2015-2016 school year, including both the first and second semesters. The findings from LSSs reports are detailed, including incident rates, location of the incidents, descriptions of the incidents, age of victim, age of perpetrators, alleged motives of offender, investigative methods used, corrective actions taken by schools, number of days missed by victims and perpetrators, and the number of false allegations reported.

BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

To comply with the law, the MSDE was tasked with developing forms that included elements required. In July 2005, the MSDE assembled a group of stakeholders that included representatives from several LSSs and representatives from the mental health profession. With guidance from the Office of the Attorney General, the group worked to reach consensus on forms and procedures that would fulfill the intent of the legislation. As a result of meetings with stakeholders, a spreadsheet was developed to ensure accurate and consistent collection of data from all LSSs.

The *Bullying, Harassment, or Intimidation Reporting Form* is a standard form to be used by all public schools and cannot be modified. Similarly, the investigation form entitled the *Bullying, Harassment, or Intimidation Incident School Investigation Form* is a standard form to be used by all public schools and cannot be modified. The school system reporting instrument is entitled the *Bullying, Harassment, or Intimidation Incident Reporting Instrument*. Draft forms were sent to directors of student services, school counseling supervisors, and supervisors of safe and drug-free schools for comment. Finalized forms were sent to local superintendents for review and comment. Where possible, and in keeping with the decision to include only elements mandated by law, comments and suggestions were incorporated into the forms.

A major concern not addressed in the law was the retention of the processed forms. An Advice of Council letter dated December 20, 2005 stated that the Federal Educational Rights and Privacy Act (FERPA) defines student records as records that are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. The Maryland Student Records System Manual, authorized by COMAR 13A.08.02, mirrors FERPA's definition and states that, "Records are information recorded in any way, including but not limited to handwriting, print, computer media, video or audiotape, film,

microfilm, or microfiche." Therefore, given the information contained in the harassment and intimidation forms, the Advice of Council concluded that Bullying, Harassment, or Intimidation forms are student records for both the victim and the perpetrator. Due to school staff concerns regarding this issue, an amendment to Section 7-424 of the Education Article, Annotated Code of Maryland was submitted during the 2007 General Assembly session. Chapter 398 amends Education Article §7-424 to preclude these forms from becoming part of a student's record. It was deemed that the inclusion of these forms in a student's record might be detrimental to a victim or unfair to an alleged offender if a harassment/intimidation accusation was determined to be false or to contain incorrect information. Chapter 398 was passed by the General Assembly and signed into law by the Governor. Therefore, Bullying, Harassment, or Intimidation forms are no longer required to be part of a student's record.

FINDINGS

Implementation of the Law by Local School Systems

In June of 2016, copies of all updated forms and directions pertaining to the Safe Schools Reporting Act were sent electronically to LSS personnel responsible for fulfilling requirements of the Safe Schools Reporting Act. In July of 2016, a memorandum was sent by the State Superintendent of Schools to local superintendents reminding them of the requirements of the Safe Schools Reporting Act. The 24 LSSs and the SEED School of Maryland reported data for the 2015-2016 school year. This report provides a comparison of the reported information for three complete school years. On each graph, 2012-2013 school year information is presented in grey, 2014-2015 school year information is presented in light blue, and 2015-2016 school year information is presented in purple.

Incident Rates

A total of 4,713 incidents were reported for the 2015-2016 school year. This represents a statewide increase of 559 reported incidents from the 2014-2015 school year. The number of reported incidents in each LSS is presented in Figure 1; the rate of reported incidents per 1,000 students enrolled during the 2015-2016 school year is shown in Table 1. Twelve LSSs indicated a decrease in the number of reported incidents while thirteen LSSs indicated an increase. Information is based on twenty three counties, Baltimore City, and the SEED school.

Baltimore County, Montgomery County, Baltimore City, and Prince George's County had the most reports of incidents filed. Baltimore County reported the most incidents with a total of 743 and a rate of 4.4 incidents per 1,000 enrolled students. Following Baltimore County was Montgomery County with 500 incidents and 3.2 incidents per 1,000; Baltimore City with 490 incidents and 4.4 incidents per 1,000; and Prince George's County with 435 incidents and 3.4 incidents per 1,000. Kent, Dorchester, and Wicomico Counties reported the most incidents relative to enrollment (See Table 1).

It should be noted that three school systems (Kent, Dorchester, and Wicomico) with a higher number of reported incidents relative to enrollment (Table 1) are school systems with a smaller overall student enrollment. Dorchester County declined in the 2015-2016 school year, going from 92 total incidents and 19.2 incidents per 1000 to 71 total incidents and 15.0 incidents per 1000. Similarly, Kent County declined in the 2015-2016 school year, going from 38 total incidents and 18.0 incidents per 1,000 to 33 total incidents and 16.3 incidents per 1,000.

The 2015-2016 school year marks the sixth year during which bullying prevention programming was required to be presented by the LSSs to students, staff, and volunteers. Bullying prevention models and frameworks such as PBIS, Olweus, Character Counts, Restorative Practices, and Two Way texting are used throughout the LSSs. Anti-bullying programming has heightened awareness of the issue among school communities. Increased community understanding may be a contributing factor to the overall increase in reported incidents.

The variation in reported incidents across school systems may reflect the differences among levels of awareness of parents and students. School staff have an understanding of bullying and the importance of reporting and investigating incidents. Parents and students who are more aware of the need to report bullying incidents and the assistance that school staff can provide are more likely to report such incidents.

All 24 school systems have implemented system-wide and school-wide bullying awareness and prevention programs. All twenty-four LSSs have a Bullying and Harassment form online. Forms can now be filled out and submitted electronically.

Figure 1: Number of Reported Incidents by Local School System and the SEED School

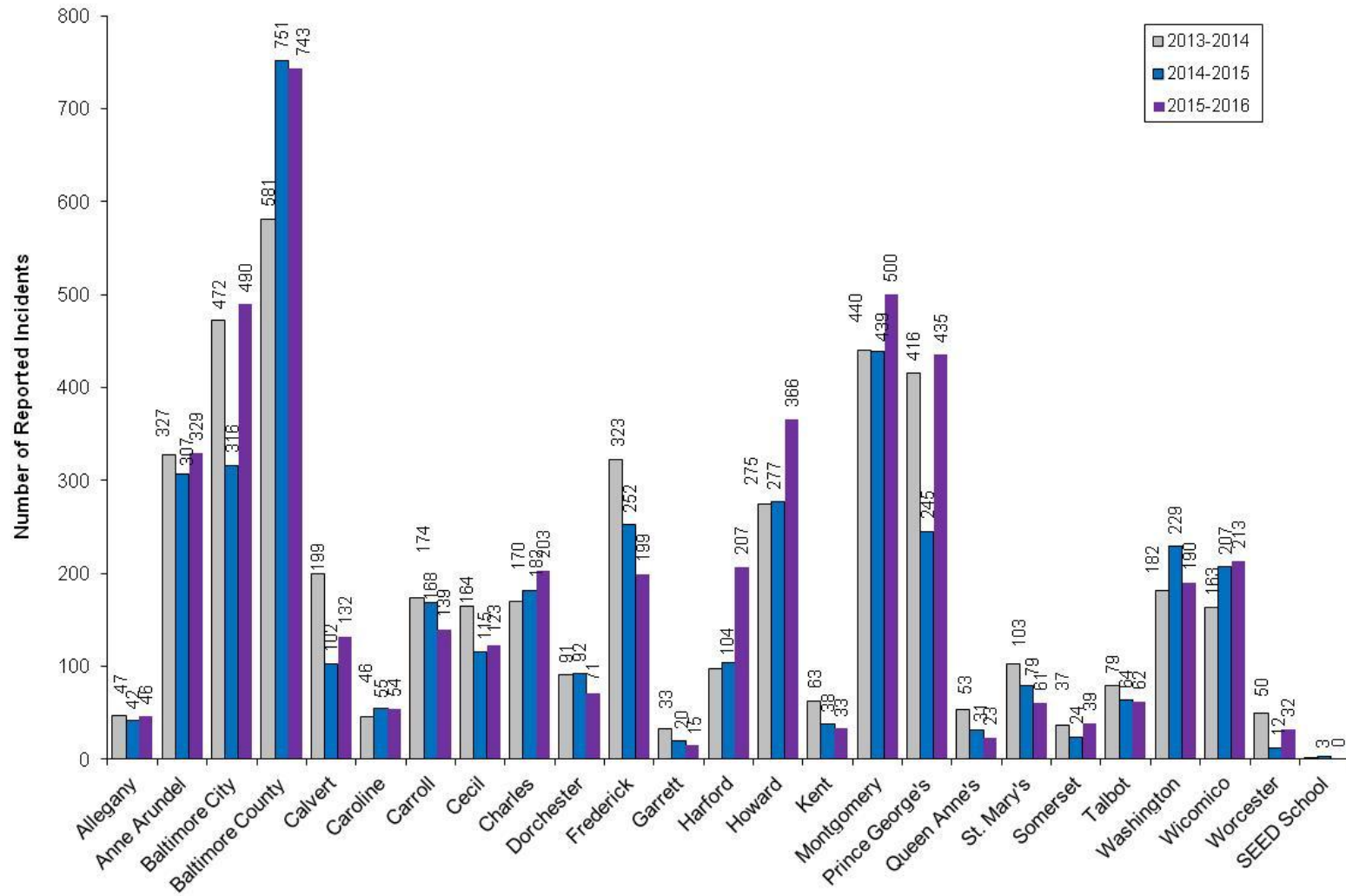


Table 1: Number of Reported Incidents Relative to Enrollment by Local School System

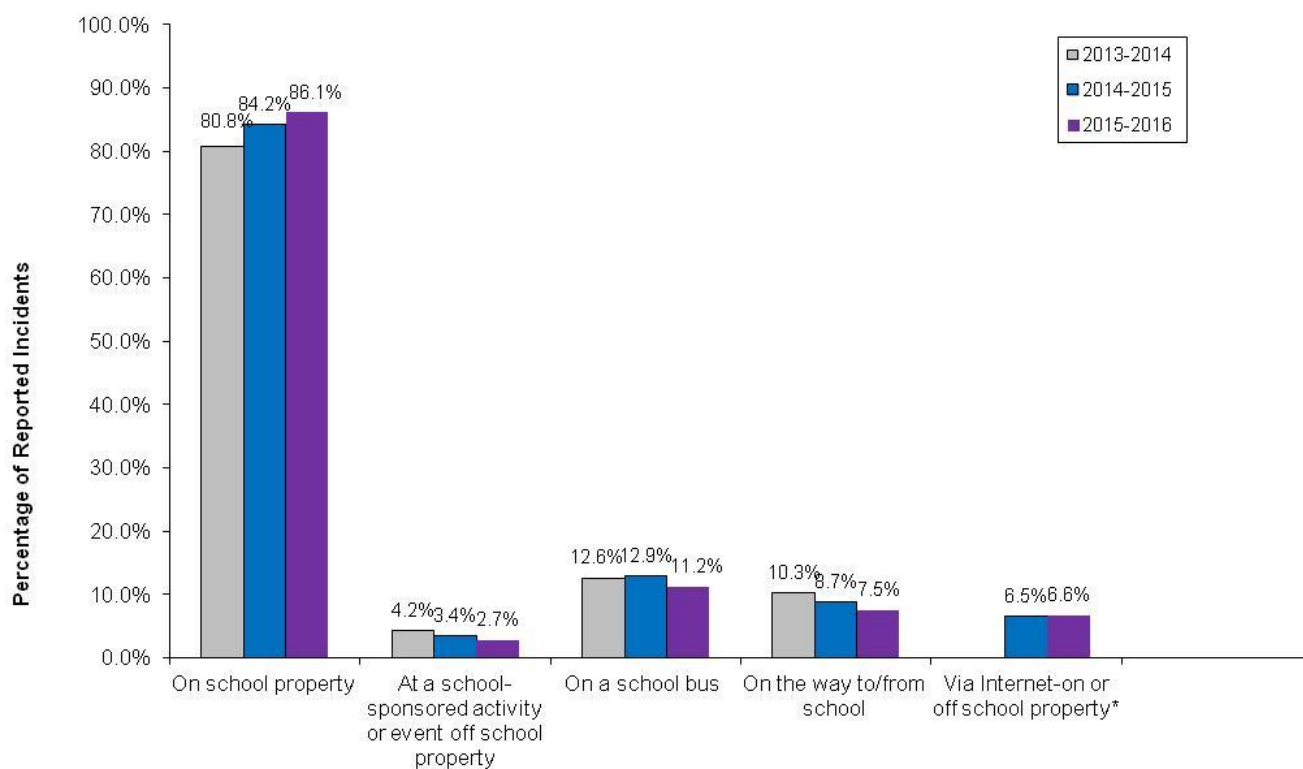
Number of Reported Incidents Per 1000 Enrolled Students			
	School Year		
Local Education Agency	2013-2014	2014-2015	2015-2016
Allegany	5.3	4.7	5.2
Anne Arundel	4.2	3.9	4.1
Baltimore City	5.6	3.7	4.4
Baltimore County	5.4	6.8	9.0
Calvert	12.3	6.4	8.2
Caroline	8.3	9.8	9.6
Carroll	6.6	6.5	5.4
Cecil	10.4	7.3	7.8
Charles	6.4	6.9	7.7
Dorchester	19.1	19.2	15.0
Frederick	7.9	6.2	4.9
Garrett	8.5	5.2	3.9
Harford	2.6	2.8	5.5
Howard	5.2	5.2	6.7
Kent	29.8	18.0	16.3
Montgomery	2.9	2.8	3.2
Prince George's	3.3	1.9	3.4
Queen Anne's	6.9	4.0	3.0
St. Mary's	5.8	4.4	3.4
Somerset	12.6	8.2	13.4
Talbot	17.4	13.8	13.4
Washington	8.1	10.3	8.5
Wicomico	11.3	14.2	14.4
Worcester	7.5	1.8	4.8

Note: The SEED school is not included on this table because it is only one school with a relatively small enrollment. Data cannot be expressed in terms of incidents per 1000.

Locations of Incidents

The majority of incidents occurred on school property (86.1%). The second largest number of incidents occurred on school buses (11.2%), followed by on the way to/from school (7.5%). It should be noted that each incident report could identify more than one location therefore, the percentages do not total 100%.

Figure 2: Statewide Locations of Reported Incidents

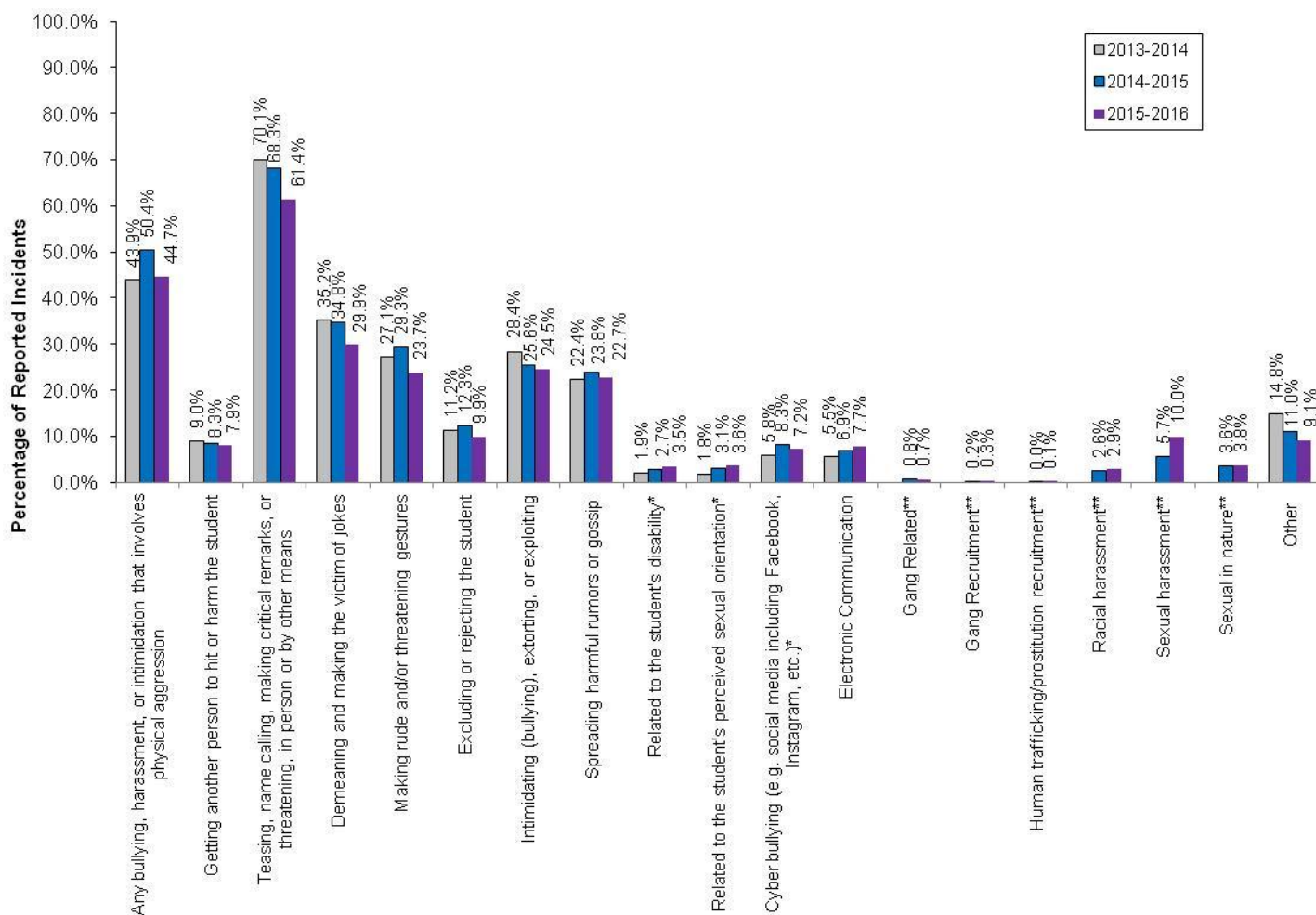


* Note: “Via internet” is a new category added in SY 2014-2015.

Descriptions of Incidents

In order to describe the incident, individuals completing the investigation form were asked to choose from a list of descriptions. The list was created from research of the most prevalent forms of bullying (see *Victim of Bullying, Harassment, or Intimidation Reporting Form*). The largest number of incidents involved teasing, name-calling, making critical remarks, or threatening (61.4%). Therefore, direct verbal bullying/harassment is experienced more than other forms, such as physical bullying, exclusion, gestures, extorting, or spreading rumors. Over 44% of incidents involved some form of physical aggression such as hitting, kicking, shoving, spitting, hair-pulling or throwing an object (see Figure 3).

Figure 3: Statewide Descriptions of Reported Incidents



*New description category added in SY 2013-2014

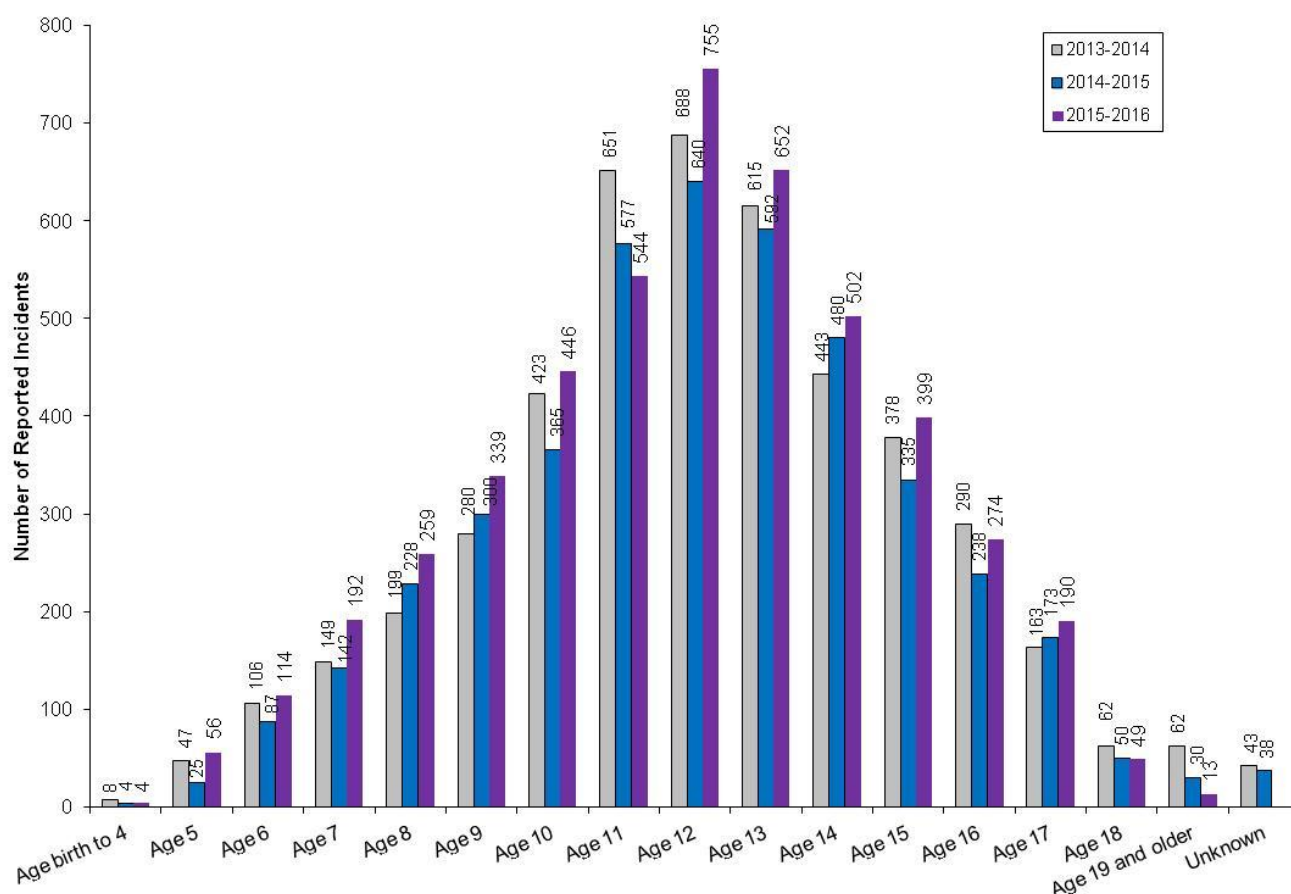
** New description category added in SY 2014-2015

Note: Each incident report could identify more than one description; therefore, the percentages do not total 100%.

Ages of Victims

The ages of victims range from 4 to 19 or older. According to submitted reports, students 12 years of age were the most frequent victims of incidents of bullying and harassment (755 incidents). This represents the same age-group as the March 31, 2015 report (640 incidents). The number of victims of bullying and harassment decreased for age 11. There was an increase in incidents for all other ages. The majority of victims were between the ages of 9 and 15. This is consistent with research that indicates that more bullying and harassment occurs in middle school than in elementary or high schools.

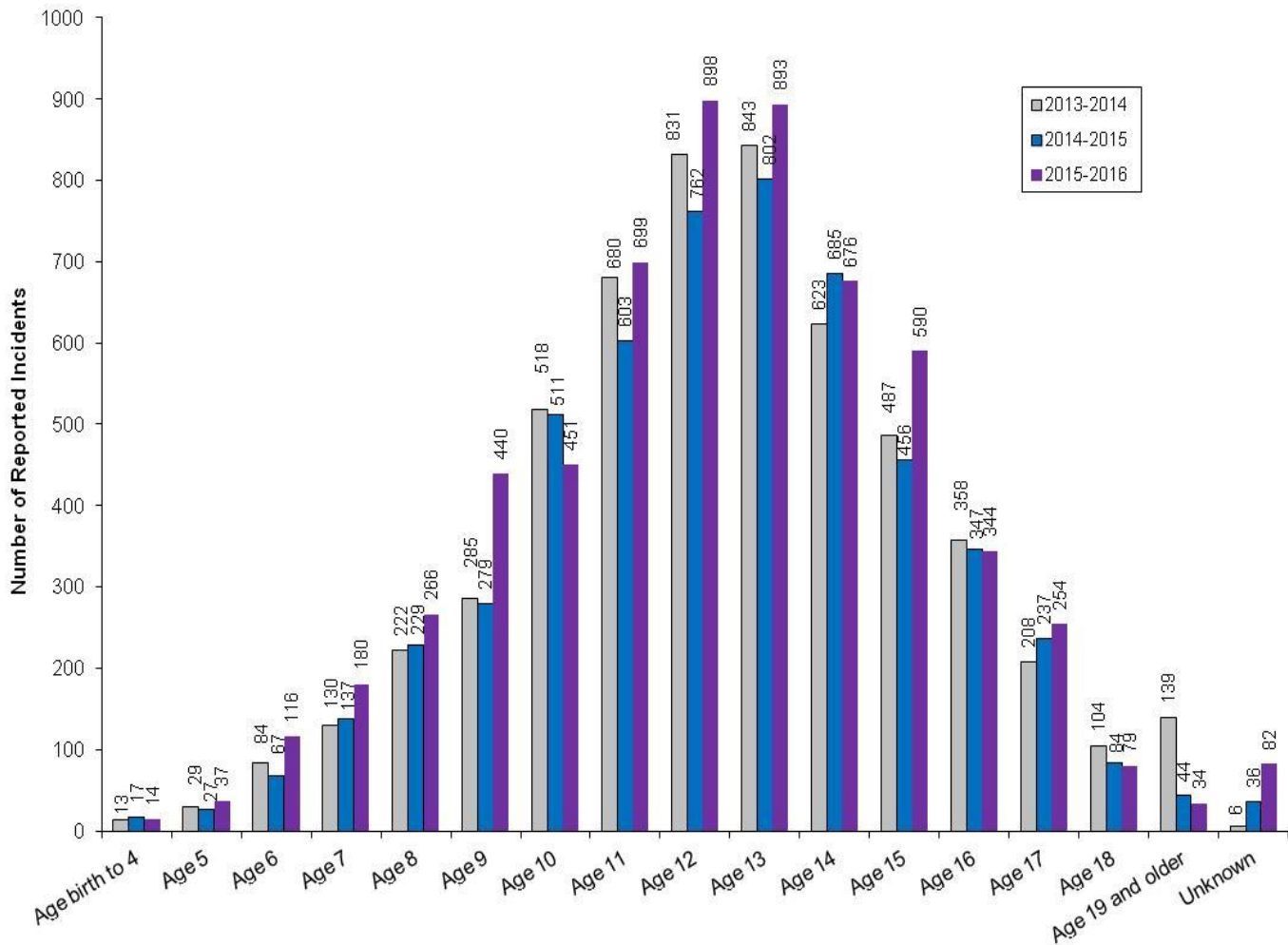
Figure 4: Statewide Ages of Victims



Ages of Alleged Offenders

According to the submitted reports (see Figure 5), the greatest number of incidents were committed by 12-year-olds (n= 898). The number of offenders for each age group decreases from age 13 through age 19 and older. This is a similar pattern indicated in the eight previous reports. The majority of offenders were between the ages of 10 and 15. This age bracket indicates that the majority of bullying occurs with middle school age students. The ages of offenders ranged from 4 to age 19 or older.

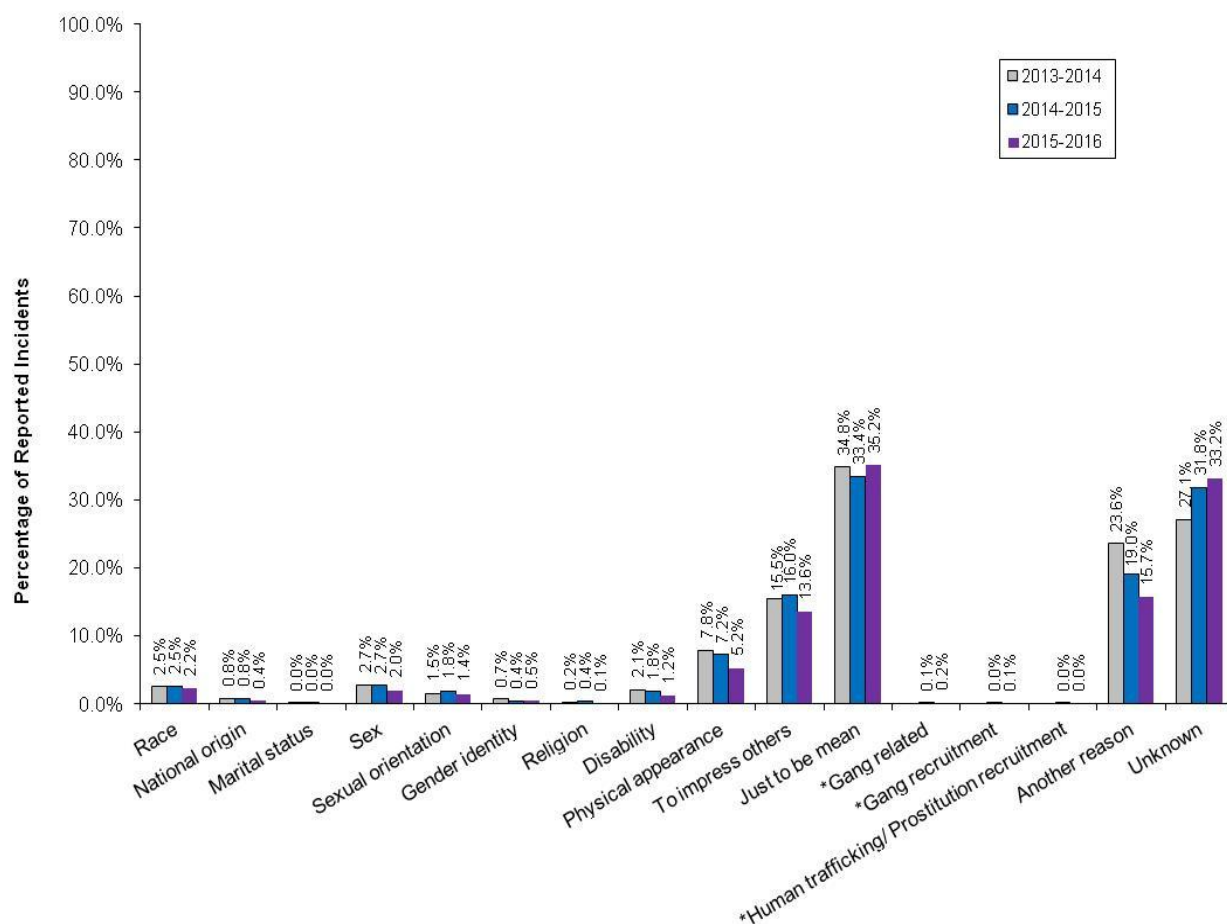
Figure 5: Statewide Ages of Alleged Offenders



Alleged Offender's Motives

The *Bullying, Harassment, or Intimidation Reporting Form* listed motives that were specified in the law and others that were gathered from research as to reasons why students bully other students. The motives reported are presented in Figure 6. The motive most frequently cited was just to be mean (35.2%). Just over 33% of the incidents were allegedly perpetrated for unknown reasons, followed by another reason (15.7%), to impress others (13.6%), physical appearance (5.2%), race (2.2%), and sex (2.0%). The remaining incidents were allegedly perpetrated due to national origin, gender identity, disability, and religion. These factors collectively made up less than 3% of motives for bullying.

Figure 6: Statewide Description of Alleged Motives as Reported by Investigator



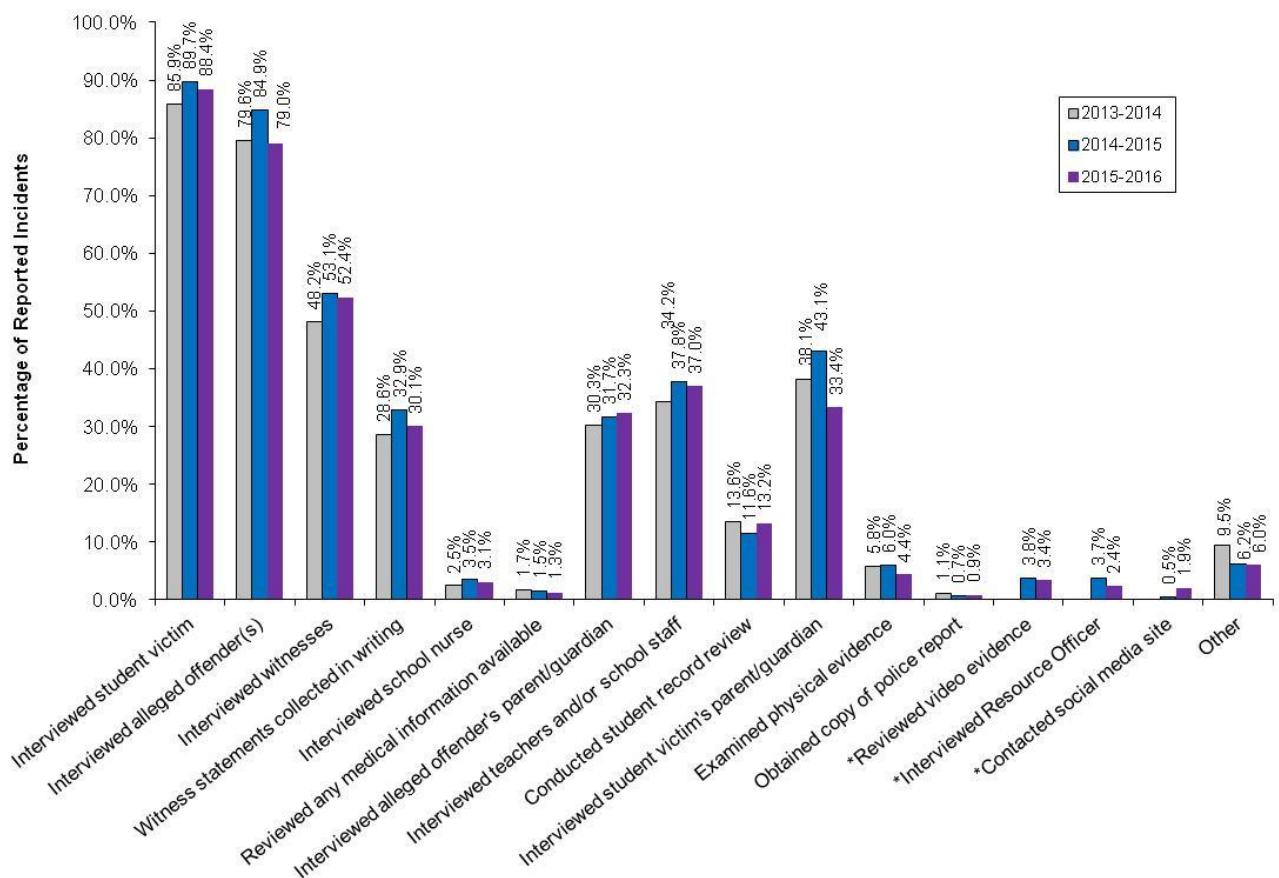
*New category added in SY 2014-2015.

Note: Each school investigation form could identify more than one alleged motive; therefore, the percentages do not total 100%.

Description of the Investigations

A variety of investigative methods were developed and utilized by school administrators investigating behavioral infractions. The most frequent investigative methods involved interviews of student victims (88.4%), interviews of alleged offenders (79.0%), interviews of witnesses (52.4%), interviews of alleged offender's parent/guardian (33.4%), interviews of teachers or school staff (37.0%), and witness statements collected in writing (30.1%). Other means were also used when necessary (see Figure 7).

Figure 7: Statewide Methods Used to Investigate Incident as Reported by Investigator



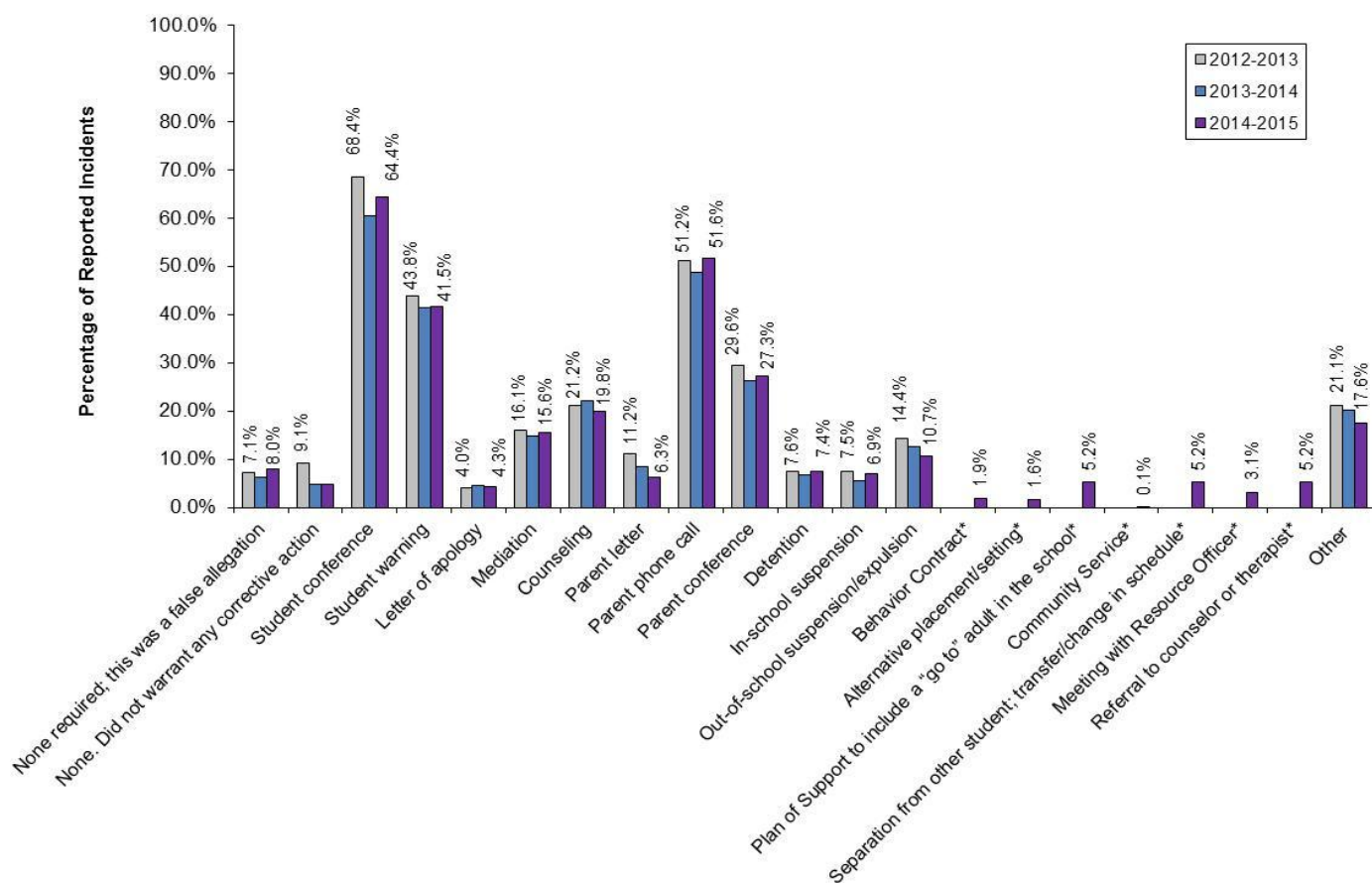
*New category added in SY 2014-2015.

Note: Each school investigation form could identify more than one alleged motive; therefore, the percentages do not total 100%.

Corrective Actions Taken

Corrective action was taken in reported incidents that were not false allegations. The most frequently used corrective actions included student conferences (64.4%), parent phone call (51.6%) student warnings (41.5%) and parent conferences (27.3%; see Figure 8). Out-of-school suspensions or expulsion accounted for slightly over 10 %. Counseling was also offered in more than 19 % of the incidents. As schools work toward reducing suspensions and providing positive behavioral interventions, student and parent interactions are considered effective ways to change behaviors.

Figure 8: Statewide Corrective Actions Taken as Reported by Investigator



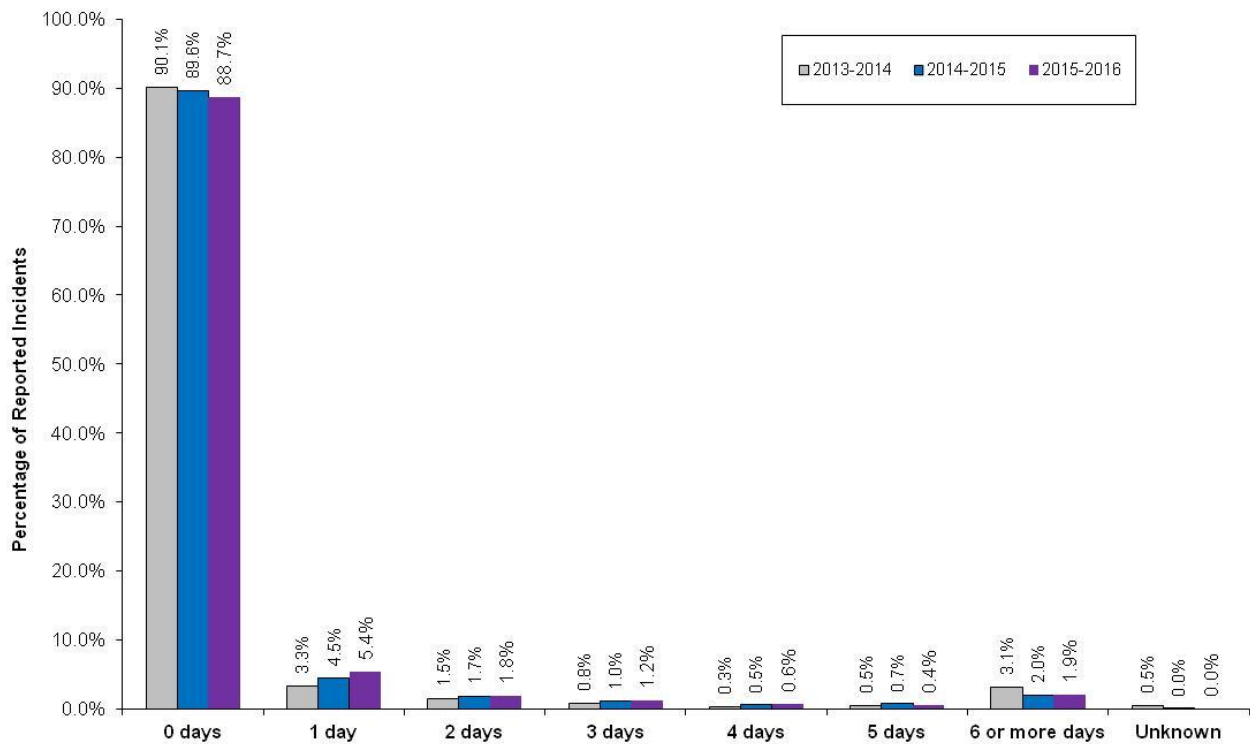
*New category added in SY 2014-2015.

Note: Each school investigation form could identify more than one alleged motive; therefore, the percentages do not total 100%.

Number of Days Missed From School by Victims

As a group, victims did not miss many school days as a result of the incidents. Victims missed school in 11.3% of cases. This is an increase of 0.9% compared to the 2016 report (see figure 9). It is unknown from the data whether victims missed school due to injury, fear of attending, or other reasons. In comparison to similar data from the 2016 report, 88.7% of incidents did not result in missed days of school. This represents a slight decrease of 0.9% of victims not missing time from school when compared to the information in the March 31, 2015 report.

Figure 9: Statewide Absences as a Result of Incidents for Victims

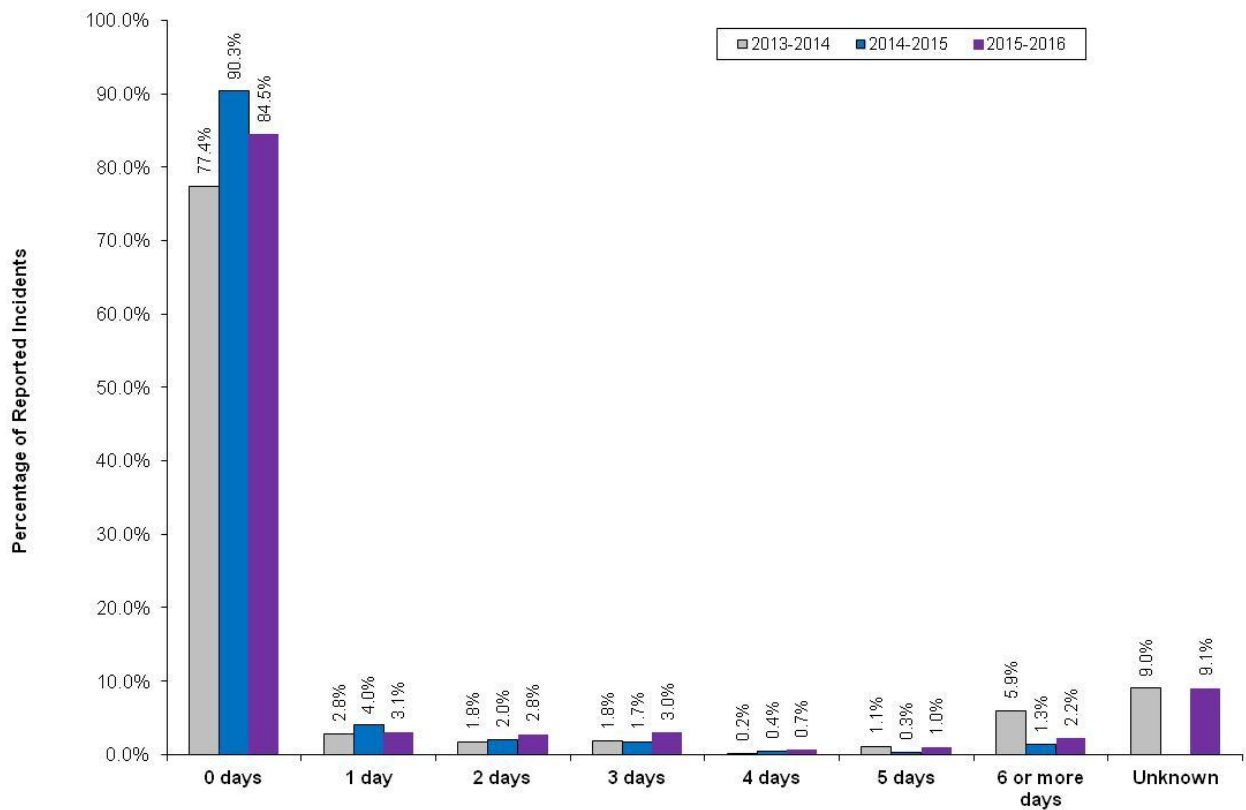


Number of Days Missed From School by Alleged Offenders

In the majority of cases, alleged offenders missed more school than victims. Offenders were absent in 12.8% of the cases (See Figure 10). It is unknown from the data whether the offenders

missed school due to suspensions, injury or other reasons. This is an increase of 3.1% of incidents in which offenders missed school when compared to the information in the March 31, 2015 report.

Figure 10: Statewide Absences as a Result of Incidents for Alleged Offender



Number of False Allegations Reported

Investigations into some incident reports discovered that the report was a false allegation (see Table 2). A total of 332 false allegations were reported in the twenty four school systems and the SEED school. This number represented 7% of the total number of incidents (4,713) reported statewide. This is a 1% decrease compared to the 2016 report. The largest number of false allegations per reported incidents occurred in Howard County (34.7%), followed by Kent County (12.1%), and Frederick County (11.6%). Allegany County, Garrett County, Queen Anne's County, and The SEED School did not report any false allegations.

Table 2: Percentage of Incident Reports That Were False Allegations, by Local Education Agency

Percentage of Incident Reports that were False Allegations by Local Education Agency			
Local Education Agency	Year		
	2013-2014	2014-2015	2015-2016
Allegany	2.1%	9.5%	0.0%
Anne Arundel	10.1%	5.2%	4.0%
Baltimore City	3.4%	2.2%	5.1%
Baltimore County	2.2%	3.3%	4.4%
Calvert	5.0%	4.9%	3.8%
Caroline	0.0%	1.8%	1.9%
Carroll	5.2%	9.5%	2.2%
Cecil	27.4%	4.3%	6.5%
Charles	2.4%	7.1%	7.4%
Dorchester	5.5%	7.6%	2.8%
Frederick	1.2%	0.4%	11.6%
Garrett	3.0%	5.0%	0.0%
Harford	1.0%	3.8%	3.4%
Howard	33.5%	42.6%	34.7%
Kent	9.5%	21.1%	12.1%
Montgomery	5.2%	6.2%	4.8%
Prince George's	1.7%	13.9%	4.4%
Queen Anne's	7.5%	12.9%	0.0%
St. Mary's	1.9%	3.8%	4.9%
Somerset	2.7%	8.3%	10.3%
Talbot	1.3%	7.8%	1.6%
Washington	4.4%	7.0%	2.6%
Wicomico	1.8%	4.8%	2.3%
Worcester	0.0%	0.0%	3.1%
SEED School	0.0%	0.0%	0.0%

SUMMARY

During the 2015-2016 school year, 4713 incidents of bullying, harassment, or intimidation were reported in Maryland's public schools using the reporting system mandated by the Safe Schools Reporting Act of 2005. All school systems, with the exception of the SEED school, reported incidents. Consistent with previous reports, most incidents occurred at the middle-school age. The majority of victims, 61.4%, reported being teased, called names, or threatened while 44.7% of the reported incidents involved a physical attack. The most frequently reported motives behind these incidents included, just to be mean 35.2%, to impress others 13.6%, and physical appearance 5.2%. It was also noted that there was a large amount of alleged motives captured under the categories titled unknown 33.2% and another reason 15.7%. The Maryland State Department of Education is consistently improving methods to improve the description of data falling into these categories.

Bullying acts were most likely to occur on school property 86.1%, and investigation of incidents primarily involved interviewing the victim, offender, witnesses, victim's parent/guardian, or teachers and/or other school staff. The data demonstrates that 10% of incidents resulted in an out-of-school suspension or expulsion while 6.9% of incidents resulted in in-school suspensions. Over 11% of victims (11.3%), reportedly missed school as a result of the bullying incident compared to 12.8% of alleged offenders.

Considerations:

There are several areas where improvements in the prevention of bullying, harassment, and intimidation can be made.

- While the State policy calls for immediate notification of parents for students involved in bullying, harassment or intimidation, the State average for corrective actions taken shows that in 51.6% of the reported incidents parents were called, with another 6.3% notified via parent letter. By following the model policy, schools could improve their percentage of parent notification.
- During the 2015-2016 school year, 86.1% of bullying incidents occurred on school property. The data demonstrates an upward trend during the past two school years (80.8% during the 2013-2014 school year and 84.2% during the 2014-2015 school year). Based on this trend, it appears that schools could improve the manner in which they identify and improve supervision in common problem areas in order to reduce the percentage of incidents that occur on school property.
- The use and review of school building level data on a quarterly basis to project bullying patterns and locations could assist in the identification and prevention of incidents.

The Maryland State Department of Education is submitting this report in order to provide the Governor and the Maryland General Assembly with the information requested by Education Articles §7-424 and §7-424.1, Annotated Code of Maryland. Incidents for the entire 2015-2016

school year will be reported in the next report, to be submitted on March 31, 2018. The Maryland State Department of Education will continue to assist LSSs as they develop and implement system-wide and school-wide programs of prevention and intervention to address bullying, harassment, or intimidation. It is important that school systems continue to educate staff, students, and parents about bullying, harassment, and intimidation and provide resources for bullying prevention, encourage victims to report incidents when they occur, notify parents immediately when incidents occur, and follow up with investigations.

Appendix A – 2015-2016 Bullying, Harassment, or Intimidation Reporting Form

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*, 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: _____ / _____ / _____
Month Day Year

School: _____

School System: _____

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 _____
_____ Age: _____ School _____
_____ Age: _____ School _____

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

_____ Age: _____ School _____
_____ Age: _____ School _____
_____ 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?:

_____ / _____ / _____ _____ / _____ / _____ _____ / _____ / _____

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
- ☐ Cyber bullying (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

*Will be collected unless specifically excluded by local board policy

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? Place an **X** next to one of the following:

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

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

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

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

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

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

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

(Attach a separate sheet if necessary)

Signature: _____ **Date:** _____

Appendix B – 2015-2016 Bullying, Harassment, or Intimidation Reporting Form (Spanish version)

FORMULARIO DE DENUNCIA DE ABUSO, ACOSO O INTIMIDACIÓN

Instrucciones: El abuso, el acoso y la intimidación son graves y no se tolerarán. En este formulario se denuncian los presuntos casos de abuso, acoso e intimidación que ocurrieron durante el año escolar actual en los predios de la escuela, en actividades patrocinadas por la escuela o en eventos realizados fuera de los predios de la escuela, en autobuses escolares en ruta hacia o desde la escuela*, o mediante envío por Internet en o fuera de los predios de la escuela o que alteraron de manera considerable el funcionamiento ordenado de la escuela. El abuso, el acoso y la intimidación se refieren a cualquier conducta intencional, ya sea verbal, física o escrita, o una comunicación electrónica intencional, que generen un ambiente educativo hostil al interferir de manera considerable en los beneficios, oportunidades o rendimiento educativos de un estudiante, o en el bienestar físico o psicológico de un estudiante. La conducta (1) deberá ser motivada por características personales reales o percibidas, tal como raza, nacionalidad, estado civil, orientación sexual, identidad en materia de sexo, religión, abolengo, atributos físicos, condición socioeconómica, condición familiar o capacidad o discapacidad física o mental, o (2) deberá ser una amenaza o intimidación grave. Comunicación electrónica se refiere a las comunicaciones transmitidas por dispositivos electrónicos, tal como teléfonos, celulares, computadoras y buscapersonas. La conducta de índole sexual es la forma de acoso sexual más comúnmente reportada. Este término generalmente se refiere a acciones, lenguaje o materiales visuales que específicamente se refieren a, muestran o involucran actividades o lenguaje sexual. La conducta de índole sexual podrá incluir pedidos manifiestos en materia sexual, el toque no apropiado, chistes sexuales y preguntas acerca de la vida sexual de una persona. El acoso sexual es un término más amplio que abarca conductas de índole sexual tal como gestos sexuales inoportunos, pedidos de favores sexuales y otra conducta sexual verbal o física de índole sexual. El acoso sexual también incluye actos que no son manifiestamente sexuales sino que están dirigidos a individuos con base en su sexo, tal como la profanidad o conducta grosera específica en materia del sexo de la persona.

Si usted es un estudiante, el padre/madre/tutor de un estudiante, un pariente adulto cercano de un estudiante o un miembro del personal de la escuela y desea reportar un presunto incidente de abuso, acoso o intimidación, llene este formulario y regrese al Director de la escuela del estudiante que fue víctima. Puede comunicarse con la escuela en cualquier momento para obtener información o ayuda adicional.

(ESCRIBIR TODA LA INFORMACIÓN EN LETRA DE IMPRENTA)

Fecha de hoy: ____ / ____ / ____ Escuela: _____
Día Mes Año
Sistema escolar: _____

PERSONA QUE DENUNCIA EL INCIDENTE

Nombre: _____

Teléfono: _____ Correo electrónico: _____

Escribir una **X** en la casilla correspondiente: ☐ Estudiante ☐ Padre/madre/tutor de un estudiante ☐ Pariente adulto cercano de un estudiante ☐ Personal de la escuela ☐ Testigo

1. Nombre del (de los) estudiante(s) que fue (fueron) víctima(s): _____ Edad: _____ Escuela _____
_____ Edad: _____ Escuela _____
_____ Edad: _____ Escuela _____

2. Nombre de (los) testigo(s) (si se conocen):

_____ Edad: _____ Escuela _____
_____ Edad: _____ Escuela _____
_____ Edad: _____ Escuela _____

3. Nombre(s) de (los) presunto(s) ofensor(es) (si se conocen): Edad Escuela ¿Es un(a) estudiante?
_____ _____ ☐ Sí ☐ No
_____ _____ ☐ Sí ☐ No
_____ _____ ☐ Sí ☐ No

4. ¿En qué fecha(s) ocurrió el incidente?

____ / ____ / ____ ____ / ____ / ____ ____ / ____ / ____

Día

Mes

Año

Día

Mes

Año

Día

Mes

Año

5. Colocar una **X** junto a las afirmaciones que describan con mayor exactitud lo sucedido (seleccionar todas las respuestas que correspondan):

- ☐ Cualquier abuso, acoso o intimidación que conllevó agresión física
- ☐ Pedir a otra persona que golpee o haga daño al estudiante
- ☐ Burlarse, poner apodos, criticar o amenazar en persona o por otros medios
- ☐ Humillar y hacerle bromas a la víctima
- ☐ Hacer ademanes bruscos o amenazantes
- ☐ Excluir o rechazar al estudiante
- ☐ Intimidar (abusar), chantajear o explotar
- ☐ Difundir rumores o chismes perjudiciales
- ☐ En referencia a la discapacidad del estudiante
- ☐ En referencia a la orientación sexual percibida del estudiante
- ☐ Abuso cibernético (por ej. medios sociales tal como Facebook, Twitter, Vine, Instagram, etc.) _____
- ☐ Comunicaciones electrónicas (por ej. correo electrónico, mensajes de texto, textos de índole sexual, etc.) _____
- ☐ En relación con pandillas o gangas
- ☐ Reclutamiento para pandillas o gangas
- ☐ Tráfico de seres humanos/reclutamiento para la prostitución
- ☐ Acoso racial
- ☐ Acoso sexual
- ☐ De índole sexual
- ☐ Otros (especificar) _____

6. ¿Dónde ocurrió el incidente (seleccionar todas las respuestas que correspondan)?

- ☐ En los predios de la escuela
- ☐ En una actividad patrocinada por la escuela o en un evento fuera de la escuela
- ☐ En un autobús escolar
- ☐ En ruta hacia o desde la escuela*
- ☐ Mediante envío por Internet en o fuera de los predios de la escuela

*Se recabará información a menos que lo excluya de forma específica una política de la junta escolar

7. Describir el (los) incidente(s), incluyendo lo que dijo (dijeron) o hizo (hicieron) el (los) presunto(s) ofensor(es). _____

(Adjuntar una hoja aparte si es necesario)

8. ¿Por qué ocurrió el caso de abuso, acoso o intimidación? _____

(Adjuntar una hoja aparte si es necesario)

9. ¿Este incidente ocasionó lesiones físicas? Escribir una **X** junto a una de las siguientes respuestas:

☐ No

☐ Sí, pero no se necesitó atención médica

☐ Sí, y se necesitó atención médica

10. Si hubo lesiones físicas, ¿cree que tendrán efectos permanentes? ☐ Sí ☐ No

11. ¿El estudiante que fue víctima se ausentó de la escuela a causa del incidente? ☐ Sí ☐ No

En caso afirmativo, ¿cuántos días se ausentó de la escuela el estudiante que fue víctima a causa del incidente? _____

12. ¿Este incidente ocasionó daños psicológicos? Escribir una **X** junto a una de las siguientes respuestas:

☐ No

☐ Sí, pero no se han buscado servicios psicológicos

☐ Sí, y se buscaron servicios psicológicos

13. ¿Desea aportar más información? _____

(Adjuntar una hoja aparte si es necesario)

Firma: _____ **Fecha:** _____

Appendix C – Bullying, Harassment, or Intimidation Reporting Form

BULLYING, HARASSMENT, OR INTIMIDATION INCIDENT SCHOOL INVESTIGATION FORM

School Personnel Completing Form: _____ Position: _____

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

School: _____

School System: _____

Person Reporting Incident (From reporting form) Name: _____

Telephone: _____ E-mail: _____

Place an **X** in the appropriate box: ☐ Student ☐ Parent/guardian ☐ Close adult relative
☐ School Staff ☐ Bystander

1. Name of student victim(s): _____ Age: _____ Days absent as a result of the incident: _____
 _____ Age: _____ Days absent as a result of the incident: _____
 _____ Age: _____ Days absent as a result of the incident: _____

2. Name(s) of alleged witness(s) (If known):	Age	School
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Name(s) of alleged offender(s) (If known):	Age	School	Is he/she a student?	Days absent due to incident
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

(Please print)

Total number of alleged offenders: _____

INVESTIGATION

4. What actions were taken to investigate this incident? (choose all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Interviewed student victim | <input type="checkbox"/> Interviewed alleged offender's parent/guardian |
| <input type="checkbox"/> Interviewed alleged offender(s) | <input type="checkbox"/> Examined physical evidence |
| <input type="checkbox"/> Interviewed witnesses | <input type="checkbox"/> Obtained copy of police report |
| <input type="checkbox"/> Witness statements collected in writing | <input type="checkbox"/> Conducted student record review |
| <input type="checkbox"/> Interviewed school nurse | <input type="checkbox"/> Examined video evidence |
| <input type="checkbox"/> Reviewed any medical information available | <input type="checkbox"/> Conducted meeting with Resource Officer |
| <input type="checkbox"/> Interviewed teachers and/or school staff | <input type="checkbox"/> Contacted social media site |
| <input type="checkbox"/> Interviewed student victim's parent/guardian | <input type="checkbox"/> Other (specify) _____ |

5. Why did the harassment or intimidation (bullying) occur (alleged motives)? (choose all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Because of race | <input type="checkbox"/> Because of physical appearance |
| <input type="checkbox"/> Because of national origin | <input type="checkbox"/> To impress others |
| <input type="checkbox"/> Because of marital status | <input type="checkbox"/> Just to be mean |
| <input type="checkbox"/> Because of sex | <input type="checkbox"/> Gang related |
| <input type="checkbox"/> Because of sexual orientation | <input type="checkbox"/> Gang recruitment |
| <input type="checkbox"/> Because of gender identity | <input type="checkbox"/> Human trafficking/Prostitution recruitment |
| <input type="checkbox"/> Because of religion | <input type="checkbox"/> Because of another reason (specify) _____ |
| <input type="checkbox"/> Because of disability | <input type="checkbox"/> The reason is unknown |

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

*Will be collected unless specifically excluded by local board policy

7. What corrective actions were taken in this case (choose all that apply)?

- ☐ None were required, this was a false allegation
☐ None, the incident did not warrant any corrective action
☐ Student conference
☐ Student warning
☐ Letter of apology
☐ Mediation
☐ Counseling
☐ Parent letter
☐ Parent phone call
☐ Parent conference
☐ Detention
☐ In-school suspension
☐ Out-of-school suspension/expulsion
☐ Behavior contract
☐ Alternative placement/setting
☐ Plan of Support to include a "go to" adult in the school
☐ Community Service
☐ Separation from other student to include transfer or change in schedule
☐ Meeting with Resource Officer
☐ Referral to Counselor or Therapist
☐ Other (specify) _____

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. Additional pertinent information gained during the interview:

(Attach a separate sheet if necessary)

13. Investigator notes:

(Attach a separate sheet if necessary)

Signature: _____ Date: _____



**Division of Student, Family, and School Support
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201**