**Investigation Findings/Evidence of Bullying**

***If desired as a guide****: Check both the column on the left and right for all that apply. Note: This section is designed as a tool to assist in identifying the statutory elements of bullying, but is meant only as a guide and in no way is a substitute for the professional discretion and judgment of the administrator.*

|  |  |
| --- | --- |
| **State definition of bullying: O.C.G.A. § 20-2-751.4 and Policy JCDAG** | **Look for:** |
| * Any willful attempt or threat to inflict injury on another with apparent ability to do so
 | * Describe attempt to injure or threat to injure\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * Any intentional display of force that gave victim reason to fear or expect immediate harm
 | * Describe display of force \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Was victim in fear?
 |
| * Any intentional written, verbal or physical act intended to threaten, harass or intimidate
 | * Describe nature of act\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * Physically harmed the student
 | * Substantial physical injuries
* Visible bodily harm
* Other:\_\_\_\_\_\_\_\_\_\_\_\_
 |
| * Damaged the victim’s property
 | * Property damage
* Other:\_\_\_\_\_\_\_\_\_\_\_\_
 |
| * Factors showing student experienced fear or felt threatened, harassed or intimidated
 | * Excessive emotional behavior
* Evidence of anxiety (including physical symptoms) or being nervous and scared
* Evidence of internalizing behavior- increased isolation, socially removed
* Changes in school attendance: absences, tardies, dismissals
* Changes in grades- school performance
* Changes in affect
* Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| * Interfered substantially with the victim’s educational opportunities
 | * Changes in school attendance: absences, tardies, dismissals
* Missing classes/parts of school day
* Changes in grades- school performance
* Changes in participation of school activities- athletics, co-curricular, etc.
* Avoidance of elements of school day including school bus
* Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| * Behavior is:
	+ Severe
	+ Persistent
	+ Pervasive
 | * List facts surrounding severity\_\_\_\_\_\_
* Involved acts repeated over time
* Involved many or multiple acts
* Involved several or multiple students
* Involved particular group of students
 |
| * Created an intimidating or threatening educational environment
 | * Created significant tension between students/others
* Students are significantly uncomfortable
* Student are hostile in educational environment
* Avoidance of school day or classes
* Socially maladjusted behavior directed to student(s)
* Other:\_\_\_\_\_\_\_\_\_\_\_
 |
| * Substantially disrupted the orderly operation of the school
 | * Significant incident of disruption
* Repeated evidence of school disruption
* Discipline patterns
* Violations of behavioral expectations that result in school disruption
* Other:\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| * Included the use of data or software accessed through a computer, computer system, network or other technology of a local system or on school property as defined in Policy JCDAG
 | Identify at least one bullying component that used electronic medium such as:* Cell phones
* Audio or visual images
* Instant messaging/e-mail
* Gaming
* Social networking
* Blogs
* Web content
* Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| * If behavior occurred off campus, is there a Nexus to the school environment?
 | * Is there a likelihood of serious disruption to educational process?
* Did student’s behavior materially or substantially interfere with educational process?
* If no, may not discipline student but may consider other interventions
* If yes, may discipline student and consider other interventions
 |
| * Factors that may tend to indicate a systemic or group specific problem
 | * Harassment based on race, color, national origin, gender, sexual orientation or disability
* Perceived social status discrepancy among groups
* Creation of social isolation among groups
* Taunting, tormenting, harassing behavior that is perceived as a power imbalance
* Other:\_\_\_\_\_\_\_\_\_\_\_\_
 |

**Investigation Determination:**

Based on this investigation, school administration determines the following:

1. In the evidence section above, was there at least one investigation finding of bullying?
* Yes →Proceed to Question #2.
* No →Stop bullying investigation and process as standard discipline investigation. Retain documentation of investigation.
1. Does this investigation conclude that this incident is a single significant (severe) incident?
* Yes →This is a substantiated incident of bullying- proceed to Interventions.
* No → Proceed to Question #3.
1. Does this investigation conclude that this incident is a pattern of incidents (persistent or pervasive)?
* Yes →This is a substantiated incident of bullying- proceed to Interventions.
* No →Stop bullying investigation and proceed as a standard discipline investigation. Retain documentation of investigation.

**Interventions/Consequences (Check/Initial All That Apply):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Victim** | **Perpetrator** | **Intervention/Consequences** | **Notes** |
|  |  | None were warranted/student warning |  |
|  |  | Student conference(s) with administrator |  |
|  |  | Parent conference(s) |  |
|  |  | Teacher notification plan |  |
|  |  | Other school staff notification |  |
|  |  | Positive Behavioral Intervention Plan developed |  |
|  |  | Referral to 504, RTI, special education team |  |
|  |  | Counseling/therapeutic interventions |  |
|  |  | Bullying prevention plan to be developed |  |
|  |  | Follow up/monitoring |  |
|  |  | School bus planning/notification |  |
|  |  | Notify parent/legal guardian (required) |  |
|  |  | Loss of privileges |  |
|  |  | Detention |  |
|  |  | In-school suspension |  |
|  |  | Referral to Alternative Education Setting thru Hearing Officer/Tribunal |  |
|  |  | Referral for long term suspension or expulsion thru Hearing Officer/Tribunal  |  |
|  |  | School wide or large group training or education |  |
|  |  | Other (specify):\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |  |

**BULLYING AND HARASSMENT INVESTIGATION AND SUMMARY FORM**

Additional Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Post-Investigation Actions**

* Complete any remaining items on ***Bullying or Harassment Investigation Checklist***
* Notify victim’s parent/guardian Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Notify perpetrator’s parent/guardian Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Retain documentation for unsubstantiated or substantiated incidents
* Submit any Disciplinary Referrals as warranted