

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, the 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 (Chapter 687, 2008). 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. The amendments 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 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 local school systems. This same information and forms were shared with the Directors of Student Services from local school systems at an administrative meeting on October 15, 2008, and has been shared annually every October since that time.

Lastly, the Safe Schools Reporting Act 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 24 local school systems in the State and used as a basis for developing their own anti-bullying policies as required by law. All 24 local school systems 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 electronic communication.

Pursuant to legislation passed during the 2016 session of the Maryland General Assembly (Chapter 262) and in consultation with local school systems, the Model Policy was updated to expand the language of electronic communication to include photographs, audio recording, video recording, and/or text messages sent by way of the internet. The updated Model Policy introduced 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 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 2017-2018 school year. The findings from local school system reports are detailed, including incident rates, location of the incidents, descriptions of the incidents, ages of victims, ages of perpetrators, alleged motives of offenders, 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 the elements required. In July 2005, the MSDE assembled a group of stakeholders that included representatives from several local school systems and mental health professionals. 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 local school systems.

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 titled the *Bullying, Harassment, or Intimidation Incident Reporting Instrument*. Bullying, Harassment, or Intimidation forms are not part of a student's official record.

FINDINGS

Implementation of the Law by Local School Systems

In June 2018, copies of all updated forms and directions pertaining to the Safe Schools Reporting Act were sent electronically to local school system personnel responsible for fulfilling requirements of the Safe Schools Reporting Act. In July 2018, a memorandum was sent by the State Superintendent of Schools to local superintendents as a reminder of the requirements of the Safe Schools Reporting Act. The 24 local school systems and the SEED School of Maryland reported data for the 2017-2018 school year. This report provides a comparison of the reported information for three complete school years. On each graph, 2015-2016 school year information is presented in gray, 2016-2017 school year information is presented in light blue, and 2017-2018 school year information is presented in purple.

Incident Rates

A total of 7,647 bullying incidents were reported for the 2017-2018 school year. This represents a statewide increase of 1,556 (20.35%) reported incidents from the 2016-2017 school year. The number of reported incidents in each local school system is presented in Figure 1. The rate of reported bullying incidents per 1,000 students enrolled during the 2017-2018 school year is shown in Table 1. Six local school systems indicated a decrease in the number of reported incidents while 17 local school systems and the Seed School of Maryland indicated an increase. Prince George's Public Schools' total remained the same as last year. Information is based on 24 local school systems and the SEED School of Maryland.

Baltimore County, Montgomery County, Prince George's County, and Anne Arundel County Public Schools had the most reports of incidents filed. Montgomery County reported the most incidents with a total of 1,312 and a rate of 8.1 incidents per 1,000 enrolled students. Montgomery County's rate of incidents increased approximately 33.69 percent from last year's reported total. Following Montgomery County was Baltimore County with 1067 incidents and 9.4 incidents per 1,000 students, Anne Arundel County with 1004 incidents and 12.1 incidents per 1,000 students, and Prince Georges County, with 738 incidents and 5.6 incidents per 1,000 students. Kent, Dorchester, and Wicomico County Public Schools reported the most incidents relative to enrollment (See Table 1).

Four school systems, Dorchester, Kent, Talbot, 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 reported incidents increased in the 2017-2018 school year going from 48 total incidents and 15.0 incidents per 1000 to 119 total incidents and 25.0 incidents per 1000. Similarly, Wicomico County reported incidents increased in the 2017-2018 school year, going from 222 total incidents and 14.9 incidents per 1,000 to 253 total incidents and 16.9 incidents per 1,000.

Four school systems, Caroline, Carroll, Cecil, Somerset, and the Seed School of Maryland reported a decrease in incidents relative to size of enrollment.

The 2017-2018 school year marked the eighth year during which bullying prevention programming was required to be presented by the local school systems to students, staff, and volunteers. Bullying prevention models and frameworks such as Positive Behavioral Intervention and Supports (PBIS), Olweus, Character Counts, Restorative Practices, and Two Way texting are used throughout the local school systems. 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. Contributing factors to the increase in bullying could be associated with: (1) a heightened awareness of reporting practices; (2) an increase in cyberbullying due in part to increased access to electronic devices and less online supervision; and (3) a school climate not conducive to an identity-safe environment where all students feel welcomed and empowered to engage in learning and social activities in school, regardless of race, religion, gender, sexual orientation, or disability.

The variation in reported incidents across school systems may reflect 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 local school systems have implemented system-wide and school-wide bullying awareness and prevention programs. All 24 local school systems 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

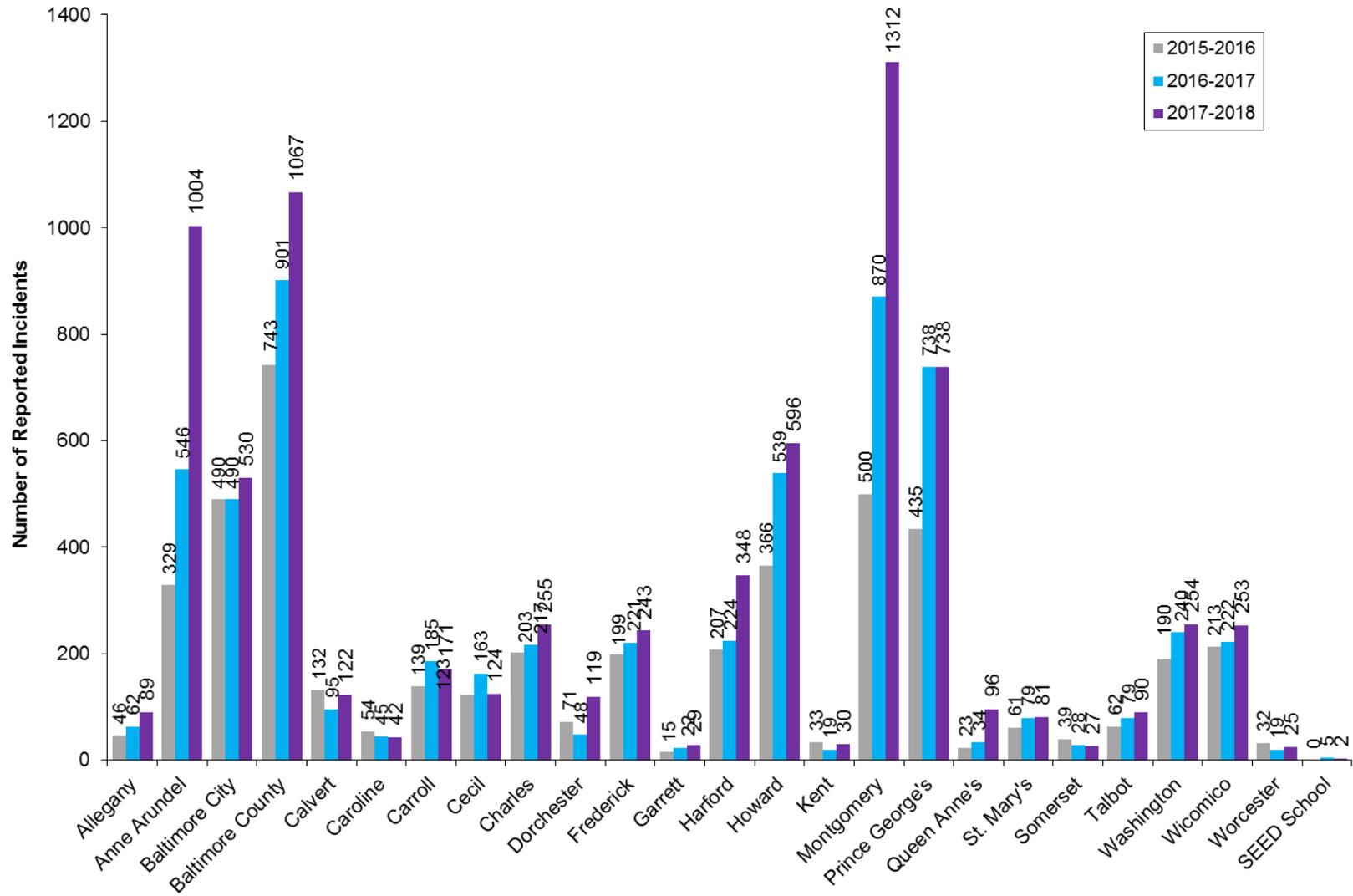


Table 1: Number of Reported Incidents Relative to Enrollment by Local School System

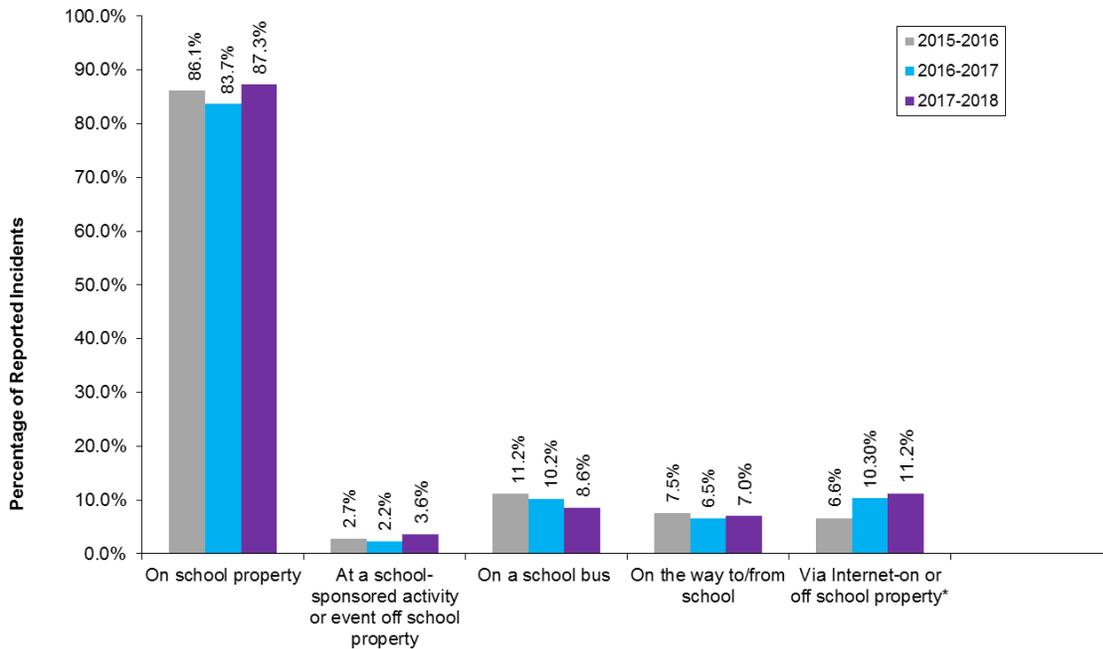
Number of Reported Incidents Per 1000 Enrolled Students			
	School Year		
Local School System	2015-2016	2016-2017	2017-2018
Allegany	5.2	7.1	10.3
Anne Arundel	4.1	6.7	12.1
Baltimore City	4.4	5.9	6.6
Baltimore County	9.0	8.0	9.4
Calvert	8.2	6.0	7.7
Caroline	9.6	7.9	7.3
Carroll	5.4	7.3	6.8
Cecil	7.8	10.4	8.1
Charles	7.7	8.2	9.5
Dorchester	15.0	10.0	25.0
Frederick	4.9	5.3	5.8
Garrett	3.9	5.7	7.6
Harford	5.5	6.0	9.2
Howard	6.7	9.7	10.5
Kent	16.3	9.5	15.1
Montgomery	3.2	5.5	8.1
Prince George's	3.4	5.6	5.6
Queen Anne's	3.0	4.4	12.3
St. Mary's	3.4	4.4	4.5
Somerset	13.4	9.5	9.3
Talbot	13.4	17.2	19.4
Washington	8.5	10.6	11.2
Wicomico	14.4	14.9	16.9
Worcester	4.8	2.8	3.7

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 (87.3%). The second largest number of incidents occurred remotely via internet (11.2%), followed by incidents on the school buses (8.6%). It should be noted that each incident report could identify more than one location therefore, the percentages do not total 100 percent.

Figure 2: Statewide Locations of Reported Incidents



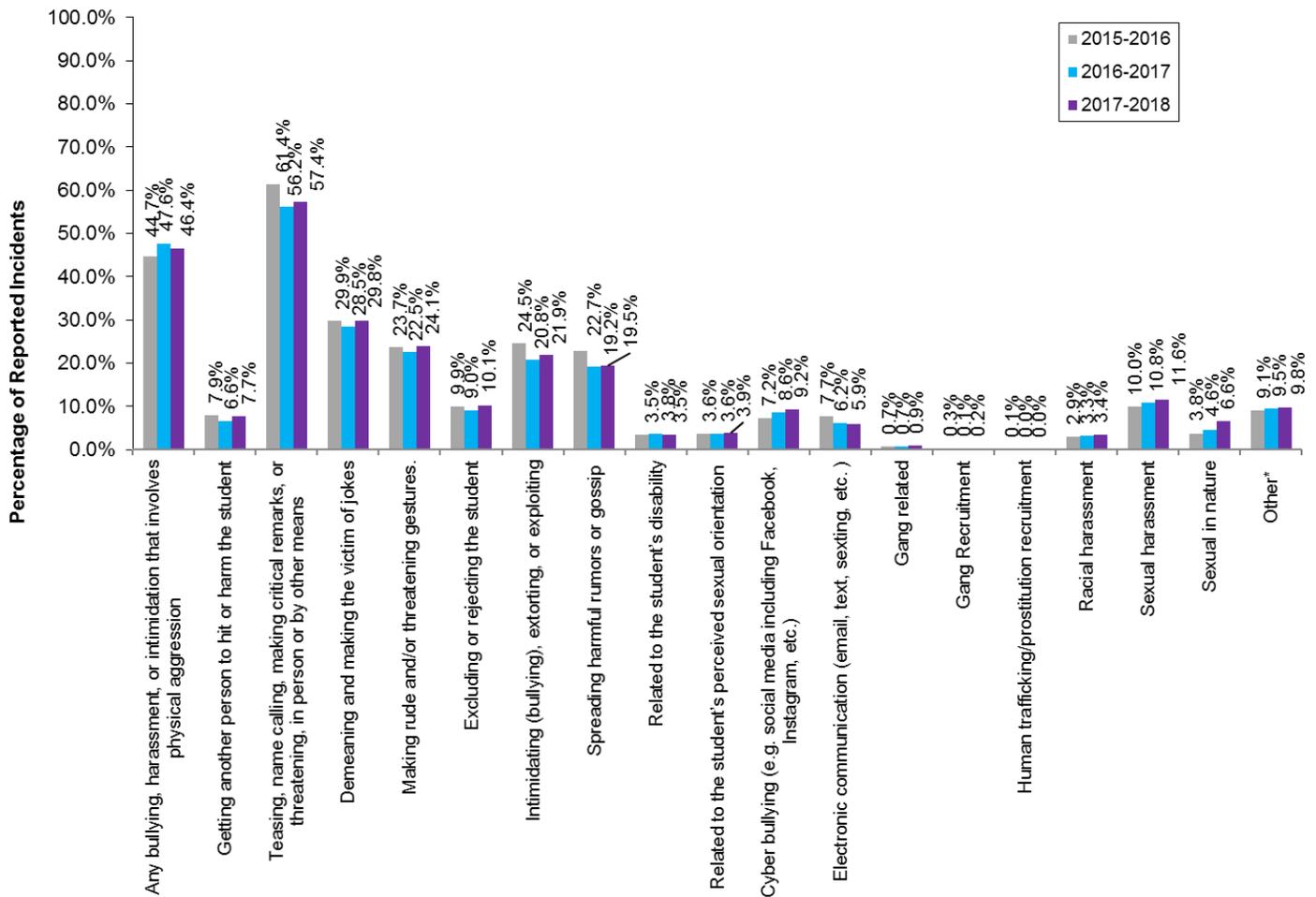
* Note: The “Via internet” was a new category added in SY 2014-2015.

Note: In 2016-2017, the MSDE began to break out category of Internet by “On School Property” and “Off School Property” but collapsed this category for reporting due to some local school systems having difficulty capturing data as two separate categories.

Descriptions of Incidents

In order to describe the incident, individuals completing the reporting form were asked to choose from a list of descriptions. The list was compiled from research of the most prevalent forms of bullying (see *Bullying, Harassment, or Intimidation Reporting Form*). The largest number of incidents involved the category of “teasing, name-calling, making critical remarks, or threatening in person or by other means” (57.4%). Direct verbal bullying/harassment was reported as being experienced more than other forms, such as physical bullying, exclusion, gestures, extorting, or spreading rumors. Just under 47 percent of incidents was reported to involve 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



*Description category added in SY 2013-2014

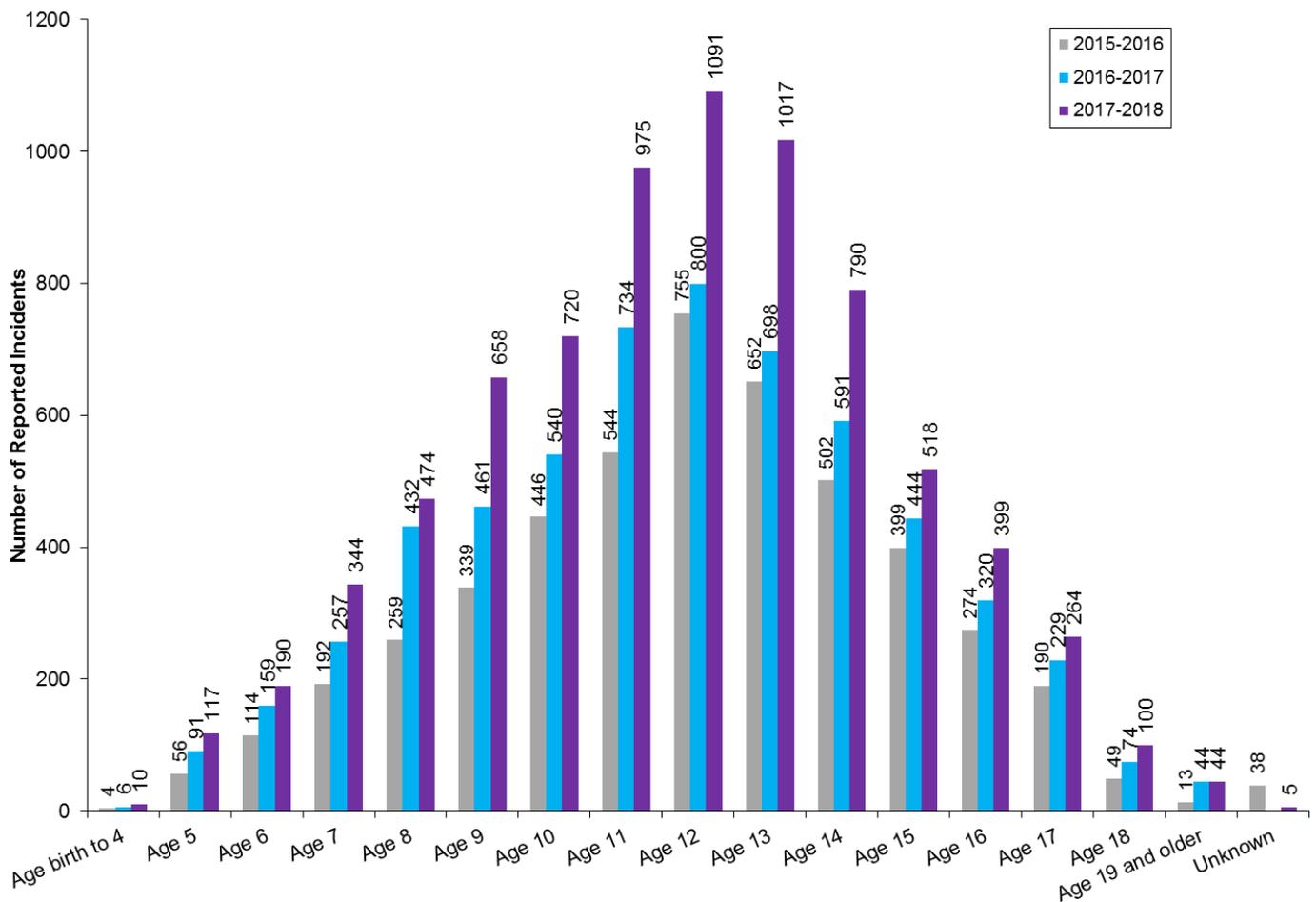
** Description category added in SY 2014-2015

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

Ages of Victims

The ages of victims involved in bullying, harassment, and/or intimidation incidents ranged from 4 years of age to 19 years of age or older. The majority of the victims were between 9 years of age and 15 years of age. There was an increase in incidents for all ages. However, according to submitted reports, students 12 years of age were frequent victims (1091 incidents). This is similar to the 2016-2017 data, which indicated that 12-year olds were the most frequent victims of bullying, harassment and intimidation. There was a 24.72 percent increase in the number of 11-year-old victims (975) and a 32.25 percent increase in the number of 13-year-old victims (1017). This remains consistent with research that indicates that more bullying and harassment occurs in middle school rather than in elementary or high schools.

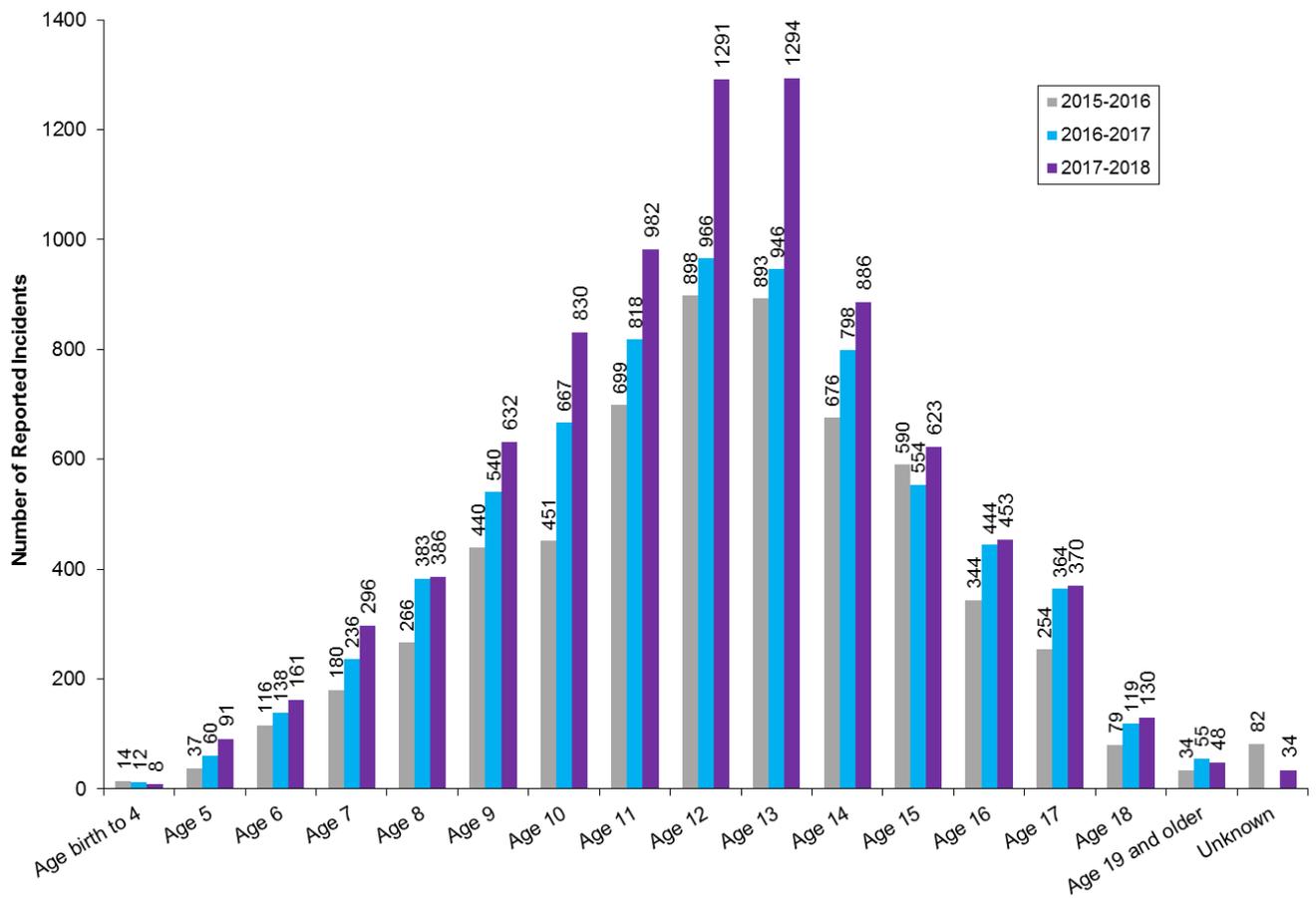
Figure 4: Statewide Ages of Victims



Ages of Alleged Offenders

The ages of all offenders ranged from 4 years of age to 19 years of age or older. The majority of offenders were between the ages of 10 years of age and 15 years of age. The greatest number of incidents were committed by 12-year-olds (1091 incidents) (see Figure 5). This pattern has been consistent for the nine previous reports. This indicates that the majority of alleged offenders are middle school age students.

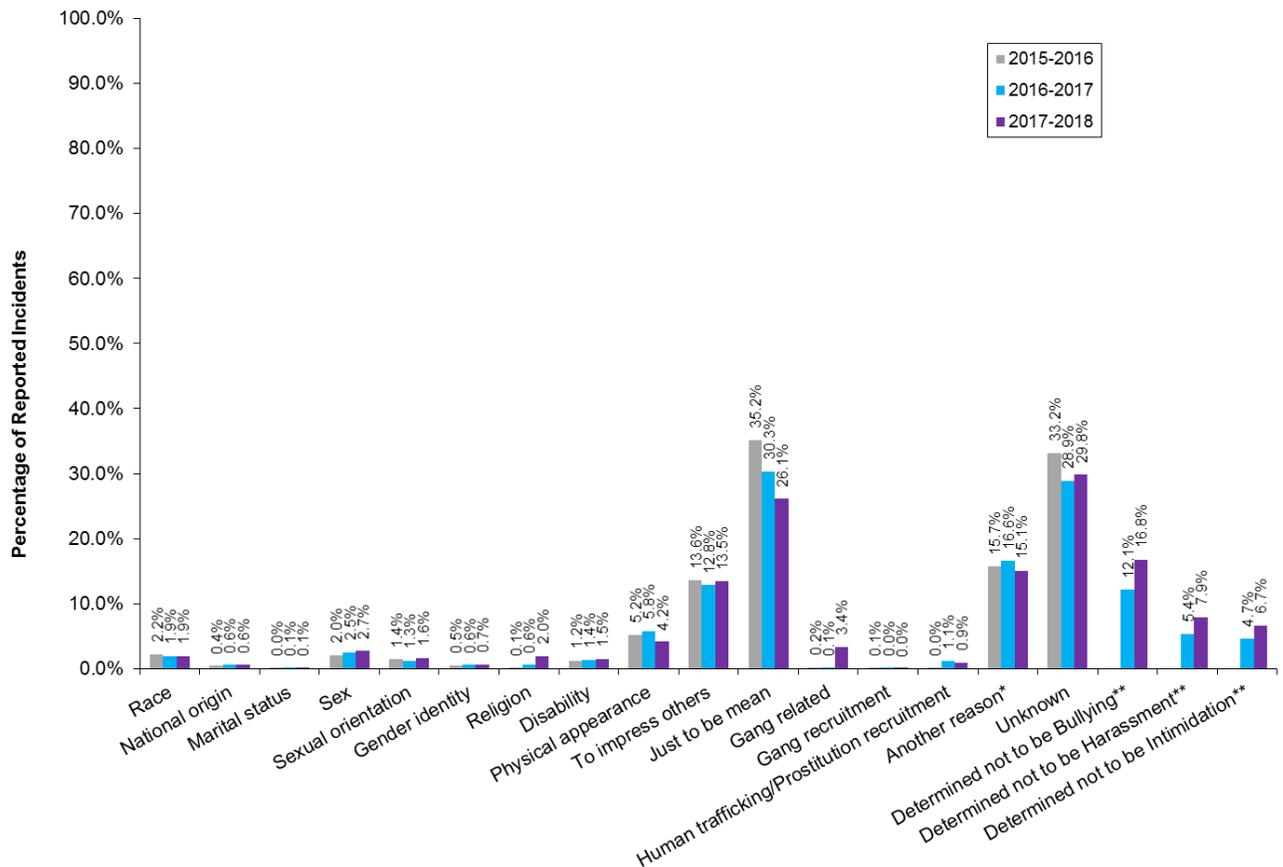
Figure 5: Statewide Ages of Alleged Offenders



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 “unknown” (29.8%). Just over 26 percent of the incidents were allegedly perpetrated “just to be mean” reasons, followed by “another reason” (15.1%), “to impress others” (13.5%), “physical appearance” (4.2%), “gang” (3.4%), and “sex” (2.7%). The remaining incidents were allegedly perpetrated due to “national origin”, “gender identity”, “disability”, and “religion”. These factors collectively made up just under five percent of motives for bullying.

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



*Category added in SY 2014-2015.

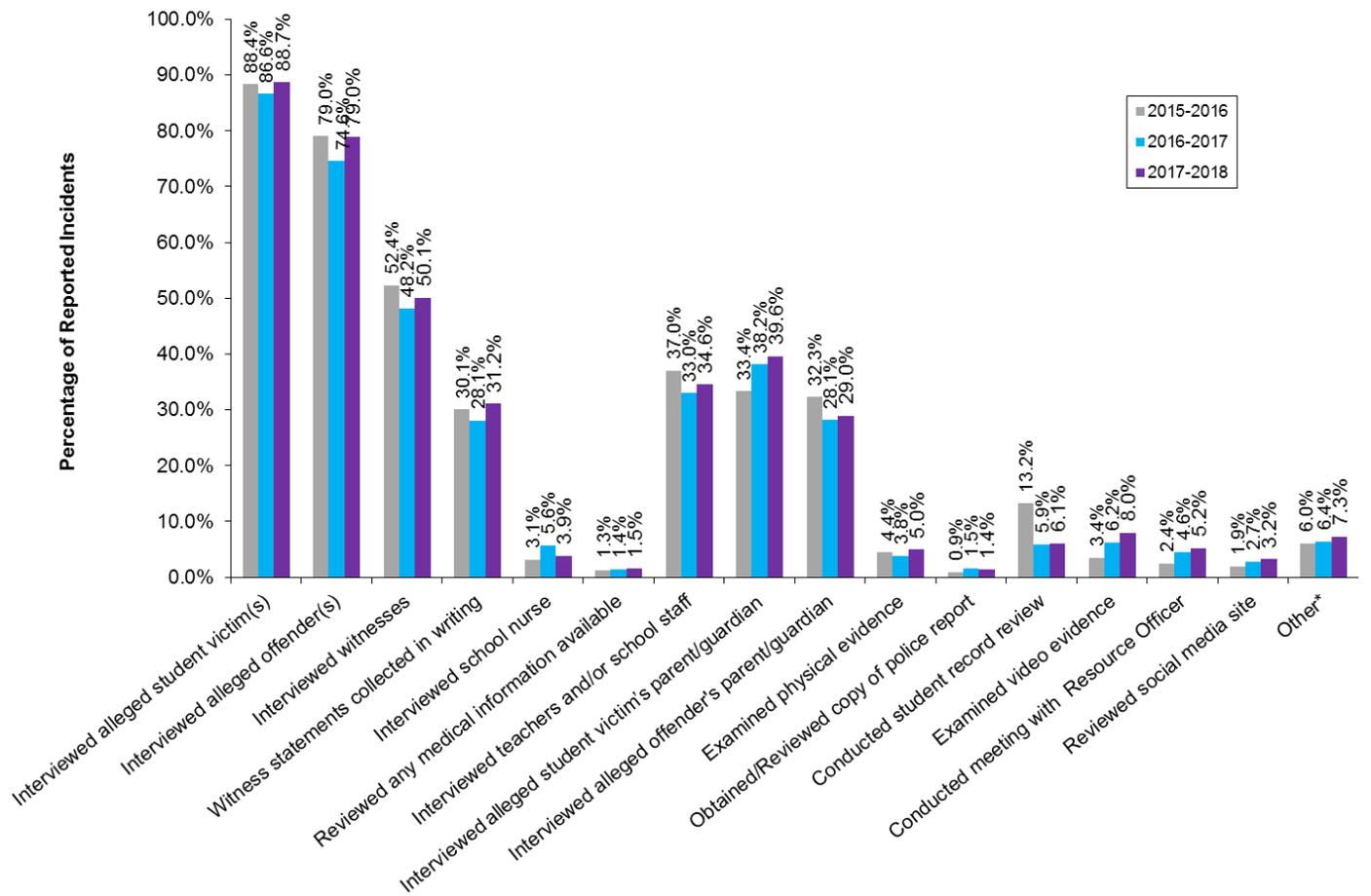
**New category added in SY 2016-2017.

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 staff investigating bullying incidents. The most frequent investigative methods included interviews of student victims (88.7%), interviews of alleged offenders (79.0%), interviews of witnesses (50.1%), interviews of alleged offender’s parent/guardian (39.6%), interviews of teachers or school staff (33.0%), and witness statements collected in writing (34.6%).

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



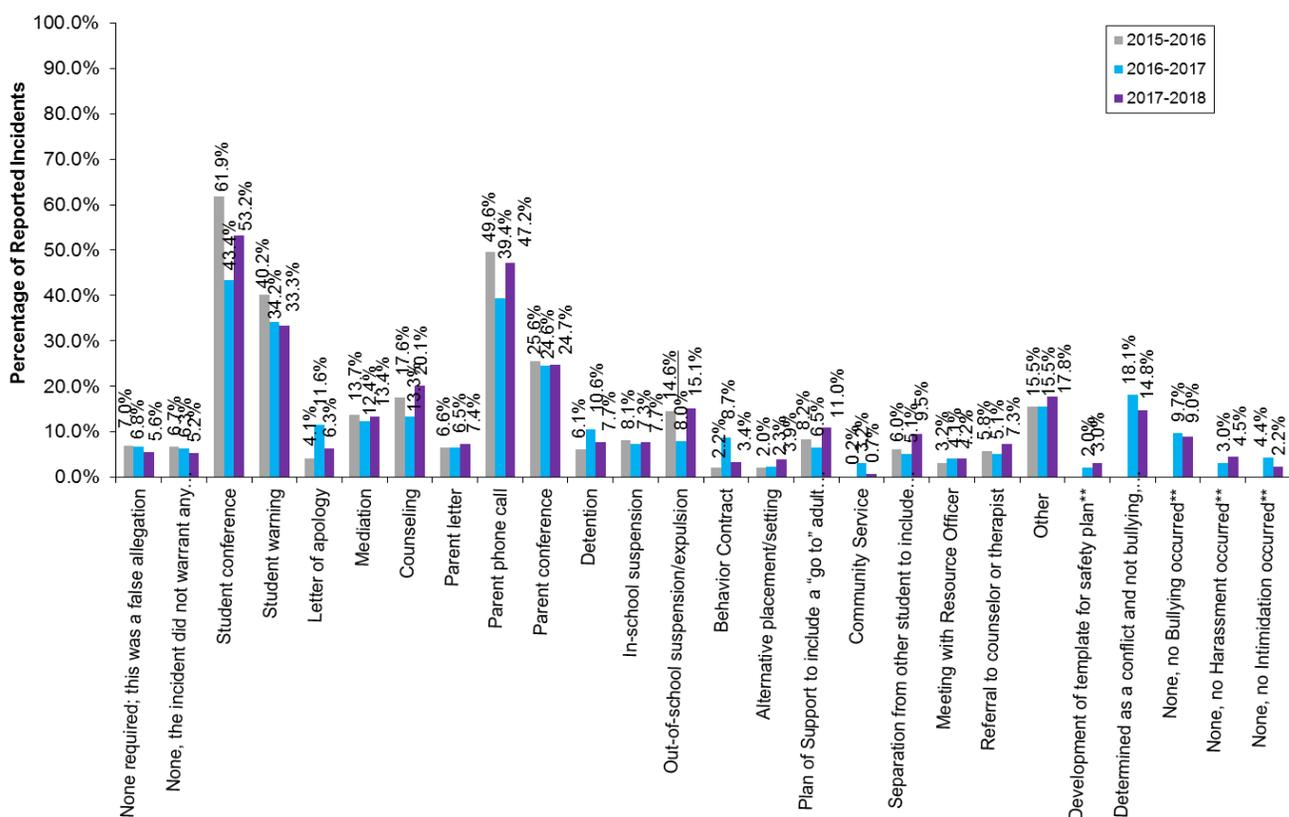
*Categories added in SY 2014-2015. The names of some of the categories were updated.

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. Four data points were added in order to distinguish between substantiated and unsubstantiated reports of bullying, harassment, and/or intimidation. Those categories and the percent of incidents that fell into those categories were as follows: (1) determined as a conflict and not bullying and harassment or intimidation (14.8%); (2) none, no bullying occurred (9.0%); (3) none, no harassment occurred (4.5%); and (4) none, no intimidation occurred (2.2%). The most frequently used corrective action was student conferences at 53.2 percent, which is a 9.8 percent increase from 2016-2017. Parent phone calls at 47.2 percent were the second most used corrective action, which increased nearly 20 percent from 2016-2017. Other corrective actions included student warnings (33.3%) and out-of-school suspensions or expulsions (15.1%). Out-of-school suspensions and expulsions experienced a 7 percent increase from 2016-2017. Counseling was offered in 20.1 percent of the incidents; a 6.8 percent increase from 2016-2017. As schools work toward reducing suspension and providing positive interventions, student and parent engagement are considered effective ways to change behaviors.

Figure 8: Statewide Corrective Actions Taken as Reported by Investigator



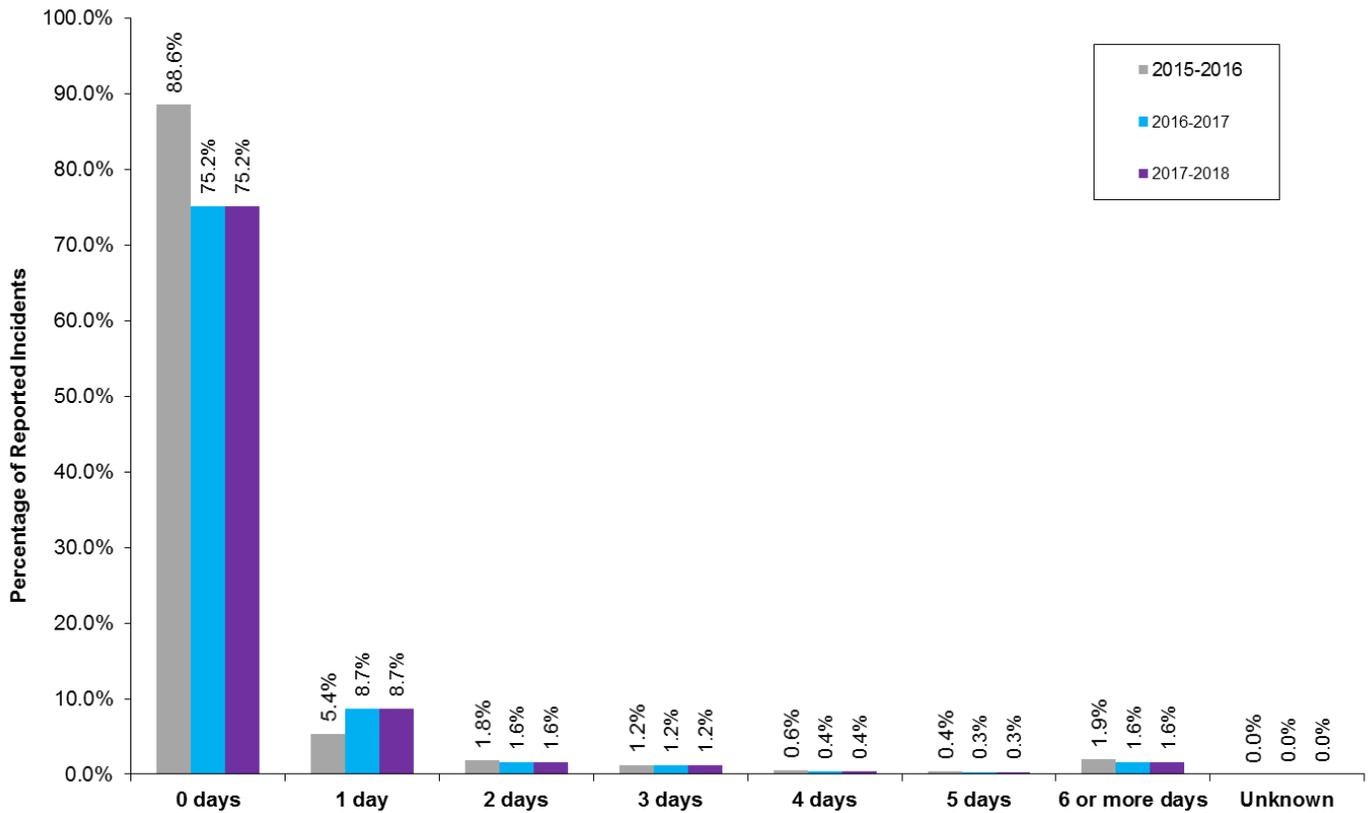
*Category added in SY 2014-2015. **New Category added in SY 2016-2017.

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 bullying incidents. Victims missed school in 13.8 percent of cases. There was no increase or decrease from 2016-2017 in “Number of Days Missed from School by Victims”. In cases where victims did miss school, most missed only one day (8.7%). It is unknown from the data whether victims missed school due to injury, fear of attending, or other reasons. In the 2015-2016 report, it was noted that 75.2 percent of incidents did not result in missed days of school. Similarly, the same percentage (75.2%) represents the 2017-2018 school year.

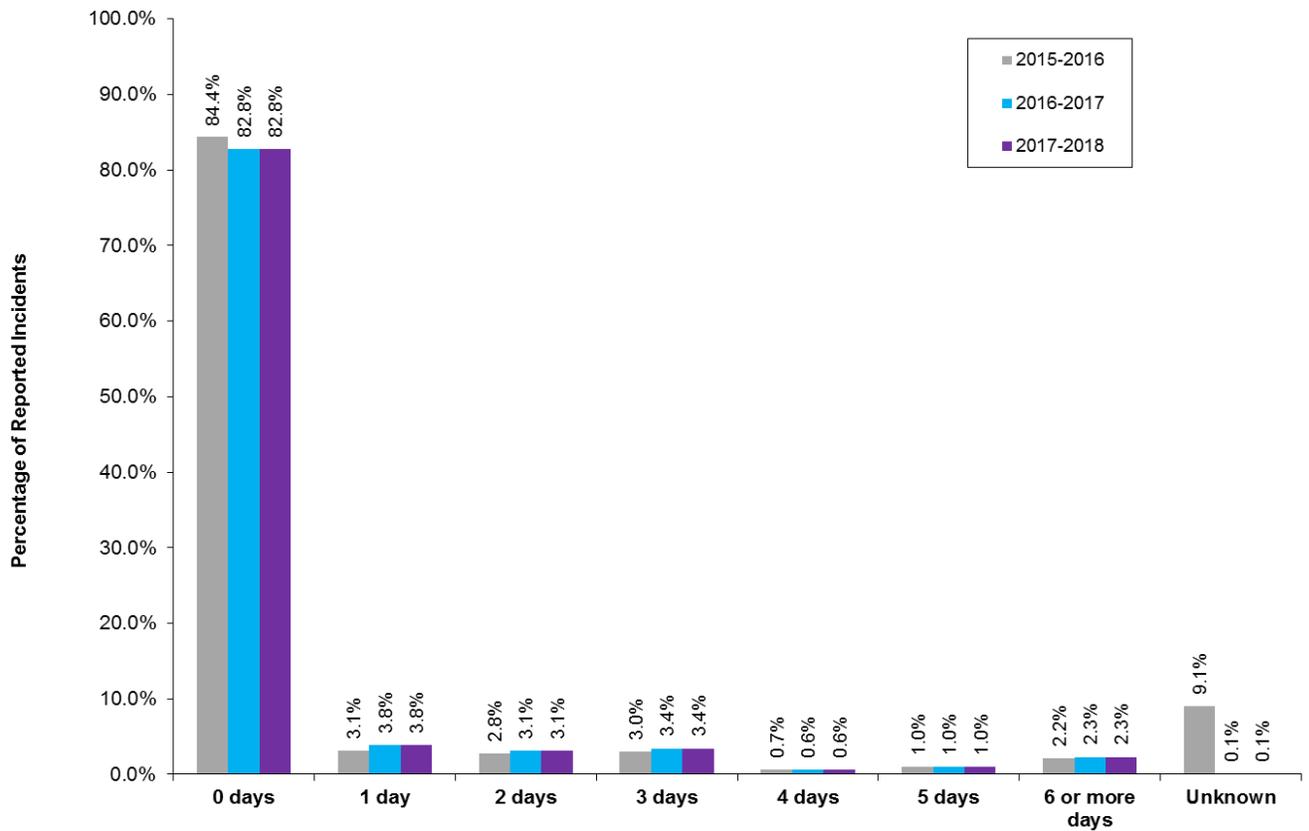
Figure 9: Statewide Absences as a Result of Incidents for Victims



Number of Days Missed from School by Alleged Offenders

In the majority of cases, alleged offenders missed more school days than victims. Offenders were absent in 14.3 percent 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 was an increase of 0.1 percent when compared to data in the 2016-2017 report.

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



Number of False Allegations Reported

Investigations into some reported bullying incidents resulted in the conclusion that the incident was a false allegation (see Table 2). A total of 438 false allegations were reported in the 24 local school systems and the SEED school. This number represented 5.7 percent of the total number of incidents (7,647) reported statewide. The largest number of false allegations per reported incidents occurred in Kent County (50%) which reported a significant increase in false allegations compared to the 2016-2017 report of 26.3%. This was followed by Howard County (31.9%). Harford County reported the third highest reported rate of false allegations at (9.2%). Caroline, Garrett, Talbot, and Worcester Counties and the SEED School did not report any false allegations.

Table 2: Percentage of Incident Reports That Were False Allegations, by Local School System

		Percentage of Incident Reports that were False Allegations by Local School System				
Local School System	Year					
	Count 2015-2016	Percent 2015-2016	Count 2016-2017	Percent 2016-2017	Count 2017-2018	Percent 2017-2018
Allegany	0	0.0%	1	1.6%	4	4.5%
Anne Arundel	13	4.0%	15	2.7%	40	4.0%
Baltimore City	25	5.1%	25	5.1%	14	2.6%
Baltimore County	33	4.4%	15	1.7%	14	1.3%
Calvert	5	3.8%	3	3.2%	6	4.9%
Caroline	1	1.9%	0	0.0%	0	0.0%
Carroll	3	2.2%	7	3.8%	4	2.3%
Cecil	8	6.5%	17	10.4%	7	5.6%
Charles	15	7.4%	10	4.6%	13	5.1%
Dorchester	2	2.8%	7	14.6%	1	0.8%
Frederick	23	11.6%	0	0.0%	1	0.4%
Garrett	0	0.0%	0	0.0%	0	0.0%
Harford	7	3.4%	5	2.2%	32	9.2%
Howard	127	34.7%	186	34.5%	190	31.9%
Kent	4	12.1%	5	26.3%	15	50.0%
Montgomery	24	4.8%	67	7.7%	49	3.7%
Prince George's	19	4.4%	12	1.6%	12	1.6%
Queen Anne's	0	0.0%	1	2.9%	3	3.1%
St. Mary's	3	4.9%	4	5.1%	1	1.2%
Somerset	4	10.3%	1	3.6%	1	3.7%
Talbot	1	1.6%	0	0.0%	0	0.0%
Washington	5	2.6%	4	1.7%	9	3.5%
Wicomico	5	2.3%	27	12.2%	22	8.7%
Worcester	1	3.1%	2	10.5%	0	0.0%
SEED School	0	0.0%	0	0.0%	0	0.0%

Summary

During the 2017-2018 school year, 7,647 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 and the SEED School of Maryland reported bullying incidents. Consistent with previous reports, most victims and perpetrators were middle-school age. The majority of victims, 61.4 percent, reported being teased, called names, or threatened, while 46.4 percent of the reported incidents involved a physical attack. The most frequently reported motives were, "unknown" (29.8%), "just to be mean" (26.1%), and another reason (15.1%). There were a considerable amount of alleged motives captured under the categories titled "impress others" (13.5%) and most notable "gang" (3.4%) a 2.2 percent increase from the 2016-2017 report.

Bullying acts were most likely to occur on school property (87.3%) 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 15.1 percent of incidents resulted in an out-of-school suspension or expulsion, while 7.7 percent of incidents resulted in in-school suspensions, which is an overall increase of 7.4 percent in in-school and out-of-school suspension in comparison to last year's total. Nearly 14 percent of victims (13.8%), reportedly missed school as a result of the bullying incident compared to 14.3 percent of alleged offenders.

Considerations

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

- School suspensions, both in and out of school, increased 7 percent from 2016-2017. In light of this trend, a consideration for schools and school systems might be a continued emphasis on multi-tiered systems of supports as a framework for enhancing behavioral and emotional outcomes for students exhibiting bullying behaviors. This framework would also support the teaching of appropriate social behaviors and provide interventions for students exhibiting bullying behaviors at the universal, targeted and intensive level.
- During the 2017-2018 school year, bullying continued to trend upward for students between 9 and 15 years of age. Bullying occurs more often in the middle school and early teen years. In light of this trend, a consideration for schools and school systems may be an increased emphasis on Social-Emotional Learning (SEL), which places emphasis on social emotional skills. These skills enable children to be socially competent citizens within the school environment and help build overall positive climate within the school.
- Maryland Code Annotated, Education §7-424.1 calls for immediate notification of parents for students involved in bullying, harassment, or intimidation. The data from 2017-2018 suggests that parent notification efforts have increased as evidenced by an overall increase of 9.8 percent in parent letters, parent phone calls, and parent conferences.

The MSDE 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 2017-2018 school year will be reported in the next report, to be submitted on March 31, 2019. The MSDE will continue to assist local school systems 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 – 2017-2018 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 includes 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. (Definitions are Bullying, Cyberbullying, Harassment, and Intimidation are provided below.)

1. **Bullying** – A pattern or behavior when a person repeatedly uses power in an intentional manner, including verbal, physical, or written conduct or intentional electronic communication against one or more students. 2. **Cyberbullying** – The use of electronic communication to harm or harass others in a deliberate, repeated, and hostile manner. 3. **Harassment** – Includes actual or perceived negative actions that offend, ridicule, or demean another individual with regard to race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability. 4. **Intimidation** – subjecting an individual to intentional action that seriously threatens and induces a sense of fear and/or inferiority.

Conduct that is of a sexual nature is generally thought to mean actions, language or visual materials which specifically refer to, portray or involve sexual activity or language. Conduct of a sexual nature may include overt sexual solicitations, inappropriate touching, sexual jokes, and inquiries about a person's sex life. Sexual harassment is the broader term that encompasses conduct of a sexual nature 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 alleged 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?
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

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

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

5. Place an **X** next to the statement(s) that best describes what happened (choose all that apply):
- Any bullying, harassment, or intimidation that involves physical aggression (specify) _____
 - 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, 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, Snapchat, Periscope, kik, 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
 - Via Internet- sent off school property
 - On a school bus
 - On the way to/from school*
 - Via Internet- sent on 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 – 2017-2018 Bullying, Harassment, or Intimidation School Investigation 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: <input type="checkbox"/> Student <input type="checkbox"/> Parent/guardian <input type="checkbox"/> Close adult relative <input type="checkbox"/> School Staff <input type="checkbox"/> 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)

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

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

- Because of race
- Because of national origin
- Because of marital status
- Because of sex
- Because of sexual orientation
- Because of gender identity
- Because of religion
- Because of disability
- Because of physical appearance
- To impress others
- Just to be mean
- Gang related
- Gang recruitment
- Human trafficking/Prostitution recruitment
- Because of another reason (specify) _____
- The reason is unknown
- Determined not to be Bullying
- Determined not to be Harassment
- Determined not to be Intimidation

6. Where was the incident reported to have happened (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
- Via Internet- sent 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
- None, no Bullying occurred
- None, no harassment occurred
- None, no intimidation occurred
- None, the alleged incident could not be verified
- Determined as a conflict and not bullying, harassment or intimidation
- 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
- Developed template for safety plan
- Other (specify) _____

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

- None observed Injury observed Medical documentation provided

9. Was the student victim absent from school as a result of the incident? Yes No
If yes, how many days was the student victim absent from school as a result of the incident? _____

10. Additional pertinent information gained during the interview:

(Attach a separate sheet if necessary)

11. Investigator notes:

(Attach a separate sheet if necessary)

Signature: _____ **Date:** _____



**Division of Student Support, Academic Enrichment, and Educational Policy
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Baltimore, Maryland 21201**