

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

March 13, 2019

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools

Subject: Bullying, Harassment, or Intimidation Reports (PMC-01-22-19-02)

Question

During the discussion regarding the Committee work plan, Mrs. Smondrowski requested information, for the last three years, regarding the following:

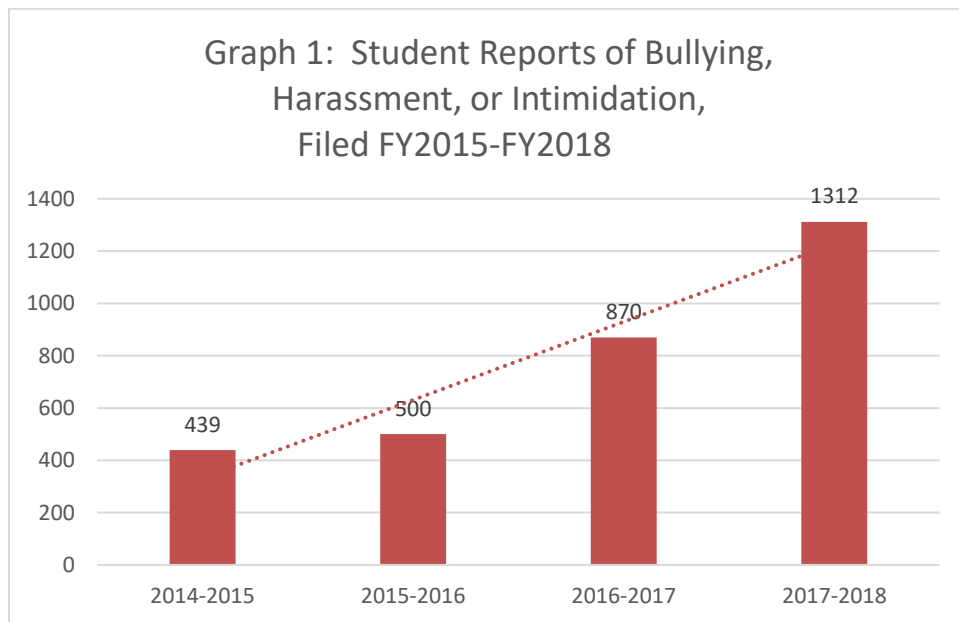
- A. The number of bullying and harassment forms that were completed prior to the revisions to Policy JHF in June 2018.
- B. The number of bullying and harassment forms that have been completed and filed after the revisions to Policy JHF in June 2018.

Response

Montgomery County Public Schools (MCPS) has a long history of efforts on behalf of the safety and well-being of students. Those efforts took on a specific focus regarding bullying, harassment, and intimidation following action by the Maryland legislature in 2005. The Maryland *Safe Schools Reporting Act of 2005* set forth a series of requirements to prevent, report, investigate, and respond to incidents of bullying, harassment, and intimidation in Maryland schools. The Act required all Maryland public school districts to report to the Maryland State Department of Education (MSDE) the number of students reporting bullying, harassment, or intimidation.

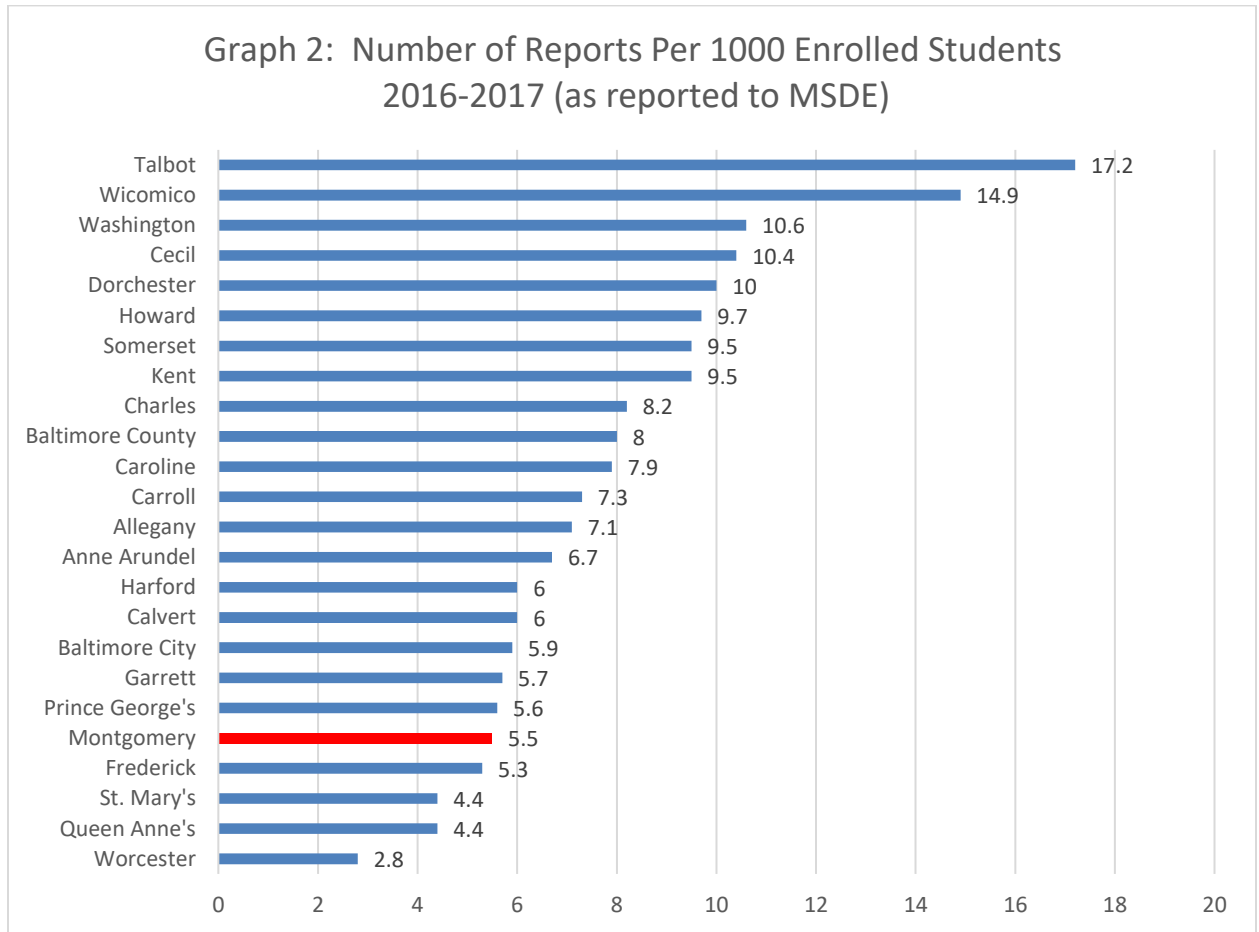
The Montgomery County Board of Education adopted [Policy JHF, *Bullying, Harassment, or Intimidation*](#), in March 2010 in alignment with the MSDE model policy released in 2008, which was followed shortly thereafter by the development of MCPS Regulation JHF-RA, *Bullying, Harassment, or Intimidation*, in June 2010 ([Regulation JHF-RA](#) subsequently was retitled [Student Bullying Harassment, or Intimidation](#) in 2018). Through ongoing efforts before and since Policy JHF and Regulation JHF-RA were adopted and subsequently revised, MCPS consistently has sought to increase awareness among students, parents/guardians, staff, and the broader community of bullying, harassment, and intimidation; prevent the occurrence of such incidents; and to enforce compliance with processes for reporting, investigating, and responding to such incidents.

Data for the four most recent school years (2014–2015, 2015–2016, 2016–2017, and 2017–2018) indicate a marked increase in students reporting bullying, harassment, or intimidation (Graph 1). These increases may be attributed, at least in part, to multiple enhancements and upgrades that MCPS has implemented in recent years to expand its efforts to communicate reporting procedures to students, families, and staff and to refine and clarify procedures to prevent, investigate, and respond to incidents of bullying, harassment, or intimidation in fulfillment of the Board’s policy objectives set forth in Policy JHF.



[MSDE’s March 31, 2018, report to the Maryland General Assembly](#) summarized 2014–2015, 2015–2016, and 2016–2017 data regarding bullying, harassment, and intimidation reports from all Maryland public school districts. Data reported from all Maryland public school districts reveals the number of students who reported bullying, harassment, or intimidation, relative to enrollment, expressed as a rate of reports per 1,000 enrolled students. Graph 2 captures that MCPS’ rate of reports was among the lowest in Maryland for 2016–2017.¹

¹ Bullying data also are reported publicly by the federal Department of Education Office of Civil Rights (OCR). However, the metrics are not comparable to the MSDE data as the OCR data use different metrics, and data for the most recent years are not yet published <https://ocrdata.ed.gov/DistrictSchoolSearch#schoolSearch>.



Implementation of Policy JHF and Regulation JHF-RA

Summary of Reporting and Investigation Procedures

The following procedures are used for reporting incidents of bullying, harassment, or intimidation, including acts of sexual harassment as required by [Board Policy ACF, Sexual Harassment](#):

- At the beginning of each school year, principals will inform students, parents/guardians, and staff members of [MCPS Form 230-35, Bullying, Harassment, or Intimidation Reporting Form](#). Each school will have available MCPS Form 230-35 in the school office, counselor’s office, media center, and health room, as well as a link to the form on the local school website.
- [MCPS Form 230-35, Bullying, Harassment, or Intimidation Reporting Form](#), may be completed by a student; the parent, guardian, or close relative of a student; or a school staff member. Once completed, the form is submitted to the school principal/designee.

- When a student, parent, guardian or close relative of a student reports an incident of bullying, harassment, or intimidation that is in process to a staff member, the staff member will respond quickly to intervene; recommend that [MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*](#), be completed; and promptly report the incident to a school administrator. If the student does not or cannot complete the reporting form independently, the staff member will assist the student, parent, guardian or close relative of a student in completing the form.

The following procedures are used when investigating acts of bullying, harassment, and intimidation:

- Within two days of receipt of [MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*](#), the school principal and/or designee must promptly conduct an adequate, reliable, and impartial investigation, including the opportunity for the parties to present evidence.
- The investigation must be documented by completing [MCPS Form 230-36, *Bullying, Harassment, or Intimidation Incident School Investigation Form*](#).
- The school principal and/or designee will contact the parents/guardians of all students involved in the incident of bullying, harassment, or intimidation within three days of receiving MCPS Form 230-35.
- The [MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*](#), and the accompanying [MCPS Form 230-36, *Bullying, Harassment, or Intimidation Incident School Investigation Form*](#), will be maintained in a confidential file in the school office in accordance with confidentiality requirements for student records. These documents are not included in a student's cumulative file. Information from forms 230-35 and 230-36 shall be entered into the Online Administrative Student Information System (OASIS) in accordance with established procedures.
- Some acts of bullying, harassment, or intimidation also could be considered reportable incidents as defined by [MCPS Regulation COB-RA, *Incident Reporting*](#), and must be reported in the incident management system in addition to OASIS. In these cases, the procedures outlined in MCPS Regulation COB-RA must be followed by the school administrator/designee.
- School administrators and/or designee will implement interventions and/or apply remedial actions and/or consequences appropriate for the incident and consistent with system and school discipline plans and procedures. Upon completing the investigation, the principal or designee shall implement remedial measures and consequences as appropriate and take steps to prevent the recurrence of bullying, harassment, or intimidation or correct its discriminatory effects on the student who was bullied and others, if necessary.
- The school principal and/or designee will contact the parents/guardians of all students involved in the incident of bullying, harassment, or intimidation, as well as any other parties involved, within 24 hours of completing the investigation.

- The student who bullied will be informed that reprisal or retaliation against a student who has been bullied or a student who was a bystander is prohibited and that further disciplinary action will occur if instances of bullying continue.
- Within two weeks after the investigation, designated school staff members will conduct separate conferences with the student who was bullied and the student who bullied to verify the bullying, harassment, or intimidation has ceased. These conferences may occur as part of counseling interventions. Another follow-up conference or conversation will be held with the student who was bullied and the student who bullied four weeks after the investigation to verify that the bullying, harassment, or intimidation has ceased.
- Should the act of bullying, harassment, or intimidation necessitate a request for police assistance, including Student Resource Officer action, timelines and community notification procedures may need to be adjusted to accommodate police investigation.
- The Office of School Administration, Compliance Unit; the Office of Student and Family Support and Engagement (OSFSE); and the Office of School Support and Improvement (OSSI) will monitor reporting and investigations and serve as a resource to schools on these issues.
- The appeal of a decision regarding bullying, harassment, or intimidation may be filed in accordance with the procedures of [MCPS Regulation KLA-RA, *Responding to Inquiries and Complaints from the Public*](#).

Cross-functional Responsibility

Responsibility for preventing, reporting, and responding to bullying, harassment, or intimidation is shared by multiple offices within MCPS. Staff in the Office of the Superintendent of Schools, OSSI, and the Office of the Chief Academic Officer play important roles in this critical district priority. The 2015 creation of the Compliance Unit in the Office of School Administration created an additional resource for schools and central services offices, providing institutional accountability and ensuring that every staff member is aware of our MCPS expectations and has the necessary information to create and maintain a positive, safe, and healthy climate and culture in which all adults and students are able to thrive and do their best work. In 2017, the Compliance Unit was assigned responsibility for collaborating with MCPS offices to promote consistency in implementation of bullying, harassment, or intimidation prevention measures. The Compliance Unit is responsible for developing the Compliance Training modules that have enhanced our staff training on these issues. The Compliance Training modules have been mandatory for all staff since the start of the 2017–2018 school year (these training efforts will be discussed in greater detail).

In collaboration with the Compliance Unit, OSFSE monitors bullying, harassment, or intimidation data on a regular basis, in addition to providing support to students, families, and schools on topics related to bullying, harassment, or intimidation. One form of such support is coordinating presentations for staff, families, and various community stakeholders regarding bullying, harassment, or intimidation. In addition to school-based presentations, recent presentations sponsored by OSFSE have included the following:

- OSFSE Summer 2017 Summit for staff and community partner agencies, held June 27 and 28, 2017, which included an internet safety session by a representative of the U.S. Attorney's Office, with discussion related to bullying, harassment, or intimidation and cybersafety (Attachment A).
- Montgomery County Council of Parent Teacher Associations, Inc. (MCCPTA) Mental Health and Wellness Forum for MCCPTA, Inc. members held April 22, 2018, which included presenters from OSFSE and a representative from the U.S. Attorney's Office, with discussion related to bullying, harassment, or intimidation and cybersafety (Attachment B).

The Office of Special Education focuses on compliance with requirements of the federal *Individuals with Disabilities Education Act*. Bullying, harassment, or intimidation may have implications for the delivery of a Free Appropriate Public Education to a student and is addressed in staff training materials.

Communications with Students and Families

On an annual basis, MCPS reviews and updates key publications for students and families that communicate Board policies, MCPS regulations, rules and procedures. Consistent with the enhanced public attention around bullying, harassment, and intimidation in various aspects of students' lives, guidance regarding the importance, awareness, and prevention of bullying, harassment, or intimidation is embedded in multiple student-facing documents, including the following:

- [*A Student's Guide to Rights and Responsibilities in Montgomery County Public Schools*](#) (*Student Rights and Responsibilities* handbook)
- [*Guidelines for Students: Gender Identity*](#)
- [*Guidelines for Respecting Religious Diversity*](#)

The *Guidelines for Students: Gender Identity* and the *Guidelines for Respecting Religious Diversity* were developed in 2015–2016, and significant updates related to bullying, harassment, and intimidation were added beginning with the 2016–2017 editions. Memoranda detailing these updates are included as Attachments C and D. For the 2017–2018 school year, information in the *Student Rights and Responsibilities* handbook related to bullying, harassment, or intimidation also was expanded to address more fully bullying, harassment, or intimidation in the context of religious diversity and gender identity.

MCPS has further expanded its efforts to address bullying, harassment, or intimidation using web-based communication designed for families and students. MCPS has partnered with the Maryland Center for School Safety within MSDE to utilize and promote a new threat reporting service known as [Safe Schools Maryland](#) (Attachment E). This [web-](#), phone-, and app-based tool allows individuals to share concerns about bullying and harassment, as well as other safety concerns. The “badge” (i.e., link) to Safe Schools Maryland is featured on each school's homepage

and other relevant MCPS websites, including the webpage for the [Department of School Safety and Security](#). During the course of this school year, schools have received a variety of posters and handouts to be placed in prominent locations, promoting the Safe Schools Maryland tool.

A September 3, 2018, message to students and families summarized MCPS efforts related to ensuring student safety (Attachment F). The message provided specific references to bullying and harassment prevention efforts, and links to appropriate resources.

Curricula for Students

Education regarding bullying, harassment, and intimidation is also a focus of the Comprehensive Health Education Curriculum that has been developed to align with MSDE standards and National Health Education Standards. This curriculum, required by Maryland law, seeks to help students adopt and maintain healthy behaviors and contribute directly to a student's ability to behave in ways that protect and promote health and avoid or reduce health risks. [MSDE Comprehensive Health Education Curriculum Standards 1 and 5](#) address bullying, harassment, and intimidation in the context of safety and injury prevention and mental and emotional health. Examples of performance indicators for these curricula for Grades 4, 6, 7, and 10 are included as Attachment G.

In 2016, MCPS partnered with [Common Sense Education to deliver a digital citizenship curriculum](#) to MCPS students. This partnership was established upon the recommendation of a spring 2014 task force that addressed the growing need for students and adults to interact positively when using online platforms with skills that empower students to think critically, behave safely, and participate responsibly with technology. Beginning in the 2016–2017 school year with Grades 6–8, this program has been implemented in stages (Attachment H), among elementary, middle, and high school students who receive instruction through age-appropriate curricula. In 2017–2018, the program expanded to include elementary school students in Grades 3–5 and high school students in Grade 9. In 2018–2019, the program includes all students in kindergarten through Grade 10.

Staff Training

Prior to 2017, training of staff regarding bullying, harassment, or intimidation was addressed at the individual school level through mandatory pre-service trainings using materials developed at the central services level and delivered to staff by the local school principal. An expanded version of this training was developed by OSFSE in 2016 to be delivered by principals during pre-service meetings at the local school level.

Since the beginning of the 2017–2018 school year, staff training on bullying, harassment, and intimidation prevention and reporting has been administered through a mandatory compliance training required of all staff, including staff members that are not school-based. Most school-based staff participate in the online versions of the modules.

At the June 27, 2018, Superintendent's Administrative and Supervisory meeting, MCPS principals and other administrators and supervisors set forth expectations for addressing bullying, harassment, or intimidation in the context of the MCPS School Improvement Planning (SIP) Process through which schools annually establish improvement goals. Among the broad range of student performance and school climate goals that contribute to the formation of each school's SIP, schools are to incorporate physical, social, and psychological well-being, which includes efforts to prevent and respond to bullying, harassment, or intimidation.

Administrative Guidance

While administrative guidance has been distributed regularly since the passage of the Maryland *Safe Schools Act of 2005*, a significant increase in guidance has been provided to schools since 2016. An August 2016 memorandum (Attachment I) provided principals with direction, in compliance with updates to the [2016 MSDE model policy](#), regarding MCPS updated efforts to prevent and respond to alleged incidents of bullying, harassment, or intimidation, and to outline central services' monitoring process for bullying incidents, as follows:

- Every student is to be provided with Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*, at the beginning of the school year and at the beginning of each marking period.
- Form 230-35 also is to be available in the school administrative office, the counselor's office, media center, health room, and placed in principal newsletters.
- Information about procedures for reporting instances of bullying, harassment, or intimidation is to be communicated to students either as part of school announcements during the first weeks of school or the information should be shared with students during class or grade-level assemblies.
- At the central services level, OSFSE is responsible for regular monitoring bullying data and sharing such information with associate superintendents and directors in OSSI.

To further enhance response procedures and ensure fidelity to investigation and reporting procedures, staff in [Compliance Unit](#) staff developed a "Quick Reference" guide responding to bullying incidents in schools (Attachment J), and a set of template letters available to schools for communicating with students and families regarding the disposition of investigations into reported incidents (Attachment K).

Forms

Through continual updates to the forms identified below, MCPS has clarified procedures and improved the capacity of MCPS to gather information needed for investigating incidents of bullying, harassment, or intimidation. Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*, is one of the primary mechanisms by which students, staff, and families understand these procedures. Relevant forms include the following:

- [MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*](#) (originally developed 2005 in response to the Maryland *Safe Schools Act of 2005*; most recently updated July 2018);
- [MCPS Form 230-36, *Bullying, Harassment, or Intimidation Incident School Investigation Form*](#) (originally developed 2005 in response to the Maryland *Safe Schools Act of 2005*; most recently updated July 2018); and
- [MCPS Form 555-3, *School Bus Disciplinary Report*](#) (updated July 2018 to reformat response options related to bullying, harassment, or intimidation and prompt bus operators/attendants to conduct required follow up actions).

Revisions to the bullying reporting and investigation forms (MCPS forms 230-35 and 230-36, respectively) have been largely driven by expansions in reporting requirements by MSDE. For example, 2016 updates incorporated changes required by MSDE to include a definition of cyberbullying and provide separate reporting categories for “bullying” “harassment” and “intimidation”; provide separate reporting categories for “on school property” and “off school property” instead of the former “on or off school property”; and made language consistent throughout the forms using the word “alleged” until proven otherwise. Additional updates were made to include the definition of actual or perceived personal characteristics in alignment with Board amendments to [Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*](#), and to incorporate amendments to Maryland law and the federal Office of Civil Rights data collection processes.

Reporting Systems

MCPS implemented an updated online incident reporting system in July 2017, with staff trainings that summer so that it was in place for the beginning of the 2017–2018 school year. While bullying, harassment, or intimidation reporting remained in the existing OASIS reporting system, concerted training efforts highlighted all incident reporting and provided a refresher for bullying, harassment, or intimidation reporting procedures.

Regulatory Revisions

The history of the revisions to Regulation JHF-RA communicates continuous updates to improve MCPS efforts to prevent, investigate, and respond to incidents of bullying, harassment and intimidation of students, since the development of the regulation on June 4, 2010. For the four years for which data were presented previously, Regulation JHF-RA was revised on October 2014; March 15, 2016; February 28, 2017; July 24, 2017; and most recently on June 26, 2018, reflecting ongoing refinement of procedures and guidance:

- New Regulation JHF-RA approved June 4, 2010
 - Revised October 27, 2014, updated language to include restorative practices, added a new section to address students with disabilities, and referred to MCPS

- regulations regarding suspension ([MCPS Regulation JGA-RB, *Suspension and Expulsion*](#), and [MCPS Regulation JGA-RC, *Suspension and Expulsion of Students with Disabilities*](#));
- Revised with non-substantive changes March 15, 2016, provided contact information as required by MSDE;
 - Revised February 28, 2017, addressed cyberbullying in alignment with changes in state guidance;
 - Revised July 24, 2017, established the Compliance Unit's responsibility for serving as a resource for schools; updated language to say that if a student *does not* or cannot complete the form independently, staff will assist (previous language gave this instruction only if the student *cannot* complete form independently); brought definition of perceived characteristics in alignment with [Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*](#); and
 - Revised June 26, 2018, renamed the regulation [Student Bullying, Harassment, or Intimidation](#), added language to address incidents that are sexual in nature (in alignment with federal and state guidance), updated school investigation procedures (principals must contact parents/guardians within three days of receiving report and within 24 hours of completing investigation, and provide parties the opportunity to present evidence), clarified OASIS reporting procedures, added language about involvement of law enforcement, and added provisions for the appeal of a decision regarding bullying, harassment, or intimidation.
- [MCPS Regulation COB-RA, *Incident Reporting*](#), revised September 2018, codified procedures for the new online incident reporting system and clarified that reporting of bullying, harassment, intimidation remained in OASIS;
 - Revised December 17, 2018, further clarified questions arising from schools regarding the implementation of the incident reporting system, generally, and specific questions regarding the reporting of bullying, harassment, or intimidation.
 - [MCPS Regulation ACF-RA, *Sexual Harassment*](#), revised July 31, 2017, aligned sexual harassment reporting procedures with updated reporting procedures for child abuse and neglect reporting as well as bullying, harassment, or intimidation; established responsibility for the Compliance Unit to serve as a resource for students or parents/guardians seeking guidance, support, and/or advocacy with respect to sexual harassment.

Actions by the Maryland Assembly and the Montgomery County Board of Education

While the specific data request to be addressed in this memorandum focused on changes in submission of bullying, harassment, or intimidation reports before and after 2018 amendments to Policy JHF, it is important to recall that the Board has taken actions, not only in 2018, but also in 2016 and 2017. Further, the Maryland legislature took action in 2016, 2017, and 2018, and MSDE released an [updated model policy in 2016](#).

The Board amended Policy JHF on November 15, 2016. This action was taken to comply with [Maryland House Bill 365](#), passed during the 2016 Maryland legislative session that expanded the term electronic communication to include social media communication.

On June 26, 2017, the Board substantially revised [Board Policy ACA, Nondiscrimination, Equity, and Cultural Proficiency](#). The Board set forth the expectation that all MCPS schools and work sites will be free of discriminatory acts of hate, violence, insensitivity, and disrespect. Policy ACA defined *discrimination* to include actions that are motivated by an invidious intent to target individuals based on their actual or perceived personal characteristics, as well as acts of hate, violence, insensitivity, disrespect, or retaliation—such as verbal abuse, harassment, bullying, slurs, threats, physical violence, vandalism, or destruction of property—that impede or affect the learning or work environment.

Extensive revisions of nondiscrimination language throughout MCPS regulations, websites, handbooks, guidelines, and forms followed the adoption of the revised Policy ACA. The Board approved technical amendments to Policy JHF on June 26, 2017, to delete any existing definitions of personal characteristics and replace them as defined in the amended Policy ACA.

On June 25, 2018, the Board approved technical amendments to Policy JHF to align with 2018 updates to Maryland Senate Bill 725, which expanded the reporting of bullying, harassment, or intimidation of Maryland public school students to include specific behavior that is sexual in nature. Additional language was added to reflect federal guidance regarding conducting investigations in a manner that is adequate, reliable, and impartial; providing opportunities for all parties to present evidence; and taking remedial measures and consequences to prevent the recurrence of bullying, harassment, or intimidation, or correct the discriminatory effects on the student who was bullied and others, if necessary.

As demonstrated in the preceding information, MCPS implementation efforts were not limited to the period following the June 2018 action by the Board, nor were they limited to training. Instead, a broad range of enhanced implementation efforts had been underway in each of the previous two years—cross-functional collaboration across administrative units, expanded communications and partnerships, new student curricula and staff training materials and requirements, updated reporting tools and requirements, and a variety of administrative tools and guidance distributed to schools. Accordingly, it is helpful to consider data across a four-year period to demonstrate changes in the submission of forms in relation to Board actions on Policy JHF and the broad range of implementation efforts in response to federal, state, and Board actions.

Summary

Data across a four-year period from 2014–2018 indicate an upward trend in the number of bullying, harassment, or intimidation reporting forms completed, demonstrating changes in the submission

of forms in relation to Board actions on Policy JHF and enhanced implementation efforts in response to federal, state, and Board actions. This trend continuously has shifted upward, with significant increases during the 2016–2017 and 2017–2018 school years.

MCPS implementation efforts were not limited to the period following the June 2018 action by the Board. Instead, a broad range of implementation efforts had been under way in each of the previous two years—cross-functional collaboration across administrative units, expanded communications and partnerships, new student curricula and staff training materials and requirements, updated reporting tools and requirements, and a variety of administrative tools and guidance for schools.

If you have questions, please contact Mr. Joshua I. Civin, general counsel, Office of the General Counsel, at 240-740-5600; Dr. Jonathan T. Brice, associate superintendent, Office of Student and Family Support and Engagement, at 240-740-5630; or Dr. Donna S. Hollingshead, associate superintendent, Office of School Administration, at 240-740-3214.

JRS:JIC:SMD

Copy to:

- Dr. Navarro
- Dr. Statham
- Dr. Zuckerman
- Mr. Civin
- Dr. Johnson
- Dr. Brice
- Ms. Diamond
- Dr. Hollingshead
- Mr. Turner
- Mrs. Williams
- Ms. King
- Ms. Webb

Office of Student and Family Support and Engagement
MONTGOMERY COUNTY PUBLIC SCHOOLS

SUMMER 2017 SUMMIT
Gaithersburg High School, 101 Education Boulevard, Gaithersburg
AGENDA

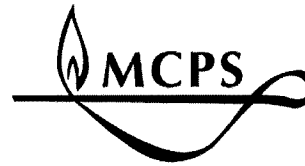
Outcomes:

By the end of this summit, participants will have:

- *Learned about the direction of behavioral health supports and treatment in Montgomery County;*
- *Learned about the role of schools and educators in supporting students who have experienced trauma;*
- *Learned about suicide prevention strategies;*
- *Learned about other topics related to health, safety, and wellness; family engagement; and culture and climate; and*
- *Experienced mindfulness.*

Tuesday, June 27, 2017	
8:00–8:30 a.m.	Registration
8:30–9:00 a.m.	Welcome, Dr. Jonathan T. Brice, Associate Superintendent, OSFSE
9:15–10:15 a.m.	Behavioral Health in Montgomery County Dr. Raymond L. Crowell, Chief, Behavioral Health and Crisis Services, Montgomery County Department of Health and Human Services
10:15–10:30 a.m.	Transition
10:30–11:45 a.m.	Breakout Session 1 Attendance, Ms. Sue Fothergill, Attendance Works Working with English Language Learners During the EMT and Referral Processes, Dr. Michael D. Barnett and Bilingual Assessment Team School Refusal, Dr. Jonathan Dalton, Center for Anxiety and Behavior Change Counseling Strategies, Dr. Vivian Lee, Johns Hopkins University
11:45 a.m.–1:00 p.m.	Lunch on Your Own
1:00–2:15 p.m.	Breakout Session 2 (Topics from Breakout Session 1) Substance Use, Mr. Steve Chaikin, Former Assistant State's Attorney for Montgomery County
2:15–2:30 p.m.	Transition
2:30–4:00 p.m.	Trauma-informed Schools Mr. Robert Marino, Psychologist, Prince George's County Public Schools
Wednesday, June 28, 2017	
8:00–8:30 a.m.	Registration
8:30–10:00 a.m.	Suicidology and Best Practices: Supporting Students in Schools Dr. Michelle Cornette, Mind Body Health
10:00–10:15 a.m.	Transition
10:15–11:30 a.m.	Breakout Session 3 Human Trafficking, Ms. Elisabet Martinez, SAFE, University of Maryland Internet Safety, Mr. Vincent DeVivo, U.S. Attorney's Office Family Engagement, Ms. Frances Frost, U.S. Department of Education Working with LGBTQ Students, Ms. Amy R. Cannava, MCPS Drugs and Gangs in Montgomery County, Captain Paul Liquorie and Lt. Ronald Smith, Montgomery County Police Department
11:30 a.m.–12:45 p.m.	Lunch on Your Own
12:45–2:00 p.m.	Breakout Session 4 (Topics from Breakout Session 3)
2:00–2:15 p.m.	Transition
2:15–3:15 p.m.	Mindfulness Mr. Jeffrey G. Donald and Northwood High School Students
3:15–3:45 p.m.	Evaluations and Wrap-up

Please join
us for...



MCCPTA
everychild.onevoice.

Mental Health and Wellness Forum

Sunday, April 22, 1-5 pm at Gaithersburg High School

101 Education Blvd, Gaithersburg, MD 20877

Youth Mental Health and Wellness is a critical issue in Montgomery County and the nation. Families, students, and staff can learn more about the challenges we face and find resources within MCPS and in the wider community. Youth mental health and wellness is not only a middle and high school challenge, but new research in trauma-informed practice is showing that we need to address mental health and wellness issues early on even if elementary school.

1-2 pm **State of Youth Mental Health and Wellness in MoCo**

Ann Mazur, CEO, EveryMind and Ananya Tadikonda, Candidate for Student Member of the Board of Education, 2018-19

2-4 pm **Breakout Sessions**

- Coping with Anxiety and Stress
- Ending the Silence (NAMI)
- Physical Exercise and Mental Health
- Mindfulness
- Mental Health First Aid (not full training)
- Restorative Practices
- Keeping Kids Safe Online
- Trauma-informed practice
- Child Abuse and Neglect
- Spanish language panel led by Identity

4-5 pm **Crisis Management and Suicide Prevention**

Dr. Elizabeth Rathbone, OSFSE, Montgomery County Public Schools, and Rachel Larkin, EveryMind

Speaker Bios, Panels and Resource Tables at MoCo Mental Health and Wellness Facebook Page:

<https://www.facebook.com/groups/180171875915731/>

Online Forum registration form for April 22 Mental Health and Wellness Forum available:

<https://goo.gl/forms/eHVPgj6erLeoXxSW2>

Acompañenos...



MCCPTA
everychild.onevoice.

Foro de Salud Mental y Bienestar

22 de abril, 1-5 pm, Escuela secundaria de Gaithersburg

101 Education Blvd, Gaithersburg, MD 20877

La salud mental y el bienestar de los jóvenes es un problema crítico en Montgomery County y la nación. Las familias, los estudiantes y los empleados pueden aprender más sobre los desafíos que enfrentamos y encontrar recursos dentro de MCPS y en la comunidad en general. La salud mental y bienestar de los jóvenes no es solo un problema para la escuela media y secundaria. Las nuevas investigaciones sobre la práctica informada sobre el trauma muestran que debemos abordar los problemas de salud mental y bienestar temprano incluso en la escuela primaria.

1-2 p. Estado de la Salud y Bienestar Mental de la Juventud en Montgomery County (MoCo)

Presentado por: Ann Mazur, CEO, EveryMind y Ananya Tadikonda, Candidato para Estudiante Miembro de Board of Education, 2018-19

2-4 p. Sesiones de trabajo en grupo. Enfocadas en:

- Hacer frente a la ansiedad y el estrés
- Ending the Silence – Terminando el silencio (NAMI)
- Ejercicio físico y salud mental
- Atención amplea
- Primeros auxilios de salud mental (no es un entrenamiento completo)
- Manteniendo a los niños seguros en línea
- Práctica informada sobre trauma
- Abuso y negligencia infantil
- Panel en español dirigido por Identity
- Más tablas de paneles y recursos que vendrán

4-5 p. Gestión de crisis y prevención del suicidio

Presentado por: Dra. Eilzabeth Rathbone, OSFSE, Escuelas Públicas del Condado de Montgomery, y Rachel Larkin, EveryMind

Formulario de registro del Foro en línea para el 22 de abril Foro de salud mental y bienestar disponible:
<https://bit.ly/2Gzrl53>

Más información y biografías de los oradores en la página de Facebook:
<https://www.facebook.com/groups/180171875915731/> (Buscar "MoCo Mental Health and Wellness")

This e-mail message has been approved for distribution by Dr. Maria V. Navarro, chief academic officer. No hard copy will be provided.

INFORMATION

Office of the Chief Academic Officer
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 8, 2016

MEMORANDUM

To: All Principals

From: Maria V. Navarro, Chief Academic Officer

Subject: INFORMATION: Evolving Gender Identity Norms

Summary

- Last year I issued guidelines, based on research and national models, to support schools in proactively planning for transgender and gender-nonconforming students. The guidelines were developed in response to a growing number of inquiries from schools requesting information on how to manage issues surrounding gender identity and a desire for practices that promote a welcoming environment for all students.
- It is vital that all such students feel comfortable expressing their gender identity. To this end, the guidelines require that, to the extent practicable, Montgomery County Public Schools (MCPS) will accommodate requests regarding gender identity and endeavor to protect student privacy and confidentiality.
- This summer, the guidelines were revised for alignment with recently issued guidance from the Maryland State Department of Education and the U.S. Departments of Justice and Education (Attachment A). Also, attached for your reference is the Maryland Public Secondary Schools Athletic Association (MPSSAA) Transgender Person Guidance for Participation in Interscholastic Athletics (Attachment B).
- The guidelines articulate the principle that MCPS is committed to a safe, welcoming school environment where students are engaged in learning and are active participants in the school community because they feel accepted and valued. In accordance with the MCPS Strategic Planning Framework: *Building Our Future Together, Students, Staff, and Community*, and the Montgomery County Board of Education core values, the guidelines set forth the systemwide expectation that discrimination, stigmatization, and bullying will not be tolerated.

Question

- Contact Dr. Jonathan T. Brice, associate superintendent, Office of Student and Family Support and Engagement, at 240-453-2426 or via e-mail; or Ms. Lori-Christina Webb, executive director, Office of the Chief Academic Officer, at 301-279-3128 or via e-mail.

MVN:am

Attachments

Copy to:

Executive Staff

Dr.. Collins

Ms. Dawson

School Administrative Secretaries

Dr. Steinber

Mrs. Cuttitta

Mr. Koutsos

Mr. Lloyd

**Montgomery County Public Schools
Guidelines Regarding Student Gender Identity Matters¹**

It is important that all staff members and students recognize and respect matters of gender identity including students who identify as transgender or gender nonconforming, and such students should feel comfortable expressing their gender identity. To the extent practicable, Montgomery County Public Schools (MCPS) will accommodate requests regarding gender identity and endeavor to protect student privacy and confidentiality. MCPS is committed to a safe, welcoming school environment where students are engaged in learning and are active participants in the school community because they feel accepted and valued. In accordance with the Montgomery County Board of Education's core values, the following guidelines, which are aligned with recently issued guidance from the Maryland State Department of Education and the U.S. Departments of Justice and Education,² set forth the systemwide expectation that discrimination, stigmatization, and bullying will not be tolerated. These guidelines cannot anticipate every situation that might occur. Consequently, the needs of each student must be assessed on a case-by-case basis.

Goals

- Support students so they may participate in school life consistent with their asserted gender identity;
- Respect the right of students to keep their gender identity or transgender status private and confidential;
- Reduce stigmatization and marginalization of transgender and gender nonconforming students;
- Foster social integration and cultural inclusiveness of transgender and gender nonconforming students; and
- Provide support for staff members to enable them to appropriately and consistently address matters of student gender identity.

¹ Related Montgomery County Board of Education Policies and MCPS Regulations:

JHF, ACA, ACB, ACF, JHF-RA, ACA-RA, ACF-RA

² For more information and lists of additional resources, see: Maryland State Department of Education, *Providing Safe Spaces for Transgender and Gender Non-Conforming Youth: Guidelines for Gender Identity Non-Discrimination* (October 2015), and United States Department of Justice and United States Department of Education, *Dear Colleague Letter on Transgender Students* (May 13, 2016), available at:

marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/docs/ProvidingSafeSpacesTransgendergenderNonConformingYouth012016.pdf;

and

www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf.

Definitions

The definitions provided here are not intended to label students but rather to assist in understanding transgender and gender-nonconforming students. Students might or might not use these terms to describe themselves.³

- Agender – Without a gender (nongendered, genderless).
- Sex assigned at birth – the sex designation recorded on an infant’s birth certificate should such a record be provided at birth.
- Gender identity – A person’s deeply held internalized sense or psychological knowledge of the person’s own gender. One’s gender identity can be the same as or different from the sex assigned at birth. Most people have a gender identity that matches their sex assigned at birth. For some, however, their gender identity is different from their sex assigned at birth. All people have gender identity, not just transgender people. For the purposes of this guidance, a student’s gender identity is that which is consistently asserted at school.
- Gender expression – The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, speech and word choices, or mannerisms.
- Transgender – An adjective describing a person whose gender identity or expression is different from that traditionally associated with the person’s sex assigned at birth. Other terms that can have similar meanings are “transsexual” and “trans.”
- Gender-nonconforming – A term for people whose gender expression differs from conventional or stereotypical expectations, such as “feminine” boys, “masculine” girls, and those whose gender expression is androgynous. This includes people who identify outside traditional gender categories or identify as two or more genders. Other terms that can have similar meanings include “gender diverse” or “gender expansive.”
- Transition – The process in which a person changes the person’s gender expression to better reflect the person’s gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps: using a nickname or legally changing their names and/or their sex designation on legal documents; choosing clothes and hairstyles that reflect their gender identity; and generally living, and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity.

³ Definitions were informed by the following sources: American Psychological Association; United States Department of Justice and Department of Education; Maryland State Department of Education; Maryland Public Secondary Schools Athletic Association; National School Boards Association; National Collegiate Athletic Association; Massachusetts Department of Elementary and Secondary Education; New York City Department of Education; California School Boards Association; Howard County Public Schools; District of Columbia Public Schools; Chicago Public Schools; Gay, Lesbian & Straight Education Network; Lambda Legal; and American Civil Liberties Union.

- Cisgender: A person whose gender identity and gender expression align with the person's sex assigned at birth; a person who is not transgender or gender-nonconforming.

Proactively Working with Transgender and Gender-Nonconforming Students

- The principal (or designee) in collaboration with the student, and the student's family (if the family is supportive of the student), should develop a plan to ensure that a student has equal access and equal opportunity to participate in all programs and activities at school and is otherwise protected from gender-based discrimination at school. Attachment A1 is the Intake Form: Supporting Students, Gender Identity.
- Each student's needs should be evaluated on a case-by-case basis, and all plans should be evaluated on an ongoing basis and revised as needed. As a part of the plan, schools should identify staff who will be the key contact(s) for the student. The plan should delineate how support will be provided and how and to whom information will be disseminated. In addition, each plan should address preferred name, pronouns, athletics, extracurricular activities, locker rooms, bathrooms, safe spaces, zones and other safety supports, and formal events such as graduation.
- Prior to contacting a student's parent/guardian, the principal or identified staff should speak with the student to ascertain the level of support the student either receives or anticipates receiving from home. In some cases, transgender and gender-nonconforming students may not openly express their gender identity at home for reasons such as safety concerns or lack of acceptance. Matters of gender identity can be complex and may involve familial conflict; if this is the case and support is required, the Office of School Support and Improvement or the Office of Student and Family Support and Engagement should be contacted.

Privacy and Disclosing Information

- All students have a right to privacy. This includes the right to keep private one's transgender status or gender-nonconforming presentation at school.
- Information about a student's transgender status, legal name, or sex assigned at birth may constitute confidential medical information. Disclosing this information to other students, their parents/guardians, or third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act (FERPA).
- Schools should ensure that all medical information relating to transgender students are kept confidential in accordance with applicable state, local, and federal privacy laws.
- Please note that medical diagnosis, treatment or other documentation are *not* required in order for a school to accommodate requests regarding gender identity.
- Transgender and gender-nonconforming students have the right to discuss and demonstrate their gender identity and expression openly and decide when, with whom, and how much to share private information. The fact that students choose to disclose their status to staff or other students does not authorize school staff to disclose students' status to others, including parents and other school staff, unless legally required to do so or unless students' have authorized such disclosure.

Names/Pronouns

- Students should be addressed by school staff members by the name and pronoun corresponding to the gender identity that is consistently asserted at school. Students are

not required to obtain a court-ordered name and/or sex designation change or to change their student records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. To the extent possible, and consistent with these guidelines, school personnel should make efforts to maintain the confidentiality of the student's transgender status.

- Whenever schools are not legally required to use a student's legal name or sex assigned at birth on school records and other documents, the school should use the name and gender preferred by the student, including using students' preferred name for classroom rosters, identification badges, announcements, certificates, newspapers, newsletters, and yearbooks.

Official Records

- Schools are required to maintain a permanent student record for each student, which includes the legal name and gender of the student. In situations where schools are required to use the legal name and gender from a student's permanent record, such as for standardized tests or reports to the Maryland State Department of Education (MSDE), school staff and administrators shall adopt practices to avoid the inadvertent disclosure of the student's legal name and gender when it differs from the student's preferred name and gender.
- As MSDE has clarified, a student's permanent record should be changed to reflect a change in the student's legal name or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to a court order, new birth certificate, through state or federally issued identification, or with documentation from a licensed healthcare practitioner. If a student and/or the student's parent/guardian requests a change to the student's permanent record absent such documentation, the school should contact the Office of Student and Family Support and Engagement.
- The school should provide a means to protect the student's previous identity once a change to a student's legal name and/or gender has occurred and store the prior records where they are not easily accessible to staff who have no need to see them.
- Unless the student or parent/guardian has specified otherwise, school staff, when contacting the parent/guardian of a transgender student, should use the student's legal name and pronoun corresponding to the student's sex assigned at birth.

Dress Code

- Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression as long as it complies with the MCPS dress code. School staff shall not enforce a school's dress code more strictly for transgender or gender-nonconforming students than for other students.
- Schools should consider gender neutral dress codes for class or yearbook photos, honor society ceremonies, graduation ceremonies, or dances.

Gender-Based Activities

- Schools should evaluate all gender-based policies, rules, and practices and maintain only those that have a clear and sound pedagogical purpose. Whenever students are separated by gender in school activities or are otherwise subject to an otherwise lawful gender-

specific rule, policy, or practice, students must be permitted to participate consistent with their gender identity.

Gender-Separated Areas:

- Where facilities are designated by gender, students **must** be provided access to gender-specific facilities (e.g., bathrooms, locker rooms, and changing rooms) in alignment with their consistently asserted gender identity.
- Any student who is uncomfortable using a shared facility because of safety, privacy, or any other reason, should upon request, be provided with a safe and non-stigmatizing alternative arrangement such as a single bathroom, or with regard to locker rooms, a privacy partition or curtain in changing areas, use of a nearby private restroom or office, or a separate changing schedule. The student should be provided access in a manner that safeguards confidentiality.
- Students who are entitled to use a facility consistent with their gender identity cannot be required to use an alternative arrangement. Alternative arrangements should be used only at the request of a student and in a manner that keeps the student's transgender status confidential.
- Some students may feel uncomfortable with a transgender student using the same sex-specific facility. This discomfort is not a reason to deny access to the transgender student. School administrators and counseling staff should work with students to address the discomfort and to foster understanding of gender identity and to create a school culture that respects and values all students.
- New Construction/Renovation:
 - If existing facilities do not meet the requirements of school administration to provide a gender-neutral facility for students, schools should work with Department of Facilities Management to develop facility plans, which could include renovation of existing facilities.
 - Taking into account student safety considerations, the Department of Facilities Management should work to design gender-neutral bathroom facilities that are for student/public use.
 - To the extent feasible, MCPS should build at least one gender-neutral restroom on each floor and in high-traffic areas.
 - To the extent feasible, MCPS should provide at least one gender-neutral changing facility into the design of new schools and school renovations, taking into account safety and confidentiality considerations in the design and location of the gender-neutral facility.

Physical Education Classes and Intramural Sports

- Whenever the school provides gender-segregated physical education classes and intramural sports, students must be allowed to participate in a manner consistent with their gender identity.

Interscholastic Athletics

- Student participation in interscholastic athletics is determined in accordance with Maryland Public Secondary Schools Athletic Association (MPSSAA) policies and

guidelines. Attachment A2 is the MPSSAA's *Transgender Person Guidance for Participation in Interscholastic Athletics*.

- Per MPSSAA guidance and to ensure competitive fairness, the integrity of women's sports, and equal opportunities to participate without discrimination, transgender and gender-nonconforming students in MCPS shall be permitted to participate on the interscholastic athletics team of: (a) the student's sex assigned at birth; (b) the gender to which the student has transitioned; or (c) the student's asserted gender identity, as established in their school records (excluding records required by law to maintain legal name and gender).
- Schools should refer any appeals regarding eligibility to participate in interscholastic athletics to the MCPS Athletics Unit.
- Competition at other schools: accommodations provided at the home school should be made available at other facilities with the consent of the student and as part of the student's plan. The coach or home school should notify the school to be visited about any necessary accommodations, keeping the identity of the student confidential.

Outdoor Education/Overnight Field Trips

- Students must be allowed to participate consistent with their asserted gender identity.
- Sleeping arrangements should be discussed with the student and family (if the family is supportive of the student). Upon request, the student should be provided with a safe and non-stigmatizing alternative arrangement, such as a private sleeping area if practicable.
- Schools should try to accommodate any student who may desire greater privacy, if practicable, without isolating other students.
- A student's transgender status is confidential information and school staff may not disclose or require disclosure of a student's transgender status to other students or their parents in connection with a field trip without the consent of the student and/or the student's parent.

Bullying and Harassment:

- MCPS rules on Bullying, Harassment, or Intimidation are provided in Policy JHF and Regulation JHF-RA, which are available on the MCPS website at: <http://www.montgomeryschoolsmd.org/departments/policy/section.aspx?sectionID=10>
- Bullying and harassment include conduct that is directed at a student based on a student's actual or perceived gender identity or expression, and includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.
- Complaints alleging discrimination or harassment directed at a student based on a student's actual or perceived gender identity or expression should be handled in the same manner as other discrimination or harassment complaints. Schools should be vigilant about bullying and harassment and address it.
- School staff members should take all reasonable steps to ensure safety and access for transgender and gender-nonconforming students at their school and support students' rights to assert their gender identity and expression.
- Students shall not be disciplined on the basis of their actual or perceived gender identity or expression.

Safe Spaces

- Hallway or “Flash” Pass: If needed, schools should allow a transgender or gender-nonconforming student to go to a safe space (e.g., main office, counselor’s office) at any time the student encounters a situation that feels unsafe or uncomfortable.
- Safe Zones: Schools should designate certain teachers’ classrooms, specific offices, or a location in a school that is deemed a safe zone where any student, for whatever reason, may go to be free from judgment and to feel comfortable and safe.

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

August 3, 2016

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools

Subject: Religious Diversity Update for the 2016–2017 School Year

During the 2015–2016 school year, Montgomery County Public Schools (MCPS) took several steps to enhance and promote awareness and understanding among our staff members and students, about religious diversity.

We produced and distributed *Guidelines for Respecting Religious Diversity*, which collects in one document our policies, regulations, and procedures governing religious practices and bullying. The guidelines have been updated for the 2016–2017 school year to include halal and kosher dietary information.

In addition, Sr. Zahirah Eppard, principal, Muslim Community Center, shared the results of the Muslim Students Survey with principals during the April 2016 Administrative and Supervisory meeting. Furthermore, MCPS created a unique Parent Academy program entitled Family, Faith, and Your School. The program was presented at the Muslim Community Center in October 2015, and at the Islamic Society of Germantown in May 2016.

We have continued our efforts to promote diversity during the 2016–2017 school year in several ways. On July 14, 2016, members of my leadership staff and I met with Muslim community leaders to discuss the issue of bullying of Muslim students. The meeting focused on identifying specific needs of the Muslim students attending MCPS, while also allowing us to expand general concepts related to bullying. The discussion was productive in identifying several next steps, including the steps below, that MCPS will incorporate into district procedures for the 2016–2017 school year.

- Continue the practice of providing bullying forms to every student at the beginning of the school year, and reissue the forms to all students at the end of the first, second, and third marking periods.
- Develop a web-based bullying reporting form that may be completed and submitted electronically.
- Share the last three years of MCPS bullying data reported to the Maryland State Department of Education with the Muslim community leaders.

- Create and share details of the bullying reporting process, from the first report of bullying through investigation and consequences as outlined within the *Student Code of Conduct*, as part of the bullying reporting form instructions.
- Implement a process to review all bullying reports at the district level on a monthly basis.
- Release a video that affirms MCPS' commitment for respecting religious diversity and provide links to the 2016–2017 *Guidelines for Respecting Religious Diversity* posted on the MCPS website.
- Host quarterly meetings with Muslim community leaders, as part of our wider outreach to various community groups to increase and build stronger avenues of parent/guardian support and engagement for all students.

As we continue our efforts to promote religious diversity, I will share information of importance about this topic with students, schools, and community members. Should you have any questions regarding the religious diversity update for 2016–2017 school year, please contact Dr. Jonathan T. Brice, associate superintendent for student and family support and engagement, Office of the Chief Academic Officer, at 240-453-2426.

JRS:MVN:tla

Copy to:
Executive Staff
Mr. Ikheloa

This e-mail message has been approved for distribution by Dr. Henry R. Johnson, Jr., chief of staff, and Dr. Andrew M. Zuckerman, chief operating officer. No hard copy will be provided.



INFORMATION

Department of Communications
Department of School Safety and Security
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

November 8, 2018

MEMORANDUM

To: All Principals

From: Derek G. Turner, Director 
Robert B. Hellmuth, Director 

Subject: INFORMATION—Safe Schools Maryland Hotline and Poster Distribution

Montgomery County Public Schools (MCPS) has partnered with the Maryland Center for School Safety within the Maryland State Department of Education to utilize and promote a new threat reporting service known as [Safe Schools Maryland](#). The service is an anonymous tip reporting system that allows students, parents, guardians, and community members to easily report anonymous safety concerns anywhere in Maryland. Tips received are routed appropriately to local and state education, public safety, health officials, and/or social services support personnel for follow-up.

Individuals can use this web-, phone-, and app-based tool to share concerns such as:

- Mental health crises;
- Bullying;
- School and community violence;
- Drug activity;
- Abuse; and
- Harassment.

The Safe Schools Maryland system already is in operation. MCPS has placed tip line information in multiple locations throughout the district's webpages, including the [Safe Schools Hotlines](#) and the [Department of School Safety & Security](#) pages, as well as on each school's homepage. In the coming weeks, each school will receive a variety of posters and handouts for use in schools (samples attached). Please ensure that these posters are placed in prominent locations throughout your school buildings such as the main office, cafeteria, staff work rooms and other heavily visited areas for both students and staff.

If you have any questions about this service or these resources, please contact staff in the Department of School Safety and Security, at 240-740-3066 or the Department of Communications, at 240-740-2837.


DGT:RBH:ccc

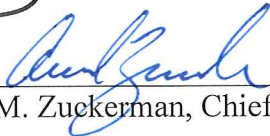
Attachments

Copy to:

Executive Staff

School Administrative Secretaries

Approved:  _____
Henry R. Johnson, Jr., Chief of Staff

 _____
Andrew M. Zuckerman, Chief Operating Officer



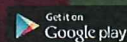
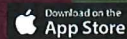
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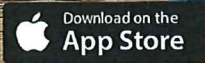
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Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

A Message From MCPS—Ensuring Student Safety

Dear MCPS Community:

As the new school year nears, we know many of you have safety on your minds. While our core purpose as a school system is preparing all students to thrive in their futures, we know this cannot be achieved if students don't feel safe and welcome in our schools.

To provide a safe and welcoming environment for learning, MCPS takes a comprehensive approach to ensuring student safety that includes bus and building safety; child abuse, bullying and suicide prevention; and environmental safety.



[Video with English open captions](#)

Below are just a few of the many steps we take to keep students safe:

Building and Bus Safety

- Controlled access systems and entryways at schools
- A school resource officer in every high school ([Read more](#))
- A visitor management system at schools that screens visitors through state and national sex offender databases
- Updated Emergency preparedness plans for each school ([Learn more](#))
- Hundreds of dedicated MCPS security staff who support elementary, middle and high schools across the county
- A comprehensive report on school safety and security ([Read the 2018 report and action plan](#))
- Security cameras in all high and middle schools, with cameras being added to elementary schools this year

- Cameras on the interior and exterior of most buses, with cameras being added to all buses by the end of the school year ([Watch the “Respect the Bus” video](#))
- Focus and vigilance from all staff members on building security
- Pedestrian safety resources ([Learn more](#))

Prevention of Child Abuse

- Multi-point background checks for all employees, contractors and certain volunteers. ([Learn more](#))
- Mandatory training for employees, contractors and volunteers in preventing, recognizing and reporting child abuse and neglect ([Take the training](#))
- Age- and developmentally appropriate personal body safety lessons for all students ([See the lessons](#))
- Streamlined reporting process for incidents of abuse ([Review our MCPS policy and reports on child abuse](#))
- A code of conduct for all employees ([Read more](#))

Bullying and Harassment Prevention

- A streamlined process for reporting incidents of bullying ([Bullying Report Form](#))
- Training for all employees on preventing and reporting bullying, harassment and intimidation
- Lessons on digital citizenship and combatting cyberbullying and harassment for students ([Learn more](#))
- Guidelines regarding student gender identity matters ([Read more](#))
- Counseling support for students
- Guidelines for Respecting Religious Diversity ([Read the guidelines](#))
- Policy ACA: *Nondiscrimination, Equity, and Cultural Proficiency* ([Read the policy](#))
- Annual Choose Respect healthy teen dating conference ([Learn more](#))

Mental Health and Wellness

- Suicide prevention training for students at all middle and high schools
- BtheOne mental health campaign in partnership with Montgomery County, Every Mind and Family Services, Inc. ([Learn about the campaign](#))
- A comprehensive health curriculum for students at all levels
- Mental health resources and crisis supports for students ([Learn more](#))
- Mandatory training for all staff on suicide prevention and intervention
- A streamlined reporting process for suicide risk reporting ([Read more](#))
- Linkages to Learning initiative ([Read more](#))
- Recovery Academic Program for students emerging from addiction ([Learn more](#))
- Resources for Montgomery County Substance Abuse Assessment and Treatment ([See the resources](#))
- Behavioral threat assessment training for staff
- Restorative justice programs for students ([Learn more](#))

Environmental Safety

- Drinking water testing ([Learn more](#))
- Fire safety
- Playground safety ([Read more](#))
- Radon testing ([Review the reports](#))

We look forward to a great and safe school year with you!

- Montgomery County Public Schools

Comprehensive Health Education in Grade 4
 MENTAL AND EMOTIONAL HEALTH

Standard

Maryland State Curriculum Content Standard 1: Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one's self concept and one's relationship with others.

Performance Indicators

A. Communication

1.4.A.1. Recognize effective communication skills.

1.4.A.1.a. Identify verbal and non-verbal methods of communication.

1.4.A.1.b. Demonstrate healthy ways to communicate needs, wants, emotions, opinions, and information.

B. Emotions

1.4.B.1. Describe how emotions influence behaviors.

1.4.B.1.a. Demonstrate the ability to modify emotional responses.

1.4.B.1.b. Compare helpful and harmful emotional responses.

C. Components of Personal Well-being

1.4.C.1. Summarize the components that promote personal well-being.

1.4.C.1.a. Describe components of personal well-being, identified as spiritual, physical, intellectual, emotional/mental, social and environmental.

1.4.C.1.b. Relate components of personal well-being to personal life situations and why they are important.

1.4.C.1.c. Explore ways community, family, and school contribute to liking self.

D. Decision Making

1.4.D.1. Examine the steps in the decision-making process.

1.3.D.1.a. Explain how decisions are influenced by individuals, families, and communities.

1.3.D.1.b. Compare variations of the decision-making process.

E. Character Traits

1.4.E.1. Utilize strategies to demonstrate care, consideration, and respect for self and others.

1.4.E.1.a. Develop strategies for making and keeping friends.

F. Stress

1.4.F.1. Recognize the factors associated with stress experienced in the community.

1.4.F.1.a. Identify sources of stress in the community.

1.4.F.1.b. Describe ways to manage social stressors.

1.4.F.1.c. Model effective strategies for stress management.

Comprehensive Health Education in Grade 4
SAFETY AND INJURY PREVENTION

Standard

Maryland State Curriculum Content Standard 5: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Performance Indicators

A. Responding to Emergencies

5.4.A.1. Demonstrate the ability to respond appropriately to emergency situations.

- 5.4.A.1.a. Distinguish between emergency and non-emergency situations and identify appropriate responses.
- 5.4.A.1.b. Identify situations and settings that place an individual at personal risk.
- 5.4.A.1.c. Analyze risky situations and identify ways to avoid them.

B. Safety Rules and Procedures

5.4.B.1. Identify safety rules that will prevent injury or accidents in specific situations.

- 5.4.B.1.a. Explain the safety rules for use of electricity.
- 5.4.B.1.b. Develop a fire evacuation plan.
- 5.4.B.1.c. Summarize the four steps of gun safety including stop, don't touch, leave the area, and tell an adult.

C. Harassment

5.4.C.1. Identify harassment as a form of violence.

- 5.4.C.1.a. Define harassment.
- 5.4.C.1.b. Discuss the effects of harassment on personal well-being.
- 5.4.C.1.c. Plan strategies to respond to harassment.

D. Abuse and Assault

5.4.D.1. Identify abuse and assault as a form of violence.

- 5.4.D.1.a. Define abuse and assault.
- 5.4.D.1.b. Explain the effects of abuse and assault on personal well-being.
- 5.4.D.1.c. Develop strategies to respond to abuse and assault.

5.4.D.2. Assesses and respond to situations that threaten personal safety and may result in abuse (physical, emotional, verbal, and sexual).

- 5.4.D.2.a. Identify threatening situations.
- 5.4.D.2.b. Create a list of trusted people and/or community resources to notify/contact if assault or abuse occurs.

Comprehensive Health Education in Grade 6

Mental and Emotional Health

Standard

Maryland State Curriculum Content Standard 1: Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.

Indicators and Objectives

II. Analyzing Influences
1. Analyze the influences of family, peers, culture, media, technology and other factors on health behaviors.
a. Analyze how significant influences of family and culture affect personal health practices and behaviors.
b. Examine how relevant influences of media and technology affect personal health practices and behaviors.
c. Analyze how values of peers influence or affect personal health practices and behaviors.
III. Accessing Information
1. Demonstrate the ability to access valid, reliable, health-enhancing information, products, and services.
a. Analyze the validity and reliability of health information and products.
IV. Interpersonal Communication
1. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
a. Apply effective verbal and nonverbal communication skills to enhance social and emotional health.
b. Demonstrate how to ask for assistance to enhance the health of self or others.
V. Decision Making
1. Apply the decision-making model to personal issues and problems.
a. Use the decision-making model in school, home, and social situations.
b. Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.
c. Predict the potential outcomes of healthy and unhealthy alternatives in a mental and emotional health-related decision.
d. Analyze how decisions are influenced by external conditions including culture, family, and the environment.

Grade 6 Mental and Emotional Health

VI. Goal Setting
1. Demonstrate the ability to use goal setting to enhance health.
a. Set a realistic personal health goal using a reflective goal-setting process.

VII. Personal Well-being—Self-Management
1. Analyze components to promote personal well-being.
a. Explain and give examples of the components of personal well-being. <input type="checkbox"/> Physical <input type="checkbox"/> Emotional/Mental <input type="checkbox"/> Social
b. Analyze the interrelationship of physical, mental/emotional, and social health.

VII. Emotions—Self-Management
2. Apply appropriate skills and information to express needs, wants, emotions, and feelings.
a. Recognize changes in emotions in other people and respond within appropriate ways.
b. Apply appropriate communication skills to express one's own needs, wants, emotions, and feelings.
c. Analyze how mental and emotional health affects health-related behaviors.

VII. Stress Management—Self-Management
3. Apply principles associated with stress management.
a. Describe causes and effects of stress.
b. Analyze personal stressors at home, in school, and with friends.
c. Evaluate possible strategies to manage stress

VIII. Advocacy
1. Demonstrate the ability to advocate for personal, family, and community health.
a. Persuade others to make positive health choices.

Comprehensive Health Education in Grade 6

Safety and Injury Prevention

Standard

Maryland State Curriculum Content Standard 5: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in home, school, and community.

Indicators and Objectives

II. Media, Technology, and Harassment –Analyzing Influences
1. Analyze the effects that media and technology have on personal safety.
a. Analyze how media and technology affect personal safety and injury prevention practices.
b. Explain how perceived cultural norms influence safety and injury prevention practices.
c. Explain laws protecting children from inappropriate and abusive behavior of others.

III. Cyber Bullying and Bullying –Accessing Information
1. Analyze various forms of harassment and intimidating behaviors.
a. Identify verbal and nonverbal characteristics of abuse, assault, harassment, and bullying. <input type="checkbox"/> Unwelcome <input type="checkbox"/> Uncomfortable <input type="checkbox"/> One-sided <input type="checkbox"/> Embarrassing <input type="checkbox"/> Demeaning <input type="checkbox"/> Repetitious
b. Classify abusive behaviors as physical, emotional, verbal, or sexual.
c. Explain situations that call for professional safety and injury prevention services.

IV. Cyber Bullying and Bullying – Interpersonal Communication
1. Analyze and demonstrate the use of effective communication skills to prevent bullying.
a. Explain how perceptions influence healthy and unhealthy safety and injury prevention practices and behaviors related to cyber bullying and bullying.
b. Demonstrate the use of effective verbal and nonverbal communication skills to promote safety and prevent injury including cyber bullying and bullying.

VII. Personal Safety – Self-Management
1. Demonstrate the ability to apply safety rules that promote personal safety.
a. Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, skating, and other methods of transportation.
b. Describe ways to reduce risk of injuries as a pedestrian.

Grade 6 Safety and Injury Prevention

c. Describe how sharing or posting personal information electronically about self or others on social media websites can affect personal safety of self or others.

d. Distinguish between safe and unsafe behaviors at school, at home, and outdoors.

VII. First Aid and Emergency Response –Self-Management

2. Demonstrate the ability to respond appropriately to situations that do and do not require emergency services.

a. Explain emergency action steps: Check – Call – Care.

b. Explain protections under the Good Samaritan Law.

c. Demonstrate first aid procedures when dealing with sudden illness.

Shock/diabetic emergency

Seizure

Stroke

Allergic reaction

d. Describe basic first aid procedures for the following:

Burns

Cuts

Scrapes

Poisonings

Sprains

Choking/airway obstruction

Other

e. Demonstrate and model universal precautions for dealing with body fluids.

f. Describe effective use of emergency services.

g. Describe school safety procedures for ensuring a safe environment during emergency situations.

Lock Down

Shelter

Evacuate

Comprehensive Health Education in Grade 7

Mental and Emotional Health

Standard

Maryland State Curriculum Content Standard 1: Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.

Indicators and Objectives

III. Mental Illness – Accessing Information
1. Describe causes, signs, and symptoms of mental illnesses and where to locate support resources in the community.
a. Describe causes of specific mental illnesses. <input type="checkbox"/> Heredity—chemical levels in the brain <input type="checkbox"/> Drug use <input type="checkbox"/> Diseases <input type="checkbox"/> Traumatic brain injuries <input type="checkbox"/> Emotional stressors
b. Compare signs and symptoms of specific mental illnesses.
c. Explain how to access specific community resources that help individuals with mental illness and their families.

IV. Depression and Suicide Prevention
1. Analyze the causes and effects of depression and how to cope with suicidal thoughts/actions.
a. Differentiate between depression and —feeling down.
b. Explain signs of depression and suicide.
c. Evaluate various situations for signs of depression and/or suicide.
d. Demonstrate how to access specific community resources that help individuals who show signs of depression and/or suicidal intentions.
e. Compare and contrast a variety of healthy coping strategies for dealing with depression.

IV. Conflict Resolution Skills – Interpersonal Communication
2. Recognize conflict and healthy forms of resolving conflicts.
a. Identify specific sources of conflict.
b. Distinguish between healthy and unhealthy responses to conflict.
c. Demonstrate conflict resolution strategies including collaboration, negotiation, and refusal to avoid harmful situations to self and others.

VII. Self- Esteem – Self –Management
1. Develop strategies to enhance self-esteem.

Grade 7 Mental and Emotional Health

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|--|
| a. Identify internal and external influences on self-esteem. |
| b. Develop a strategy to enhance self-esteem. |

VII. Self –Injury – Self –Management

2. Analyze potential destructive behaviors and healthy coping strategies.
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- | |
|--|
| a. Define self-injury. |
| b. Describe causes and warning signs of self-injury. |
| c. Demonstrate how to access various community resources that support individuals who engage in self-injury. |
| d. Describe multiple ways to cope with stressors in a healthy way. |

Grade 8 Safety and Injury Prevention

Comprehensive Health Education in Grade 8

Safety and Injury Prevention

Standard

Maryland State Curriculum Content Standard 5: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in home, school, and community.

Indicators and Objectives

IV. Responsible Use of Technology – Interpersonal Communication
1. Identify appropriate and inappropriate use of technology as it relates to harassment.
a. Predict how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of one's self or others.
b. Develop a plan on how to manage personal information in electronic communications and social media to protect the personal safety of oneself and others.

V. Responsible Use of Technology—Decision Making
a. Compare appropriate and inappropriate use of technology as it relates to harassment.
b. Identify strategies for addressing harassment through various forms of technology.

VIII. Harassment
1. Recognize contributors to harassment and demonstrate healthy ways to respond.
a. Compare and classify situations that may or may not demonstrate harassment. <ul style="list-style-type: none"><input type="checkbox"/> Sexual behaviors<input type="checkbox"/> Sexual abuse<input type="checkbox"/> Stalking/cyber stalking<input type="checkbox"/> Personal intimidation<input type="checkbox"/> Cultural/racial/ethnic/religious intimidation
b. Practice safe responses to harassment (sexual or otherwise).

Grade 10 Comprehensive Health Education Indicators and Objectives

Mental and Emotional Health

III. Community Resources—Accessing Information

1. Demonstrate the ability to access valid information, products, and services to enhance mental and emotional health.

- a. Identify local mental and emotional health care services.

IV. Depression and Suicide Prevention—Interpersonal Communication

1. Recognize and respond to signs of potential destructive behaviors.

- a. Review resources and services available to prevent suicide.
- b. Apply strategies and skills to intervene when signs of depression and/or suicide occur in self or others.
- c. Demonstrate effective communication strategies and skills to avoid potentially destructive behaviors.

VI. Goal Setting

1. Implement strategies and monitor progress toward achieving personal and realistic goals.

- a. Develop a plan for achieving a goal to improve or maintain positive emotional health.
- b. Formulate an effective long-term personal health plan for improving or maintaining positive mental and emotional health.
- c. Use strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.

VII. Stress Management—Self-Management

1. Demonstrate, evaluate, and analyze strategies to manage stress.

- a. Analyze personal stressors at home, in school and society, and with friends.
- b. Explain the body's physical and psychological responses to stressful situations.
- c. Evaluate effective strategies for dealing with stress.
- d. Demonstrate effective communication strategies to prevent, manage, or resolve conflicts.

VIII. Mental Illness—Advocacy

1. Analyze and advocate for support of those who are affected by mental illnesses.

- a. Identify and describe symptoms of mental illness.

b. Explain how to positively influence and support individuals with mental illnesses.

Alcohol, Tobacco, and Other Drugs

II. Alcohol—Analyzing Influences

1. Identify and analyze physical, psychological, social, and legal consequences of the use of alcohol.

- a. Analyze how using alcohol influences the likelihood of engaging in other unhealthy or risky behaviors.
- b. Evaluate how peers and perceptions of norms influence healthy and unhealthy alcohol-related behaviors.
- c. Research the physical and psychological consequences of short- and long-term alcohol use on an individual.
- d. Analyze how laws, rules, and regulations influence behaviors related to alcohol use.
- e. Develop a goal to avoid risky behaviors related to alcohol and operation of a motor vehicle.

III. Media—Accessing Information

1. Investigate factors that influence the use of tobacco, alcohol, and other drugs.

- a. Analyze the intended motivation of advertising on the sale and purchase of tobacco, alcohol, and other drugs.
- b. Examine media messages and campaigns for alcohol, tobacco, and other drugs and discuss the targeted audience and outcomes.
- c. Advocate for being alcohol-, tobacco-, and drug-free.

2. Classify a variety of psychoactive drugs and identify the consequences of their use and abuse.

(Stimulants, depressants, narcotics, hallucinogens, club, over-the-counter, and prescription drugs).

- a. Describe the harmful short- and long-term physical and psychological effects associated with the use of psychoactive drugs.
- b. Evaluate the validity and reliability of information for alcohol and other psychoactive drug resources (e.g., web based, intended use of prescription and over-the-counter drugs).

3. Access information and services within the community for treatment of addictive behaviors.

- a. Research resources that can be used when a friend or family member is addicted to drugs.
- b. Identify stages of addiction and when professional alcohol and other drug-use cessation services may be required.

**V. Legal Consequences of Alcohol, Tobacco, and Other Drugs (ATOD) Use—
Decision Making**

1. Recognize and explain the legal consequences of ATOD use and abuse in a variety of situations.

- a. Describe MCPS, Maryland, and other states' laws regarding the use and/or possession of ATOD.
- b. Generate alternatives to using ATOD.
- c. Apply decision making related to ATOD use.

Personal and Consumer Health

III. Prevention and Treatment—Accessing Information

1. Analyze factors that contribute to the development of communicable and non-communicable diseases.

- a. Analyze the basic structures and functions of the immune system.
- b. Analyze the influences that impact the risk of communicable and non-communicable diseases.
- c. Recognize the warning signs of cancer and practice prevention measures, including screening and self-examinations.
- d. Research resources for reliable information, assessment, and treatment of communicable and non-communicable diseases.

2. Analyze information associated with diabetes, heart disease, and cancer.

- a. Examine the etiology of cancer, heart disease, and diabetes.
- b. Describe the basic structures and functions of the cardiovascular system.
- c. Describe the different cardiovascular diseases and the risk factors associated with these diseases.

Safety and Injury Prevention

III. Community Resources—Accessing Information

1. Analyze resources in the community for personal safety.

a. Describe personal safety issue resources in the community.

- Harassment
- Sexual abuse
- Human trafficking/sex trafficking
- Domestic violence
- Dating violence
- Gang violence
- Other

VII. Social Media—Self-Management

1. Recognize the impact that social media has on harassment, intimidating behaviors, and violence.

- a. Describe examples of harassment and intimidating behaviors in the media.
- b. Analyze how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others.
- c. Analyze the influence of peer groups as they relate to harassing and intimidating behaviors.
- d. Explain strategies to manage personal information in electronic communications and when using social media to protect the personal safety of one's self and others.
- e. Describe ways to combat multiple types of bullying (e.g., cyber bullying and traditional bullying).

2. Assess and respond appropriately to sexual aggression.

- a. Describe and demonstrate ways to prevent sexual aggression.
- b. Evaluate resources for victims of sexual aggression.

3. Assess and respond appropriately to dating violence.

- a. Compare appropriate and inappropriate verbal and/or nonverbal interactions with dating partner.
- b. Explain how to effectively ask for assistance to improve the safety of one's self when in a violent relationship.
- c. Analyze the effect of media and technology on safety and injury prevention practices and behaviors.

4. Recognize and examine contributors to gang violence.

- a. Describe appropriate behavior to resist and prevent gang activity and violence.

- b. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy safety and injury prevention practices and behaviors.

VIII. Responding to Emergencies—Advocacy

1. Demonstrate the ability to respond appropriately to emergency and nonemergency situations.

- a. Distinguish between emergency and nonemergency situations.
- b. Demonstrate skills related to cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED).

Nutrition and Fitness

II. Body Image—Analyzing Influences

1. Analyze the influences of family, cultures, media, peers, and personal beliefs on body image.

- a. Analyze the impact of media on body image.
- b. Implement strategies to counteract negative influences on body image.
- c. Analyze eating disorders, the relationship to eating, and the effects on the body.

2. Analyze healthy and risky approaches to weight management.

- a. Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.
- b. Analyze how culture supports and challenges beliefs, practices, and behaviors related to weight management.
- c. Examine the benefits of physical activity in relationship to weight management.
- d. Analyze the effect of media and technology on personal, family, and community food choices and other eating behaviors.
- e. Generate alternatives when making a decision related to healthy eating behaviors.

II. Nutrition Literacy—Analyzing Influences

1. Analyze dietary behaviors and types of diets.

- a. Explain how to incorporate an adequate amount of fiber, calcium, and iron into a healthy daily diet.
- b. Compare and contrast fad diets with sound weight loss strategies.
- c. Describe the various vegetarian diets and how to ensure healthy consumption of daily required nutrients.
- d. Describe the relationship between diet and chronic diseases such as heart diseases, cancer, diabetes, hypertension, and osteoporosis.
- e. Analyze the influences that culture has on dietary behavior.

2. Describe and analyze nutrition literacy strategies.

- a. Analyze food labeling, nutrition information, and ingredient listings.
- b. Compare and contrast information from nutrition facts labels from similar products.
- c. Analyze the effects of media and advertising on consumers as it relates to nutritional claims.

VII. Nutrition for Disease Prevention—Self-Management

1. Evaluate personal healthy eating practices and behaviors that reduce or prevent diseases.

- a. Demonstrate healthy eating practices and behaviors to improve the health of one's self and others.
- b. Summarize food safety strategies which control germs that cause food borne illnesses.
- c. Adapt healthy eating messages and communication techniques to reach high school students in preventing diseases.

Family Life and Human Sexuality

II. Family—Analyzing Influences

1. Analyze how family influences the health of individuals.

- a. Investigate influences of family health on individual health.
- b. Identify ways to effectively interact with many different people including family members; teachers; males and females; and people of different socioeconomic, ethnic, and cultural backgrounds.

2. Analyze characteristics of healthy and unhealthy romantic and/or sexual relationships.

- a. Recognize and summarize how media can influence one's beliefs about what constitutes a healthy relationship.
- b. Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior including abstinence.

3. Analyze factors that influence an individual's decisions concerning sexual behaviors and limits.

- a. Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation, and identity.
- b. Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.
- c. Advocate for abstinence from sexual activity, including sexual intercourse, as the most effective and healthy means for preventing pregnancy and STIs.
- d. Compare the effectiveness of various contraceptive methods, including abstinence, in preventing pregnancy and STIs.

4. Analyze factors that influence the roles and responsibilities of parenting.

- a. Analyze factors that influence decisions about whether and when to become a parent.
- b. Assess the skills and resources needed to become a parent.
- c. Analyze the impact of parenting on finances and time.

III. Complications and Functions of Human Reproduction—Accessing Information

1. Recognize the structures and functions of the reproductive system.

- a. Examine factors that contribute to complications of human reproduction.

2. Access medically accurate information about prenatal care and services.

- a. Analyze prenatal practices that can contribute to or threaten a healthy pregnancy.

3. Access medically accurate information about gestation.

- a. Analyze the changes that occur to the developing zygote, embryo, and fetus during each trimester.
- b. Analyze the most prevalent congenital and heredity conditions that affect the fetus.

VIII. Sexual Orientation

1. Advocate for safe environments that encourage dignified and respectful treatment of all people.

- a. Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation, and identity.
- b. Demonstrate ways to respond when someone is being bullied or harassed.

Disease Prevention and Control

III. STIs, HIV, and AIDS—Accessing Information

1. Recognize common STIs and how they spread.

- a. Summarize signs, symptoms of, and treatments for common STIs including HIV.
- b. Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- c. Demonstrate the ability to recognize and resist high-risk behaviors for STIs and HIV.
- d. Analyze the effectiveness of correct and consistent use or typical use of condoms in reducing the risk of HIV and other infections by STIs including HPV.
- e. Justify why abstinence from sex and drugs is the safest, most effective risk avoidance method of protection from HIV and other STIs.

This e-mail message has been approved for distribution by Dr. Maria V. Navarro, chief academic officer. No hard copy will be provided.

INFORMATION

Office of Curriculum and Instructional Programs
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 11, 2018

MEMORANDUM

To: Elementary School Principals

From: ^{BJC} Betty J. Collins, Acting Associate Superintendent

Subject: INFORMATION: Digital Citizenship Program Implementation

The purpose of this memorandum is to provide you with an update on the Digital Citizenship Program for the 2018–2019 school year. In 2016, Montgomery County Public Schools (MCPS) partnered with Common Sense Education to deliver digital citizenship curriculum to middle school students in Grades 6–8. Last year, the program expanded to include elementary school students in Grades 3–5. In 2018–2019, elementary school students will continue to engage with the digital citizenship curriculum, and the program now includes all students in kindergarten through Grade 5. Each year as elementary schools meet the minimum curriculum requirements, they are recognized as Common Sense Education schools for digital citizenship. There are currently 110 recognized elementary schools that completed the requirements during the 2017–2018 school year (Attachment). Implementation of the digital citizenship curriculum at each of the 110 elementary schools helped the district attain recognition with Common Sense Education. Our goal is to have all 134 elementary schools meet the minimum curriculum requirements in the 2018–2019 school year. As elementary schools continue with implementation, media specialists continue to serve as the key contact at each school.

Summary

- MCPS and Common Sense Education are committed to working together to provide schools and educators within the district the necessary tools, training, and support to:
(1) empower students to think critically, behave safely, and participate responsibly with technology as part of the district’s Digital Citizenship Initiative, and (2) effectively integrate technology into the classroom to improve student outcomes.
- As part of the district’s Digital Citizenship Initiative, Common Sense Education will provide high-quality digital citizenship materials to schools to use with both students and families. A whole-community approach to digital citizenship is an implementation model that involves student instruction, family engagement, and educator professional learning and support.

- Implementation of the digital citizenship curriculum will be a shared responsibility of media specialists, school counselors, and teachers. Media specialists will serve as the key contact at each elementary school and will receive professional learning during the school year to support the coordination of implementing the digital citizenship curriculum.
- Digital citizenship content will be embedded within existing curriculum giving each student in kindergarten through Grade 5 approximately 2.75 hours of instruction over the course of the school year.

Questions

- Questions should be referred to Ms. Latrice D. Rogers, assistant to the associate superintendent for curriculum and instructional programs, Office of the Chief Academic Officer, at 240-740-3970 or via e-mail.

BJC:ldr

Attachment

Copy to:

Executive Staff
Mrs. Alexander
Ms. Christman
Ms. Craft
Dr. Crews
Directors of Learning, Achievement and Administration
Elementary School Administrative Secretaries
Mrs. Grant
Mrs. Hazel
Ms. Hitchcock
Ms. Rogers
Mrs. Winfrey-Edwards
Mr. Koutsos
Mr. Lloyd

Approved: 

Maria V. Navarro, Chief Academic Officer

Montgomery County Public Schools
 Digital Citizenship Program
 Common Sense Education Recognized Schools 2017–2018

Attachment

School	2017–2018 Principal	2017–2018 Media Specialist
Arcola	Jean-Philippe, Emmanuel J.	Weinberg, Stacey
Ashburton	Mullenholz, Gregory C.	Walker, Roseli M.
Beall	Alter, Elliot M.	Poole, Clarice
Bells Mill	Oglesby, Jerri L.	Floyd, JoAnn H.
Belmont	Pinkowitz, Evan J.	Hibbert Nelson, Annette C.
Bethesda	Seymour, Lisa S.	Kohlbrener, Becky A.
Beverly Farms	Delisle, Spencer	Schnure, Nancy E.
Bradley Hills	Caroscio, Karen E.	Schwartz, Amie
Brooke Grove	Tarwater, Jolynn E.	Crooke, Lauren G.
Brookhaven	Kimber, Xavier	Lee, Kathryn E.
Brown Station	Powell, Mary Jo	Eureka, Diana B.
Burning Tree	Lewis, Dr. Judith F.	Barry, Nancy S.
Burnt Mills	Ashton, Dr. Stacy A.	Savoy, Lori
Burtonsville	Kimber, Kimberly L.	Kinhart, Stacie B.
Candlewood	Sheppard, Dr. Linda B.	Marin, Jeannette L.
Cannon Road	Coleman, Norman L.	Brand, Linda J.
Capt. James E. Daly	Dietz, Nora G.	Poska, Philip M.
Carl Sandburg Learning Center	Kenny, Marlene	Hernandez-Halper, Claudia
Cashell	Scott, Antonio C.	Zimmerman, Elana D.
Cedar Grove	Derby, Lee F.	Hirschhorn, Karina M.
Chevy Chase	Smith, Jody L.	Kirklen, Eileen D.
Clarksburg	Bencal, Carl M.	Taylor, Daria C.
Clopper Mill	Joseph, Dr. Ocheze	John L. Spano
Cloverly	Brunson, Dr. Melissa A.	O'Connor, Junko
Cold Spring	Reece, Sandra S.	Little, Christine N.
College Gardens	Rogovoy, Stacey F.	Kelly, Cynthia (Cyndi) D.
Damascus	Collins, William J.	Hoffman, Christine
Darnestown	Colgary, Laura S.	Lang, Robin M.
Diamond	Walder, Daniel	Gross, Marcie L.
Dr. Charles R. Drew	Means Harris, Wanda L.	Gardner, Eileen
Dr. Sally K. Ride	Burgess, Elise M.	Engle, Jessica R.
DuFief	Mascott, Brent T.	Eliason, Tara
East Silver Spring	Morrow, Dr. Adrienne L.	Madden, Robin J.
Fallsmead	Silverstein, Roni S.	Puyear, Marsha T.
Farmland	Bliss, Mary E.	Gleeson, Gail R.
Fields Road	Williams, Erica W.	Woods, Nicolette K.
Flora M. Singer	Heatwole, Kyle J.	Seres, Alexandra (Alle) L.
Flower Hill	Whitmore, Lamar	McDonald, Melissa A.
Flower Valley	Melnick, Gay E.	Callen, Holly M.
Gaithersburg	McNerney, Meredith M.	Ketchum, Clair L.
Galway	Fuller, Dorothea A.	Wallace, Jennifer
Garrett Park	Tucci, Daniel K. (Acting)	Moyer, Barbara

Montgomery County Public Schools
 Digital Citizenship Program
 Common Sense Education Recognized Schools 2017–2018

Attachment

School	2017–2018 Principal	2017–2018 Media Specialist
Georgian Forest	Mann, Sundra E.	Davis, Mandy L.
Germantown	Bryant, Amy D.	Wellen, Carol L.
Glenallan	Moran, Peter O.	Bean, Patricia (Pat) O.
Goshen	Allen, Yolanda R.	Weisner, Jessica L.
Great Seneca Creek	Curry, Scott T.	Flynn, Stacey P.
Greencastle	McArthur Moore, Dr. Ayesha M.	Crowder, Merritt M.
Greenwood	Bunyan, Cheryl A.	Martinez Corrado, Jenny A.
Highland	Steffan, Scott R.	Moses, Alexandra R.
Highland View	Zolkower, Galit	Breslaw, Sarah
Jackson Road	Macias, Sally Ann	Jakobsen, Kerri E.
JoAnn Leleck at Broad Acres	Barber, Dr. Harold A.	Henderson, Eric T.
Jones Lane	Sample, Carole A.	McFarland, Richard B.
Judith A. Resnik	Thomas, Latricia D.	White, Michelle J.
Kemp Mill	James, Bernard X., Sr.	Eppes, Suzanne
Lake Seneca	Johnson, Teri D.	Springer, Cynthia C.
Lakewood	Berner, Debra A.	McCaffrey, Carla J.
Laytonsville	Sagona, Donna M.	Rose, Lisa a.
Little Bennett	Miller, Shawn D.	McKay, Beth A.
Lois P. Rockwell	Clark, Cheryl Ann	Spiro, Kathleen A.
Lucy V. Barnsley	Winter, Andrew J.	Schoem, Cara B.
Luxmanor	Forkert, Ryan D.	Kleponis, Amy
Maryvale	Prin, Margaret S.	Chittum, Sharona
Meadow Hall	Lloyd, Cabell W.	Soldavini, Amysu (Amy) W.
Mill Creek Towne	Bolden, Natasha	Hunter, Amy
Monocacy	Alban, Kristin A.	Altman, Sabrina H.
North Chevy Chase	Wallace-Stevens, Renee D.	Mosley-Ramsey, Sharon A.
Oak View	Cline, Jeffrey L.	Kaplan, Mary Beth E.
Oakland Terrace	Pulliam, Cheryl D.	Warnock-Safford, Patricia
Olney	Glawe, Carla	Perper, Teresa A.
Ritchie Park	Long, M. Catherine	Vincent, Dyana
Rock Creek Forest	Lowndes, Jennifer H.	Brown, Ingrid D.
Rock Creek Valley	Burns, Kevin M.	Lawrence, Tara C.
Rock View	Alexander, Kristine A.	Paik, Joela
Rolling Terrace	Marcus, Kenneth L.	Araghi, Manijeh (Mary)
Ronald McNair	Moses, Sherry	Hurley, Melissa
Rosemont	Cooke, Keely R.	Reiff, Marianne E.
S. Christa McAuliffe	Coates, Wanda	Gibbs, Michele M.
Sargent Shriver	Brown, Zoraida E.	Anderson, Brenda D.
Sequoyah	Jasper, Dr. Barbara A.	McInerney, Julie E.
Seven Locks	Virga, Dr. James J., Jr.	Schmidt, Ellen R.
Sherwood	Brewer, Dina E.	Homayouni, Melissa K.
Sligo Creek	Swift, Diantha R.	Elkins, Jill M.
Somerset	Morris, Kelly	Jeffcott, Tracy R.

Montgomery County Public Schools
 Digital Citizenship Program
 Common Sense Education Recognized Schools 2017–2018

Attachment

School	2017–2018 Principal	2017–2018 Media Specialist
South Lake	King, Celeste D.	Kennedy, Debra S.
Spark M. Matsunaga	Sweeney, Jimmy	Harhai, Karen S.
Stedwick	Pastor, Dr. Margaret	Weathers, Amy E.
Stone Mill	Williams, Dr. Kimberly A.	Blank, Anita
Stonegate	Jones, Linda M.	Mullinix, Tammy D.
Strathmore	Nelson, Tivinia G.	Karesh, Deborah S.
Strawberry Knoll	Scott, Patrick E.	Gaudino, Margret B.
Summit Hall	Jones, Keith R.	Walsh, Michelle L.
Travilah	Shenk, Susan	Simkanich, Jill A.
Viers Mill	Hawkins, Matthew D. (Acting)	Prado, Abigail B.
Washington Grove	Barranger, Susan B.	Gattuso, Daniel
Waters Landing	Harris, Srelyne A.	Zygmunt, Mary A.
Watkins Mill	Palmisano, Rock A.	Rotella, Stacey R.
Wayside	Michela, Donna E.	Rhoads, Melissa H.
Westbrook	Lane, Jennifer S.	Stoll, Catharine C.
Westover	Kelly, Dr. Patricia A.	Krouty, Susan A.
Wheaton Woods	Chia, David T.	Kushto, Kristina M.
Whetstone	Casey, Victoria (Vicky) A.	McConnell, Kelly L.
William B. Gibbs, Jr.	Bosnic, Kimberly B.	Su, Jeanne W.
William Tyler Page	Brown, Stacey M.	O'Connell, Rachel S.
Wilson Wims	McGee, Sean P.	Allaire, Irene C.
Wood Acres	Sherburne, Marita R.	Copeland, Kathryn L.
Woodfield	Brant, Stephanie D.	Dougherty, Patricia A.
Woodlin	Moua, Shoua F.	Cramer, Gaylen L.
Wyngate	Wiebe, Travis J.	Bhanot, Erin M.

This e-mail message has been approved for distribution by Dr. Maria V. Navarro, chief academic officer. No hard copy will be provided.

INFORMATION

Office of Curriculum and Instructional Programs
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 11, 2018

MEMORANDUM

To: Middle School Principals
From: Betty J. Collins, Acting Associate Superintendent
Subject: INFORMATION: Digital Citizenship Program Implementation

The purpose of this memorandum is to provide you with an update on the Digital Citizenship Program for the 2018–2019 school year. In 2016, Montgomery County Public Schools (MCPS) partnered with Common Sense Education to deliver digital citizenship curriculum to middle school students in Grades 6–8. In 2018–2019, middle students will continue to engage with the digital citizenship curriculum, and the program now includes all students in kindergarten through Grade 10. Each year as middle schools meet the minimum curriculum requirements, they are recognized as Common Sense Education schools for digital citizenship. There are currently 34 recognized middle schools, a 30 percent increase over the 2016–2017 school year that completed the requirements during the 2017–2018 school year (Attachment). Implementation of the digital citizenship curriculum at each of the 34 middle schools helped the district attain recognition with Common Sense Education. Our goal is to have all 40 middle schools meet the minimum curriculum requirements in the 2018–2019 school year. As middle schools continue with implementation, media specialists continue to serve as the key contact at each school.

Summary

- MCPS and Common Sense Education are committed to working together to provide schools and educators within the district the necessary tools, training, and support to:
(1) empower students to think critically, behave safely, and participate responsibly with technology as part of the district's Digital Citizenship Program, and (2) effectively integrate technology into the classroom to improve student outcomes.
- As part of the district's Digital Citizenship Program, Common Sense Education will provide high-quality digital citizenship materials to schools to use with both students and families. A whole-community approach to digital citizenship is an implementation model that involves student instruction, family engagement, and educator professional learning and support.

- Implementation of the digital citizenship curriculum will be a shared responsibility of media specialists, school counselors, and teachers in digital literacy, English, health, and social studies.
- Digital citizenship content will be embedded within existing curriculum giving each student in Grades 6–8 a minimum of three hours of instruction over the course of the school year.

Questions

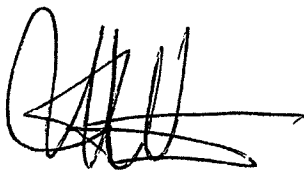
- Questions should be referred to Ms. Latrice D. Rogers, assistant to the associate superintendent for curriculum and instructional programs, Office of the Chief Academic Officer, at 240-740-3970 or via e-mail.

BJC:ldr

Attachment

Copy to:

Executive Staff
Ms. Christman
Ms. Craft
Dr. Crews
Directors of Learning, Achievement, and Administration
Mrs. Grant
Middle School Administrative Secretaries
Mr. Murphy
Ms. Rogers
Mrs. Tarasuk
Mr. Koutsos
Mr. Lloyd

Approved: 

Maria V. Navarro, Chief Academic Officer

Montgomery County Public Schools
 Digital Citizenship Program
 Common Sense Education Recognized Schools 2017–2018

Attachment

School	2017–2018 Principal	2017–2018 Media Specialist
A. Mario Loiederman	Sosik, Nicole A.	Johnson, Nicole (Nikki) G.
Argyle	Allrich, James K.	Suzich, Jacqueline (Jackie)
Benjamin Banneker	Lee, Dr. Otis L, III	Mullen, Beverly J
Cabin John	Taylor, John W.	Massey, Sheri A
Col. E. Brooke Lee	Hayden Williams, Kimberly N.	Hibberd, Timothy C.
Dr. Martin Luther King, Jr.	Wynne, Christopher A.	Feriano, Patricia A
Earle B. Wood	Slatcoff, Heidi	Bowman, Dawn
Forest Oak	Muhammad, Shahid	Stern, Amy G.
Gaithersburg	Rindner, Ann Dolan	Cartwright, Ruth A
Hallie Wells	Woodward, Dr. Barbara A.	Kreinbrook, Kyra
Herbert Hoover	Kim, Yong-Mi	Crossley, Karen S
John T. Baker	Worthington, Dr. Louise	Walker, Heidi
John Poole	Green, Jon	McIntyre, Joy A.
Julius West	Staton, Craig	Anderson, Anita J
Kingsview	Harrison, Dyan	Godfroy, Jason C.
Lakelands Park	Higdon, Deborah R.	Tsai, Rui-Hung
Neelsville	Lake-Parcan, Lily (Vicky)	Davis, Felicia M
Newport Mill	Tsonis, Penny (Panagiota)	Snyder, Jessica R.
North Bethesda	Sumner, Alton	Hafer, Christine C.
Redland	Davis, Everett	Young, Brenda L.
Ridgeview	Garcia, Daniel	Portocarrero-Pitt, Elisabeth
Roberto W. Clemente	Brown, Jeffrey	Poker, Ronald C.
Rocky Hill	Eldridge, Dr. Cynthia	Abita-Gramatges, Laurie A
Rosa M. Parks	Sanders, Jewel	Dixon, Timothy F.
Shady Grove	Murray, Alana	Frashure, Lara N
Silver Creek	Townsend, Traci	Diskin, Trayce R
Silver Spring International	Bryant, Karen	Hack, Lisa
Sligo	Dimmick, Cary	Heller, Rachel
Takoma Park	Deeny, Alicia	Phelan, Jessica
Thomas W. Pyle	Nardi, Chris	Knafelc, Elizabeth (Beth)
Tilden	LaGrange, Irina	Gerard, Alexis A.
Westland	Serino, Alison	Salnick, Sarah
White Oak	De Los Santos, Virginia	Badger, Madelyn R
William H. Farquhar	Beidleman, Joel L.	Ladd, Martha J.

This e-mail message has been approved for distribution by Dr. Maria V. Navarro, chief academic officer. No hard copy will be provided.

INFORMATION

Office of Curriculum and Instructional Programs
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 11, 2018

MEMORANDUM

To: High School Principals

From: ^{BJC} Betty J. Collins, Acting Associate Superintendent

Subject: INFORMATION: Digital Citizenship Program Implementation

The purpose of this memorandum is to provide you with an update on the Digital Citizenship Program for the 2018–2019 school year. In 2016, Montgomery County Public Schools (MCPS) partnered with Common Sense Education to deliver digital citizenship curriculum to students beginning in middle school. Last year, the program expanded to include high school students in Grade 9. In 2018–2019, high school students will continue to engage with the digital citizenship curriculum, and the program now includes all students in Grades 9–10. Each year as high schools meet the minimum curriculum requirements, they are recognized as Common Sense Education schools for digital citizenship. Seven high schools achieved recognition earlier than expected by meeting the minimum requirements for students in Grade 9 and exceeding requirements by implementing digital citizenship curriculum with students beyond Grade 9 (Attachment). Implementation of the digital citizenship curriculum at each of the seven high schools helped the district attain recognition with Common Sense Education. Our goal is to have all high schools meet the minimum curriculum requirements in the 2018–2019 school year. As high schools continue with implementation, media specialists continue to serve as the key contact at each school.

Summary

- MCPS and Common Sense Education are committed to working together to provide schools and educators within the district the necessary tools, training, and support to:
(1) empower students to think critically, behave safely, and participate responsibly with technology as part of the district's Digital Citizenship Initiative, and (2) effectively integrate technology into the classroom to improve student outcomes.
- As part of the district's Digital Citizenship Program, Common Sense Education will provide high-quality digital citizenship materials to schools to use with both students and families. A whole-community approach to digital citizenship is an implementation model that involves student instruction, family engagement, and educator professional learning and support.

- Implementation of the digital citizenship curriculum will be a shared responsibility of media specialists, school counselors, and teachers in digital literacy, English, health, and social studies. Media specialists will serve as the key contact at each high school and will receive professional learning during the school year to support the coordination of implementing the digital citizenship curriculum.
- Digital citizenship content will be embedded within existing curriculum giving each student in Grades 9–10 a minimum of 3.75 hours of instruction over the course of the school year.

Questions

- Questions should be referred to Ms. Latrice D. Rogers, assistant to the associate superintendent for curriculum and instructional programs, Office of the Chief Academic Officer, at 240-740-3970 or via e-mail.

BJC:ldr

Attachment

Copy to:

Executive Staff

Ms. Christman

Ms. Craft

Dr. Crews

Directors of Learning, Achievement, and Administration

Mrs. Grant

High School Administrative Secretaries

Mr. Murphy

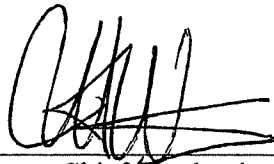
Ms. Rogers

Mrs. Tarasuk

Mr. Koutsos

Mr. Lloyd

Approved: _____



Maria V. Navarro, Chief Academic Officer

Montgomery County Public Schools
Digital Citizenship Program
Common Sense Education Recognized Schools 2017–2018

Attachment

School	2017–2018 Principal	2017–2018 Media Specialist
Albert Einstein	Fernandez, James G.	D'Ascanio, Dorothy P.
John F. Kennedy	Rubens, Jr., Joe L.	Fandey, Leyla
Montgomery Blair	Johnson, Renay C.	Lamphier, Andrea
Northwood	Charley-Greene, Mildred L.	Seligman, Eileen
Quince Orchard	Working, Carole A.	Nicholson, Jennifer R.
Seneca Valley	Cohen, Marc J.	Little-Cook, Nicole
Springbrook	Williams, Dr. Arthur	Simon, Julie

This e-mail message has been approved for distribution by Dr. Maria V. Navarro, chief academic officer. No hard copy will be provided.


**ACTION REQUIRED BY: August 26, 2016
September 16, 2016**

Office of Student and Family Support and Engagement
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

August 11, 2016

MEMORANDUM

To: All Principals

From: Jonathan T. Brice, Associate Superintendent 

Subject: ACTION: Reporting, Investigating, and Entering Data Regarding Incidents of Bullying; *Montgomery County Public Schools Guidelines for Respecting Religious Diversity*; and *2016–2017 Student Code of Conduct in Montgomery County Public Schools*

Summary

- This memorandum provides an update on three key components of creating and maintaining safe and supportive school climates within Montgomery County Public Schools (MCPS); preventing and addressing incidents of bullying; *Montgomery County Public Schools Guidelines for Respecting Religious Diversity* (the Guidelines); and the *2016–2017 Student Code of Conduct in Montgomery County Public Schools* (Code of Conduct). Each of these documents individually represent key pillars in creating safe and supportive school cultures, but together they reinforce our belief that schools should be safe, welcoming, and nurturing environments for all students. All MCPS staff members should be aware of the important role they perform in preventing and responding to incidents of bullying, ensuring that a climate of tolerance for religious diversity is present within our schools and classrooms, and implementing restorative justice strategies within schools. MCPS Regulation JHF-RA, *Bullying, Harassment, or Intimidation* requires schoolwide bullying, harassment, or intimidation prevention programs implemented as part of a system of positive behavioral supports, character education, violence prevention, and school improvement at all grades. Using these documents together can help us as school leaders to build and maintain great learning environments for students.
- This memorandum also provides you with information regarding:
 - MCPS updated efforts to prevent and respond to alleged incidents of bullying;
 - updates and distribution procedures for the Guidelines;
 - explanation of changes to the Code of Conduct for 2016–2017 school year; and
 - central services monitoring process for bullying incidents and student suspensions.

1. Reporting, Investigating, and Entering Data Regarding Incidents of Bullying.

Bullying can have a significant impact on a student's ability to focus on learning, willingness to attend school, and impact their mental health. It is critical that all school staff members work to prevent bullying from occurring, but if it does occur, that they fulfill their responsibility to address the incident consistent with the MCPS procedures regarding bullying described in the Montgomery County Board of Education Policy JHF, *Bullying, Harassment, or Intimidation*; and MCPS Regulation JHF-RA, *Bullying, Harassment, or Intimidation*, which are available online at the following links:

<http://www.montgomeryschoolsmd.org/departments/policy/pdf/jhf.pdf>

www.montgomeryschoolsmd.org/departments/policy/pdf/jhfra.pdf

- Every student should be provided with a MCPS Form 230-35: *Bullying, Harassment, or Intimidation Reporting Form*, at the beginning of the school year (Attachment A), and *What will the school do when bullying is reported?* (Attachment B), the document that explains the bullying reporting and investigation process. At the beginning of each quarter, please provide students and parents/guardians with the forms again.
- MCPS Form 230-35 also should be available in the school administrative office, counselor's office, media center, health room, and placed in principal newsletters. MCPS Form 230-35 is available on the MCPS website at: www.montgomeryschoolsmd.org/departments/forms/pdf/230-35.pdf

The process for reporting and investigating bullying is explained below as well as in Attachment B.

- When a student or community member reports an incident of bullying, harassment, or intimidation to an MCPS staff member or the staff member observes an incident, the staff member must respond quickly, recommend MCPS Form 230-35 be completed, and promptly report the incident to a school administrator.
- If the student cannot complete the reporting form independently, the staff member should assist the student in completing the form.
- Upon receipt of a completed MCPS Form 230-35, the school principal and/or designee must investigate the incident within two school days after receipt and document the investigation by completing MCPS Form 230-36: *Bullying, Harassment, or Intimidation Incident School Investigation Form* (Attachment C).
- The principal or designee will contact the parents/guardians of all students involved in the incident of bullying, harassment, and intimidation within 24 hours of completing the investigation.

- Within **two** weeks, designated staff will conduct separate conferences with the student who was bullied and the student(s) who bullied, to verify the bullying, harassment, or intimidation has ceased.
- Within **four** weeks designated staff will conduct a check-in with the student who was bullied and the student(s) who bullied to verify the bullying, harassment, or intimidation is no longer a problem and is resolved.
- MCPS Form 230-35 and the accompanying MCPS Form 230-36 are maintained in a confidential file in the school administrative office in accordance with confidentiality requirements for student records. These documents are not included in a student's cumulative file.
- Data on the incident are entered by the school's designated staff member into the bullying module of the Online Administrative Student Information System (OASIS).
 - Instructions for accurately entering data into the Bullying Module on OASIS are provided on (Attachment D).
 - The number of alleged offenders **must always** be greater than or equal to the number of victims.
- A list of community resources and Internet sites that may be useful to schools and parents/guardians dealing with bullying issues is provided (Attachment E). Please feel free to duplicate and distribute the list as appropriate.
- Update staff members:
 - Provide annual professional development activities for all staff members that focus on the prevalence and causes of bullying, harassment, or intimidation; social skills development; positive school climate; tolerance of differences; age-appropriate behavioral expectations; and strategies to prevent instances of bullying and interventions, when instances of bullying occur. All staff members and those hired during the school year must be knowledgeable of information included in the PowerPoint training presentation located at myMCPS/My Collaboration Sites/Student Services/DSS Documents/Bullying Resources/Bullying Policy, Regulation, and PowerPoint/ Bullying Presentation 2016 (Attachment F).
 - The *Parent & Guardian FAQs* (Attachment G) provides parents/guardians with more information about how to stop bullying.
 - Throughout the school year, staff members must be reminded of procedures for reporting instances of bullying, harassment, or intimidation and the use of MCPS Form 230-35. When staff members witness instances of bullying, harassment, or intimidation, they **must** complete MCPS Form 230-35.
- Update parents/guardians:
 - Parents/guardians must be provided information about reporting procedures for instances of bullying, harassment, and intimidation. A blank MCPS Form 230-35 and timeline for bullying incidents must be sent home with every student during the first

weeks of school and at the end of the 1st, 2nd, and 3rd quarters of school. Additionally, information about reporting procedures should be included in the school newsletter, school website, and presented at the Parent Teacher Association and Parent Teacher Student Association meetings.

- Update students:
 - Information about procedures for reporting instances of bullying, harassment, or intimidation using MCPS Form 230-35 must be communicated to students either as part of the school announcements during the first weeks of school or through information shared with students during class or grade-level assemblies.

2. Update to the *Montgomery County Public Schools Guidelines for Respecting Religious Diversity*

MCPS is mindful of increased sensitivities among cultural, ethnic, and religious groups present among our students and staff members, given recent national and international incidents and headlines. MCPS Regulation JHF-RA requires schoolwide bullying, harassment, or intimidation prevention programs implemented as part of a system of positive behavioral supports, character education, violence prevention, and school improvement at all grades. The *MCPS Guidelines for Respecting Religious Diversity* provides answers to frequently asked questions about the accommodation of students' religious beliefs and practices in MCPS, as well as additional resources related to ensuring safe learning environments for students

- Online links to the Guidelines will be made available to all students and families. The English version of the Guidelines is available at the following link:
www.montgomeryschoolsmd.org/uploadedFiles/students/rights/ReligiousDiversityGuidelines_ENG.pdf
- Translated versions of the Guidelines in the following languages: Amharic, Arabic, Chinese, Farsi, French, Korean, Spanish, and Vietnamese, will be available later.
- Copies of the Guidelines will be e-mailed to all staff members.
- During the 2016–2017 school year, Parent Academy sessions and other forms of communication may be used as a tool to engage in dialogue about how school communities can further support awareness of the importance of understanding religious diversity.

3. 2016–2017 Code of Conduct in Montgomery County Public Schools

The Montgomery County Board of Education Policy JGA, *Student Discipline*, sets forth the expectation that MCPS schools will be environments that are conducive to learning. In addition to a student's home, schools are communities in which positive behavior is expected, modeled, and learned within an environment of mutual respect and dignity. MCPS believes that discipline is a developmental process, and effective discipline strategies should meet students' varied behavioral and developmental needs with tiered responses and interventions. A continuum of instructional strategies and disciplinary responses supports

teaching and learning, fosters positive behaviors, and reflects a restorative discipline philosophy. Restorative practices afford students opportunities to learn from their mistakes, correct any harm that results from their behavior, and restore relationships that are disrupted by their conduct. Our school discipline practices are designed to engage students in the classroom so that students may become college and career ready.

- Key changes to the *2016–2017 Student Code of Conduct in Montgomery County Public Schools* are listed below along with a link to the updated Code of Conduct:
 - An overview of restorative practices and restorative justice strategies used to foster culture, climate, and expectations of building positive school communities where all students can learn (see page 2 of the Code of Conduct).
 - Level 2 responses were delineated as Teacher Led or Teacher Referred. Teacher led interventions can and should be implemented by the classroom teacher while teacher referred interventions require that the teacher refer the incident to their administrator for appropriate intervention because the incident is serious or may impact or implicate the health or well-being of students (see page 8 of the Code of Conduct).
 - A statement on each page of the disciplinary response matrix to clarify that the lowest level should be considered first, followed by progressively more intensive consequences, based on severity and repetition of behavior. However, if the principal determines that unique or exceptional circumstances exist that warrant an intervention or disciplinary response above or below the lowest level indicated on the disciplinary matrix, principals must consult with their associate superintendent in the Office of School Support and Improvement (OSSI) before taking action (see page 10 of the Code of Conduct).
 - Incorporation of insubordination into disrespect and other changes to the disciplinary response matrix based on guidance from the Maryland State Department of Education, including the addition of a category for dress code violations.
 - Addition of a statement clarifying that “disrespect may become disruption, if the conduct is persistent or habitual and significantly impacts the learning environment,” and the addition of “verbal abuse of staff” to the examples of behavior that could constitute disruption if they meet the other criteria for this conduct (see page 12 of the Code of Conduct).
 - Increased the lowest level response for being under the influence, use, or possession of alcohol or drugs from level 2 to level 3 to promote coordinated administrative support to address this conduct (see pages 13 and 14 of the Code of Conduct).
 - The addition of “sharing or otherwise distributing information contained on assessments or other graded work” as an example of academic dishonesty (see page 15 of the Code of Conduct).

- Inclusion of highlights of the School Resource Officer Memorandum of Understanding between MCPS and the Montgomery County Police Department to the information on school resource officers and referrals to law enforcement (see page 20 of the Code of Conduct).

4. Monitoring of Bullying Incidents and Code of Conduct Suspensions

- The Office of Student and Family Support and Engagement (OSFSE) will monitor, bi-weekly, all bullying reports and suspension data.
- Information derived from monitoring will be shared with associate superintendents and directors in OSSI.

Checklist of Required Actions

Action	Applicable Individuals	Due Date
<p>1. Reporting, Investigating, and Entering Data Regarding Incidents of Bullying</p> <ul style="list-style-type: none"> • Ensure that all staff members are aware of their responsibility to complete mandatory training on bullying, harassment, or intimidation. • All staff members and those hired during the school year must be knowledgeable of information included in the PowerPoint training presentation located at myMCPS/My Collaboration Sites/Student Services/DSS Documents/Bullying Resources/Bullying Policy, Regulation, and Power Point/ Bullying Presentation 2016 (Attachment F). Ensure that staff members, parents/guardians, and students are reminded of the procedures for reporting a bullying, harassment, or intimidation incident. • Ensure that MCPS Form 230-35 and bullying reporting timeline is sent home with every student during the first weeks of school. • Ensure that MCPS Form 230-35 is sent home with every student at the start of the 2nd, 3rd, and 4th quarters of school. 	<p>All staff members</p> <p>All staff members</p> <p>Staff members, parents/guardians, and students</p> <p>Students and parents/guardians School administrators</p>	<p>August 26, 2016</p> <p>Ongoing</p> <p>September 16, 2016</p> <p>September 16, 2016 Ongoing</p>

Action	Applicable Individuals	Due Date
<ul style="list-style-type: none"> • Ensure that you or your designee promptly investigate and address reports of bullying, harassment, or intimidation and complete MCPS Form 230-36. • Ensure that data on the incident are entered accurately into the bullying module in OASIS. • Ensure that MCPS Form 230-36 accompanies every completed MCPS Form 230-35, and this paperwork is kept in a confidential file in the school administrative office. No paperwork related to incidences of bullying is to be kept in a student's cumulative file. • Ensure this information is shared with staff member(s) responsible for entering data into OASIS. 	<p>School administrators</p> <p>Designated individual</p> <p>School administrators or designee</p> <p>Designated individual</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>2. Respecting Religious Diversity</p> <ul style="list-style-type: none"> • Set aside time during preservice week to review highlights of the revised guidelines. Schools are encouraged to utilize the online guidelines during preservice week. • Inform students, parents, and guardians of the MCPS commitment to a culture of respect by providing a link to the guidelines on your school's website and the principal's newsletter, and discuss in student assemblies or class meetings. 	<p>All staff members</p> <p>All staff members</p>	<p>August 26, 2016</p> <p>September 16, 2016</p>
<p>3. The 2016–2017 Student Code of Conduct in Montgomery County Public Schools</p> <ul style="list-style-type: none"> • Review the <i>2016–2017 Code of Conduct</i> in order to become familiar with the minor changes. • Distribute a copy of the <i>2016–2017 student Code of Conduct</i> to each student and discuss the importance of building a safe and positive learning environment free from 	<p>School staff</p> <p>All students</p>	<p>August 26, 2016</p> <p>September 2016</p>

Action	Applicable Individuals	Due Date
bullying, respectful of each other's diversity, and expectations for student behavior. <ul style="list-style-type: none"> Make additional copies of the <i>2016–2017 Student Code of Conduct</i> available in the main office and counseling office. 	School Staff	September 2016

Questions

- Contact Dr. Jonathan T. Brice, Associate Superintendent, Office of Student and Family Support and Engagement, at 240-314-4824 or via e-mail.

JTB:ear

Attachments

Copy to:

Executive Staff

Mrs. Anderson

Dr. Collins

Ms. Dawson

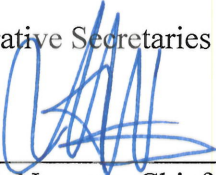
School Administrative Secretaries

Dr. Steinberg

Mrs. Cuttitta

Mr. Koutsos

Mr. Lloyd

Approved:  _____
 Maria V. Navarro, Chief Academic Officer



Bullying, Harassment, or Intimidation Reporting Form

MCPS Form 230-35
August 2013

Department of Student Services
MONTGOMERY COUNTY PUBLIC SCHOOLS • Rockville, Maryland 20850

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, or intimidation are serious and will not be tolerated. This is a form to report alleged bullying, harassment, or intimidation that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school*, in the current school year. If you are a student victim, the parent/guardian of a student victim, a close adult relative of a student victim, 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.

Bullying, harassment, or intimidation means intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is:

- 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
- threatening or seriously intimidating; and,
- occurs on school property, at a school activity or event, or on a school bus; or,
- substantially disrupts the orderly operation of a school.

"Electronic communication" means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.

Today's date ____/____/____ School _____ School System _____

Person Reporting Incident: Name _____

Telephone _____ - _____ - _____ E-mail _____

Place an X in the appropriate box:

Student Parent/guardian Close adult relative School staff member

1. Name of student victim _____ Age _____
(Please print)

2. Name(s) of alleged witness(s) (If known) (Please print)	Age	School (if known)

3. Name(s) of alleged offender(s) (If known) (Please print)	Age	School (if known)	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? ____/____/____ ____/____/____ ____/____/____
Mo./Day/Year Mo./Day/Year Mo./Day/Year

5. Where did the incident happen (choose all that apply)?
- On school property
 - At a school-sponsored activity or event off school property
 - On a school bus
 - On the way to/from school*

6. 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
- Excluding or rejecting the student
- Spreading harmful rumors or gossip
- Related to the student's disability
- Cyber bullying (e.g., social media including Facebook, Instagram, etc.)
- Electronic communications (e.g., mail, text, etc.)
- Other (specify) _____

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

Maryland State Department of Education in accordance with the Safe Schools Reporting Act of 2005

7. Describe the incident(s), including what the alleged offenders(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

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

What will the school do when bullying is reported?

Start Process

- When a student reports bullying situations MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*, should be completed by the student, parent/guardian, close adult relative, or staff member. The form should be submitted to the school principal.

Within 2 days

- The school principal/school administrator investigates the incident and documents the findings by completing MCPS Form 230-36, *Bullying, Harassment or Intimidation Incident School Investigation Form*. The forms are maintained in a confidential file in the school office. They are not maintained in a student's cumulative file.

When the investigation is complete

- The school principal and/or designee will contact the parents of all students involved in the incident of bullying, harassment, or intimidation within 24 hours of completing the investigation. The school will take immediate and appropriate steps to discipline the offender; support the student who was bullied; and protect the student from reprisals to prevent recurrence.

Within 2 weeks

- Designated school staff will conduct separate conferences with the student who was bullied and the student who bullied within two weeks after the investigation to verify the bullying, harassment, or intimidation has ceased.

Document in OASIS

- Using the information from the reporting and investigation forms, school staff complete an entry/report in the bullying module of the MCPS Online Administrative Student Information System(OASIS) for the victim only.

Within 4 weeks

- Another follow-up conference or conversation will be held with the student who was bullied and the student who bullied four weeks after the investigation to verify that the bullying, harassment, or intimidation has ceased.

The confidential files associated with the situation do not articulate with any students.



Bullying, Harassment, or Intimidation Incident School Investigation Form

Department of Student Services • MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

MCPS Form 230-36
October 2014

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

School Personnel Completing Form _____ Position _____

Today's date ____/____/____ 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 member

1. Name of student victim _____ ID # _____ Age _____
(Please print)

Days absent due to incident _____

2. Name(s) of alleged witness(s) (If known). (Please print)	Age	School (if known)

3. Name(s) of alleged offender(s) (If known). (Please print)	Age	School (if known)	Is he/she a student?	Days Suspended 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	
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 teachers and/or school staff |
| <input type="checkbox"/> Interviewed alleged offender(s) | <input type="checkbox"/> Interviewed student victim's parent/guardian |
| <input type="checkbox"/> Interviewed witnesses | <input type="checkbox"/> Interviewed alleged offender's parent/guardian |
| <input type="checkbox"/> Witness statements collected in writing | <input type="checkbox"/> Examined physical evidence |
| <input type="checkbox"/> Interviewed school nurse | <input type="checkbox"/> Conducted student record review |
| <input type="checkbox"/> Reviewed any medical information available | <input type="checkbox"/> Obtained copy of police report |
| <input type="checkbox"/> Other (specify) _____ | |

5. Why did the bullying, harassment, or intimidation 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
- Because of another reason (specify) _____
- The reason is unknown

6. 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
- Other (specify) _____
- Parent letter
- Parent phone call
- Parent conference
- Detention
- In-school suspension
- Out-of-school suspension
- Expulsion

7. Additional pertinent information gained during the interview _____

_____ (Attach a separate sheet if necessary)

8. Investigator notes _____

_____ (Attach a separate sheet if necessary)

For students with 504 Plans or IEP's, if the bullying may have resulted in a denial of a free appropriate public education (FAPE), request a 504 or IEP meeting so that the team can consider the possible denial of FAPE.

_____/_____/_____
Signature Date

Safe Schools Reporting Act

The Safe Schools Reporting Act requires all Maryland school systems to report incidents of bullying, harassment, or intimidation against students attending public schools. The law provides for any student, parent/guardian, close adult relative of the student, or a school staff member to report an incident of bullying, harassment, or intimidation that occurs on school property, on a school bus, or at a school sponsored activity.

Bullying, harassment, or intimidation means intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is:

- 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,
- threatening or seriously intimidating; and,
- occurs on school property, at a school activity or event, or on a school bus; or,
- substantially disrupts the orderly operation of a school.

"Electronic communication" means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.

The Montgomery County Public Schools created a *Bullying, Harassment, or Intimidation Reporting Form* (MCPS Form 230-35) that can be downloaded from the MCPS website, <http://www.mcps.k12.md.us/>. Once a school receives a report, an investigation must be completed and documented on the *Bullying, Harassment, or Intimidation Incident School Investigation Form* (MCPS Form 230-36) which is also available from the MCPS Web site.

Procedure for implementing the Safe Schools Reporting Act are:

- Once a *Bullying, Harassment, or Intimidation Reporting Form* (MCPS Form 230-35) has been submitted to the school, the principal/designee is required to conduct an investigation.
- A *Bullying, Harassment, or Intimidation Incident School Investigation Form* (MCPS Form 230-36) is completed by the principal/designee.
- Information from MCPS Form 230-35 and MCPS Form 230-36 is entered into the bully module in OASIS. To enter the bully module, open through the name of the student who was bullied.
- Each school will maintain a confidential file of *Bullying, Harassment, or Intimidation Reporting Forms* (MCPS Form 230-35) and *Bullying, Harassment, or Intimidation Incident School Investigation Forms* (MCPS Form 230-36).

Entering Data into the Bullying Module on OASIS

- The following is a summary of the procedures for entering bullying, harassment, or intimidation report data into the bullying module in OASIS:
 1. Log onto OASIS.
 2. On the “Student Search” screen, complete each information request using information on the student who was bullied. Click “Search.”
 3. Highlight the tab “Student Demographics” to reveal a drop down menu. From that menu select “Bullying.”
 4. The “Bullying History” screen will appear.
 5. Double click on “New” to create a new bullying report.
 6. The “Student Enrollment List” will appear. Find the student’s current grade and click “Add.”
 7. The “Incident Detail” screen will appear. Complete each information request using information on the hard copy of MCPS Form 230-36: *Bullying, Harassment, or Intimidation Incident School Investigation Form*. Click “Save.”
 8. **The “Bullying History” screen will appear. Click “Add Offender.”**
 9. **The “Offender Detail” screen will appear. Enter information on the offender (alleged bully). Click “Save.”**
 10. Entry complete.
- Steps 8 and 9 are required for complete entry of data into the Bullying Module. These steps have not been completed for many incidents that have been reported to date.
- To illustrate data entry into the Bullying Module, the following scenarios are presented:
 - Example One:
 - One student bullies one other student.
 - Data are entered into the Bullying Module under the victim’s identity.
 - The alleged bully is identified.
 - The number of offenders (one) is equal to the number of victims (one).
 - Example Two:
 - Three students harass one other student.
 - Data are entered into the Bullying Module under the victim’s identity.
 - Three alleged bullies are identified.
 - The number of offenders (three) is greater than the number of victims (one).
 - Example Three:
 - Three students intimidate three other students.
 - Data are entered into the Bullying Module under **each of the three** victim’s identity (i.e., the one incident is reported three times).
 - For each victim, the three alleged bullies are identified.
 - The number of offenders (a total of nine) is greater than the number of victims (three).

MONTGOMERY COUNTY PUBLIC SCHOOLS
Community Resources and Internet Sites Regarding Bullying

LOCAL COMMUNITY RESOURCES

City of Rockville, Division of Community Services:

Provides free counseling and mentoring services for noninsured youth and families who live or attend school within the City of Rockville corporate limits.

Rockville City Hall
111 Maryland Avenue, 1st floor
Rockville, Maryland 20850

Conflict Resolution Center of Montgomery County: Community Conferencing:

Offers dispute prevention and resolution services to individuals and communities.

4805 Edgemoor Lane, Second Floor
Bethesda, Maryland 20814
301-652-0717

GUIDE Program at Family Services:

Offers mental health, substance abuse, and social service programs that serve children, adolescents, and families. Services offered in Gaithersburg, Germantown, Olney, and Upcounty. Services free to those on medical assistance.

Family Services, Inc.
610 E. Diamond Avenue, Suite 100
Gaithersburg, Maryland 20877
301-840-2000

Jewish Social Service Agency (JSSA):

A nonsectarian, private social service agency providing a wide array of mental health evaluation and treatment services for young children, adolescents, and families. Rockville location available.

200 Woodhill Road
Rockville, Maryland 20850
301-838-4200
www.jssa.org

Kensington Wheaton Youth Services (Mental Health Association of Montgomery County):

Provides counseling, community- and school-based workshops to youth and their families in the Albert Einstein, John F. Kennedy, and Wheaton high school clusters.

3950 Ferrara Drive
Silver Spring, Maryland 20906
301-933-2818

Mental Health Association of Montgomery County:

Promotes mental wellness and supports those with mental illness by sponsoring and implementing advocacy, education, and direct service programs.

1000 Twinbrook Parkway
Rockville, Maryland 20851
301-424-0656
www.mhamc.org/html/index.html

NAMI: National Alliance on Mental Illness of Montgomery County:

Provides free educational programs, referrals to programs/providers, and support groups that can assist individuals who are impacted by mental illness.

11718 Parklawn Drive
Rockville Maryland 20852
301-949-5852
www.namimc.org

YMCA Youth & Family Services:

Offers counseling and mentoring for individuals, families, and groups; free parent workshops; and parenting classes. 17 locations serve the Washington, D.C. metropolitan area.

9601 Colesville Road
Silver Spring, Maryland 20901
301-587-5700
Forest Glen
301-593-1160
General Information
202-232-6700
www.ymcadc.org

INTERNET SITES

American Psychological Association:
Articles on bullying.
www.apa.org/topics/bullying/index.aspx

Bullying Prevention and Intervention:
Information for parents on bullying.
www.nasponline.org/resources/listingb.aspx

Bullying Prevention Institute:
Resources on bullying, bullying prevention, parent involvement, and classroom practices.
www.bullyingpreventioninstitute.org

ConnectSafely:
Information for parents and teens on the impact of social networking.
www.connectsafely.org

IKeepSafe:
Information for parents to teach children the safe and healthy use of technology and the Internet.
www.ikeepSAFE.org

InfoMontgomery:
A collaborative effort of public and private agencies to provide detailed information about health, education and human resources for children, families, and adults.
www.infomontgomery.org

Los Ninos Abusivos Y Sus Victimas: Informacion Para Los Padres: Bullies and Victims: Information for Parents:
Bullying information in Spanish.
nasponline.org/crisisresources/spanish%20bullies.pdf

Montgomery County Public Schools:
Internet safety and cyber bullying information, videos, and resources. CyberSafety Hotline: 301-279-3669
www.montgomeryschoolsmd.org/info/cybersafety/

Montgomery County Public Schools:
Supports, services, and resources to help prevent bullying.
www.montgomeryschoolsmd.org/info/bullying/

National Education Association:
The ABCs of School Bullying; Tips for Parents and Teachers.
www.nea.org/tools/14837.htm

National School Safety Center:
Information on the prevention of school crime and violence.
www.schoolsafety.us

Striving To Reduce Youth Violence Everywhere (STRYVE):
Information on preventing violence committed by and against young people.
www.safeyouth.gov

NetSmartz:
Information on cyberbullying and internet safety.
www.netsmartz.org/Parents

Stop Bullying Now: Bully Safe Schools:
Practical, research-based strategies to reduce bullying in schools.
www.stopbullyingnow.com/index.htm



Take a Stand! Lend a Hand! Stop Bullying Now!
Information about bullying, as well as interactive videos and games for children.
www.stopbullying.gov/resources-files/sbn-discussion-guide.pdf

United States Department of Education:
Articles on bullying (type “bullying” in the search box).
www.ed.gov/pubs

Montgomery County Public Schools Bullying, Harassment, or Intimidation

Montgomery County Board of Education
Policy JHF: *Bullying, Harassment, or
Intimidation*

MCPS Regulation JHF-RA: *Bullying,
Harassment, or Intimidation*



Safe Schools Promote Social Emotional Learning (SEL)

3

Creating an environment
that is free of bullying,
harassment, or
intimidation so that
schools are safe places in
which to learn

- "...unwanted aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.
- In order to be considered bullying, the behavior must be aggressive and include:
 - ✓ An Imbalance of Power: Kids who bully use their power, such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people
 - ✓ Repetition: Bullying behaviors happen more than once or have the potential to happen more than once"

Source: www.stopbullying.gov. Retrieved May 14, 2013.

Bullying Is...

4

- Bullying, harassment, or intimidation, 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.
- It can be motivated by an actual or perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, or physical or mental ability or disability.
- It is threatening or seriously intimidating.
- It occurs on school property, at a school activity or event, or on a school bus.
- It substantially disrupts the orderly operation of a school.

When Bullying Becomes a School Issue...

6

- ...may exhibit:
 - ✓ Lack of empathy for others and pro-violent attitudes,
 - ✓ Anger issues and impulsivity, or
 - ✓ A low tolerance for frustration.

- ...may have:
 - ✓ Families who handle conflicts with fighting, criticism, and name-calling,
 - ✓ Limited parental supervision and involvement, or
 - ✓ Parents who have inconsistent, harsh, or extremely permissive discipline styles.

Bullies...

7

- There are three types of bullying:
 - ✓ Verbal bullying is saying or writing mean things.
 - Examples include teasing, name calling, inappropriate sexual comments, taunting, threatening to cause harm.
 - ✓ Social bullying, or relational bullying, involves hurting someone's reputation or relationships.
 - Examples include leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, embarrassing someone in public
 - ✓ Physical bullying involves hurting a person's body or possessions.
 - Examples include hitting/kicking/pinching, spitting, tripping/pushing, taking or breaking someone's things, making mean or rude hand gestures.

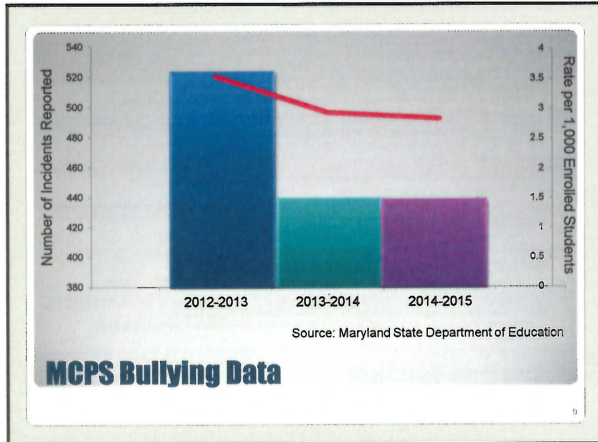
Types of Bullying

8

- Academic Problems
 - ✓ School avoidance
 - ✓ Truancy
 - ✓ Higher drop-out rate
 - ✓ Lower grades and trouble learning
 - ✓ Low self-esteem
 - ✓ Low self-confidence
- Health Problems
 - ✓ Loss of appetite
 - ✓ Stomach aches
 - ✓ Vomiting
 - ✓ Headaches
 - ✓ Loss of sleep
 - ✓ Nervousness
 - ✓ Anxiety
 - ✓ Depression
 - ✓ Loneliness

Being Bullied May Lead To ...

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Bullying, Harassment, or Intimidation Reporting Form
 MCPS Form 230-35
 Revised 2012

Department of Student Services
 18001 Greenbelt Road, Greenbelt, MD 20770

Parents, guardians, students, and staff members may complete this form.

Start Process

- MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*, may be completed by a student, parent/guardian, close adult relative, or staff member. The form should be submitted to the school principal.

Within 2 days

- The school principal/designee investigates the incident and documents the findings by completing MCPS Form 230-36. These forms are maintained in a confidential file in the school office. They are not maintained in a student's cumulative file.

Within 24 hours

- The school principal and/or designee will contact the parents of all students involved in the incident of bullying, harassment, or intimidation within 24 hours of completing the investigation. The school will take immediate and appropriate steps to discipline the offender, support the student who was bullied, and protect the student from reprisals prevent recurrence.

Within 2 weeks

- Designated school staff will conduct separate conferences with the student who was bullied and the student who bullied within two weeks after the investigation to verify the bullying, harassment, or intimidation has ceased.

Checked in OASIS

- Using both MCPS Form 230-35 and Form 230-36, school staff complete an entry/report in the OASIS bullying module for the victim only. A confidential file of the bullying reports is kept in the school's administrative office.

4 weeks

- Another follow-up conference or conversation will be held with the student who was bullied and the student who bullied four weeks after the investigation to verify that the bullying, harassment, or intimidation has ceased.

The confidential file does not articulate with any students.

Maria texted her girlfriend, Latisha, and described her dreams about Jose asking her to go to the prom. Latisha then sends out a text to all her girlfriends describing how Maria feels about Jose. It ends up on Facebook. Jose's girlfriend gets upset and places a picture of Maria's head on a nude woman's body and calls her a slut. What should Maria do? What should the school do?

Turn to an elbow partner and discuss what you would do

What Would You Do: High School

Sam's father calls the counselor at his son's middle school and says that he saw Sam's Facebook page. Sam is being taunted by some other students who say that Sam is gay and likes to hang out with boys rather than girls. He is being cyber-bullied. What actions should be taken?



Turn to an elbow partner and discuss what you would do

What Would You Do: Middle School

13

Proactively increase SEL competencies.

- Intervene**
 - Stop the bullying behavior when it occurs and ensure that all involved are safe.
- Gather Information**
 - Speak privately to the students, including bystanders.
- Set Expectations**
 - Name the bullying behavior and refer to the school rules.
- Document**
 - Encourage the students who are bullied to complete a report of bullying.
- Set Consequences and Report to Administration**
 - Impose appropriate, immediate remedial actions or consequences. Make a report!
- Reinforce Supportive Climate**
 - Support the victim; Encourage and praise bystanders/witnesses who report acts of bullying.

What Can You Do?

15

Maria comes in after recess and tells you that her friend Sophia tripped her. She tells you that this is happening daily. Sophia calls Maria names, and encourages others to exclude Maria from sitting with them at lunch and playing during recess. What should the school do?



Turn to an elbow partner and discuss what you would do

What Would You Do: Elementary School

14



What are Your Schools Current Prevention and Intervention Strategies?

16

- Foster positive relationships and interactions with students.
- Supervise in all areas of the school building.
- Provide prompt, fair, and consistent enforcement of bullying policies.
- Teach students strategies for dealing with peer issues, including bullying.
- Model desired attitudes and behaviors.
- Implement classroom guidance lessons and small group counseling.
- Consider peer tutoring and mentoring activities.
- Establish culture of acceptance.

Prevention and Intervention

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- Montgomery County Board of Education Policy JHF: *Bullying, Harassment, or Intimidation*
- MCPS Regulation JHF-RA: *Bullying, Harassment, or Intimidation*
- Community Resources and Internet Sites Regarding Bullying
- *Problem Solving for Student Success*

Resources

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Working together, we can create and maintain a school environment free from bullying and where every student feels comfortable, supported, and safe!



16

Elementary

- Positive Behavioral Interventions and Supports (PBIS)
- Stop Bullying Now
- No Putdowns
- Bullyproofing Your School
- Second Step
- Character Counts
- Stop Picking on Me
- Stand Up Against Bullies

Secondary

- Positive Behavioral Interventions and Supports (PBIS)
- Stop Bullying Now
- Student Assistance Program
- It's All About Respect
- Bullyproofing Your School
- Second Step
- Character Counts
- The Bully, The Bullied, and Beyond

Resource Materials

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- Announcements and meetings prior to the opening of school and during the first week of school;
- Newsletters and Connect-ED messages;
- School's website;
- Parent Teacher Association meetings; and
- Ready availability of MCPS Form 230-35 in multiple school locations, including the administrative office, counselor's office, media center, health room and as a link on the school website.

Disseminating Information on Bullying

21

- Langan, P. (2011). *Bullying in Schools*. Berlin, NJ: Townsend Press.
- Sanders, C. and Phye, G. D. (Eds.) (2004). *Bullying: Implications for the Classroom*. Cambridge, MA: Academic Press.
- Coloroso, B. (2009). *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence*. New York, NY: William Morrow Paperbacks.
- Beane, A. (2011). *The New Bully Free Classroom: Proven Prevention and Intervention Strategies for Teachers K-8*. Golden Valley, MN: Free Spirit Publishing.
- Garbarino, J. and deLara, E. (2003). *And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence*. New York, NY: Free Press.

Books for Educators

22

- www.stopbullyingnow.hrsa.gov
- www.stopbullyingnow.com
- www.bullying.org
- www.safeyouth.com
- www.cyberbullying.com
- www.safeyouth.org
- www.kidshealth.org
- www.pta.org/bullying.asp
- www.stopbullyingworld.com
- www.netSMARTkids.org/indexFL.htm
- www.youtube.com/watch?v=HDwWTXIJ9s*

Online Resources

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How do we stop the BULLYING?

What is bullying?

Bullying, harassment, or intimidation means intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is:

- 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,
- threatening or seriously intimidating; and,
- occurs on school property, at a school activity or event, or on a school bus; or,
- substantially disrupts the orderly operation of a school

"Electronic communication" means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.

What should I do if I think my child is being bullied?

- Stay calm, listen, and let your child know you will work together to stop the bullying – do not ignore it.
- Do not try to contact parents of the children involved – let school staff assist.
- Set up a meeting with your child's teacher or counselor.
- **Complete the school *Bullying, Harassment or Intimidation Reporting Form 230-35*. (Found in counseling and main offices at school, or on the school's website).**
- Speak with the school counselor or pupil personnel worker (PPW) to find out what school resources are available to help support your child.
- Work with school staff to develop a plan of support for your child – include plans for keeping your child safe at school, especially during class breaks, lunch, recess and transportation to and from school. If interested, inquire about a restorative conference to repair relationships and strengthen the community.

What should my child do if being bullied or witnessed bullying?

- Speak out and report bullying immediately to school staff or a trusted adult.
- **Ask to complete the school *Bullying, Harassment or Intimidation Reporting Form 230-35*.**
- Stay calm and don't get involved in a fight – your child could get hurt or suspended from school.
- Participate in a meeting with parents and school staff to develop a plan of support.

When should I contact school security or the police?

- If your child is threatened with a weapon.
- If bullying includes criminal acts such as assault, extortion, theft, or vandalism.

What can I do if my child is bullying others?

- Speak up and tell your child that what he or she is doing is considered bullying.
- Encourage them to respect other children's rights to be themselves, to choose their friends and to feel safe at school.
- Talk to them about the consequences of being a bully: it hurts their relationships with others, people befriend them out of fear, and they could get suspended from school.
- Set up a meeting with your child's teacher or counselor to develop a plan of support. (Ask them to invite the PPW to the meeting).
- Find out what school resources are available to help; seek community resource to address any possible mental health concerns.
- Monitor your child's behavior.

QUICK REFERENCE: Student Bullying, Harassment*, or Intimidation Reporting Procedures

***Sexual Harassment Incidents process is outlined on a separate quick reference form**

If a staff member is notified that an incident of bullying, harassment, or intimidation is in process, the staff member responds quickly to intervene.

1. **COMPLAINT:** Student, staff member, parent/guardian, or bystander makes a verbal or written report to any staff member.
2. **COMPLETE MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*:** must be completed by a staff member, student, parent/guardian, or close relative. Staff members will assist the student/parent/guardian if they cannot or do not complete the form.
3. **SUBMIT THE COMPLETED FORM TO THE PRINCIPAL/DESIGNEE**
4. **INCIDENTS REQUIRING ADDITIONAL NOTIFICATION(S):**
 - a. Some acts of bullying, harassment, or intimidation also could be considered serious incidents as defined by MCPS Regulation COB-RA, *Reporting a Serious Incident*. In these cases, the procedures outlined in MCPS Regulation COB-RA must be followed by the school administrator/designee and OSSI must be notified. OSSI will create an incident report in the Incident Management System (IMS).
 - b. Serious incidents may also require calling the Montgomery County Police Department (MCPD) at 911 or 301-279-8000.
5. **INVESTIGATION BY THE PRINCIPAL/DESIGNEE:**
 - a. Within two days of completion of MCPS Form 230-35, the Principal (or designee) must complete the investigation. (If police are involved, confirm that school's information gathering will not interfere with police investigation.)
 - b. **MCPS Form 230-36, *Bullying, Harassment or Intimidation Incident School Investigation Form*** is used to investigate all student sexual harassment incident reports.
 - c. Move the incident record in IMS to the "**updated**" status within 24-48 hours of reporting the incident to OSSI and include the participants and a brief incident description.
6. **INTERIM MEASURES TO ENSURE STUDENT SAFETY WHILE INVESTIGATION IS PENDING, SUCH AS:**
 - a. Rearranging schedules or placing restrictions on contact
 - b. Providing individual counseling services and community resources, medical services, tutoring
 - c. Removing negative grades or evaluations that resulted from the harassment from the student's record, or allowing a student to retake a test or class
7. **PARENT/GUARDIAN NOTIFICATION:** The school principal and/or designee will contact the parents/guardians of all students involved in the incident of harassment within 24 hours of

QUICK REFERENCE: Student Bullying, Harassment*, or Intimidation Reporting Procedures

completing the investigation and report the investigation findings and summary of the outcome.

8. PREVENTING BULLYING, HARASSMENT, INTIMIDATION, AND RETALIATION:

Incident-specific examples:

- Taking appropriate disciplinary action per the MCPS Student Code of Conduct
- Providing, if necessary, services (community resources) to the victim to address the effects of the bullying, harassment, or intimidation
- Preventing retaliation
- Considering whether students should be separated
- Ensuring victims and their families know how to report subsequent problems with bullying, harassment, or intimidation
- Conducting follow-up inquiries to confirm that there have not been any new instances of bullying, harassment, intimidation, or retaliation

School-wide examples:

- Providing training or other interventions for the larger school community
- Distributing anti-harassment/anti-bullying materials to students and parents

9. RECORD KEEPING

Both Forms 230-35 and 230-36 are maintained in a confidential file in the school office. These documents are **not** included in a student's cumulative/confidential file.

Information from MCPS Form 230-36, *Bullying, Harassment, or Intimidation Investigation Form* is entered into OASIS in the BULLYING module under the name(s) of **each of** the alleged victim(s) and includes information about the alleged bully(ies) in the, "Add Offender" and "Offender Detail" tabs.

REFERENCES:

- [MCPS Regulation JHF-RA , *Bullying, Harassment, or Intimidation*](#)
- [Board Policy JHF, *Bullying, Harassment, or Intimidation*](#)
- [MCPS Regulation COB-RA, *Reporting a Serious Incident*](#)

All Compliance Documents can be found in the Principals' Folder on myMCPS at <https://goo.gl/ZboJ6W>

Need Help? Contact the Compliance Unit at 240-740-3215 or visit our website at <https://goo.gl/BhyowP>

[Date]

Dear [Parent/Guardian]:

MCPS is committed to maintaining an environment in which all students can learn in an atmosphere free from all forms of bullying, harassment, and intimidation. The purpose of this letter is to follow up on our [call/meeting] on [date] when we informed you of the next steps following the investigation of the allegation of [bullying/harassment/intimidation] by the other student(s).

We have followed MCPS policies and procedures in response to the allegations. The investigation revealed that the alleged conduct did, in fact, occur. On [date], [include brief description of action]. This behavior is not appropriate and will not be tolerated (see MCPS Regulation JFA-RA, *Student Rights and Responsibilities* and A Student's Guide to Rights and Responsibilities in Montgomery County Public Schools). As a result, we are taking the following steps: *[Note: Select/delete as appropriate from the list below]:*

- [The other student(s)] [has/have] received disciplinary action in accordance with the MCPS Student Code of Conduct.
- For the remainder of the school year, the other student will no longer attend [Name of School].
- [Lunch/recess/locker/classroom/schedule] has been changed for [child's name/the other student].
- The students have been directed to limit contact with each other to the extent possible.
- Implementing increased supervision and monitoring of [insert description of location or activity].
- [Counselor name] will continue to be available and has created a safety plan for [child's name] when he/she needs additional support.
- We have explained to the students that any acts of retaliation are strictly prohibited and will be addressed. Please encourage your child to inform you and/or a staff member if any incidents of bullying or harassment occur in the future.

If you or [child's name] have further questions, please let me know. Alternatively, you may follow the procedures described in MCPS Regulation KLA-RA, *Responding to Inquiries and Complaints from the Public* and access supportive community resources for families at:

<http://www.montgomeryschoolsmd.org/info/bullying/>

We remain committed to providing a safe and welcoming learning environment for all of our students. Our staff will continue to be vigilant in monitoring and supervising our students while they are entrusted to our care.

Sincerely,

[Principal name]

[Date]

Dear [Parent/Guardian]:

MCPS is committed to maintaining an environment in which all students can learn in an atmosphere free from all forms of bullying, harassment, and intimidation. The purpose of this letter is to follow up on our [call/meeting] on [date] when we informed you of the next steps following the investigation of the allegation of [bullying/harassment/intimidation] by the other student(s).

We have followed MCPS policies and procedures in response to the allegations. The investigation revealed that the allegations were [unfounded/inconclusive]. On [date], [include brief description of action]. Nevertheless, because Montgomery County Public Schools takes seriously all allegations of [bullying/harassment/intimidation], we have taken the following actions [*Note: Select/delete as appropriate from the list below*]:

- I have met with both students and reminded them of my expectations in accordance with MCPS Regulation JFA-RA, *Student Rights and Responsibilities* and A Student's Guide to Rights and Responsibilities in Montgomery County Public Schools.
- [Lunch/recess/locker/classroom/schedule] has been changed for [child's name and/the other student].
- The students have been directed to limit contact with each other to the extent possible.
- The following community resources are available to provide support to your [son/daughter]: [insert additional information].
- [Counselor Name] is available for continued support [and has spoken to the class to foster positive relationships and appropriate behavior].
- We have explained to the students that any acts of retaliation are strictly prohibited and will be addressed. Please encourage your child to inform you and/or a staff member if any incidents of bullying or harassment occur in the future.

If you or [child's name] have further questions or do not agree with the results of this investigation, please let me know. Alternatively, you may follow the procedures described in MCPS Regulation KLA-RA, *Responding to Inquiries and Complaints from the Public* and access supportive community resources for families on our website:

<http://www.montgomeryschoolsmd.org/info/bullying/>

We remain committed to providing a safe and welcoming learning environment for all students. Staff will continue to be vigilant in monitoring and supervising our students while they are entrusted to our care.

Sincerely,

[Principal name]

[Date]

Dear [Parent/Guardian]:

MCPS is committed to maintaining an environment in which all students can learn in an atmosphere free from all forms of bullying, harassment, and intimidation. The purpose of this letter is to follow up on our [call/meeting] on [date] when we informed you of the next steps following our investigation of the allegation of [bullying/harassment/intimidation] by [child's name] toward the other student.

We have followed MCPS policies and procedures in response to the allegations. Our investigation revealed that the alleged conduct did, in fact, occur. On [date], [include brief description of action]. This behavior is not appropriate and will not be tolerated (see MCPS Regulation JFA-RA, *Student Rights and Responsibilities* and A Student's Guide to Rights and Responsibilities in Montgomery County Public Schools). As a result, we are taking the following steps: [Note: Select/delete as appropriate from the list below]

- [Child's name] has received [disciplinary action] in accordance with the MCPS Student Code of Conduct.
- A change of school assignment (COSA) has been approved for [child's name].
- [Lunch/recess/locker/classroom/schedule] has been changed for [child's name].
- The students have been directed to limit contact with each other to the extent possible.
- Implementing increased supervision and monitoring of [insert description of location or activity].
- [Counselor Name] is available for support [and has spoken to the class to foster positive relationships and appropriate behavior].
- We have explained to the students that any acts of retaliation are strictly prohibited and will be addressed. Please encourage your child to inform you and/or a staff member if any incidents of bullying or harassment occur in the future.

If you or [child's name] have further questions or do not agree with the results of this investigation, please let me know. Alternatively, you may follow the procedures described in MCPS Regulation KLA-RA, *Responding to Inquiries and Complaints from the Public* and access supportive community resources for families on our website:

<http://www.montgomeryschoolsmd.org/info/bullying/>

We remain committed to providing a safe and welcoming learning environment for all of our students. Our staff will continue to be vigilant in monitoring and supervising our students while they are entrusted to our care.

Sincerely,

[Principal name]