



Youth Bullying Prevention in the District of Columbia

School Year 2019-20 Report



Acknowledgements

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- Mary Wallace (Office of Human Rights)

Some content contained in this report—including content providing background information about the Youth Bullying Prevention Act and activities and products produced by the Citywide Bullying Prevention Program—was previously published in part or in full in the three prior iterations of this report ([2013-14](#), [2015-16](#), [2017-18](#)).

Executive Summary

The Youth Bullying Prevention Act of 2012 (YBPA; DC Law L19-167) and its implementing regulations require schools and other youth-serving agencies (including, but not limited to, government agencies, libraries, nonprofits, and community centers) to adopt comprehensive anti-bullying policies, implement thorough reporting and investigation procedures, provide training for staff, and maintain and report incident data. The law further requires the Mayor to report to Council, on a biennial basis, the current implementation of the Act and to provide a summary of the status of bullying in the District of Columbia. This report serves to fulfill this requirement for school year (SY) 2019-2020. As with the previous iterations of this report (SY 2013-2014; SY 2015-2016; SY 2017-2018), this report provides a detailed summary of each education institution's engagement with the YBPA.

Key findings

- **The COVID-19 pandemic disrupted schools' implementation of the YBPA.** Only 12 schools reported receiving allegations of bullying after schools switched to virtual learning in March 2020.
- **Nearly 25 percent of DC's schools are fully compliant with the YBPA's four requirements.** This marks an improvement from our SY 2017-2018 analysis but suggests that schools need continued support to become fully compliant.
- **Rates of bullying are largely steady and remain lower than national averages.** According to data from the 2019 Youth Risk Behavior Survey, the percentage of students experiencing in-person bullying in high school (12.7%) and middle school (32.0%) remained statistically unchanged, as did the percentage of middle school students experiencing cyberbullying (13.5%), while the percentage of high school students experiencing cyberbullying (10.6%) slightly increased.
- **Allegations reported on the U.S. Department of Education's Civil Rights Data Collection and OHR's annual YBPA data collection are inconsistent.** DC schools reported 167 allegations of bullying and harassment based on race, disability, sex, sexual orientation, or religion on the Civil Rights Data Collection (CRDC) in SY 2017-2018 and 269 allegations in the same categories on the YBPA data collection. Further exploration is needed to understand this discrepancy.
- **Schools are using more alternatives to exclusionary discipline to address bullying,** but more than half of schools that reported incidents used in-school suspension, out-of-school suspension, expulsion, or referrals to law enforcement to address at least one incident.

Priorities for the Citywide Bullying Prevention Program

- **Provide guidance to schools and other youth-serving agencies on implementing the YBPA in a virtual setting.** The Citywide Bullying Prevention Program will update existing guidance documents, create new resources, and provide additional trainings to support schools during the COVID-19 pandemic. As always, we will focus not only on addressing bullying, but also on creating safe and supportive environments that prevent bullying—regardless of whether services are in-person or virtual. We will continue to send monthly newsletters to highlight resources from other organizations that help fulfill these needs.

- **Support schools' implementation of all elements of the YBPA.** The Citywide Bullying Prevention Program will provide easily implemented tools for schools to self-audit their compliance with the YBPA, conduct staff trainings, and maintain necessary records to demonstrate their compliance.
- **Investigate discrepancies in data reporting.** The Citywide Bullying Prevention Program will conduct outreach to DCPS, OSSE, and Public Charter LEAs to better understand discrepancies between the YBPA allegation count and the CRDC count, and to identify what supports might be needed to ensure that schools report consistent, valid, and reliable data. Further, we will work to understand why student self-reports of bullying on the YRBS continue to be exponentially higher than the number of allegations reported by schools on the YBPA and CRDC.
- **Facilitate dissemination and adaptation of the El Camino Healthy Relationships curriculum and the Setting the Foundation toolkit.** Now that these tools are complete, OHR will continue to support dissemination of these resources to DC schools and provide assistance as schools begin to adapt and implement these tools.

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The Youth Bullying Prevention Act of 2012 and State of the Field Amidst the COVID-19 Pandemic

The COVID-19 pandemic has fundamentally changed the ways schools and other youth-serving agencies are operating. To prevent the continued spread of the virus, many schools and agencies have moved to virtual only or hybrid virtual/in-person activities. Along with adapting many other activities, schools and agencies' approaches to bullying prevention have necessarily changed as well. Under the Youth Bullying Prevention Act of 2012 (YBPA; DC Law L19-167), youth-serving agencies are obligated to receive and respond to reports of bullying that take place using the agency's technology (e.g., laptops, tablets, video conferencing subscriptions) and which materially affect students' abilities to benefit from the agency's services. Thus, despite the pandemic, agencies are still required to follow the YBPA even if that means adapting their efforts to a virtual environment.

The YBPA and its implementing regulations require all youth-serving agencies to maintain comprehensive anti-bullying policies; receive, investigate, and record reports of bullying; and, annually train all staff on the policy. The YBPA further requires the Office of Human Rights (OHR), which hosts the Citywide Bullying Prevention Program, to annually collect data from schools on their implementation of the Act and to provide technical assistance to support the Act's implementation. On a biennial basis, the YBPA requires OHR to submit to Council a report summarizing the state of bullying in the District of Columbia. This report serves to fulfill this requirement for 2019-2020 school year. Like its previous iterations (SY 2013-2014; SY 2015-2016; SY 2017-2018), this report provides a detailed summary of each educational institution's implementation of the YBPA. In accordance with the YBPA's requirements, the report is divided into two sections: Section 1 covers the programs, activities, and policies established as a result of the YBPA; Section 2 covers the state of bullying in the District of Columbia.

Given the unprecedented nature of the COVID-19 pandemic and its implications for the implementation of the YBPA, this report further highlights the challenges with implementing the YBPA in a virtual environment and identifies recommendations for supporting schools during this time. DC schools are not unique in this regard. Even before the pandemic, schools struggled with their role in intervening in incidents of bullying that take place off school grounds. The YBPA implementing regulations narrowly define this role as only pertaining to cyberbullying taking place on the "covered entity's property" or at "events sponsored by the covered entity." In both cases, these regulations can and should be interpreted to apply to virtual learning events. However, there is still a grey area for bullying activities that do not occur during live instruction. As OHR noted in its guidance developed in 2015, and included as an Appendix to this report, even if cyberbullying is not covered under the YBPA—and thus schools should not take disciplinary action against students involved—they can use such reports as an indication that students need additional guidance in digital citizenship and that they should increase monitoring of the students involved.

The Citywide Bullying Prevention Program has, since its formation, focused not only on responding to bullying incidents but on preventing bullying before it begins. COVID-19 has not changed this commitment. Over the course of the next year, OHR is committed to providing guidance and support to help youth-serving agencies develop positive and supportive school climates and cultivate students'

social and emotional skills, regardless whether school occurs virtually, in person, or a combination of the two.

Section 1: Programs, Activities, Services, and Policies Established as a Result of the Act

The Citywide Bullying Prevention Program (Program) serves three primary functions. First, the Program provides resources to schools and other youth-serving agencies to support their bullying prevention efforts. Second, the Program provides oversight to ensure agencies are compliant with the YBPA. Finally, the Program provides mediation assistance, as needed, between parents, schools, and other entities for individual bullying cases. This section focuses first on the products developed by the Program since the 2017-2018 report and, second, on the current compliance of schools with the YBPA.

Bullying prevention tools and resources

Since its establishment in 2013, the Program has developed several tip sheets, toolkits, and other resources for use by agencies, parents, and others to support bullying prevention efforts in the District. A full list of these products is available in Appendix A. We focus here on four products employed during the 2019-2020 school year.

Know Your Policy Portal

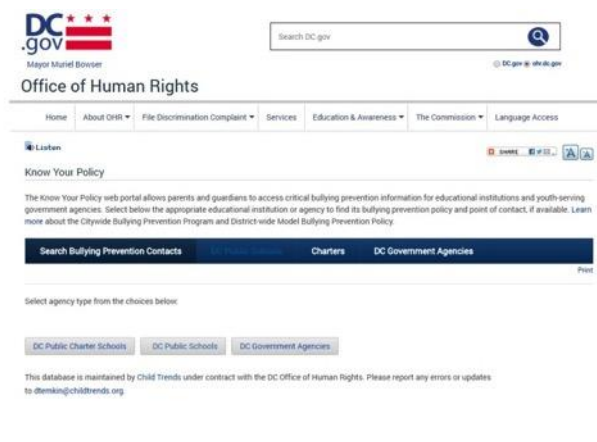
As noted in the 2015-2016 and 2017-2018 reports, this portal provides parents and guardians with school-specific bullying prevention information, including contact information for schools' bullying prevention points of contact and bullying prevention policies submitted by local education agencies (LEAs). This portal is updated annually and on a rolling basis as schools notify OHR.

Monthly newsletters

OHR and our implementing partner, Child Trends, continue to send monthly newsletters during the school year to all school bullying prevention points of contact. Each edition contains three quick news items, resources, and/or tools related to bullying prevention. The newsletters are also archived on the Program's [website](#).

El Camino Healthy Relationships Curriculum

With funding from the Department of Health's federal Title V Maternal and Child Health Block Grant, OHR partnered with Child Trends to adapt a student-centered prevention program (El Camino) that focuses on building healthy relationships, both online and in person, among middle school students. The curriculum aims to prevent bullying by helping students gain confidence in their own identities and understand how their actions affect others. The program was



Youth Bullying Prevention Program... It Takes A District

Tools, Tips, Research and Opportunities to Reduce Bullying and Support A Positive School Climate

Welcome to the bullying prevention monthly email blast. This information is intended to provide ideas for you to use or share with your school to build a positive school culture and support all students. If this is your first time receiving this email, welcome! You have been designated as the point of contact for bullying prevention by your school.

Please feel free to reach out with any questions or requests for specific information that you would like to see in upcoming issues.

developed through a series of focus groups with DC students, parents, and educators and piloted in two schools. The final curriculum was released in August 2020 and is available for free for any school. The final package includes a recorded webinar providing an overview of the curriculum, an instructor’s guide, and related PowerPoints. The full curriculum package is available at:

<https://www.childtrends.org/publications/building-healthy-relationships-among-dc-youth-a-universal-bullying-prevention-program>

Setting the foundation for safe, supportive, and equitable school climates

Starting in 2016, OHR partnered with the Office of the State Superintendent of Education (OSSE) and Child Trends to implement the “Improving School Climate in DC (ISC-DC)” project, funded by the National Institute of Justice’s Comprehensive School Safety Initiative. The project completed implementation at the end of the 2019-20 school year. As part of dissemination efforts, OHR led the development of a toolkit based on lessons learned from ISC-DC to help schools implement eight key elements that are foundational to developing safe, supportive, and equitable school climates. The toolkit includes tip sheets for each element including specific considerations for taking an equity or social justice lens; a resource guide for DC schools; and summaries of how some schools in the ISC-DC project approached each element. The full toolkit can be found at:

<https://www.childtrends.org/publications/setting-the-foundation-for-safe-supportive-and-equitable-school-climates>

The screenshot shows the title page for 'Element 1: Leadership' from the toolkit. It includes a sub-header 'Setting the Foundation for Safe, Supportive, and Equitable School Climates' and the main title 'Element 1: Leadership'. Below the title is a detailed description of leadership in a school context, emphasizing shared responsibility and community involvement. A list of 'Leadership do's' follows, including:

- Be intentional about your team's composition.
- Have meetings at times that work for everyone.
- Have lead beverages at meetings and provide child care if needed.
- Provide transparency about the challenges your school might be facing.
- Think about the school's history with leadership.
- Build buy-in for doing the work.

 To the right, there is a 'About This Series' section which explains that the series was developed from 2016 to 2020 by a group of public schools and public charter schools in Washington, DC, as part of the ISC-DC project. It also mentions that the framework consists of eight key elements that underpin a data-based decision-making and program implementation process.

Local education agency and school compliance with YBPA requirements

The YBPA and its associated regulations establish four primary requirements for LEAs and schools. Specifically, these institutions must:

1. Establish an anti-bullying policy that includes each of the key components (i.e., definition, scope, reporting procedures, investigation procedures, appeal process) outlined in the YBPA.
2. Report data relating to the YBPA to OHR on an annual basis.
3. Disseminate the bullying prevention policy to students and parents by publishing the policy in the LEA’s handbook and on its website.
4. Provide training to all employees on an annual basis.

This section details compliance with each of these requirements.

All existing local education agencies have submitted compliant policies to the Office of Human Rights.

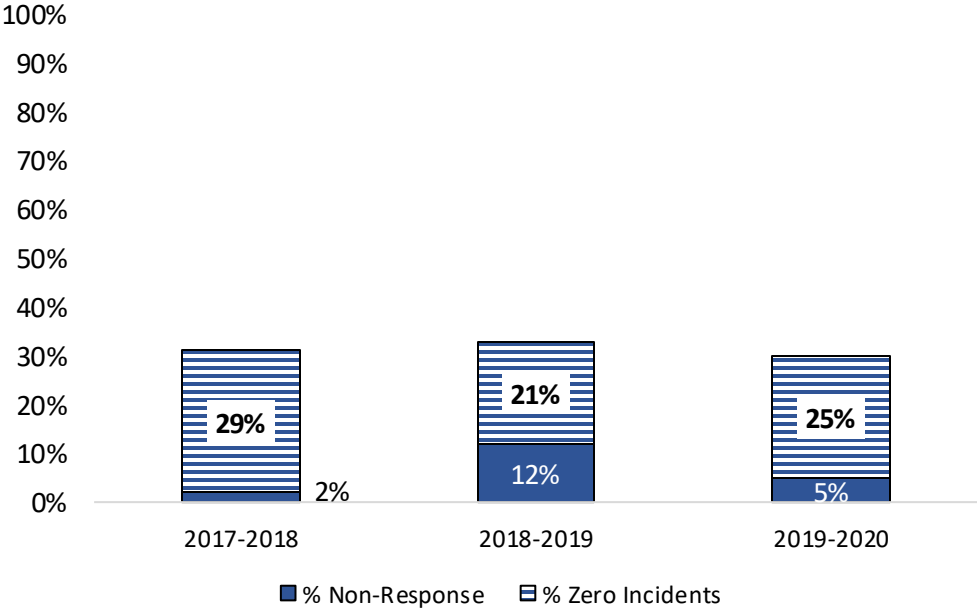
As of the submission of this report, all currently operating LEAs have submitted compliant policies to OHR. It should be noted that for most LEAs, OHR has only reviewed the policies once, upon initial submission. For most LEAs, these policies were submitted during the 2015-2016 school year. LEAs may have since changed policies and such policies may or may not be fully compliant with the YBPA.

The majority of schools submitted data for the SY 2018-2019 and SY 2019-2020 bullying data collections.

To facilitate data collection, OHR included a reminder of schools’ obligation to submit data in every monthly newsletter sent during both school years. This reminder included an Excel spreadsheet tool to help schools record data consistent with the required submission. In May 2019 and May 2020, OHR sent all bullying prevention points of contact a link to the secure online data collection tool. OHR directly followed up with schools four times prior to the August 15, 2020 deadline and engaged both the DC Public Schools central office and the DC Public Charter School Board for assistance collecting the data. Through this engagement, 88 percent of schools responded to the data request in 2018-2019 and 95 percent of schools responded in 2019-2020. Both years were slightly lower than the response rate in 2017-2018 when 98 percent of schools responded. The required data collections are annual, even though the required reports to Council are biennial. The lack of public reporting for the 2018-2019 school year may explain the slightly suppressed response rate.

Of those that responded in 2018-2019, 44 schools (21%) reported zero allegations of bullying for the 2018-2019 school year and were not a school primarily serving preschool students or adult learners. Together, 31 percent of schools either did not provide data or reported zero reports. Similarly, for 2019-2020, 57 schools (25%) reported zero allegations of bullying for the 2019-2020 school year and were not a school primarily serving preschool students or adult learners. Together, 33 percent of schools either did not provide data or indicated they had received zero reports of bullying. Changes between years are not statistically significant, indicating little change from the 2017-2018 school year when 30 percent of schools either reported zero incidents or did not respond to the data collection request.

Figure 1. The percentage of schools considered non-responsive has been steady since 2017-2018



As noted in previous reports, it is highly unlikely that any school that serves K-12 students had zero reported incidents of bullying in the past year. Instead, this zero suggests a school did not fulfill its obligation to document and investigate all reports of bullying under the YBPA or did so in a less formal ad hoc manner (e.g., teachers independently managed situations without making a formal report). Further, if a school did receive zero bullying reports, this may reflect a general culture in which students and parents feel uncomfortable making a report or lack confidence that the school will take appropriate action. District schools are not unique in this occurrence; reports from around the country highlight large percentages of schools failing to report bullying incidents.

In its instructions for reporting, OHR made clear that having zero reported incidents would be highly unlikely, and that schools reporting zero incidents would be noncompliant. A full listing of schools that did not report data per this definition is included in Appendix A.

Slightly more than half of schools reported including the bullying prevention policy on their website.

All schools were asked to note whether their bullying prevention policy was included on their website and to provide a link to the policy. Only 56 percent (137 schools) indicated that they posted the policy. This is a slight increase from the 2018 YBPA data collection when only 44 percent of schools indicated their policy was on the website. For 2019-2020, OHR did not independently verify that the links provided were indeed the compliant policies. In 2018, only a small percentage of posted policies were not compliant with the YBPA (19%).

Slightly more schools reported providing annual bullying prevention training for staff in 2019-2020 than in 2017-2018.

The YBPA regulations require all schools to provide all staff with training, on an annual basis, around the policy and bullying prevention procedures. According to the regulations, the training must use OHR's three-hour toolkit or must be similar in content and scope. The regulations further require schools to provide written documentation of the training to the Bullying Prevention Program, including content and trainer information.

In 2017-2018, less than half of responding schools (47%) reported providing annual training. In 2018-2019, this percentage increased to 51.5 percent and in 2019-2020, 60 percent reported providing training. This increase is promising, although more support is clearly needed to ensure all schools provide the required training. Of the 60 percent that provided training, 73 percent reported using the OHR-provided training toolkit.

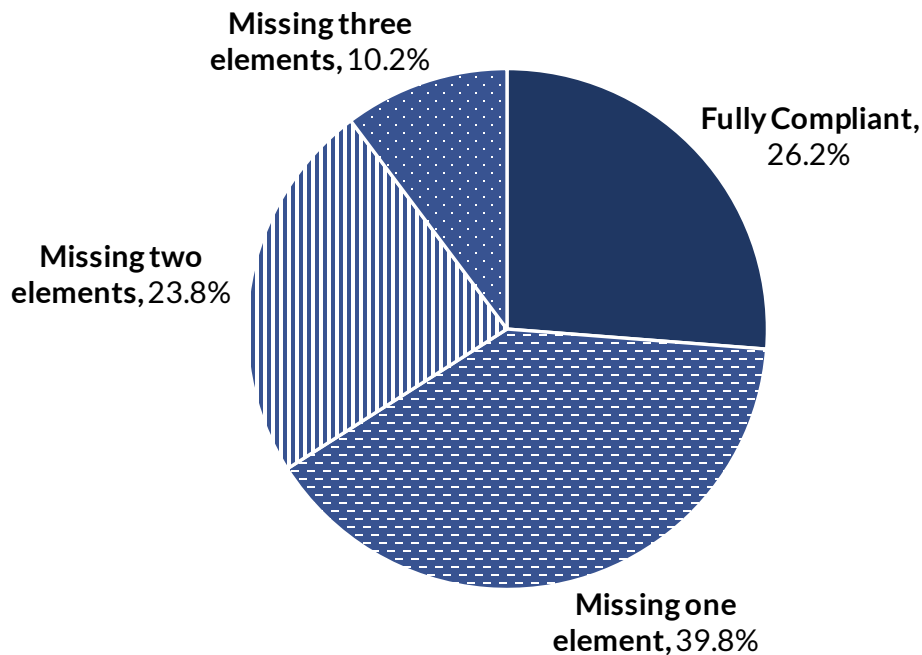
More schools are fully compliant with the YBPA than in SY 2017-2018.

Schools are considered fully compliant with the YBPA if they (1) have a compliant policy (which includes all schools for school year 2017-2018), (2) provided data on bullying for the annual YBPA data collection, (3) publicize their compliant policy on their website, and (4) provided bullying prevention training in SY 2019-2020. For purposes of this section, we only consider schools in operation during the 2019-2020 school year.

Overall, 64 schools (26.2%) are fully compliant with each element of the YBPA, an increase from 37 schools (15.8%) in 2017-2018. Most schools are missing either one (39.8%) or two (23.8%) components.

Only 25 schools (10%) were not compliant on any element of the YBPA. A full listing of schools is included in Appendix B.

Figure 4. Most schools are missing at least one element of the YBPA



Section 2: State of Bullying in the District of Columbia

As with the SY 2017-2018 report, we draw upon multiple data sources to describe the state of bullying in the District. Specifically, this report uses data from (1) the 2017 and 2019 Youth Risk Behavior Survey (YRBS), (2) the U.S. Department of Education’s 2017-2018 Civil Rights Data Collection (CRDC), and (3) the SY 2018-19 and 2019-20 YBPA Data Collection described previously. These data collections vary in their definitions of bullying, their respondents, and their reporting period. However, together they provide a comprehensive picture of District students’ current experiences with bullying and how these experiences have changed over time. As noted in the 2017-2018 report, discrepancies in data between sources may highlight the need for additional investigation and/or support. For example, large discrepancies between student- and school-reported bullying incidence may suggest systematic underreporting by students, lack of follow-up from schools, or a disconnect between student and school definitions of bullying.

Prevalence of bullying

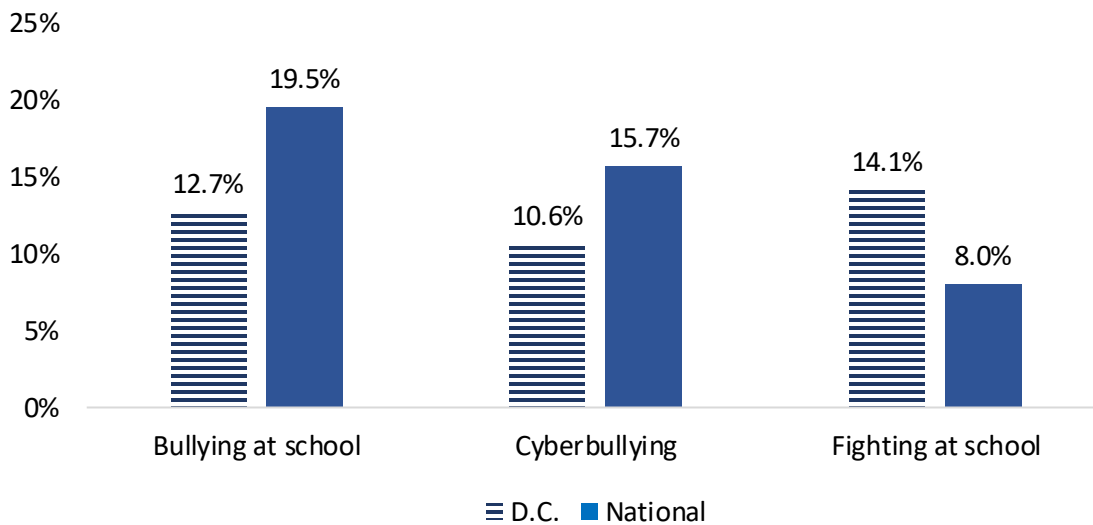
Three datasets—the YRBS, the CRDC, and the YBPA data collection—provide estimates of the prevalence of bullying in the District. The YRBS collects data from student respondents (in grades 9-12 for the high school collection and grades 6-8 for the middle school collection) who anonymously report on their own experiences in schools. The CRDC collects data from each school on the number of reports of bullying or harassment on the basis of sex; race, color, or national origin; disability; religion; and sexual orientation. Finally, the YBPA data collection asks schools to report both received reports of bullying and confirmed

incidents, regardless of basis. The YRBS data were collected in the spring of 2019 (SY 2018-2019), the CRDC data are from SY 2017-18, and the YBPA data are from SY 2018-2019 and 2019-2020.

Rates of student-reported bullying remained steady from 2017 to 2019.

According to the YRBS, 12.7 percent of District students in grades 9-12 reported being bullied at school in 2019. This rate is statistically unchanged from 2017, when 11.5 percent reported being bullied. However, the percentage of students reporting being cyberbullied significantly increased,¹ from 8.9 percent to 10.5 percent. This represents the second cycle for which cyberbullying increased in DC. Washington DC’s rates of student-reported bullying and cyberbullying remain among the lowest of the country. Nationally, 19.5 percent and 15.7 percent of students in grades 9-12 report being bullied and cyberbullied, respectively.

Figure 5. Rates of bullying in DC remain significantly lower than national rates

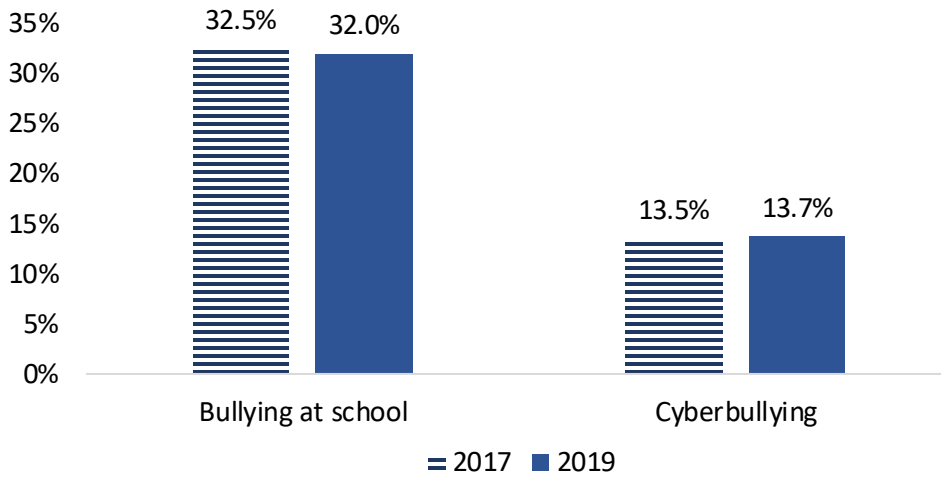


The District’s rate of fighting at school is among the highest of states and localities across the country. The District’s rate of fighting at school decreased slightly (though not significantly) from 15.5 percent to 14.1 percent, consistent with the national rates (8.5 percent to 8.0 percent).

At the middle school level, rates of bullying remained statistically unchanged at 32.0 percent of students reporting having been bullied and 13.7 percent reporting having been cyberbullied. The YRBS does not provide national estimates for middle school.

¹ References to “significance” throughout this report refer to statistical testing. Such analyses test whether the observed difference has more than a 95% likelihood it did not occur by chance.

Figure 6. Rates of bullying among DC middle school students remain unchanged from 2017



The number of bullying and harassment allegations reported to the Civil Rights Data Collection increased in 2017-18, but still indicate less than one percent of students involved.

The U.S. Department of Education’s Civil Rights Data Collection (CRDC) requires all schools to report data on bullying and harassment on a biennial basis. The CRDC asks schools to record both the number of allegations made as well as the number of students who were targeted. These statistics are not always aligned, as multiple students could be implicated in a single allegation of bullying or multiple allegations of bullying may involve the same students. Reports are limited to those incidents that are based on one of five traits: disability; race, color, or national origin; sex; sexual orientation; and religion. The CRDC does not ask schools to report the number of students reported as harassed or bullied based on sexual orientation or religion.

Table 1. Bullying/Harassment Incidents Among DC Students, SY 2017-18, Civil Rights Data Collection

	Number of allegations	Rate per enrolled population (per 10,000 students)	Number of students reported as harassed or bullied	Percentage of enrolled population
Disability	11	1.3 per 10,000	9	0.01%
Race, color, or national origin	22	2.6 per 10,000	21	0.02%
Sex	56	6.6 per 10,000	51	0.06%
Sexual orientation	77	9.0 per 10,000	*	*
Religion	1	0.1 per 10,000	*	*
Total	167	19.6 per 10,000	81	0.09%

* Was not reported to the U.S. Department of Education by schools

For the 2017-2018 school year, District schools reported 167 allegations of bullying and harassment on the CRDC, fewer than the 204 allegations reported in 2015-2016. It should be noted that in 2015-2016, data for bullying based on sexual orientation and religion were missing for all schools in the District of Columbia Public Schools (DCPS).

This is also significantly lower than the allegations reported as part of the YBPA for the same school year (see section below).² Assuming only allegations based on the same characteristics reported on the CRDC, for the 2017-2018 YBPA, schools reported 269 allegations: 63 allegations based on race, national origin or color; 58 based on disability; 93 based on sex or gender identity/expression; 42 based on sexual orientation; and, 13 based on religion.

Schools received fewer reports of bullying in SY 2019-2020 than in SY 2017-2018 and SY 2018-2019 according to the YBPA data collection.

As reported in Section 1, schools were required to submit both the number of reported bullying incidents and the number of incidents that were confirmed to be bullying as part of the YBPA data collection. The YBPA’s definition of bullying is more expansive than the CRDC’s and covers bullying based on all characteristics covered under the DC Human Rights Act (see Table 2 below) as well as bullying not attributed to a specific characteristic.

For SY 2019-2020, District schools reported 1,344 unique allegations of bullying. This is down from 1,541 total allegations reported in 2018-2019 (with a significantly lower response rate) and 1,639 allegations in 2017-2018. Part of the difference in reported allegations could be attributed to the onset of the COVID-19 pandemic in March 2020. Only 12 schools indicated that at least one allegation of bullying was received during the period in which students were attending virtual learning (between March 15th and May 27th, 2020). Of the 1,344 reports, 464 were confirmed. This represents a confirmation rate of 35 percent.

Nearly two thirds of received reports were attributed to student characteristics.

The YBPA data collection additionally asked schools to indicate any characteristic attributed as a basis for each reported incident of bullying. Table 2 provides a breakdown of the frequency of these bases. Overall, 36 percent of all reports of bullying were not attributed to an enumerated characteristic. Personal appearance (16.4%) and intellectual ability (5.7%) were the highest attributed characteristics.

Table 2. Frequency of reported bullying

Characteristic	Percentage of Reports
Race	4.2%
Color	1.2%
Ethnicity	1.6%
Religion	0.4%

² CRDC data are released two years following the school year reported. SY 2017-2018 data were made available as of October 2020.

Characteristic	Percentage of Reports
National origin	0.2%
Sex	2.5%
Age	1.4%
Marital status	<0.1%
Personal appearance	16.4%
Sexual orientation	4.6%
Gender identity/expression	2.3%
Intellectual ability	5.7%
Familial status	1.6%
Family responsibilities	0.2%
Matriculation	0.3%
Political affiliation	0.1%
Genetic information	0.0%
Disability	1.9%
Source of income	0.4%
Status as a victim of an intra-family offense	0.3%
Place of residence or business	0.7%
Other distinguishing characteristic	11.5%
Not attributed to an enumerated characteristic	36.5%

Note: Percentages may sum to more than 100% as reports could be based on multiple characteristics

Of the incidents of bullying that were validated (not shown in table), 18.5 percent were not attributed to an enumerated characteristic. Personal appearance was the highest attributed characteristic (19.4%) and sexual orientation (8%) was the second highest. Twenty-seven percent were attributed to some other distinguishing characteristic.

Many schools are using alternatives to exclusionary discipline in response to bullying incidents.

For each reported incident of bullying, schools were asked to report the types of discipline and consequences used to address the behavior. Specifically, schools were asked whether they used in-school suspension, out-of-school suspension, expulsion, referrals to law enforcement, restorative justice approaches, referrals to counseling or other mental health services, or other forms of discipline or consequences. Multiple forms of response could be reported for each incident.

Schools reported using other forms of discipline or consequences (58%) most frequently to address incidents. Schools also reported using restorative justice (44%) and counseling or mental health services

(22%) to address bullying. Schools named out-of-school suspension (14.2%), in-school suspension (12.7%), referral to law enforcement (0.6%), and expulsion (0.4%) as less frequently utilized consequences. Across the board, the percentage of cases for which each of these forms of exclusionary discipline was used is significantly lower than those reported for the 2017-2018 YBPA data collection. However, of the 91 schools that reported verified incidents of bullying, 57 percent reported using a form of exclusionary discipline to address at least one incident of bullying.

Table 2. Frequency of discipline type use for bullying incidents

Form of Discipline	Percentage of Incidents	Percentage of Schools With at Least One Incident Using Discipline Form
In-school suspension	12.7%	30.8%
Out-of-school suspension	14.2%	37.4%
Expulsion	0.6%	2.2%
Referral to law enforcement	0.4%	3.3%
Restorative justice	43.9%	63.7%
Counseling/mental health services	22.0%	52.7%
Other forms of discipline/consequences	58.0%	40.7%

Note: Percentages may sum to more than 100% as multiple types of discipline could be used for a single incident

Discussion and Recommendations

The 2019-2020 school year was defined in no small part by the onset of the COVID-19 pandemic. Schools and other youth-serving agencies have had to quickly adapt to the new realities of providing services virtually and helping children and youth cope with the hardships brought on and exacerbated by the pandemic. These adaptations include ensuring that schools and other agencies continue their commitment to preventing and addressing bullying behaviors, whether they occur in person or through virtual technology.

Schools showed marked improvement in their implementation of the YBPA, with over 26 percent of schools now reporting full compliance with the law, compared with 16 percent as of our 2017-2018 report. This improvement largely reflects an increase in the number of schools providing annual training to staff, an increase from 47 percent in 2017-2018 to 60 percent in 2019-2020. Still, there is clearly more work to do to support schools' implementation, particularly within the context of the pandemic.

Overall, data from the three data collections (CRDC, YRBS, YBPA) show that rates of bullying in DC have largely remained unchanged over the past two years and continue to show a great disconnect between student-reported and school-reported incidents. As noted in the 2017-2018 report, there are several reasons for these discrepancies, including differing definitions between data collections, students' reluctance to report bullying experiences, and reluctance of school officials to label behaviors as bullying. Some combination of these issues likely contributes to these discrepancies.

Of note, this year was the first we were able to directly compare allegations reported to the U.S. Department of Education’s CRDC with our internally collected YBPA data for the same school year. Our findings suggest that nearly 48 percent of allegations reported for the YBPA collection were not in turn reported to the CRDC. This finding warrants further investigation and suggests that some schools may not be maintaining required documentation of reported incidents.

It is also noteworthy that the number of reported allegations on the YBPA collection was significantly lower for 2019-2020 than it was in any of the previous collections. This may in part reflect a premature “closing of the books” due to the pandemic; only 12 schools reported receiving any allegations of bullying after schooling went virtual in March 2020. Still, particularly as we consider what data might look like for the 2020-2021 school year, this reflects an increased need to remind schools of their obligations under the YBPA to address bullying and to provide schools with the tools to do so.

It is encouraging that more schools are using alternative measures to address bullying, and reflective of the District’s investment in restorative justice. Nearly two thirds of schools that reported confirmed cases of bullying reported using restorative justice approaches to address at least one incident of bullying. However, more than half of schools are still using exclusionary discipline for at least some incidents of bullying, largely unchanged from the 2017-2018 report.

There is more work to do. Over the next year, the Citywide Bullying Prevention Program, through OHR, will prioritize providing support to schools to adapt their current bullying prevention efforts to become or to remain compliant with the YBPA, particularly as the public health emergency continues. To that end, the Citywide Bullying Prevention Program will focus on the following priorities during and after school year 2020-2021:

- **Provide guidance to schools and other youth-serving agencies on implementing the YBPA in virtual settings.** The Citywide Bullying Prevention Program will work to update existing guidance documents, create new resources, and provide additional trainings to support schools during the COVID-19 pandemic. As always, we will focus not only on how to address bullying, but also on creating safe and supportive environments that prevent bullying regardless if services are in-person or virtual. We will continue to send monthly newsletters to highlight resources from other organizations that help fulfill these needs.
- **Support schools’ implementation of all elements of the YBPA.** The Citywide Bullying Prevention Program will focus on providing easily implemented tools for schools to self-audit their compliance with the YBPA, conduct staff trainings, and maintain necessary records to demonstrate their compliance.
- **Investigate discrepancies in data reporting.** The Citywide Bullying Prevention Program will conduct outreach to DCPS, OSSE and Public Charter LEAs to better understand discrepancies between the YBPA allegation count and the CRDC count, and identify what supports might be needed to ensure schools are reporting valid and reliable data. Further, we will work to understand why student self-reports of bullying on the YRBS continue to be exponentially higher than the number of allegations reported by schools on the YBPA and CRDC.
- **Facilitate dissemination and adaptation of the El Camino Healthy Relationships curriculum and the Setting the Foundation toolkit.** Now that these tools are complete, OHR will continue to support the dissemination of these resources to DC schools and provide assistance as schools begin to adapt and implement these tools.

Appendix A: Products Developed by the Citywide Bullying Prevention Program

Each of the products can be downloaded through the provided hyperlinks. They are also available on the Citywide Bullying Prevention Program website: <https://ohr.dc.gov/page/bullyingprevention>.

Web Portal

[Know Your Policy Web Portal](#). The web portal provides parents and guardians with access to critical bullying prevention information for educational institutions and youth-serving government agencies.

Tip Sheets

[Responding to Reports of Bullying Tip Sheet](#). Framed through a trauma-informed lens, this tip sheet provides schools tips with how to support students who report bullying experiences.

[Teacher Tip Sheet](#). This tip sheet provides teachers with quick tips for preventing and responding to bullying in their classrooms.

[Tips for Parents Brochure](#). This brochure provides tips for parents who suspect their children may be experiencing bullying.

[What You Need to Know About Bullying](#). This fact sheet helps individuals identify and understand bullying.

Toolkits

[Bullying Prevention & Intervention in DC Educational Institutions Training Toolkit](#). This toolkit provides everything a school, agency or other institution needs to conduct an effective bullying prevention and intervention training.

[Setting the Foundation for Safe, Supportive and Equitable School Climates](#). This toolkit provides tips and guidance for schools to develop eight key elements that are foundational to create supportive learning environments. The toolkit is based on lessons learned over four years of implementation of the Improving School Climate in DC project, upon which OHR served as an implementation partner.

Curriculum

[El Camino: The Road to Healthy Relationships](#). This curriculum, built in partnership with the DC Department of Health and Child Trends, is designed for students in 6th to 8th grades to help them develop knowledge, attitudes, skills, and behaviors that support their ability to make decisions that foster healthy relationships with their peers, parents, family, and partners and prevent bullying. The curriculum focuses on decision-making and personal values, and includes lessons and activities on coping with strong emotions, teen brain development, empathy, assertive communication, and boundary setting.

Monthly Newsletters

- [Edition One](#) - November 2017
- [Edition Two](#) - December 2017
- [Edition Three](#) - January 2018
- [Edition Four](#) - February 2018
- [Edition Five](#) - March 2018
- [Edition Six](#) - April 2018
- [Edition Seven](#) - May 2018
- [Edition Eight](#) - September 2018
- [Edition Nine](#) - October 2018
- [Edition Ten](#) – November 2018
- [Edition Eleven](#) –December 2018
- [Edition Twelve](#) – January 2019
- [Edition Thirteen](#) – February 2019
- [Edition Fourteen](#) – March 2019
- [Edition Fifteen](#) – April 2019
- [Edition Sixteen](#) – May 2019
- [Edition Seventeen](#) – October 2019
- [Edition Eighteen](#) – November 2019
- [Edition Nineteen](#) – December 2019
- [Edition Twenty](#) – January 2020
- [Edition Twenty-One](#) – February 2020
- [Edition Twenty-Two](#) – March 2020
- [Edition Twenty-Three](#) – April 2020
- [Edition Twenty-Four](#) – May 2020
- [Edition Twenty-Five](#) – October 2020
- [Edition Twenty-Six](#) – November 2020

Previous Biennial Reports

[Bullying Prevention in District of Columbia Educational Institutions Report: 2013-2014](#)

[Bullying Prevention in District of Columbia Educational Institutions Report: 2015-2016](#)

[Bullying Prevention in District of Columbia Educational Institutions Report: 2017-2018](#)

Appendix B: School Compliance with YBPA Requirements, SY 2019-2020

Key
School is compliant with YBPA requirements
¹ School did not respond to data collection request or indicated they could not provide data
² School indicated 0 reported incidents of bullying
³ School indicated 0 reported incidents of bullying but is a school that primarily serves young adults, early childhood, or online
[^] School provided training, but may not have been consistent with requirements under the YBPA regulations

School Name	LEA	Provided Data	Policy on Website ^{a,b}	Provided Staff Training
Academy of Hope Adult PCS	Academy of Hope Adult PCS	Yes ³	No	No
Achievement Preparatory Academy PCS - Wahler Place Elementary School	Achievement Preparatory Academy PCS	No ¹	No	No
Achievement Preparatory Academy PCS - Wahler Place Middle School	Achievement Preparatory Academy PCS	No ¹	No	No
Aiton Elementary School	DCPS	Yes	Yes	No
Amidon-Bowen Elementary School	DCPS	Yes	No	Yes [^]
Anacostia High School	DCPS	Yes	No	No
AppleTree Early Learning Center PCS - Columbia Heights	AppleTree Early Learning PCS	Yes ³	No	No
AppleTree Early Learning Center PCS - Douglas Knoll	AppleTree Early Learning PCS	Yes ³	Yes	No
AppleTree Early Learning Center PCS - Lincoln Park	AppleTree Early Learning PCS	Yes ³	Yes	No
AppleTree Early Learning Center PCS - Oklahoma Avenue	AppleTree Early Learning PCS	No ¹	No	No
AppleTree Early Learning Center PCS - Parklands at THEARC	AppleTree Early Learning PCS	No ¹	No	No
Ballou High School	DCPS	No ¹	No	No
Ballou STAY High School	DCPS	Yes	Yes	No
Bancroft Elementary School	DCPS	Yes	Yes	Yes

School Name	LEA	Provided Data	Policy on Website ^{a,b}	Provided Staff Training
Bard High School Early College DC	DCPS	Yes	Yes	No
Barnard Elementary School	DCPS	Yes	No	Yes
BASIS DC PCS	Basis DC PCS	No ²	No	Yes [^]
Beers Elementary School	DCPS	Yes	No	Yes
Benjamin Banneker High School	DCPS	Yes	Yes	Yes
Breakthrough Montessori PCS	Breakthrough Montessori PCS	Yes ³	Yes	No
Brent Elementary School	DCPS	Yes	No	No
Bridges PCS	Bridges PCS	Yes	Yes	Yes
Brightwood Education Campus	DCPS	Yes	No	Yes
Briya PCS	Briya PCS	Yes ³	Yes	No
Brookland Middle School	DCPS	Yes	Yes	Yes
Browne Education Campus	DCPS	Yes	No	No
Bruce-Monroe Elementary School @ Park View	DCPS	Yes	Yes	No
Bunker Hill Elementary School	DCPS	No ¹	No	No
Burroughs Elementary School	DCPS	Yes	No	Yes
Burrville Elementary School	DCPS	No ²	No	Yes [^]
C.W. Harris Elementary School	DCPS	Yes	Yes	Yes
Capital City PCS - High School	Capital City PCS	Yes	Yes	Yes
Capital City PCS - Lower School	Capital City PCS	No ²	Yes	Yes
Capital City PCS - Middle School	Capital City PCS	Yes	Yes	Yes
Capitol Hill Montessori School @ Logan	DCPS	Yes	No	No
Cardozo Education Campus	DCPS	Yes	Yes	Yes
Carlos Rosario International PCS	Carlos Rosario International PCS	No ²	Yes	Yes
Cedar Tree Academy PCS	Cedar Tree Academy PCS	No ²	No	Yes
Center City PCS - Brightwood	Center City PCS	No ²	Yes	Yes [^]
Center City PCS - Capitol Hill	Center City PCS	No ²	Yes	Yes
Center City PCS - Congress Heights	Center City PCS	No ²	Yes	Yes

School Name	LEA	Provided Data	Policy on Website ^{a,b}	Provided Staff Training
Center City PCS - Petworth	Center City PCS	Yes	Yes	Yes
Center City PCS - Shaw	Center City PCS	Yes	Yes	Yes
Center City PCS - Trinidad	Center City PCS	No ²	Yes	Yes [^]
Cesar Chavez PCS for Public Policy - Parkside High School	Cesar Chavez PCS for Public Policy	No ²	Yes	Yes [^]
Cesar Chavez PCS for Public Policy - Parkside Middle School	Cesar Chavez PCS for Public Policy	Yes	Yes	Yes [^]
Cleveland Elementary School	DCPS	Yes	No	No
Columbia Heights Education Campus	DCPS	Yes	Yes	Yes
Community College Preparatory Academy PCS	Community College Preparatory Academy PCS	Yes ³	Yes	Yes
Coolidge High School	DCPS	Yes	Yes	No
Creative Minds International PCS	Creative Minds International PCS	Yes	Yes	Yes [^]
DC Bilingual PCS	DC Bilingual PCS	Yes	No	No
DC Prep PCS - Anacostia Elementary School	DC Prep PCS	No ²	Yes	Yes [^]
DC Prep PCS - Benning Elementary School	DC Prep PCS	No ²	Yes	Yes [^]
DC Prep PCS - Benning Middle School	DC Prep PCS	No ²	Yes	Yes [^]
DC Prep PCS - Edgewood Elementary School	DC Prep PCS	No ²	Yes	Yes [^]
DC Prep PCS - Edgewood Middle School	DC Prep PCS	No ²	Yes	Yes [^]
DC Scholars PCS	DC Scholars PCS	No ²	No	Yes
Deal Middle School	DCPS	Yes	No	No
Digital Pioneers Academy PCS	Digital Pioneers Academy PCS	Yes	Yes	Yes [^]
District of Columbia International School - High School	District of Columbia International School	Yes	Yes	Yes
District of Columbia International School - Middle School	District of Columbia International School	Yes	Yes	Yes [^]
Dorothy I. Height Elementary School	DCPS	Yes	Yes	No

School Name	LEA	Provided Data	Policy on Website ^{a,b}	Provided Staff Training
Drew Elementary School	DCPS	Yes	No	Yes
Duke Ellington School of the Arts	DCPS	Yes	No	Yes
Dunbar High School	DCPS	Yes	Yes	Yes
E.L. Haynes PCS - Elementary School	E.L. Haynes PCS	No ²	Yes	No
E.L. Haynes PCS - High School	E.L. Haynes PCS	Yes	Yes	No
E.L. Haynes PCS - Middle School	E.L. Haynes PCS	Yes	Yes	No
Eagle Academy PCS - Congress Heights	Eagle Academy PCS	No ¹	No	No
Eagle Academy PCS - Fairlawn	Eagle Academy PCS	No ¹	No	No
Early Childhood Academy PCS	Early Childhood Academy PCS	Yes	No	Yes
Eastern High School	DCPS	Yes	No	No
Eaton Elementary School	DCPS	Yes	No	Yes
Eliot-Hine Middle School	DCPS	Yes	Yes	No
Elsie Whitlow Stokes Community Freedom PCS - Brookland	Elsie Whitlow Stokes Community Freedom PCS	No ²	Yes	Yes [^]
Elsie Whitlow Stokes Community Freedom PCS - East End	Elsie Whitlow Stokes Community Freedom PCS	Yes	Yes	No
Excel Academy	DCPS	Yes	Yes	Yes
Friendship PCS - Armstrong Elementary	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Armstrong Middle	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Blow Pierce Elementary School	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Blow Pierce Middle School	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Chamberlain Elementary School	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Chamberlain Middle School	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Collegiate Academy	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Ideal Elementary	Friendship PCS	No ²	Yes	Yes
Friendship PCS - Ideal Middle School	Friendship PCS	Yes	Yes	Yes

School Name	LEA	Provided Data	Policy on Website ^{a,b}	Provided Staff Training
Friendship PCS - Online	Friendship PCS	Yes ³	Yes	Yes
Friendship PCS - Southeast Elementary School	Friendship PCS	Yes	Yes	No
Friendship PCS - Southeast Middle School	Friendship PCS	Yes	Yes	No
Friendship PCS - Technology Preparatory High School	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Technology Preparatory Middle School	Friendship PCS	No ²	Yes	Yes
Friendship PCS - Woodridge Elementary School	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Woodridge Middle School	Friendship PCS	No ²	Yes	Yes
Garfield Elementary School	DCPS	Yes	Yes	Yes
Garrison Elementary School	DCPS	Yes	Yes	No
Goodwill Excel Center PCS	Goodwill Excel Center PCS	Yes	No	Yes
H.D. Cooke Elementary School	DCPS	Yes	No	No
H.D. Woodson High School	DCPS	Yes	No	No
Hardy Middle School	DCPS	Yes	Yes	Yes
Harmony DC PCS - School of Excellence	Harmony DC PCS	Yes	Yes	No
Hart Middle School	DCPS	Yes	Yes	Yes [^]
Hearst Elementary School	DCPS	Yes	No	No
Hendley Elementary School	DCPS	Yes	No	No
Hope Community PCS - Lamond	Hope Community PCS	Yes	No	No
Hope Community PCS - Tolson	Hope Community PCS	Yes	No	No
Houston Elementary School	DCPS	No ²	No	No
Howard University Middle School of Mathematics and Science PCS	Howard University Middle School of Mathematics and Science PCS	No ¹	No	No
Hyde-Addison Elementary School	DCPS	Yes	Yes	No
Ida B. Wells Middle School	DCPS	Yes	No	Yes
IDEA PCS	IDEA PCS	No ²	Yes	Yes

School Name	LEA	Provided Data	Policy on Website ^{a,b}	Provided Staff Training
Ingenuity Prep PCS	Ingenuity Prep PCS	Yes	Yes	No
Inspired Teaching Demonstration PCS	Inspired Teaching Demonstration PCS	Yes	Yes	Yes
Inspiring Youth Program	DCPS	No ²	No	No
J.O. Wilson Elementary School	DCPS	Yes	No	Yes [^]
Janney Elementary School	DCPS	Yes	Yes	Yes
Jefferson Middle School Academy	DCPS	Yes	No	No
Johnson Middle School	DCPS	Yes	No	No
Kelly Miller Middle School	DCPS	No ¹	Yes	Yes
Ketcham Elementary School	DCPS	Yes	No	Yes [^]
Key Elementary School	DCPS	Yes	Yes	Yes
Kimball Elementary School	DCPS	Yes	No	Yes [^]
King Elementary School	DCPS	Yes	No	Yes
Kingsman Academy PCS	Kingsman Academy PCS	No ²	No	Yes
KIPP DC - AIM Academy PCS	KIPP DC PCS	Yes	Yes	Yes
KIPP DC - Arts and Technology Academy PCS	KIPP DC PCS	No ²	Yes	No
KIPP DC - College Preparatory Academy PCS	KIPP DC PCS	Yes	Yes	Yes
KIPP DC - Connect Academy PCS	KIPP DC PCS	No ²	Yes	No
KIPP DC - Discover Academy PCS	KIPP DC PCS	No ²	Yes	No
KIPP DC - Grow Academy PCS	KIPP DC PCS	No ²	Yes	No
KIPP DC - Heights Academy PCS	KIPP DC PCS	No ²	Yes	Yes
KIPP DC - Honor Academy PCS	KIPP DC PCS	No ²	Yes	Yes
KIPP DC - KEY Academy PCS	KIPP DC PCS	Yes	Yes	Yes
KIPP DC - Lead Academy PCS	KIPP DC PCS	No ²	Yes	Yes
KIPP DC - LEAP Academy PCS	KIPP DC PCS	No ²	Yes	No
KIPP DC - Northeast Academy PCS	KIPP DC PCS	Yes	Yes	Yes
KIPP DC - Promise Academy PCS	KIPP DC PCS	No ²	Yes	Yes
KIPP DC - Quest Academy PCS	KIPP DC PCS	No ²	Yes	Yes

School Name	LEA	Provided Data	Policy on Website ^{a,b}	Provided Staff Training
KIPP DC - Somerset College Preparatory PCS	KIPP DC PCS	No ²	Yes	Yes
KIPP DC - Spring Academy PCS	KIPP DC PCS	No ²	Yes	Yes
KIPP DC - Valor Academy PCS	KIPP DC PCS	Yes	Yes	Yes
KIPP DC - WILL Academy PCS	KIPP DC PCS	Yes	Yes	Yes
Kramer Middle School	DCPS	Yes	No	Yes [^]
Lafayette Elementary School	DCPS	Yes	No	No
Langdon Elementary School	DCPS	Yes	No	Yes
Langley Elementary School	DCPS	Yes	No	No
LaSalle-Backus Education Campus	DCPS	Yes	No	No
Latin American Montessori Bilingual PCS	Latin American Montessori Bilingual PCS	Yes	Yes	Yes
Lawrence E. Boone Elementary School	DCPS	No ²	Yes	No
LAYC Career Academy PCS	LAYC Career Academy PCS	No ²	No	No
Leckie Education Campus	DCPS	Yes	No	Yes [^]
Lee Montessori PCS - Brookland	Lee Montessori PCS	Yes	No	No
Lee Montessori PCS - East End	Lee Montessori PCS	No ¹	No	No
Ludlow-Taylor Elementary School	DCPS	No ²	Yes	No
Luke C. Moore High School	DCPS	Yes	No	No
MacFarland Middle School	DCPS	Yes	Yes	No
Malcolm X Elementary School @ Green	DCPS	Yes	No	No
Mann Elementary School	DCPS	Yes	No	Yes
Marie Reed Elementary School	DCPS	Yes	Yes	Yes [^]
Mary McLeod Bethune Day Academy PCS	Mary McLeod Bethune Day Academy PCS	Yes	No	Yes [^]
Maury Elementary School	DCPS	Yes	Yes	Yes
Maya Angelou Academy at New Beginnings formerly Oak Hill	DYRS	No ¹	No	No
Maya Angelou PCS - High School	Maya Angelou PCS	No ²	Yes	Yes
Maya Angelou PCS - Young Adult Learning Center	Maya Angelou PCS	Yes ³	Yes	Yes

School Name	LEA	Provided Data	Policy on Website ^{a,b}	Provided Staff Training
McKinley Middle School	DCPS	Yes	Yes	Yes
McKinley Technology High School	DCPS	Yes	No	No
Meridian PCS	Meridian PCS	No ²	Yes	Yes
Miner Elementary School	DCPS	Yes	No	Yes [^]
Monument Academy PCS	Monument Academy PCS	Yes	No	Yes
Moten Elementary School	DCPS	No ¹	No	Yes
Mundo Verde Bilingual PCS	Mundo Verde Bilingual PCS	Yes	Yes	Yes [^]
Mundo Verde Bilingual PCS - 4401 8th Street NE Campus	Mundo Verde Bilingual PCS	Yes	Yes	Yes [^]
Murch Elementary School	DCPS	Yes	Yes	Yes
Nalle Elementary School	DCPS	No ²	No	No
National Collegiate Preparatory PCHS	National Collegiate Preparatory PCHS	No ¹	No	No
Noyes Elementary School	DCPS	No ²	No	No
Oyster-Adams Bilingual School	DCPS	Yes	No	Yes
Oyster-Adams Bilingual School	DCPS	Yes	No	No
Patterson Elementary School	DCPS	Yes	Yes	No
Paul PCS - International High School	Paul PCS	Yes	Yes	Yes
Paul PCS - Middle School	Paul PCS	No ¹	No	No
Payne Elementary School	DCPS	Yes	No	Yes
Peabody Elementary School (Capitol Hill Cluster)	DCPS	No ²	No	No
Perry Street Preparatory PCS	Perry Street Preparatory PCS	Yes	Yes	Yes [^]
Phelps Architecture, Construction and Engineering High School	DCPS	Yes	Yes	No
Plummer Elementary School	DCPS	No ²	No	Yes
Powell Elementary School	DCPS	Yes	No	Yes [^]
Randle Highlands Elementary School	DCPS	Yes	Yes	Yes
Raymond Education Campus	DCPS	Yes	Yes	Yes
Richard Wright PCS for Journalism and Media Arts	Richard Wright PCS for Journalism and Media Arts	No ¹	No	No

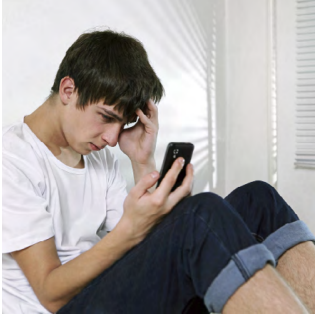
School Name	LEA	Provided Data	Policy on Website ^{a,b}	Provided Staff Training
River Terrace Education Campus	DCPS	Yes	No	No
Rocketship DC PCS - Legacy Prep	Rocketship DC PCS	Yes	Yes	Yes [^]
Rocketship DC PCS - Rise Academy	Rocketship DC PCS	Yes	Yes	No
Ron Brown College Preparatory High School	DCPS	Yes	No	No
Roosevelt High School	DCPS	Yes	Yes	No
Roosevelt STAY High School	DCPS	Yes	Yes	No
Roots PCS	Roots PCS	No ²	Yes	Yes
Ross Elementary School	DCPS	No ²	Yes	Yes
Savoy Elementary School	DCPS	No ²	No	No
School Without Walls @ Francis-Stevens	DCPS	Yes	Yes	Yes
School Without Walls High School	DCPS	Yes	Yes	Yes
School-Within-School @ Goding	DCPS	Yes	No	Yes
Seaton Elementary School	DCPS	Yes	No	No
SEED PCS of Washington DC	SEED PCS of Washington, DC	Yes	No	Yes
Sela PCS	Sela PCS	Yes ³	No	No
Shepherd Elementary School	DCPS	Yes	No	No
Shining Stars Montessori Academy PCS	Shining Stars Montessori Academy PCS	Yes ³	Yes	Yes
Simon Elementary School	DCPS	Yes	No	Yes [^]
Smothers Elementary School	DCPS	Yes	Yes	No
Sousa Middle School	DCPS	Yes	No	No
St. Coletta Special Education PCS	St. Coletta Special Education PCS	No ²	Yes	Yes
Stanton Elementary School	DCPS	Yes	No	Yes [^]
Statesman College Preparatory Academy for Boys PCS	Statesman College Preparatory Academy for Boys PCS	No ²	No	Yes [^]
Stoddert Elementary School	DCPS	Yes	Yes	Yes [^]
Stuart-Hobson Middle School (Capitol Hill Cluster)	DCPS	Yes	Yes	Yes

School Name	LEA	Provided Data	Policy on Website ^{a,b}	Provided Staff Training
Takoma Education Campus	DCPS	Yes	Yes	Yes
The Children's Guild PCS	The Children's Guild DC PCS	Yes	No	Yes
The Family Place PCS	The Family Place PCS	Yes ³	No	No
The Next Step El Proximo Paso PCS	The Next Step/El Proximo Paso PCS	No ²	Yes	No
Thomas Elementary School	DCPS	Yes	No	No
Thomson Elementary School	DCPS	Yes	Yes	No
Thurgood Marshall Academy PCS	Thurgood Marshall Academy PCS	Yes	Yes	No
Truesdell Education Campus	DCPS	Yes	No	Yes
Tubman Elementary School	DCPS	Yes	Yes	Yes
Turner Elementary School	DCPS	Yes	No	No
Two Rivers PCS - 4th St	Two Rivers PCS	Yes	Yes	No
Two Rivers PCS - Young	Two Rivers PCS	Yes	Yes	No
Tyler Elementary School	DCPS	Yes	Yes	No
Van Ness Elementary School	DCPS	Yes	No	No
Walker-Jones Education Campus	DCPS	Yes	No	Yes [^]
Washington Global PCS	Washington Global PCS	Yes	No	Yes [^]
Washington Latin PCS - Middle School	Washington Latin PCS	No ²	Yes	No
Washington Latin PCS - Upper School	Washington Latin PCS	No ²	Yes	No
Washington Leadership Academy PCS	Washington Leadership Academy PCS	Yes	Yes	Yes
Washington Metropolitan High School	DCPS	No ²	No	No
Washington Yu Ying PCS	Washington Yu Ying PCS	Yes	Yes	Yes [^]
Watkins Elementary School (Capitol Hill Cluster)	DCPS	No ²	No	No
West Education Campus	DCPS	Yes	No	No
Wheatley Education Campus	DCPS	Yes	No	Yes
Whittier Education Campus	DCPS	Yes	No	No
Woodrow Wilson High School	DCPS	Yes	No	No
Youth Services Center	DCPS	No ²	No	No

School Name	LEA	Provided Data	Policy on Website ^{a,b}	Provided Staff Training
Youthbuild PCS	Youthbuild PCS	Yes	No	Yes
^a Schools listed as "No" either indicated that their policy was not on their website or they did not know				
^b Schools listed as "Yes" indicated that their policy was on their website, but Child Trends did not verify whether the policy was able to be found or if it was compliant with the YBPA				

Cyberbullying: Tips for D.C. Youth-Serving Agencies

Cyberbullying is bullying that takes place through technology. It includes, but is not limited to, bullying via computers, social media, cell phones, and gaming devices.



BULLYING is any severe, pervasive, or persistent act of conduct that can be reasonably predicted to:

- a.** place the youth in reasonable fear of physical harm to their person or property;
- b.** cause a substantial detrimental effect on the youth's physical or mental health;
- c.** substantially interfere with the youth's academic performance or attendance; or
- d.** substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

CYBERBULLYING AND THE YOUTH BULLYING PREVENTION ACT

The *Youth Bullying Prevention Act* of 2012 (YBPA) requires all youth-serving agencies in the District of Columbia to adopt a bullying prevention policy that includes prohibitions on bullying that occurs:

*"On its property, including **electronic communication** on, or with, its property," and*

*"through electronic communication to the extent that it is directed at a youth and it substantially interferes with the youth's ability to **participate in or benefit from the services, activities, or privileges** provided by the agency, education institution or grantee."*

This means that schools, after-school programs, and other youth-serving agencies need to investigate and take action for cyberbullying that:

- 1)** occurs during hours in which youth are using the agency's services;
- 2)** occurs while using agency property, including technology students may use outside of the hours they are utilizing the agency's services (e.g., a laptop or tablet that a youth borrows and uses at home); or
- 3)** occurs outside the hours a youth is using an agency's services, on personal or other technology, if is affecting the youth's ability to utilize the agency's services. For instance, cyberbullying is covered under this policy if the youth is not participating in services to avoid contact with those engaging in the cyberbullying, or if discussion among other youth at the agency about the cyberbullying is affecting their ability to focus. **If this type of cyberbullying is not substantially affecting the youth's ability to engage in the agency's services, the agency is not required to handle the cyberbullying under this policy.** However, this does not prevent the agency from addressing the cyberbullying outside the policy.

DETERMINING WHETHER CYBERBULLYING IS COVERED:

For all reports of cyberbullying to your agency, consider the following questions:

- 1) Can the conduct be reasonably predicted to lead to fear of physical harm, detrimental effects on mental or physical health, interference with academic performance or attendance, or ability to participate in or benefit from agency services?**

- All bullying covered under the YBPA, including cyberbullying, must be reasonably tied to one of these outcomes.
- Often, if the youth is reporting the bullying (as opposed to other youth or adults), this is a clear indication that they are being affected.
- If a third party reports the bullying, the agency should talk with the youth to determine whether and how they are being impacted.

2) Did the cyberbullying occur while the youth were participating in agency activities? Did the cyberbullying occur while using agency technology?

- Cyberbullying that occurs while youth are using agency services, even on personal technology, is covered under the policy.
- Cyberbullying that occurs while using agency technology, even outside agency hours and property, is covered under the policy.

3) Is the cyberbullying affecting youths' ability to participate in or benefit from agency services?

- Has the targeted youth changed their behavior or use of the agency's services since the reported cyberbullying began? For instance, has their attendance, performance, or engagement changed?
- Is the cyberbullying incident making it difficult for others to participate or has it changed the climate for youth at the agency?

4) Is the cyberbullying incident unique to your agency?

- Are all the youth involved in the cyberbullying involved in your agency's services?
- Do the involved youth also participate together in other agencies' services?
- If the youth involved are also together at other agencies, and the cyberbullying did not take place on or with your agency's property, it may make sense to coordinate response with other agencies. For instance, if the cyberbullying is affecting both a youth's participation at school and at an after-school program, and the involved youth are in both environments, the school and after-school may want to work together to ensure that the situation is resolved.

If it is determined that the cyberbullying is covered under the agency's policy, follow the agency's investigation and documentation procedures. Remember to keep all evidence of the cyberbullying, including screenshots or printouts of the offensive behavior.

IF THE CYBERBULLYING IS NOT COVERED UNDER THE POLICY:

Even if the cyberbullying is deemed to fall outside of what is covered by the YBPA, the agency can still take steps to help prevent future incidents.

1) Use the opportunity to stress the importance of digital citizenship.

- Use free curriculum to help youth build skills while using technology. Avoid referring to the particular incident or naming youth involved.

2) Use the incident to increase monitoring of the youth involved.

- Research demonstrates that the youth engaged in cyberbullying (both as aggressors and targets) often play the same roles in in-person bullying.
- Reports of cyberbullying might indicate on-going conflict and/or bullying between the youth involved that may fall under the YBPA.

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