Bullying and Cyberbullying Responding Form

To be completed by the school principal or superintendent's designee promptly from the time that the Report Form is received.

Date the alleged incident of bullying was reported:

Name of school principal or superintendent's designee investigating the report of alleged incident(s) of bullying: _______ Position/title:

Details:

Person(s) reporting the alleged incident(s) of bullying (if indicated, but required if school staff, coaches or advisors):

Person who completed the Reporting Form (if indicated):

The person(s) reporting the alleged incident of bullying is: student parent grandparent guardian school staff coach advisor other _____

Name of the student(s) or adult(s) who was believed to have been bullied:

Was the behavior related to the targeted student's actual or perceived (as indicated in the description of the alleged incident on the Reporting Form):

Race/color (including traits associated with race involving hair texture, Afro hairstyles and protective hairstyles such as braids, twists and locks)

Sex

Sexual orientation (including gender identity and gender expression)

____Religion

____National origin/ancestry

____Mental or Physical Disability

If so;

refer to Board policy ACAA: Harassment and Sexual Harassment of Students,
 include RSU 9's Affirmative Action Officer in this investigation, and
 if the behavior includes threats, violence, and/or property damage, it may be enforceable under the Maine Civil Rights Act and should be referred to local law enforcement.

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Does the student have a 504 plan? \Box yes \Box no

Does the student have an IEP? \Box yes \Box no

If yes to either above questions, please refer to student's 504 plan or IEP.

Is the student in the referral process for either? \Box yes \Box no

If the student receives Special Education services, when was the Director of Special Education or 504 Coordinator made aware of this situation? date: _____

Name of the student(s) or adult(s) who is alleged to have bullied:

Does the student have a 504 plan? \Box yes \Box no

Does the student have an IEP? \Box yes \Box no

If yes to either above questions, please refer to student's 504 plan or IEP.

Is the student in the referral process for either? \Box yes \Box no

If the student receives Special Education services, when was the Direc	tor of Special Education or
504 Coordinator made aware of this situation? date:	

The reported alleged incident(s) occurred:

- _____ on school grounds
- _____ on the school bus
- _____ at a school sponsored activity

_____ through the use of technology – at home \square at school \square

_____ elsewhere – (be specific) ______

Date(s):

Time(s)/time(s) of day: ______Additional details known: _____

Have there been prior reports of alleged incidents of bullying or substantiated incident(s) of bullying involving the student(s) and/or adult(s)? \Box yes \Box no If yes, please include details and outcomes:

Evidence of allegation(s) of bullying provided to the school or in the school's possession used in this investigation:

- _____school video cameras
- _____school bus camera
- ____cell phone video
- ____electronic photos
- ____printed photos
- ____email(s)
- letters
- _____phone conversation notes
- ____written statements
- ____hospital reports
- ____police reports
- ____other (specify)_____

Communication:

The school principal or superintendent's designee met with the student(s) who was believed to have been bullied on:

Details of communication:

The school principal or superintendent's designee met with the student(s) alleged to have bullied on: ______

Details of communication:

Did the person(s) reporting the alleged incident identify any witnesses?
uses of witness:

Did the school identify any witnesses? □ yes □ no Name(s) of witness:_____

If yes, the school principal or superintendent's designee met with the witness(es) on:

Details of communication:

Safety Measures:

Local or state law enforcement will be contacted for potential:

_____ criminal charges

civil action under the Maine Civil Rights Act

_____N/A

What measures are being taken throughout the investigation to ensure the safety of the student who was believed to have been bullied?

Attach safety measures (ie. Student Support & Safety Plan) to this Responding Form. When was there communication with the parent(s) or guardian(s) of the student(s) who was believed to have been bullied about these safety measures?

Date of communication(s):

Details of communication:

Determination of Bullying:

Refer to the definition of bullying in policy JICK

Behavior(s) had the effect of:

- _____ Physically harming a student or damaging a student's property; or
- Placing a student in reasonable fear of physical harm or damage to the student's property

OR

Behavior(s) interfered with the rights of a student by:

Creating an intimidating or hostile educational environment for the student; or

Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provide by a school None of the above

Summary of Investigation: (use additional sheet)

Outcomes: (use additional sheet)

All findings and results shall be reported to the Superintendent.

Is this a substantiated incident of bullying?

 \Box yes \Box no

If yes, refer to the Remediation Form (JICK-E3) to indicate specific nature(s) of the incident, the consequences, and actions taken for the student who has bullied. This substantiated incident is to be reported to the superintendent, and to the Maine Department of Education.

If no, refer to the district-wide code of conduct and disciplinary policies for student behavior.

	Date:	
Signature and title of investigator		
If the investigator is not the school princ	cipal, copy to school princ	·
		Date
Copy received:	Date:	
Signature of scho	ool principal	

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Copy to Superintendent on:

Date

Copy received: _____ Date: _____ Date: _____

Cross Reference: JICK Bullying and Cyberbullying Prevention in Schools JICK-E1 RSU9 Initial Incident Report Form JICK-E3 Bullying and Cyberbullying Remediation Form

Adopted: September 10, 2019 Revised: November 8, 2022