

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 8, 2012

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON BULLYING**

ORIGINATOR: Renee A. Foose, Deputy Superintendent

**RESOURCE
PERSON(S):** Dale R. Rauenzahn, Executive Director, Student Support Services
Glenda Myrick, Coordinator, Safe and Drug-Free Schools

RECOMMENDATION

That the Board of Education receives the Report on Bullying.

Attachment I: Executive Summary
Attachment II: Power Point Presentation
Attachment III: Qualities of Character

Baltimore County Public Schools

Executive Summary

Bullying Report

Sometimes regarded as a “rite of passage,” bullying and harassment can no longer be considered as such. During the past two decades, the often devastating effects of bullying and harassment have evidenced themselves on the well-being of students and the climate of schools. Electronic and technological advances of the last ten years have unwittingly provided another outlet for bullying and harassment, “cyber-bullying.” Its message enters homes and communities and the resulting effects sometimes extend into schools when victims walk through the schoolhouse doors. Incidents of bullying, harassment, and intimidation have caused increasing concern among school personnel, students, parents, and public officials.

The Safe Schools Reporting Act of 2005 required each county and Baltimore City to report incidents of harassment or intimidation against students in public schools. This law also required MSDE to develop and distribute a standardized reporting form. In the 2008 legislative session, a series of bills passed that created new requirements. First, that the original bill would not sunset. Second, that school staff could now report incidents, which under the 2005 Act only students, parents, or close family relatives could report. Third and final change was that MSDE was required to develop and distribute a model bullying, harassment, and intimidation policy that the LEAs were to also use to develop a policy to be in place by September 1, 2009.

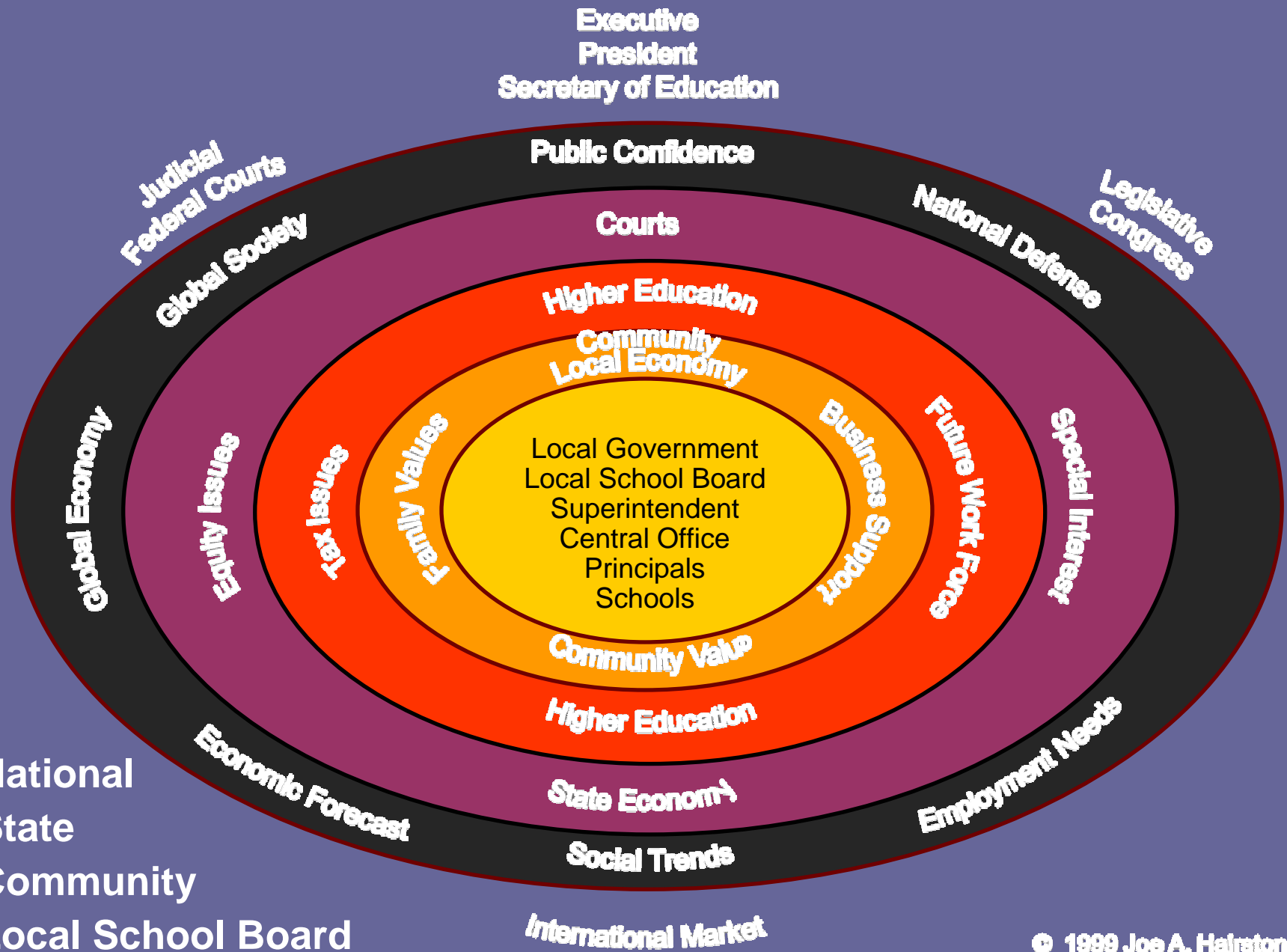
This presentation will show how Baltimore County Public Schools has met these requirements with a policy that defines bullying, harassment, and intimidation, is using Character Education as the foundation to prevent bullying and harassment, as well as other initiatives, and the mandates in place to investigate and address bullying when it occurs. Professional development and education provided to staff, students, and parents on this issue will be discussed.



Character Education: A Systemic Approach to Violence Prevention

Presentation to the Board of
Education
May 8, 2012

Variables That Influence Public Education in America



When Bullies Rule: Schools Offer a Lesson Plan on Bullies

School Bullying Is a Common Experience for Students, Survey Reports

Bullying Widespread in U.S. Schools, Survey Finds

NEWS & TRENDS
The Bullying Pulpit: Post-Columbine, Harassment Victims Take School to Court

Washington: Anti-bullying Measure Supported

BCPS Character Objectives

To Develop

- the wisdom and good judgment to make reasoned decisions

To Develop

- sense of justice that is informed by fairness, honesty, and civility

To Develop

- and demonstrate respect for self, respect for others, and respect for property

To Develop

- a positive attitude that reflects hope, enthusiasm, flexibility, and appreciation

BCPS Character Objectives

To
Demonstrate

- **compassion for others through the development of empathy, kindness, and service.**

To
Demonstrate

- **discipline and responsibility by exhibiting self-control and the willingness to admit mistakes and correct them.**

To
Demonstrate

- **tolerance and understanding of others regardless of race, gender, ethnicity, disability, national origin, religion, creed, socio-economic status, marital status, pregnancy, personal record, sexual orientation, or political belief.**

To
Demonstrate

- **pride in oneself and others by doing the best for self, family, school, and community and by respecting the achievements of others.**

BCPS Character Objectives

To exhibit

- personal and academic integrity through honesty, expressing beliefs in appropriate ways, and working to one's full potential.

Qualities of
Character
(15)

Respect for
others

Responsibility

Citizenship



Legislation

The Safe
Schools
Reporting Act
of 2005



Regulations Mandating Policy

***Board of Education Policy 5580: Students:
Bullying, Harassment, or Intimidation***

Adopted

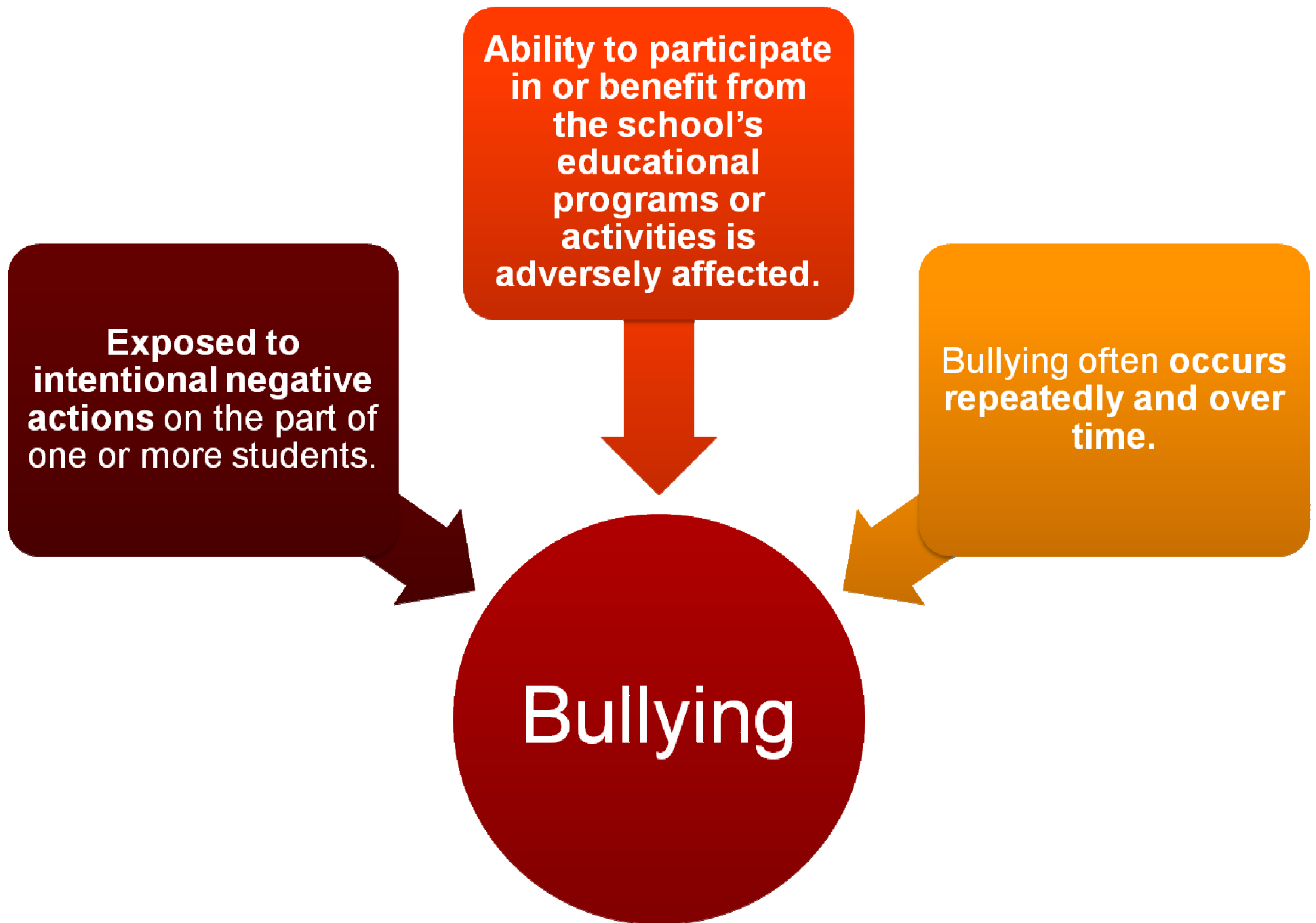


```
graph TD; A[Adopted] --> B[Prohibits]; B --> C[Monitors];
```

The diagram consists of three rounded rectangular boxes arranged vertically. The top box is dark red and contains the word 'Adopted'. A light gray arrow points from the bottom right of this box to the top right of the middle box. The middle box is a lighter shade of red and contains the word 'Prohibits'. Another light gray arrow points from the bottom right of the middle box to the top right of the bottom box. The bottom box is a grayish-brown color and contains the word 'Monitors'.

Prohibits

Monitors



Harassment

- Race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics
- Ability to participate in or benefit from the school's educational programs or activities is adversely affected.

Intimidation

- Subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority
- Ability to participate in or benefit from the school's educational programs or activities is adversely affected

Cyber-bullying

- Harassing, humiliating, intimidating, or threatening others on the Internet or via cell phones or other technology available to youth (e.g., e-mails, web pages, instant messaging, and other electronically communicated messages).



Why do Students Bully Other Students?

Need to
feel
powerful
and in
control

Derive
satisfaction
from
inflicting
injury and
suffering
on others

Seem to
have little
empathy
for their
victims

Defend
their
actions by
saying that
their
victims
provoked
them in
some way

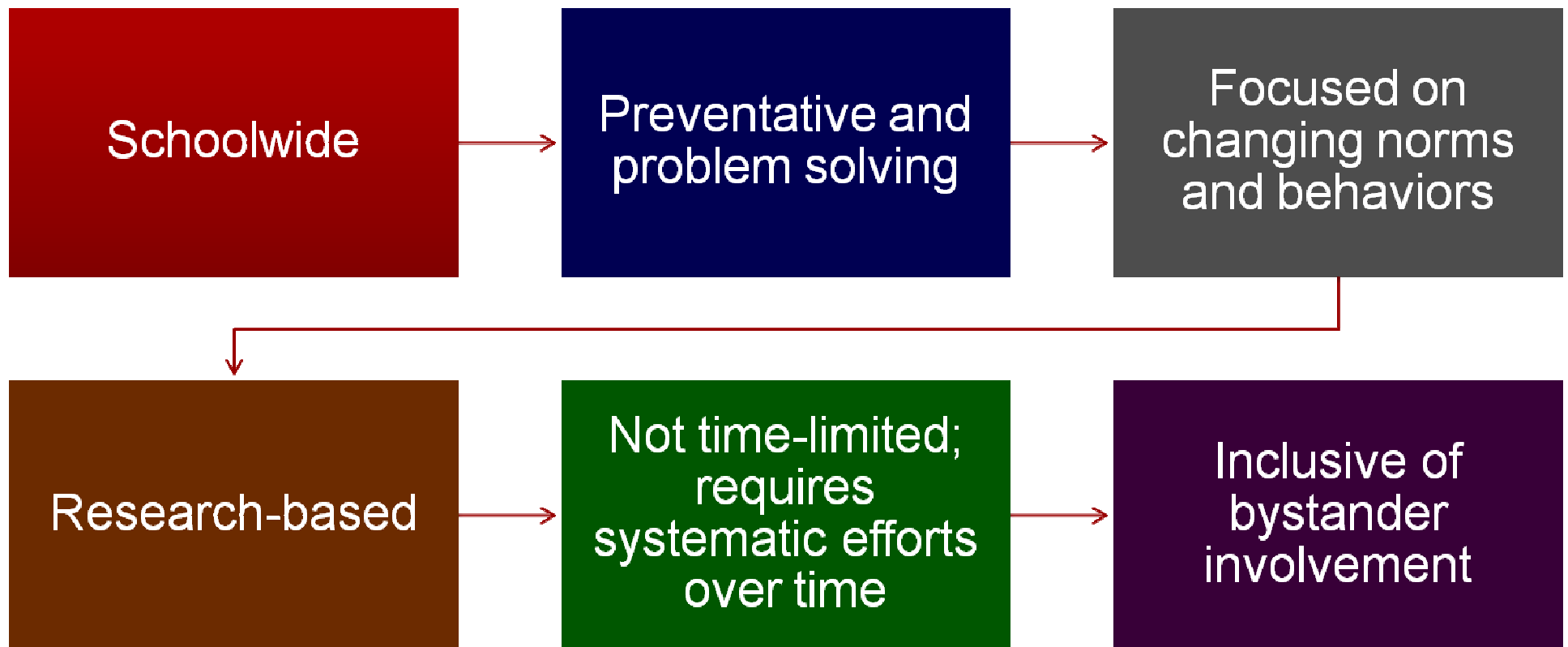
BCPS State Reports of Incidents

• 2007-2008	142	
• 2008-2009	119	
<hr/>		
• 2009-2010	302	Staff May Report
• 2010-2011	510	

Suspension Data for Bullying, Harassment, and Intimidation

- 2007-2008 248
- 2008-2009 309
- 2009-2010 413
- 2010-2011 474

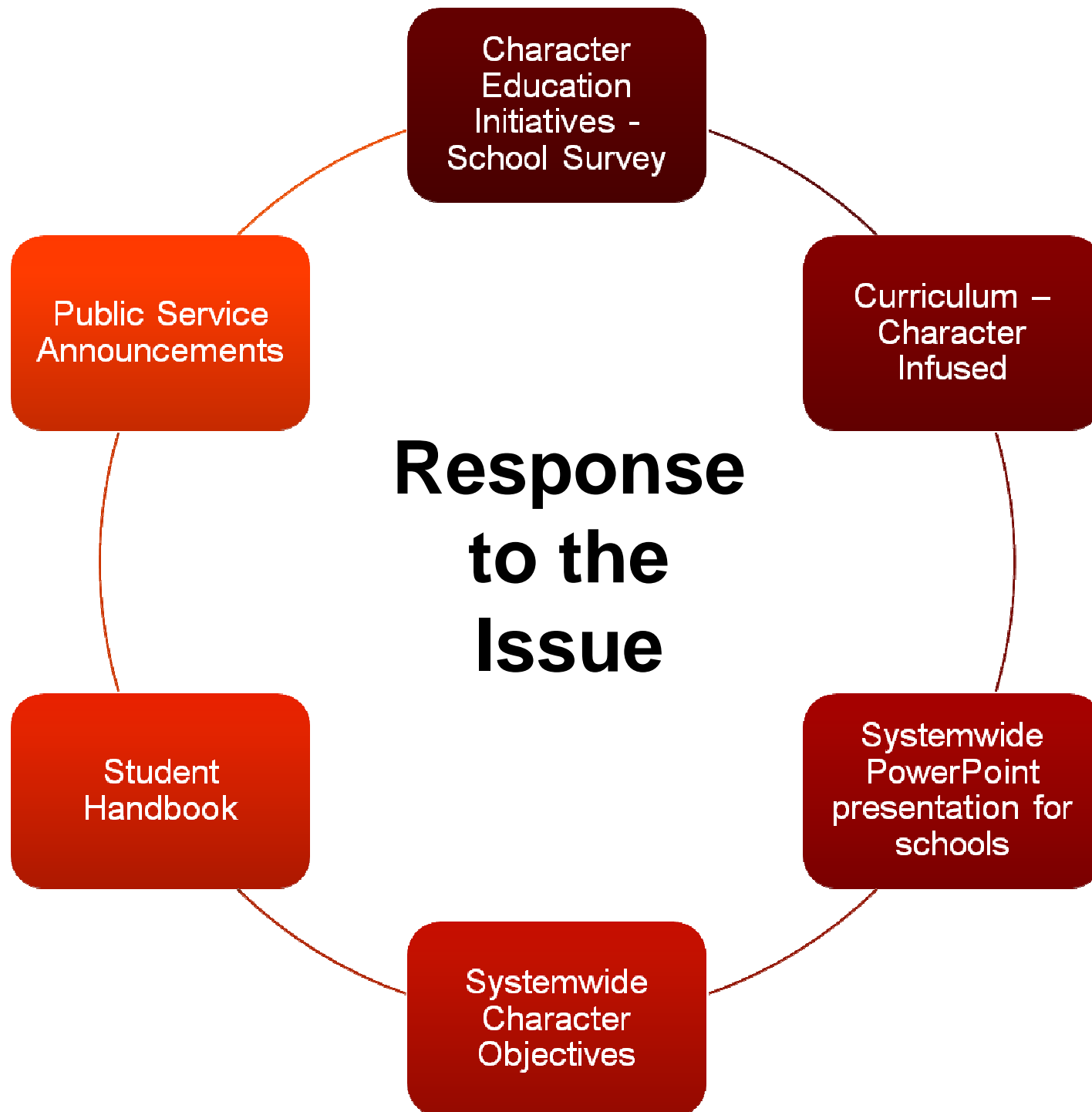
A Successful Bullying Prevention Program is...



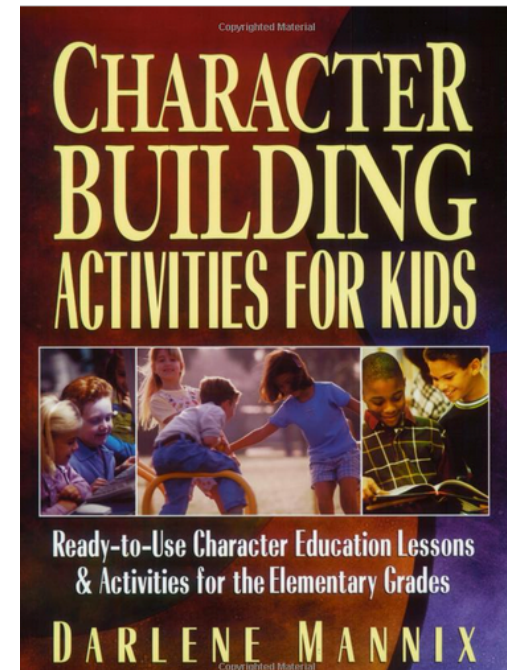
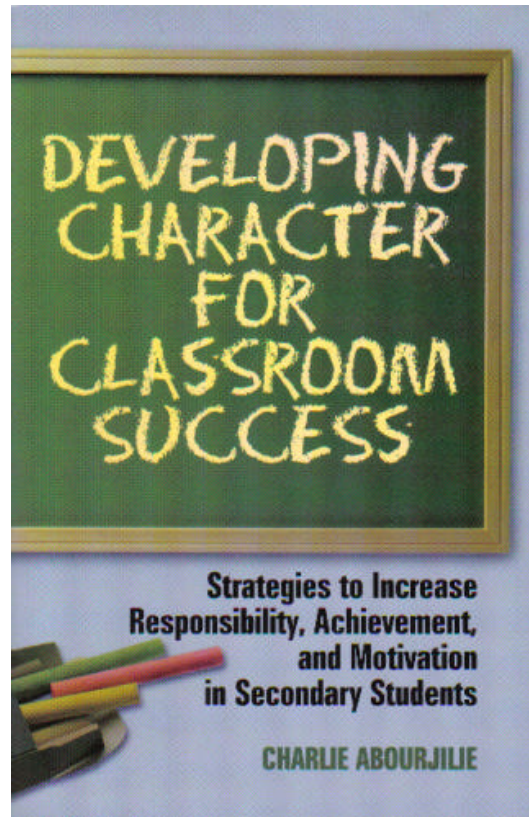
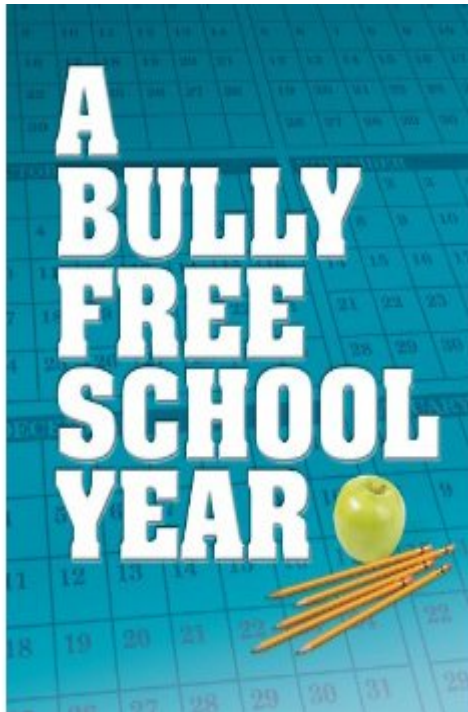
Performance Goal 4:
Implement an active
character education
program.

Response to the Issue

School Improvement
Plan



BCPS Response to the Issue

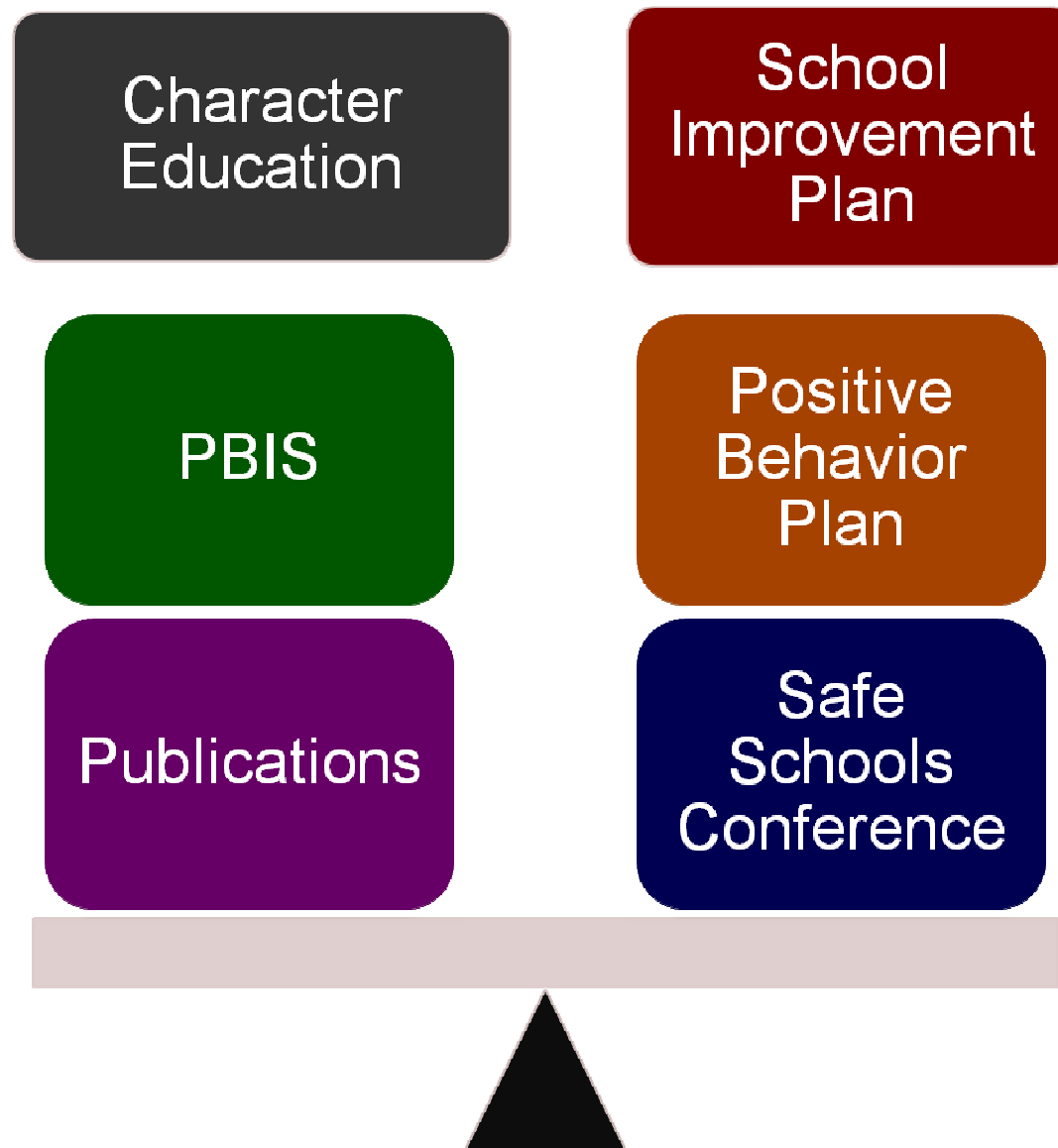




Bullying Prevention in the Health Education Curriculum

- Over 20 lessons in the K-12 health education curriculum.
- Students acquire content and skills related to:
 - respecting differences
 - building character
 - exhibiting politeness
 - controlling emotions
 - communicating clearly
 - managing peer pressure
 - preventing violence

Response to the Issue:



Response to the Issue



**Web site & Library
Media Services
Resources**

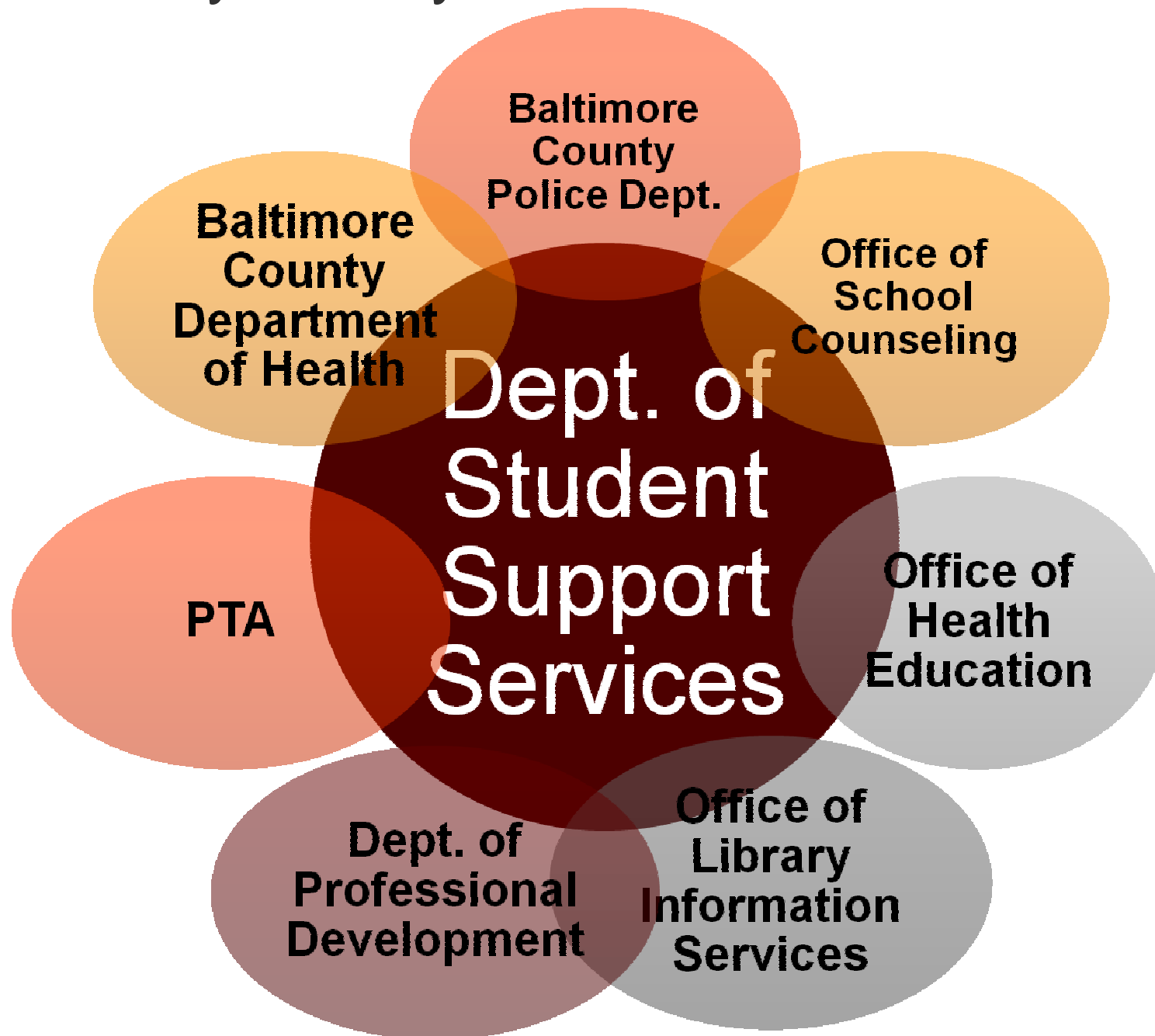
**Interdepartmental
Offices and
Interagency
Collaboration**

**Response
to the Issue**

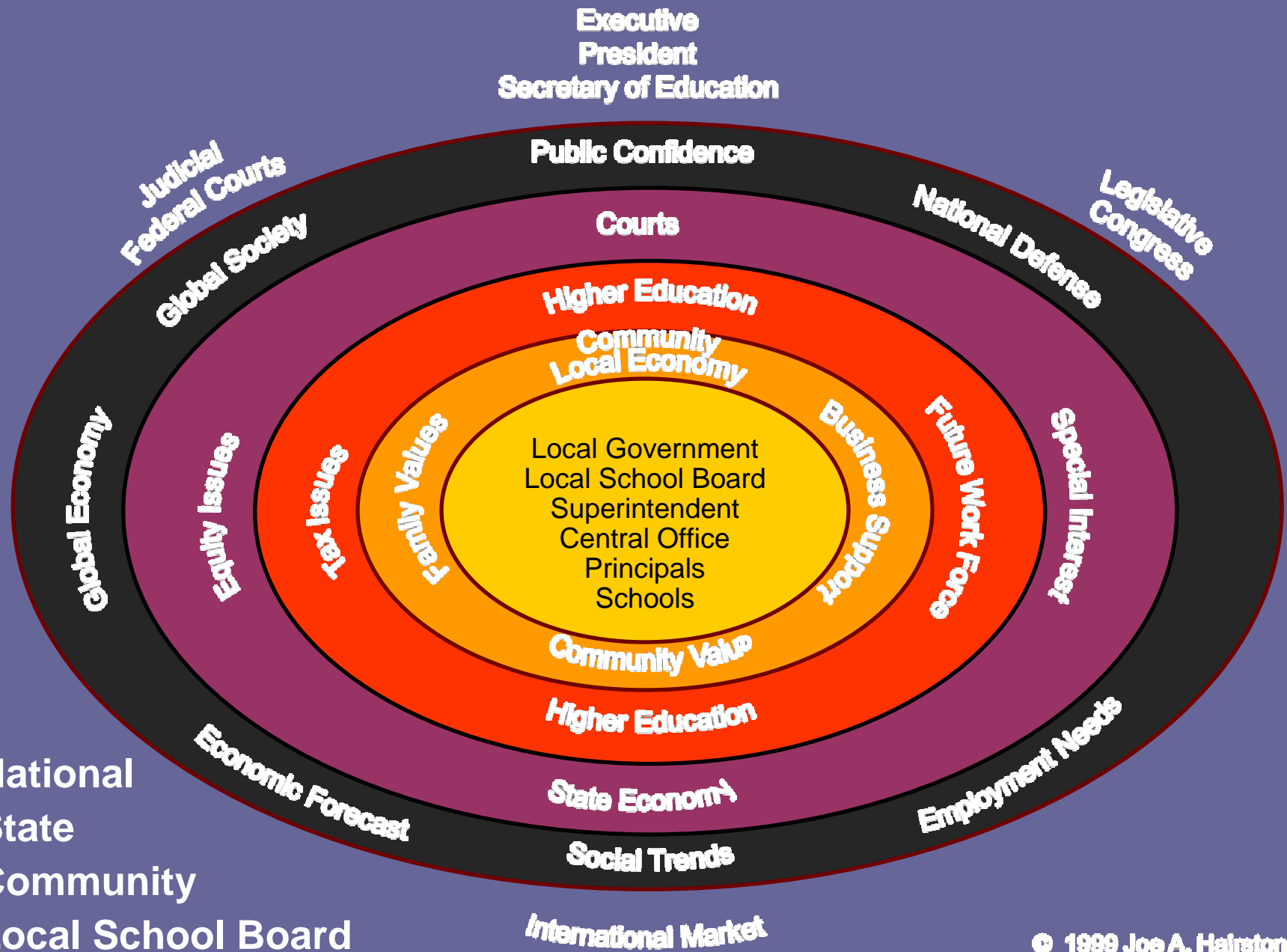
**Ongoing Professional
Development**

Staff Resources

County and Systemwide Collaborations



Variables That Influence Public Education in America



Contact Information

Department of Student Support
Services

(410) 887-0216

or visit

<http://www.bcps.org/offices/ssss/>

Qualities of Character

Citizenship

Courtesy

Excellence

Honesty

Human Worth

Integrity

Loyalty

Patriotism

Respect for Environment

Respect for Others

Responsibility

Self-Discipline

Self-Respect

Tolerance

Truth

