

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

November 14, 2018

MEMORANDUM

To: Members of the Board of Education  
From: Jack R. Smith, Superintendent of Schools  
Subject: Bullying Resources

**Question**

Ms. Jill Ortman-Fouse asked what resources are available to students who are bullied at school.

**Response**

Montgomery County Public Schools (MCPS) takes each report of bullying seriously and is committed to creating a safe school environment in which all students are equipped and ready to learn. The resources and interventions for each reported incident of bullying are unique to the particular situation and there often are multiple factors that may contribute to bullying incidents. Responses, resources, and interventions to bullying incidents necessarily must address these factors.

Resources that may be offered to the students and families involved in a bullying incident include:

- Individual or small-group counseling with school-based mental health providers;
- Restorative justice conferencing to understand and repair the harm that was caused to the relationship;
- Study circles;
- Consultation with staff in the Office of Student and Family Support and Engagement (OSFSE) for schools to develop and plan for bullying prevention, intervention, reporting, and response;
- Resources and information on [cyberbullying](#) and cybersecurity;
- Referral to community resources:
  - Montgomery County Crisis Center
  - Family Services, Inc.
  - EveryMind
  - YMCA Regional Youth Services
  - Positive Youth Development
  - Kensington Wheaton Youth Services
  - Voices VS Violence (Mental Health Association of Montgomery County)
  - Identity, Inc.

- Online resources:
  - [Stopbullying.gov](http://stopbullying.gov)
  - ConnectSafely (<https://www.connectsafely.org>)
  - National School Safety Center (<http://www.schoolsafety.us>)
  - Netsmartz ([www.netsmartz.org](http://www.netsmartz.org))

All schools are required to implement schoolwide bullying, harassment, or intimidation prevention programs. These programs may include a system of positive behavioral supports, character education, violence prevention, and classroom guidance lessons. During classroom guidance lessons, school counselors use resources focusing on how to prevent bullying and what to do in a bullying situation. These lessons address appropriate social skills for making and keeping friends and ways to resolve conflicts in a peaceful manner. Schools implementing Positive Behavioral Interventions and Supports include bully prevention as part of their schoolwide efforts.

MCPS implemented [Regulation JHF-RA](#), *Student Bullying, Harassment, or Intimidation* (Attachment A), a companion to Board of Education [Policy JHF](#), *Bullying, Harassment, or Intimidation* (Attachment B), to explain the procedures to be implemented in every school to prevent bullying and to help those students who are victims of bullying. The policy and regulation require all staff members to participate in annual professional development on bullying prevention, intervention, and reporting.

MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form* (Attachment C), is used to report incidents of bullying and may be completed by any individual who witnesses or is aware of a bullying incident. The principal or designee is required to complete an investigation, contact the parents/guardians or all students involved in the bullying incident, and conduct separate, individual conferences with the student(s) who is bullied and the student(s) who bullied two weeks and four weeks after the incident to ensure that the bullying has ceased. [Information](#) on bullying, harassment, or intimidation also is available on the MCPS website. To support schools and the community in understanding and responding to bullying, including the complete process of reporting and investigating alleged incidents, staff in OSFSE is developing and will post Frequently Asked Questions to the website.

If you have any questions, 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:JTB:ear

Attachments

Copy to:

Executive Staff  
Ms. Webb

# REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

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**Related Entries:** ACA, ACF, ACF-RA, COG-RA, IGT-RA, JFA, JFA-RA, JGA, JGA-RA, JGA-RB, JGA-RC, JHF, JOA-RA

**Responsible Office:** Chief Academic Officer  
Deputy Superintendent of School Support and Improvement

## Student Bullying, Harassment, or Intimidation

### I. PURPOSE

Montgomery County Public Schools (MCPS) believes that academic achievement and social growth occur when students and staff feel safe. Bullying, harassment, or intimidation interferes with the safe operation of schools. Students who are bullied, students who bully, and students who are bystanders are at risk of experiencing a range of negative health, safety, and educational outcomes. This regulation provides procedures that address the prohibition of bullying in schools by implementing prevention, early intervention, remedial activities, and specific consequences as needed, and guard against reprisal or retaliation against individuals who report acts of bullying.

### II. DEFINITIONS

A. *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:

1. Either—
  - a) motivated by an actual or perceived personal characteristic as defined in Board of Education Policy ACA, *Nondiscrimination, Equity and Cultural Proficiency*; or
  - b) Sexual in nature, including descriptions or depictions of a student with the student's intimate parts exposed or while engaged in an act of sexual contact; or,
  - c) Threatening or seriously intimidating; and,

2. Either—
  - a) occurs on a school property, at a school-sponsored activity or event, or on a school bus; or,
  - b) Substantially disrupts the orderly operation of a school.
- B. Cyberbullying is a form of bullying, harassment, and intimidation. “Cyberbullying” means a communication transmitted by means of an electronic device and includes the use of social media sites. Cyberbullying shall include any future applications that fall under “electronic communication.”
- C. “*Electronic communication*” means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or tablet.
- D. Intervention activities are individual or small group approaches directed at specific occurrences and range in intensity, duration, and frequency based on the severity of the incident.
- E. *Intimate parts*, as defined in Annotated Code of Maryland, Education Article, §7-424, means the naked genitals, pubic area, buttocks, or female nipple.
- F. *Prevention activities* are those schoolwide activities that provide awareness of the prevalence, causes, and consequences of bullying, harassment, or intimidation for students who are bullied, bullies, and bystanders, and are part of a system of positive behavioral supports and school improvement efforts at all grade levels.
- G. *Sexual contact*, as defined in Annotated Code of Maryland, Education Article, §7-424, means sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex.

### III. PROCEDURES

#### A. Prevention

All schools implement prevention and intervention strategies and/or activities that teach and reinforce responsible prosocial behavior. Included are:

1. Implementation and analysis of school climate surveys to guide local decision making related to prevention, intervention, and professional development.

2. Annual professional development activities for all staff members that focus on the prevalence and causes of bullying, harassment, or intimidation, social skill 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.
3. Professional development provided to staff members hired during the school year.
4. 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 grade levels.

**B. Intervention**

1. Collaboration with families and community stakeholders about the prevalence, causes, and the consequences of bullying, and the means to prevent it.
2. Education, counseling, or other direct interventions for students exhibiting bullying behaviors. Interventions may include, but will not be limited to, teaching replacement behaviors and social skills, increasing self-awareness, development of empathy and tolerance, and sensitivity to and appreciation of diversity.
3. Restorative practices and remedial approaches planned through collaboration with families and other community stakeholders that are designed to correct bullying behavior, implement skill building that targets self-advocacy and self-esteem, prevent future occurrences, and protect victims from retaliation and/or further episodes of bullying.
4. A range of interventions proven to be effective in addressing the social-emotional, behavioral, and academic needs of students who bully in order to prevent further incidents.
5. Information for staff members, students, and parents/guardians on social services, health, and behavioral health resources for those students who persist in engaging in bullying, harassment, or intimidation after the implementation of school interventions and for those students involved in bullying, harassment, or intimidation as perpetrators, students who are bullied, or bystanders whose mental or physical health, safety, or academic performance has been seriously impacted.

### C. Consequences

1. Recognition of positive behavioral changes by students who previously exhibited bullying behaviors, students who were bullied who are implementing strategies to offset the trauma of the bullying incident, and for students who were bystanders who have taken an active role in preventing future occurrences of bullying.
2. Consequences implemented for students committing acts of bullying, harassment, or intimidation, for students engaged in reprisal or retaliation, and/or students found to have made intentional false accusations, in alignment with the *MCPS Student Code of Conduct*.
3. Each school will include a list with a range of consequences for acts of bullying, harassment, or intimidation, in its School Discipline Plan. The consequences must be consistent with MCPS Regulation JFA-RA, *Student Rights and Responsibilities*, MCPS Regulation JGA-RB, *Suspension and Expulsion*, MCPS Regulation JGA-RC, *Suspension and Expulsion of Students with Disabilities*, and the *MCPS Student Code of Conduct*.

## IV. REPORTING PROCEDURES

The following procedures will be used for reporting incidents of bullying, harassment, or intimidation, including acts of sexual harassment as required by Board Policy ACF, *Sexual Harassment*:

- A. 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.
- B. 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, close relative of a student, in completing the form.
- C. 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.

## V. INVESTIGATION PROCEDURES

The following procedures will be used when investigating acts of bullying, harassment, or intimidation:

- A. 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.
  1. The investigation must be documented by completing MCPS Form 230-36, *Bullying, Harassment, or Intimidation Incident School Investigation Form*.
  2. 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.
- B. 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 OASIS in accordance with established procedures.
- C. 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.
- D. 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.
- E. 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.

- F. 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.
- G. 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.  
  
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.
- H. The Office of School Administration, Office of Student and Family Support and Engagement, and the Office of School Support and Improvement will monitor reporting and investigations and serve as a resource to schools on these issues.
- I. 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*.

## VI. PROCEDURES FOR STUDENTS WITH DISABILITIES

- A. If it is believed that incidents or a pattern of bullying may be affecting a student's receipt of a Free and Appropriate Public Education (FAPE) under either *Section 504 of the Rehabilitation Act*, or the *Individuals with Disabilities Education Act (IDEA)*, staff members shall initiate an Individualized Education Program (IEP) team or Section 504 committee meeting.
- B. The IEP team or Section 504 committee shall review the student's IEP or Section 504 plan and determine if any change should be made to these plans in response to the effects of the bullying, if any, on the student's receipt of FAPE.

**VII. AVAILABILITY OF REPORTING FORM**

- A. MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*, should be available in all schools in the administrative office, counselor's office, media center, and health room.
- B. MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*, is available on the MCPS website.
- C. School administrators will inform staff members about the availability of MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*, at the start of each school year, and provide reminders periodically throughout the school year.
- D. School administrators will inform students about the availability of MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*, during orientation sessions in classes during the first week of school, and with reminders periodically throughout the year.
- E. School administrators will inform parents/guardians about the availability of MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*, and MCPS' *Community Resources and Internet Sites Regarding Bullying* in the beginning-of-the-year information sent to students and their parents/guardians, in school newsletters, system e-mail, and at the first Parent Teacher Association (PTA) and school meeting of the school year.
- F. If the school has a student or parent/guardian handbook, information about the availability of MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*, should be included.
- G. Students will be informed that they may submit the bullying report form to any staff member (to deliver to the principal). A secure box may be placed in a location or locations selected by school administrators so that students may submit a completed reporting form if they feel uncomfortable submitting the form in person. If a school sets up a secure box, the principal must make sure students, parents/guardians, and staff members are aware of its location and make sure the box is checked/emptied each school day.

**VIII. SUPPORT SERVICES**

The following supports are available to the student who is bullied, the student who bullies, and the student who is a bystander. The list is not exhaustive, and schools are not restricted from other approaches or community resources known to be effective and consistent with Montgomery County Board of Education policies and MCPS regulations.

A. School/System

1. Education
2. Classroom guidance and small group counseling
3. MCPS “School Resources for Harassment, Intimidation and Bullying” handbook
4. Collaborative Problem Solving/Educational Management Team processes
5. Positive Behavioral Interventions and Supports (PBIS)
6. Functional Behavioral Assessments (FBA)
7. Behavioral Intervention Plan (BIP)
8. Comprehensive social skills training
9. Character Education
10. Anger management training
11. Cognitive Behavioral Counseling
12. Parent/guardian involvement
13. Parent/guardian training/workshops
14. Peer support groups
15. Schedule modifications
16. School improvement plan
17. Restorative Practices

B. Community/Family

A resource list, *Community Resources and Internet Sites Regarding Bullying*, is available from school offices and the MCPS website.

**IX. MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) CONTACT:**

Deborah Nelson, Ph.D., NCSP  
Section Chief, School Safety and Psychological Services  
Division of Student, Family and School Support  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201  
410-767-0294  
Email: [Deborah.nelson@maryland.gov](mailto:Deborah.nelson@maryland.gov)

**X. REVIEW**

This regulation will be reviewed every five years, beginning January 1, 2017.

**Related Sources:** *Annotated Code of Maryland*, Education Article, §7-424, §7-424.1, and §7-424.3.

**Regulation History:** New regulation June 4, 2010; revised October 27, 2014; non-substantive changes March 15, 2016; revised February 28, 2017, non-substantive revisions July 24, 2017; revised June 26, 2018.

# POLICY

## BOARD OF EDUCATION OF MONTGOMERY COUNTY

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Related Entries: ACA, IGT-RA, JFA-RA, JHF-RA  
Responsible Office: Chief Academic Officer

### **Bullying, Harassment, or Intimidation**

#### **A. PURPOSE**

The Montgomery County Board of Education is committed to an environment that is free of bullying, harassment, or intimidation so that schools are a safe place in which to learn. Bullying, harassment, or intimidation is disruptive to learning and can adversely affect academic achievement, emotional well-being, and school climate.

The Board is committed to prohibiting verbal, physical, or written (including electronic) bullying, harassment, or intimidation of any person on school property, on school buses, or at school-sponsored functions.

The Board is further committed to prohibiting reprisal or retaliation against individuals who report acts of bullying, harassment, or intimidation or who are bullied, witnesses, bystanders, or others with reliable information about an act of bullying, harassment, or intimidation.

#### **B. ISSUE**

1. The prevention of bullying, harassment, or intimidation as well as the prevention of retaliation against individuals who report acts of bullying, harassment, or intimidation requires a systemwide effort involving prevention and intervention training with students, administration, and school staff. Students who are bullied, and those who bully others, may experience a range of significant health, safety, and educational risks.
2. For the purposes of this policy and in accordance with Maryland law, the following definitions are used:
  - a) “*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:

- (1) Either—Motivated by an individual’s actual or perceived personal characteristic as defined in Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*; or,
    - (a) Sexual in nature, including descriptions or depictions of a student with the student’s intimate parts exposed or while engaged in an act of sexual contact; or,
    - (b) Threatening or seriously intimidating; and,
  - (2) Either—
    - (a) Occurs on a school property, at a school activity or event, or on a school bus; or,
    - (b) Substantially disrupts the orderly operation of a school.
- b) *Cyberbullying* is a form of bullying, harassment, and intimidation. “Cyberbullying” means a communication transmitted by means of an electronic device and includes the use of social media sites. Cyberbullying shall include any future applications that fall under “electronic communication.”
- c) “*Electronic communication*” means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or tablet.
- d) *Intimate parts*, as defined in Annotated Code of Maryland, Education Article, §7-424, means the naked genitals, pubic area, buttocks, or female nipple.
- e) *Sexual contact*, as defined in Annotated Code of Maryland, Education Article, §7-424, means sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex.

As used in this policy, bullying may include but not be limited to physical (hitting, pushing, shoving), verbal (being teased, threatened, coerced, made fun of, called derogatory names) or relational (spreading rumors, being left out or ostracized).

**C. POSITION**

Montgomery County Public Schools (MCPS) will implement a program to identify bullying, harassment, or intimidation; implement prevention programs that are proven to be effective, intervene when bullying, harassment, or intimidation occurs; implement intervention strategies; and provide outside referrals if needed. The prohibition of bullying, harassment, or intimidation in schools, and reprisal and retaliation against individuals who report acts of bullying, harassment, or intimidation, as well as consequences and remedial actions, must be included as a part of a systemwide prevention and intervention program. Components of such a program must include:

**1. Prevention and Intervention**

- a) Annual professional development for administrators and staff members to increase understanding and awareness of the prevalence, causes, and consequences of bullying, harassment, or intimidation, and to increase the use of research-based strategies, remedial measures, and consequences for preventing bullying, harassment, or intimidation. Professional development also should include how to respond to students who are bullied, students who bully, and students who are bystanders.
- b) Student involvement in bullying, harassment, or intimidation prevention efforts, such as programs that foster peer support, mutual respect, sensitivity to diversity and culture which encourage students to report incidents of bullying to adults.
- c) Communication and interaction with families and the community to inform parents/guardians about the prevalence, causes, and consequences of bullying, harassment, or intimidation and strategies for supporting their children.
- d) Collaboration with community health and mental health resources to communicate that bullying, harassment, or intimidation is a public health hazard and that health resources are available to students who are bullied, students who bully, and students who are bystanders.
- e) A range of interventions developed to prevent bullying, harassment, or intimidation while ensuring the safety of students who are bullied.

**2. Consequences and Remedial Actions**

Consequences and remedial actions for persons committing acts of bullying, harassment, or intimidation; for persons engaged in reprisal or retaliation; and for persons found to have made false accusations of bullying should be consistently

and fairly applied in accordance with MCPS Regulation JFA-RA, *Student Rights and Responsibilities*.

3. Procedures for Reporting Acts of Bullying, Harassment, or Intimidation
  - a) The system shall provide to schools procedures that are convenient, safe, private, and age-appropriate for reporting acts of bullying, harassment, or intimidation.
  - b) Students, staff, and parents/guardians shall be informed of the reporting procedures at each school, including the availability of MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*.
  - c) Reporting of bullying, harassment, or intimidation incidents shall be encouraged and supported by MCPS. MCPS shall communicate a clear message that reporting will lead to help for students who are bullied, students who bully, and students who are bystanders.
  
4. Procedures for the Prompt Investigation of Acts of Bullying, Harassment, or Intimidation.
  - a) The principal or designee shall promptly conduct an adequate, reliable and impartial investigation, including the opportunity for the parties to present evidence, into all reports of bullying, harassment, or intimidation. 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.
  - b) School administrators shall promptly notify parents/guardians of students involved in a bullying incident.
  - c) After the investigation has concluded, staff members will conduct individual and private conferences with both the student who was bullied and the student who bullied to determine if the bullying, harassment, or intimidation has continued.
  
5. Support Services to be Made Available to the Student Who is Bullied, the Student Who Bullies, and Bystanders

If a student expresses a desire to discuss an incident of bullying, harassment, or intimidation with a staff member, the staff member will make an effort to provide the student with a practical, safe, private, and age-appropriate way of doing so.

The system shall maintain and make readily available to students and families a list of support services that are available to students who are bullied, students who bully, and students who are bystanders within both the schools and the community.

**D. DESIRED OUTCOME**

Schools will provide prevention and intervention strategies, as well as consequences and support, to create an educational environment that is free of bullying, harassment, or intimidation.

**E. IMPLEMENTATION STRATEGIES**

1. The superintendent of schools will develop regulations for implementing this policy that specify the name and contact information of the Maryland State Department Education employee who is familiar with the reporting and investigating procedures in MCPS; procedures for reporting and investigating incidents of bullying, harassment, or intimidation, including notice to parents/guardians, and law enforcement, as applicable; support provided for students who are bullied, students who bully, and students who are bystanders; consequences or remedial actions; the process for publicizing those procedures; and monitoring data on occurrences.
2. The superintendent of schools will develop educational and professional development programs for students and staff in the effort to implement this policy and prevent bullying, harassment, or intimidation in schools.
3. All regulations developed in support of Board-adopted policies shall be sent to the Board as items of information.

**F. REVIEW AND REPORTING**

This policy will be reviewed in accordance with the Board policy review process.

Related Source: *Annotated Code of Maryland*, Education Article, §7-303.1, §7-424, §7424.1

**Policy History:** New policy adopted by Resolution No. 132-10, March 9, 2010; amended by Resolution No. 489-16, November 15, 2016; technical amendments by Resolution No. 319-17, June 26, 2017; technical amendments by Resolution No. 351-18, June 25, 2018.



# Bullying, Harassment, or Intimidation Reporting Form

MCPS Form 230-35  
July 2018

Office of Student and Family Support and Engagement  
MONTGOMERY COUNTY PUBLIC SCHOOLS • Rockville, Maryland 20850

*This form is to be confidentially maintained in accordance with the Safe Schools Reporting Act of 2005, Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.*

See Montgomery County Board Policy ACA, Nondiscrimination, Equity, and Cultural Proficiency, Board Policy JHF, Bullying, Harassment, or Intimidation, and MCPS Regulation JHF-RA, Bullying, Harassment, or Intimidation for additional information and definitions.

**DIRECTIONS: Complete this form 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. Return the completed form to the Principal at the alleged student victim's school. Contact the school for additional information or assistance at any time. Bullying, harassment, or intimidation are serious and will not be tolerated.**

In accordance with Maryland law, 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:

- (1) Either (a) motivated by an actual or perceived personal characteristic including race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, or language, or other legally or constitutionally protected attributes or affiliations; (b) sexual in nature; or (c) threatening or seriously intimidating; and
- (2) Either (a) occurs on school property, at a school-sponsored activity or event, or on a school bus; or (b) substantially disrupts the orderly operation of a school.

Cyberbullying is a form of bullying, harassment, and intimidation. "Cyberbullying" means a communication transmitted by means of an electronic device and includes the use of social media sites. Cyberbullying shall include any future applications that fall under "electronic communication." "Electronic communication" means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or tablet.

(PLEASE PRINT ALL INFORMATION)

Today's date \_\_\_\_/\_\_\_\_/\_\_\_\_ School \_\_\_\_\_ School System Montgomery County Public Schools

**Person Reporting Incident:** Name \_\_\_\_\_

Telephone \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ E-mail \_\_\_\_\_

Check an appropriate box:

- Student  Parent/guardian of a student  Close adult relative of a student  School staff  Bystander

1. Name of alleged student victim \_\_\_\_\_ Age \_\_\_\_ School \_\_\_\_\_

Name of alleged student victim \_\_\_\_\_ Age \_\_\_\_ School \_\_\_\_\_

Name of alleged student victim \_\_\_\_\_ Age \_\_\_\_ School \_\_\_\_\_

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 alleged offender 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
- Via internet—sent off school property     Via internet—sent on school property

6. Check the statement(s) that best describes what happened (choose all that apply).

- |                                                                                                                      |                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Any bullying, harassment, or intimidation that involves physical aggression (specify) _____ | <input type="checkbox"/> Related to the student's perceived sexual orientation                                                            |
| <input type="checkbox"/> Getting another person to hit or harm the student                                           | <input type="checkbox"/> Cyber bullying (e.g., social media including Facebook, Twitter, Vine, Snapchat, Periscope, Kik, Instagram, etc.) |
| <input type="checkbox"/> Teasing, name-calling, making critical remarks, or threatening, in person or by other means | <input type="checkbox"/> Electronic communications (e.g., e-mail, text, sexting, etc.)                                                    |
| <input type="checkbox"/> Demeaning and making the victim of jokes                                                    | <input type="checkbox"/> Gang related                                                                                                     |
| <input type="checkbox"/> Making rude and/or threatening gestures                                                     | <input type="checkbox"/> Gang recruitment                                                                                                 |
| <input type="checkbox"/> Excluding or rejecting the student                                                          | <input type="checkbox"/> Human trafficking/Prostitution recruitment                                                                       |
| <input type="checkbox"/> Intimidating, extorting, or exploiting                                                      | <input type="checkbox"/> Racial Harassment                                                                                                |
| <input type="checkbox"/> Spreading harmful rumors or gossip                                                          | <input type="checkbox"/> Sexual Harassment                                                                                                |
| <input type="checkbox"/> Related to the student's disability                                                         | <input type="checkbox"/> Sexual in nature                                                                                                 |
|                                                                                                                      | <input type="checkbox"/> Other (specify) _____                                                                                            |

7. Why did the harassment, intimidation or bullying occur? (alleged motives)

If you think the alleged motive of the bullying, harassment, or intimidation was motivated by actual or perceived personal characteristics including race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, or language, or other legally or constitutionally protected attributes or affiliations, please provide detailed information below.

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

9. Did a physical injury result from this incident?

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

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

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

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

11. Did a psychological injury result from this incident?

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

12. Is there any additional information you would like to provide? (Attach a separate sheet if necessary)

I understand that my electronic submission of this form and my electronic signature are intended to be, constitute, and are equivalent to my personal signature.

\_\_\_\_\_ /\_\_\_\_\_/\_\_\_\_\_  
Signature Date