



Youth Bullying Prevention in the District of Columbia: School Years 2020-2021 and 2021-2022



Child Trends



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DC MURIEL BOWSER, MAYOR

Acknowledgements

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- From Child Trends: Deborah Temkin, Michael Martinez, Tyler Easton Chandler
- From OHR: Ernest Shepard, Hnin Khaing (OHR)

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 Youth Bullying Prevention Program—was previously published in part or in full in the four prior iterations of this report ([2013-2014](#), [2015-2016](#), [2017-2018](#), [2019-2020](#)).

Letter from the Director and Program Manager

Dear parents, educators, and youth program facilitators,

In accordance with the requirements set forth in the Youth Bullying Prevention Act of 2012 (YBPA), we are pleased to submit this report on behalf of Mayor Muriel Bowser and the Office of Human Rights (OHR). This report covers school years 2020-2021 and 2021-2022 and provides an overview of the current level and nature of bullying in the District of Columbia, as well as progress made since the enactment of the YBPA.

This report will show that while the rates of bullying have improved across the nation, including in the District of Columbia, there is more work to be done. There have been new challenges in this field, such as the COVID-19 pandemic and increased use of technology among youth. Bullying prevention deserves our continued attention and investment, as it is imperative to maintaining safe and healthy learning environments for our youth.

The Citywide Youth Bullying Prevention Program (Program, or YBPP) was established in June 2013 with the goal of reducing incidents of bullying across the District of Columbia by emphasizing prevention and proper procedures for responding when incidents occur. Over the last decade, OHR has dedicated staff, created resources, and worked with community organizations to set the program on a course to succeed. While the COVID-19 pandemic and leadership changes may have temporarily slowed the growth of our work, today, we are on solid footing with renewed focus and vision for the Program.

In April 2022, Ernest Shepard joined OHR to serve as the new YBP Program Manager and since his arrival, Ernest has worked steadfastly to re-establish existing relationships while cultivating new ones in order to connect fully with the communities we serve. As of the publication of this report, the Program has not only continued the important work of providing resources, tools, and support to our network of schools, youth serving agencies and grantees, but we are laser focused on securing compliance and developing new and creative ways to establish a closer connection with students, parents, and other stakeholders.

In partnership,



Hnin Khaing
Director
Office of Human Rights



Ernest Shepard
Program Manager
Citywide Youth Bullying Prevention Program

Executive Summary

The Youth Bullying Prevention Act of 2012 (YBPA; DC Code § 2-1535.03) and its implementing regulations require schools and other youth-serving organizations (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 the current implementation of the Act and to provide a summary of the status of bullying in the District of Columbia (DC) on a biennial basis. This report serves to fulfill this requirement for school years (SY) 2020-2021 and 2021-2022. As with the previous iterations of the report, this report provides a detailed summary of each education institution's engagement with the YBPA.

Key Findings

- **The COVID-19 pandemic and the related shift to virtual schooling in SY 2020-2021 dramatically decreased the number of reported bullying incidents; although allegations rebounded in SY 2021-2022, they were still lower than pre-pandemic statistics.** Schools reported receiving just 152 allegations of bullying in SY 2020-2021, a decrease from 1,344 in SY 2019-2020. In SY 2021-2022, reported allegations returned to similar levels as SY 2019-2020, with 1,293 allegations.
- **The overall percentage of DC schools that are fully compliant with the YBPA's four requirements decreased from SY 2019-2020.** Only 19 percent of schools were fully compliant with the YBPA in SY 2021-2022, compared with 26 percent in SY 2019-2020.
- **Schools are using both exclusionary and restorative justice methods to address incidents of bullying.** Over two-thirds (68%) of schools with at least one incident of bullying used exclusionary discipline (i.e., suspension, expulsion, referral to law enforcement). This represents an increase from 57 percent in SY 2019-2020. Similarly, 69 percent of schools also addressed incidents of bullying with restorative justice practices. Counseling or other mental health services were used in 39 percent of the cases.
- **Schools reported that, post-pandemic, many students are in need of basic social and emotional supports to prevent peer conflict and bullying.** In qualitative data, schools reported that upon return to in-person learning in SY 2021-2022, many students needed supports to reintegrate into the school community and establish positive school climates.

A Look Ahead: Current & Upcoming Priorities for the Citywide Youth Bullying Prevention Program

- **Facilitate multiple modalities of training to ensure compliance with training requirements in the YBPA.** The Citywide Youth Bullying Prevention Program (Program or YBPP) will work to disseminate its existing [bullying prevention training toolkit](#) and recorded [train-the-trainer module](#), in addition to providing individualized training sessions at schools upon request.
- **Develop and update resources that describe best practices for addressing bullying incidents.** The Program will work to update existing guidance documents, create new resources, and provide additional trainings around best practices for intervening in bullying situations, with the goal of reducing the number of schools relying on exclusionary discipline.

- **Support schools' implementation of all elements of the YBPA.** The Program will focus on providing easily implemented tools for schools to self-audit their compliance with the YBPA, conduct staff trainings, disseminate bullying prevention policies, and maintain necessary records to demonstrate their compliance. These efforts will contribute to the Program's goal of increasing the number of schools in compliance with the YBPA.

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Addressing Bullying in a Post-Pandemic World

Since 2012, in accordance with the Youth Bullying Prevention Act (YBPA; DC Code § 2-1535.03), the District of Columbia's (DC) youth-serving entities, including our public and public charter schools, have worked to improve their social climates toward a goal of better recognizing, preventing, and addressing bullying. The YBPA and its implementing regulations require all youth-serving organizations 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 Youth Bullying Prevention Program (Program or YBPP), 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 DC. This report serves to fulfill this requirement for school years (SY) 2020-2021 and 2021-2022. Like its previous iterations, 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 DC.

Prior to the onset of the COVID-19 pandemic in 2020, implementation of the YBPA was steadily improving, with an increasing percentage of schools becoming fully compliant with each of the YBPA's requirements and shifting toward responding to bullying incidents through restorative justice and mental health supports, rather than suspensions and expulsions. School years 2020-2021 and 2021-2022 brought with them some of the most fundamental shifts in school operations and student needs that have been seen in recent history. During SY 2020-2021, to protect the health and wellness of students and staff from the COVID-19 pandemic, all District of Columbia Public Schools (DCPS) and the majority of District of Columbia Public Charter Schools (DCPCS) restricted in-person learning, instead providing virtual instruction for much of the year. On a national level, the COVID-19 pandemic intensified an already-growing need among children and adolescents for [mental health supports](#). As schools returned to normal operations in school year 2021-2022, addressing students' mental health and academic needs following the pandemic became priorities, disrupting the momentum of other longstanding initiatives, and requiring new strategies to address students' needs.

Thus, in addition to providing a summary of schools' compliance with the YBPA and reported allegations and confirmed incidents of bullying, this year's report also provides a qualitative analysis of how the COVID-19 pandemic has—and continues to—affect schools' ability to successfully address bullying. Particularly with the reinvigoration of the YBPP, through the hiring of its second full-time manager (a position left vacant since 2019), OHR remains committed to reenergizing the momentum toward implementing the YBPA, thereby reducing bullying behaviors and improving school climate for DC's youth.

Section (1): YBP Programs, Activities, Services, and Policies

A. The Citywide Youth Bullying Prevention Program

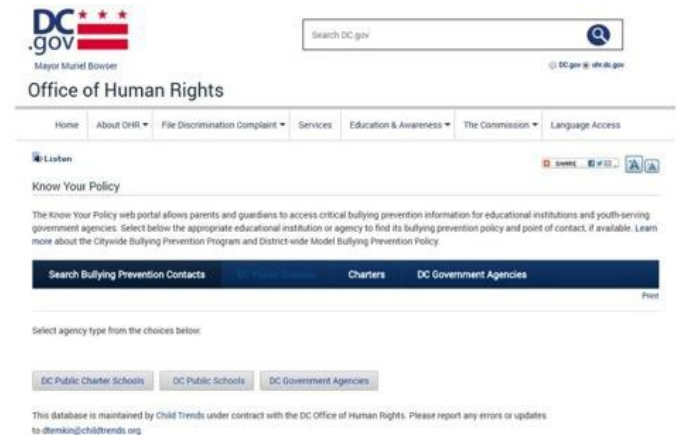
The YBPP serves three primary functions. First, the Program provides resources to schools and other youth-serving organizations to support their bullying prevention efforts. Second, the Program provides oversight to verify agencies are compliant with the YBPA. Finally, the Program provides case resolution assistance, as needed, between parents, schools, and other entities for individual bullying cases. As a result of the Program, as well as the agency, experiencing challenges due to the COVID-19 pandemic and changes in leadership of the Program, there was a slowing of production and distribution of new resources. In 2022, Ernest Shepard was hired as the new full-time manager of the Program. With Shepard’s leadership, the Program will continue to expand and serve the needs of DC’s youth-serving agencies. This section focuses first on the products and resources developed by the Program since the 2019-2020 report, and on the current compliance of schools with the YBPA.

B. OHR’s YBPP Activities and Services in SY 2020-2021 and 2021-2022

Since its establishment in 2013, the Program has consistently developed several tip sheets, toolkits, and other resources for use by youth-serving organizations, parents, and others to support bullying prevention efforts in DC. A full list of these products is available in Appendix A. We focus here on the products and resources produced between 2020 and 2022.

Know Your Policy Portal

As noted in prior reports, this useful 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 (LEA¹). OHR updates this portal annually and on a rolling basis as notified by schools.



¹ Local education agency, or LEA means an educational institution at the local level that exists primarily to operate a publicly funded school or schools in the District of Columbia, including the District of Columbia Public Schools (DCPS) and a District of Columbia public charter school.

Quarterly Newsletters

OHR and its implementing partner, Child Trends, continue to regularly send 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. In 2021, recognizing how many burdens school staff were facing due to the COVID-19 pandemic, OHR reduced the frequency of these newsletters to quarterly to help promote uptake of the content. The newsletters are also archived on the Program's [website](#). In 2021 and 2022, newsletters focused on the intersection of bullying and social emotional learning (SEL), the nationwide increase in anti-Asian harassment and violence during the COVID-19 pandemic, the association between bullying and suicide, bullying among LGBTQ+ students, teen dating violence, and effective bullying prevention programs.



**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.

Webinars and Recorded Trainings

On September 16, 2021, OHR and Child Trends hosted a webinar on bullying in the age of COVID-19, addressing best practices for returning to in-person learning and findings from the 2019-20 biennial report. Additionally, Child Trends produced a [pre-recorded training](#) for bullying prevention points of contact based on the existing bullying prevention in DC toolkit.

Tipsheets Focusing on Mental Health (New in SY 2022-2023)

Since the creation of the Program, OHR has produced a number of tipsheets designed to help support parents, bullying points of contact, and others understand the YBPA and implement promising strategies in preventing and intervening in bullying incidents. Given rising concerns about student mental health in schools, OHR released a new tipsheet in 2022 focused on the intersection of bullying and mental health, including local resources and organizations available to support students in need. Additionally, OHR updated its previous tipsheet on cyberbullying, ensuring it features up-to-date research and resources. These tipsheets are provided as appendices to this report.

Student Discussion Series (New in SY 2022-2023)

A positive school climate is a key contributor to preventing instances of bullying in schools. To help assess and improve school climate, one area of growth for the Program is youth engagement. To that end, OHR added a new program in SY 2022-2023 called, "Student Discussion Series," where OHR partners with schools in the District to host small group discussions with students. The discussions provide youth an opportunity to speak confidentially about their personal experiences as a student and explore topics related to bullying. OHR shares the general themes and findings from these discussions with school administrators in order to assist schools with improving the climate of their student body.

Policy Writing Workshops (New in SY 2022-2023)

In an effort to increase compliance with the YBPA among our schools, youth-serving government agencies, and grantees, OHR launched a new program in SY 2022-2023 called, "Policy Writing Workshops." In a Policy Writing Workshop, the Program meets individually with persons tasked with developing and implementing anti-bullying policies. Workshop

participants receive information about the YBPA and then receive an in-depth review of both the nine required components of a bullying prevention policy and the optional policy components. During the workshop, attendees can view sample policies and ask questions related to the development of their own bullying prevention policy. Organizations may request a Policy Writing Workshop, and OHR offers the workshop upon initial contact with a new school or organization.

C. Law, Policies, and Compliance

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. Disseminate the bullying prevention policy to students and parents by publishing the policy in the LEA's handbook and on its website.
3. Provide training to all employees on an annual basis.
4. Report all bullying data relating to the YBPA to OHR on an annual basis. Information to be reported includes, but is not limited to, the following:
 - a. The number of unique incidents of bullying that were reported.
 - b. The number of reported incidents that were based on a protected trait.
 - c. The number of reported that were substantiated incidents of bullying.
 - d. The types of consequences used in response to a substantiated incident of bullying.

Section (1) below provides information about OHR's policy workshop and Section (2) details compliance with each of the requirements above.

1. **Establishment of Compliant Policies: Most LEAs Have a Compliant Bullying Prevention Policy.**

As of the submission of this report, all but two currently operating LEAs have submitted compliant policies to OHR. These two entities are: Global Citizens PCS and the Sojourner Truth School PCS.

2. **Dissemination of Policies: For SY 2021-2022, two-thirds of responding schools reported that their bullying prevention policy was posted on their website.**

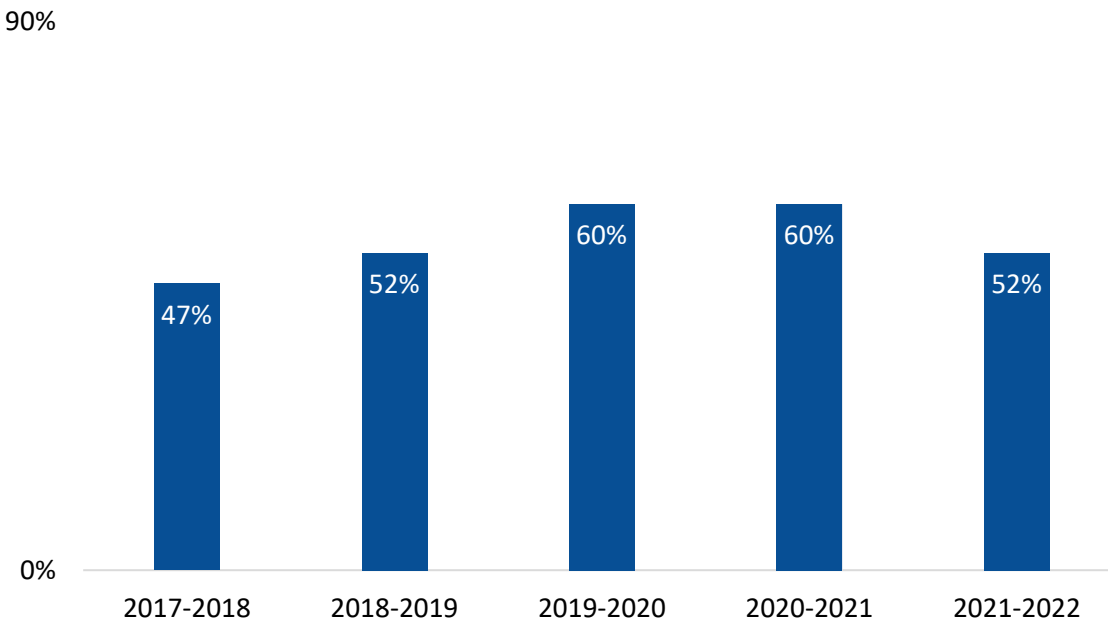
All schools were asked to note whether their bullying prevention policy was included on their website and to provide a link to the policy. For SY 2021-2022, 67 percent of responding schools (133 schools) indicated their policy was posted. This is an increase from SY 2019-2020, when just 56 percent of schools indicated their policy was posted, and a slight increase from SY 2020-2021 when 62 percent of schools indicated their policy was posted. OHR did not independently verify that the provided links were indeed the compliant policies.

3. **Providing Training: The percentage of schools providing staff training on the YBPA declined between SY 2019-2020 and 2021-2022.**

The YBPA regulations require all schools to provide an annual training to all staff 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 Program, including content and trainer information.

Of responsive schools, 60 percent reported providing training in SY 2020-2021, which was consistent with the percentage of schools providing training in SY 2019-2020. This rate fell in SY 2021-2022 to 52 percent.

Figure 1. The percentage of schools providing staff training on the YBPA decreased in SY 2021-2022



4. Reporting Data: The data collection response rate declined for SY 2020-2021, but rebounded slightly in SY 2021-2022.

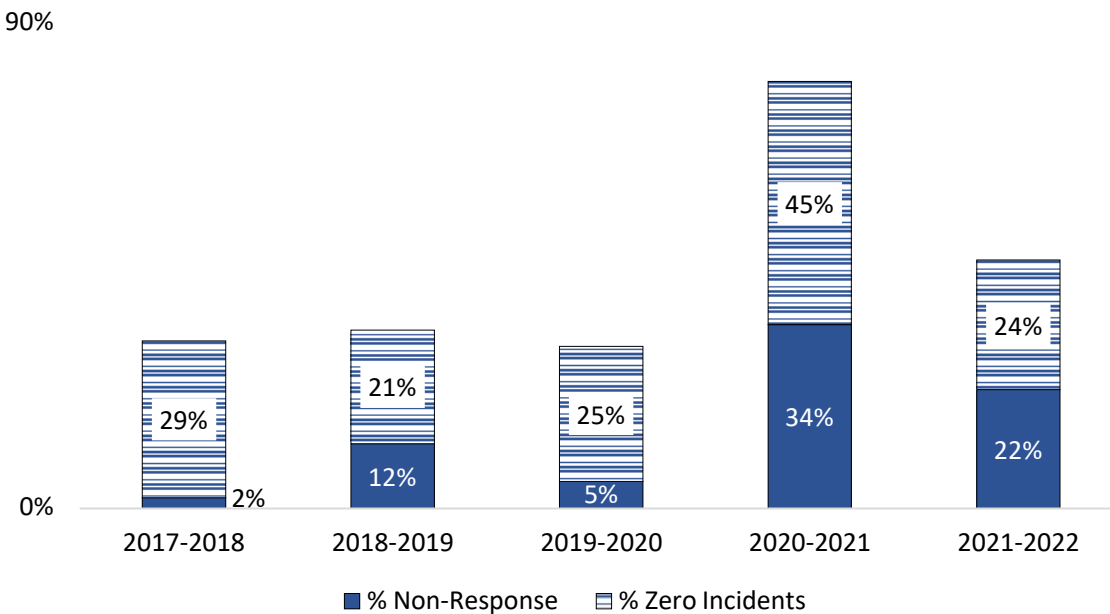
As required by law, each school year OHR collects data pertaining to youth bullying incidents in schools. To facilitate this process, OHR uses its monthly newsletters to remind schools of its obligation to submit data. In addition, in May 2021 and May 2022, Child Trends sent all bullying prevention points of contact a link to the secure online data collection tool. Thereafter, Child Trends directly followed up with schools four times prior to the August 15 deadline and engaged both the DCPS central office and the DCPCS Board for assistance with collecting the data. Additionally, for the 2022 data collection, where bullying prevention contacts were outdated, OHR directly reached out to schools.

Through this engagement, 72 percent of schools responded to the data request in SY 2020-2021 (177 of 246) and 79 percent of schools (199 out of 251²) responded in SY 2021-2022. Response rates in both years were significantly lower than the SY 2019-2020 rate of 95 percent. COVID-19, as well as a significant amount of turnover of bullying prevention coordinators, likely contributed to this lower response rate.

- Response Details for SY 2020-2021
 - General Response Details

² During the 2021 – 2022 school year, District of Columbia Public Schools (DCPS) and District of Columbia public charter schools added a total of five additional schools.

Figure 2. The percentage of schools considered non-responsive dramatically increased in SY 2020-2021 before rebounding slightly in SY 2021-2022



Like in previous years, it is highly unlikely that any school that serves K-12 students had zero reported incidents of bullying in the past year. In a typical year, this zero may suggest 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 would take appropriate action.

During conversations with various district schools, the Program collected anecdotal evidence that suggest that some schools opted to informally respond to allegations of bullying and did not report those data to OHR. In response, the new Program Manager for the YBPP communicated through multiple avenues (i.e., virtual presentations, non-compliance letters, newsletters, individual communication) about their requirement to properly document and report all relevant bullying data.

It is important to note that for SY 2020-2021, the abnormally high rate of zero reports is likely linked to most schools operating in a virtual setting due to the COVID-19 pandemic. As students were largely not physically present in schools, school staff were not able to observe bullying behaviors among students. Additionally, students and parents may not have reported cyberbullying incidents that may have occurred on school-issued technology, even though such bullying is covered under the YBPA.

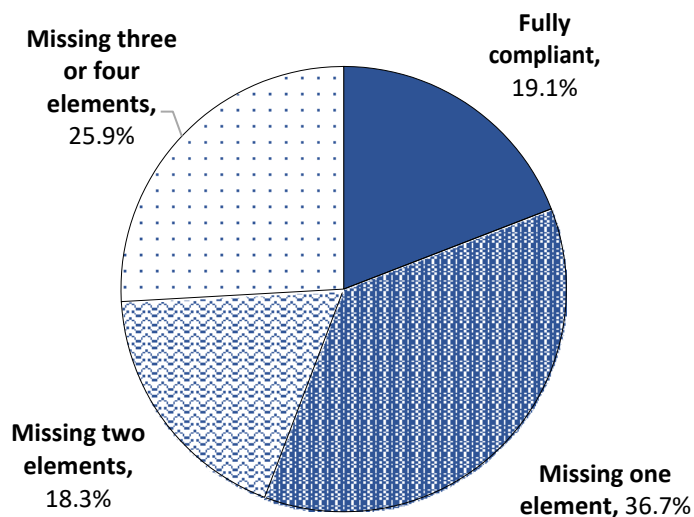
A full listing of schools that did not report data per this definition for SY 2021-2022 is included in Appendix B.

5. Conclusion on Compliance: Fewer schools were fully compliant with the YBPA in SY 2021-2022 as compared to SY 2019-2020.

Schools are considered fully compliant with the YBPA if they (1) have a compliant policy (which includes all but two schools for SY 2021-2022), (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 2021-2022. For purposes of this section, we only consider schools in operation during SY 2021-2022. Schools that provided no data during the 2021-2022 data collection were considered non-compliant with all elements of the YBPA. Schools reporting zero incidents, which are not schools exclusively serving early childhood or adult learners, were also noted as non-compliant with providing data.

Overall, 48 schools (19.1%) were compliant with each element of the YBPA in SY 2021-2022, a decrease from 64 schools (26.2%) in SY 2019-2020. This is consistent with the decrease in schools offering staff training and the lower response rate for SY 2021-2022. A plurality of schools are missing only one element of compliance (92 schools, 36.7%). However, 65 schools (25.9%) are missing at least three elements of compliance, an increase from SY 2019-2020 when only 25 schools (10%) were missing three or more elements. A listing of all 251 schools and their compliance on each element can be found in Appendix B.

Figure 3. Less than 20 percent of schools are fully compliant with the YBPA



Section (2): State of Bullying in the District of Columbia

In previous reports, OHR relied on the following datasets to describe the state of bullying in the District of Columbia: (1) OHR’s YBPA data collection; (2) the U.S. Department of Education’s Civil Rights Data Collection (CRDC); and (3) the Center for Disease Control and Prevention’s Youth Risk Behavior Surveillance Survey (YRBS). However, for purposes of this report, due to the COVID-19 pandemic, neither the YRBS nor the CRDC were collected during SY 2019-2020, and the data collected in SY 2020-2021 were not yet available at the time of this report. Thus, we are unable to provide companion data to the YBPA data collection for this report.

Prevalence of Bullying

The YBPA data collection asks schools to report both received reports of bullying and confirmed incidents, regardless of basis. In this section, we report YBPA data from SY 2020-2021 and 2021-2022. Data from SY 2020-2021 should be interpreted with caution given the discrepant number of zero reports and the changed context due to virtual schooling.

1. **Reports and Confirmed Incidents: Schools received few reports of bullying in SY 2020-2021, but rates returned to pre-pandemic levels in SY 2021-2022.**

- SY 2020-21: District schools reported just 152 unique allegations of bullying on the YBPA data collection, 110 of which occurred during periods of remote-only learning. On average, the SY 2020-2021 data represents a rate of 1.6 bullying reports per school. This is a significant decline from the 1,344 allegations reported in SY 2019-2020. Of those reported 152 allegations, 40 were confirmed. This represents a confirmation rate of 26 percent.
- SY 2021-22: The raw number of bullying reports returned to levels near those of SY 2019-2020, with 1,293 unique allegations. Allegations per school ranged from 0 to 154. Caution should be used in reaching a conclusion as to whether this number represents a decrease from SY 2019-2020 as fewer schools responded to the SY 2021-2022 data collection. On average, the SY 2021-2022 data represent a rate of 6.6 bullying reports per school. In SY 2019-2020, this rate was 6.4 reports per school. The difference between these rates is not statistically significant. Of the 1,293 allegations, 397 were confirmed, with a range of 0 to 45 confirmed incidents per school. This represents a confirmation rate of 31 percent. Confirmation rates in both SY 2020-2021 and 2021-2022 were slightly lower than for SY 2019-2020 (35%).

2. **Types of Bullying Reports: In SY 2021-2022, nearly half (41.8%) of reported bullying was not attributed to an enumerated characteristic.**

The YBPA data collection asks schools to indicate any characteristic attributed as a basis for each reported incident of bullying. Table 1 provides a breakdown of the frequency of these bases. Overall, 42 percent of all reports of bullying were not attributed to an enumerated characteristic. Consistent with SY 2019-2020, personal appearance (13.2%) and intellectual ability (7.7%) were the highest attributed characteristics.

Table 1. Frequency of reported bullying in SY 2021-2022

Characteristic	Percentage of Reports
Race	4.9%
Color	2.2%
Ethnicity	2.6%
Religion	0.2%
National origin	0.2%
Sex	2.0%

Characteristic	Percentage of Reports
Age	0.6%
Marital status	0.0%
Personal appearance	13.2%
Sexual orientation	5.3%
Gender identity/expression	4.9%
Intellectual ability	7.7%
Familial status	1.4%
Family responsibilities	0.0%
Matriculation	0.2%
Political affiliation	0.2%
Genetic information	2.8%
Disability	5.9%
Source of income	0.9%
Status as a victim of an intra-family offense	0.1%
Place of residence or business	0.5%
Other distinguishing characteristic	5.0%
Not attributed to an enumerated characteristic	41.8%

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), 16.4 percent were not attributed to an enumerated characteristic and 15.6 percent were attributed to other distinguishing characteristics. Personal appearance was the highest attributed characteristic (21.9%).

3. Types of Response Used: The use of exclusionary discipline to address bullying increased in SY 2021-2022.

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. A restorative justice approach includes strategies that schools may utilize to build community, manage conflict, and resolve tensions by repairing the harm caused by individual(s) toward another and restoring the relationship(s). Examples may include, but are not limited to, community building circles, peer mediations, or re-entry conferences.

- SY 2020-2021: Due to remote learning during COVID-19, when many traditional forms of discipline could not be implemented in a virtual environment, no schools reported using

suspension or expulsion to address bullying incidents. Referral to law enforcement was also used in less than one percent of incidents. Instead, schools used methods like discipline and other consequences (i.e. verbal redirection, parental contact, behavior contract, etc.) (43%), restorative justice (35%), and counseling or mental health services (19%) to address bullying.

- SY 2021-2022: With the return to in-person schooling, the use of in- and out-of-school suspensions significantly increased, including over SY 2019-2020 levels, with out-of-school suspension used in 21 percent of incidents, in-school suspensions used in 16 percent of cases (compared to 14% and 12%, respectively, in 2019-2020). Still, restorative justice (69%) and counseling or mental health services (38%) were more common responses to bullying incidents. Schools reported using other forms of response in 31 percent of verified incidents. However, of schools that had verified incidents of bullying, 68 percent used some form of exclusionary discipline (an increase from 57% of schools in SY 2019-2020).

Table 1. Frequency of discipline type use for bullying incidents SY 2021-2022

Form of Discipline	Percentage of Incidents	Percentage of Schools With at Least One Incident Using Discipline Form
In-school suspension	16.1%	33.8%
Out-of-school suspension	20.7%	35.0%
Expulsion	<1.0%	1.3%
Referral to law enforcement	<1.0%	1.3%
Restorative justice	68.5%	68.8%
Counseling/mental health services	37.5%	45.0%
Other forms of discipline/consequences	10.8%	7.5%

Note: Percentages may sum to more than 100% as multiple types of discipline could be used for a single incident and schools may use a variety of responses to bullying incidents.

Section (3): COVID-19 and Implementation of the YBPA

As part of the annual YBPA data collection, OHR asks schools to respond to an open-ended item around how the COVID-19 pandemic had affected their bullying prevention efforts. In SY 2020-2021, 123 schools responded to this item and in SY 2021-2022, 149 schools responded to this item.

Consistent with the previously reported quantitative data, most schools reported that there were few to no incidents of bullying at their schools during SY 2020-2021, primarily due to the lack of in-person learning. Many schools noted that the lack of bullying reports was both unusual and concerning. Some schools, however, noted that this significant decrease may have not only been from the virtual environment itself, but from a lack of engagement from students and a decreased level of communication between staff and students. As one bullying point of contact reported, “Due to the health emergency, switching learning from in-person to virtual minimized face to face bullying. Due to learning virtually, student engagement declined. Subsequently, no incidents of cyberbullying were reported.” Another point of contact noted that the lack of “consistent communication with students” meant that the cyberbullying were likely experiencing went unreported. As another point of contact noted, the school’s ability to prevent bullying “[was] impacted tremendously due to COVID. It meant less access to students and families.” Another respondent similarly noted that, “[w]hile we were able to connect with families, children and staff through Zoom, it was difficult to have a full view of as many needs of the children as we would have had in live school (children could private chat in Zoom) and our teachers and social worker could only attend to seen/reported needs. We often discussed what could be missed in the virtual world.” At least one school, however, noted that cyberbullying allegations increased, including for incidents not directly under the school’s purview per the YBPA. Other schools noted that the virtual environment made it easier to monitor and track students, some citing specific software they used to track student behavior on school-issued devices.

“...[bullying prevention efforts] were impacted tremendously due to COVID. It meant less access to students and families.”

Beyond student reports of bullying, the majority of responding schools indicated that the pandemic either had no impact on schools’ bullying prevention and SEL efforts, or actually led to an increase in the amount of time spent discussing these topics as part of virtual learning. As one point of contact noted, “The public health emergency has enhanced and encouraged our mandatory initiatives for social emotional learning. We have promoted a trauma responsive way of thinking as we continue to educate the whole child.” Several schools noted that they began providing daily social and emotional activities and doing “SEL check-ins” with students and parents on a regular basis. Despite these increases in services and programming, several schools noted that competing concerns during the pandemic, as well as decreases in student attendance, made implementing SEL and bullying prevention efforts and reaching all students more difficult. As one respondent noted, “Being virtual and dealing with Zoom fatigue and other barriers to learning (homelessness, lack of food and community resources, etc.) made it difficult to consistently facilitate any programming with fidelity.” Another respondent noted that despite increased offerings, “virtual learning limited the impact of SEL efforts; nothing can replace modeling/teaching in person.”

With the transition back to in-person learning in SY 2021-2022, schools reported having to spend a considerable amount of time reestablishing social norms among students. As one respondent noted, “students had to become familiar with each other and re-learn about tolerance and respect.” Another respondent similarly said, “we had to spend time to have students feel like themselves again and recognize they were accepted, loved, seen and belonged.” As another school stated simply, “there has been an increase in negative peer interactions at our campus.”

Additionally, schools reported that the increased need for social emotional and mental health services from virtual learning in SY 2020-2021 only grew with the return to school in SY 2021-2022. As one respondent noted, “due to the pandemic, we found that children had much greater social emotional

“The social emotional skills of the students were affected/delayed and seem[ed] to retrograde....”

needs and we, as a school, were not prepared/skilled to support the level of need initially.” Another point of contact wrote, “the social emotional skills of the students were affected/delayed and seem to retrograde...Some students were unable to practice these SEL skills in supportive environments and had to re-learn [sic].” The decline in social emotional skills led, in many cases, to increased concerns about bullying. As one respondent flagged, “social bonds weakened during remote learning, which made student culture weaker and more susceptible to bullying.” These increases were not observed in

all schools, however, with just under half of schools indicating that the pandemic did not have a significant impact on bullying incidents.

In SY 2021-2022, schools continued to increase SEL programming and supports, with one school noting that they “had to find more creative ways to integrate SEL” given the many competing priorities in the school day. Other schools reported they had “doubled down on [their] SEL supports,” while others simply noted that because SEL and bullying prevention have always been a priority, their efforts were unchanged by the pandemic.

For respondents in both SY 2020-2021 and SY 2021-2022, one major obstacle for schools was providing training for staff and students in virtual environments. Schools continued to limit large in-person gatherings during SY 2021-2022, necessitating continued reliance on virtual methods. Many schools reported not having resources to provide such training virtually, or a lack of engagement among participants.

Section (4): Discussion and Recommendations

The COVID-19 pandemic and the related shift to virtual schooling in SY 2020-2021 has had a lasting impact on how schools in the District of Columbia prevent and address bullying. Although bullying allegations and incidents dropped markedly in SY 2020-2021, they quickly rebounded to pre-pandemic levels in SY 2021-2022, with no statistical difference in average incidents per school from SY 2019-2020. School compliance with the YBPA dropped, however, from pre-pandemic levels, largely due to declines in schools providing required training to school staff and an overall lower response rate to the annual YBPA data collection.

Although this drop in compliance is understandable—with many schools citing concerns over large-group gatherings preventing them from conducting the required training—there is clear need for continued and reinvigorated bullying prevention efforts. As several schools described, the return to in-person bullying after almost a full year of virtual learning required many students to re-learn how to engage and relate to their peers. Schools are making considerable efforts to support students’ social and emotional wellbeing and improve school climate.

While many schools have doubled-down on their investments in social and emotional learning, they, too, have reintroduced the use of exclusionary discipline to address incidents of bullying. Indeed, over

two-thirds of schools with at least one incident of bullying reported using suspension, expulsion, and/or referrals to law enforcement in response to bullying, an increase from 57 percent in SY 2019-2020. This increased use of exclusionary discipline is especially concerning as there is [little evidence](#) that such discipline is effective at preventing bullying and a growing body of research linking the [use of exclusionary discipline to the school-to-prison pipeline](#), particularly for students of color. Recognizing this link, the DC Council enacted the [Student Fair Access to School Act of 2017](#) in an effort to reduce the use of exclusionary discipline in DC schools, although behaviors that “cause bodily injury or emotional distress,” which could include bullying, are specifically called out as occasions for which exclusionary discipline may be appropriate.

Clearly, there is more work to do. With the onboarding of a new full-time Program Manager for the YBPP in 2022, OHR stands ready to reinvigorate bullying prevention efforts across schools and other youth-serving agencies. To that end, the Program will focus on the following priorities during and after SY 2022-2023:

- **Facilitate multiple modalities of training to ensure compliance with that element of the YBPA.** The Program will work to disseminate its existing [bullying prevention training toolkit](#) and recorded [train-the-trainer module](#), in addition to providing individualized training sessions at schools upon request.
- **Develop and update resources surrounding recommended practices for addressing bullying incidents.** The Program will work to update existing guidance documents, create new resources, and provide additional trainings around the recommended practices for intervening in bullying situations, with the goal of reducing the number of schools relying on exclusionary discipline.
- **Support schools’ implementation of all elements of the YBPA.** The Program will focus on providing easily implemented tools for schools to self-audit their compliance with the YBPA, conduct staff trainings, disseminate bullying prevention policies, and maintain necessary records to demonstrate their compliance. These efforts will contribute to the Program’s goal of increasing the number of schools in compliance with the YBPA.

Appendix A: Products Developed by the Citywide Youth Bullying Prevention Program

Each of the products can be downloaded through the provided hyperlinks. They are also available on the Program's 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 with tips on 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.

[Cyberbullying and the YBPA \(updated 2022\)](#). This tip sheet outlines the YBPA's requirements around cyberbullying and identifies key social media trends educators should be aware of.

[Bullying and Mental Health](#). This tip sheet describes the relationship between bullying and mental health and provides resources throughout the District of Columbia to help support students who have been bullied and students who have bullied others.

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, in which OHR served as an implementation partner.

Trainings

[Bullying Prevention & Intervention in DC Educational Institutions Training Video](#). This training video, based on the [Bullying Prevention & Intervention in DC Educational Institutions Training Toolkit](#), is designed to help schools fulfill the training requirements of the YBPA.

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 Twenty-Five](#) – October 2020
- [Edition Twenty-Six](#) – November 2020
- [Edition Twenty-Seven](#) – December 2020
- [Edition Twenty-Eight](#) – January 2021
- [Edition Twenty-Nine](#) – February 2021
- [Edition Thirty](#) – March 2021
- [Edition Thirty-One](#) – April 2021
- [Edition Thirty-Two](#) – May 2021
- [Edition Thirty-Three](#) – June 2021
- [Edition Thirty-Four](#) – September 2021
- [Edition Thirty-Five](#) – January 2022
- [Edition Thirty-Six](#) – February 2022
- [Edition Thirty-Seven](#) – May 2022
- [Edition Thirty-Eight](#) – September 2022

All newsletters from previous years can be found on the DC Office of Human Rights website: <https://ohr.dc.gov/page/bullyingprevention>.

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](#)

[Bullying Prevention in District of Columbia Educational Institutions Report: 2019-2020](#)

Appendix B: School Compliance with YBPA Requirements, SY 2021-2022

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 zero reported incidents of bullying
³ School indicated zero reported incidents of bullying but is a school that primarily serves young adults, early childhood, or online
⁴ School provided policy link in data collection but policy has not been submitted for compliance review

School Name	LEA	Provided Data	Policy on Website	Provided Staff Training
Academy of Hope Adult PCS [18th Place]	Academy of Hope Adult PCS	Yes ³	No	No
Academy of Hope Adult PCS [Southeast]	Academy of Hope Adult PCS	Yes ³	No	No
Achievement Preparatory PCS [Wahler Place]	Achievement Preparatory Academy PCS	No ¹	No	No
Whitlock Elementary School (fmr. Aiton Elementary School)	District of Columbia Public Schools	No ¹	Yes	No
Amidon-Bowen Elementary School	District of Columbia Public Schools	Yes	No	No
Anacostia High School	District of Columbia Public Schools	No ¹	No	No
AppleTree Early Learning PCS - Columbia Heights	AppleTree Early Learning PCS	Yes ³	Yes	Yes
AppleTree Early Learning PCS - Lincoln Park	AppleTree Early Learning PCS	No ¹	No	No
AppleTree Early Learning PCS - Oklahoma Avenue	AppleTree Early Learning PCS	Yes ³	Yes	Yes
AppleTree Early Learning PCS - Parklands	AppleTree Early Learning PCS	Yes ³	Yes	Yes
AppleTree Early Learning PCS - Southeast [Douglas Knoll]	AppleTree Early Learning PCS	Yes ³	No	Yes
AppleTree Early Learning PCS - Southwest [Douglas Knoll]	AppleTree Early Learning PCS	No ¹	No	No
Ballou High School	District of Columbia Public Schools	Yes	Yes	No
Ballou STAY High School	District of Columbia Public Schools	No ¹	No	No

School Name	LEA	Provided Data	Policy on Website	Provided Staff Training
Bancroft Elementary School	District of Columbia Public Schools	Yes	Yes	Yes
Bard High School Early College DC (Bard DC)	District of Columbia Public Schools	Yes	Yes	No
Barnard Elementary School	District of Columbia Public Schools	Yes	No	No
BASIS DC PCS	BASIS DC PCS	Yes	Yes	Yes
Beers Elementary School	District of Columbia Public Schools	Yes	No	Yes
Benjamin Banneker High School	District of Columbia Public Schools	Yes	Yes	No
Breakthrough Montessori PCS [Eastern Avenue]	Breakthrough Montessori PCS	Yes	Yes	No
Breakthrough Montessori PCS [Taylor Street]	Breakthrough Montessori PCS	No ¹	No	No
Brent Elementary School	District of Columbia Public Schools	Yes	No	No
Bridges PCS [Mamie D. Lee]	Bridges PCS	Yes	No	No
Brightwood Elementary School	District of Columbia Public Schools	No ²	No	No
Briya PCS [13th Street/Sharpe]	Briya PCS	Yes ³	Yes	No
Briya PCS [Gallatin Street/Fort Totten]	Briya PCS	Yes ³	Yes	No
Briya PCS [Georgia Avenue/Petworth]	Briya PCS	Yes ³	Yes	No
Briya PCS [Ontario Road/Adams Morgan/Main]	Briya PCS	Yes ³	Yes	No
Brookland Middle School	District of Columbia Public Schools	Yes	Yes	Yes
Browne Education Campus	District of Columbia Public Schools	No ²	No	No
Bruce-Monroe Elementary School @ Park View	District of Columbia Public Schools	Yes	Yes	No
Bunker Hill Elementary School	District of Columbia Public Schools	Yes	No	Yes
Burroughs Elementary School	District of Columbia Public Schools	No ¹	No	No
Burrville Elementary School	District of Columbia Public Schools	No ¹	No	No
C.W. Harris Elementary School	District of Columbia Public Schools	No ¹	Yes	No
Capital City PCS - High School	Capital City PCS	No ²	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

School Name	LEA	Provided Data	Policy on Website	Provided Staff Training
Capital Village	Capital Village PCS	No ¹	No	No
Capitol Hill Montessori School @ Logan	District of Columbia Public Schools	Yes	Yes	Yes
Cardozo Education Campus	District of Columbia Public Schools	Yes	Yes	No
Carlos Rosario International PCS [Harvard Street]	Carlos Rosario International PCS	No ²	Yes	No
Carlos Rosario International PCS [Sonia Gutierrez]	Carlos Rosario International PCS	No ¹	No	No
Cedar Tree Academy PCS	Cedar Tree Academy PCS	No ²	Yes	Yes
Center City PCS - Brightwood	Center City PCS	Yes	Yes	No
Center City PCS - Capitol Hill	Center City PCS	Yes	Yes	No
Center City PCS - Congress Heights	Center City PCS	No ²	Yes	No
Center City PCS - Petworth	Center City PCS	Yes	Yes	No
Center City PCS - Shaw	Center City PCS	No ²	Yes	No
Center City PCS - Trinidad	Center City PCS	No ¹	No	No
Cesar Chavez PCS for Public Policy - Parkside	Cesar Chavez PCS for Public Policy	Yes	Yes	No
Cleveland Elementary School	District of Columbia Public Schools	No ¹	No	No
Columbia Heights Education Campus	District of Columbia Public Schools	Yes	Yes	Yes
Community College Preparatory Academy PCS [DCIA]	Community College Preparatory Academy PCS	No ¹	No	No
Community College Preparatory Academy PCS [Main]	Community College Preparatory Academy PCS	No ¹	No	No
Community College Preparatory Academy PCS [MC Terrell]	Community College Preparatory Academy PCS	No ¹	No	No
Coolidge High School	District of Columbia Public Schools	No ¹	No	No
Creative Minds International PCS	Creative Minds International PCS	No ¹	No	No
DC Bilingual PCS	DC Bilingual PCS	Yes	No	No
DC Prep PCS - Anacostia Elementary School [V Street]	DC Prep PCS	No ²	Yes	Yes
DC Prep PCS - Anacostia Middle School	DC Prep PCS	Yes	Yes	Yes
DC Prep PCS - Benning Elementary	DC Prep PCS	No ²	Yes	Yes
DC Prep PCS - Benning Middle	DC Prep PCS	Yes	Yes	Yes
DC Prep PCS - Edgewood Elementary School	DC Prep PCS	No ²	Yes	Yes

School Name	LEA	Provided Data	Policy on Website	Provided Staff Training
DC Prep PCS - Edgewood Middle School	DC Prep PCS	Yes	Yes	No
DC Scholars PCS	DC Scholars PCS	No ¹	No	No
Deal Middle School	District of Columbia Public Schools	No ¹	No	Yes
Digital Pioneers Academy PCS [12th Street]	Digital Pioneers Academy PCS	Yes	No	Yes
Digital Pioneers Academy PCS [9th Street]	Digital Pioneers Academy PCS	Yes	No	Yes
District of Columbia International School [Walter Reed]	District of Columbia International School	Yes	Yes	Yes
Dorothy I. Height Elementary School	District of Columbia Public Schools	Yes	No	No
Drew Elementary School	District of Columbia Public Schools	Yes	No	Yes
Duke Ellington School of the Arts	District of Columbia Public Schools	Yes	Yes	Yes
Dunbar High School	District of Columbia Public Schools	No ²	No	Yes
E.L. Haynes PCS Elementary School	E.L. Haynes PCS	Yes	Yes	No
E.L. Haynes PCS High School	E.L. Haynes PCS	No ¹	No	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 [Capitol Riverfront]	Eagle Academy PCS	Yes	Yes	No
Early Childhood Academy PCS [Barnaby Street]	Early Childhood Academy PCS	No ²	Yes	Yes
Eastern High School	District of Columbia Public Schools	Yes	No	No
Eaton Elementary School	District of Columbia Public Schools	No ¹	No	No
Eliot-Hine Middle School	District of Columbia Public Schools	No ¹	No	No
Elsie Whitlow Stokes Community Freedom PCS - Brookland	Elsie Whitlow Stokes Community Freedom PCS	No ¹	No	No
Elsie Whitlow Stokes Community Freedom PCS - East End	Elsie Whitlow Stokes Community Freedom PCS	Yes	Yes	No
Excel Academy	District of Columbia Public Schools	Yes	Yes	Yes
Friendship - Ideal Academy PCS MS	Friendship PCS	No ²	Yes	Yes
Friendship - Ideal Academy PCS ES	Friendship PCS	No ²	Yes	Yes
Friendship PCS - Armstrong ES	Friendship PCS	Yes	Yes	Yes

School Name	LEA	Provided Data	Policy on Website	Provided Staff Training
Friendship PCS - Armstrong MS	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Blow Pierce ES	Friendship PCS	No ²	Yes	Yes
Friendship PCS - Blow Pierce MS	Friendship PCS	No ²	Yes	Yes
Friendship PCS - Chamberlain ES	Friendship PCS	No ²	Yes	Yes
Friendship PCS - Chamberlain MS	Friendship PCS	No ²	Yes	Yes
Friendship PCS - Collegiate Academy	Friendship PCS	No ²	Yes	Yes
Friendship PCS - Online	Friendship PCS	Yes ³	Yes	Yes
Friendship PCS - Technology Preparatory	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Woodridge ES	Friendship PCS	No ²	Yes	Yes
Friendship PCS - Woodridge MS	Friendship PCS	No ²	Yes	Yes
Friendship PCS- Southeast ES	Friendship PCS	No ²	Yes	Yes
Friendship PCS- Southeast MS	Friendship PCS	No ²	Yes	Yes
Garfield Elementary School	District of Columbia Public Schools	No ¹	No	No
Garrison Elementary School	District of Columbia Public Schools	Yes	No	No
Girls Global Academy PCS	Girls Global Academy PCS	Yes	Yes	Yes
Global Citizens PCS	Global Citizens PCS	No ²	Yes ⁴	Yes
Goodwill Excel Center PCS	Goodwill Excel Center PCS	No ²	Yes	Yes
H.D. Cooke Elementary School	District of Columbia Public Schools	Yes	No	No
H.D. Woodson High School	District of Columbia Public Schools	Yes	No	Yes
Hardy Middle School	District of Columbia Public Schools	Yes	Yes	No
Harmony DC PCS - School of Excellence	Harmony DC PCS	No ¹	No	No
Hart Middle School	District of Columbia Public Schools	Yes	Yes	Yes
Hearst Elementary School	District of Columbia Public Schools	Yes	No	Yes
Hendley Elementary School	District of Columbia Public Schools	Yes	No	No
Hope Community PCS - Tolson	Hope Community PCS	Yes	Yes	No
Houston Elementary School	District of Columbia Public Schools	Yes	Yes	Yes
Howard University Middle School of Mathematics and Science PCS	Howard University Middle School of Mathematics and Science PCS	Yes	Yes	Yes

School Name	LEA	Provided Data	Policy on Website	Provided Staff Training
Hyde-Addison Elementary School	District of Columbia Public Schools	Yes	Yes	Yes
I Dream PCS	I Dream PCS	No ²	Yes	No
Ida B. Wells Middle School	District of Columbia Public Schools	Yes	Yes	No
IDEA PCS	IDEA PCS	Yes	Yes	Yes
Ingenuity Prep PCS	Ingenuity Prep PCS	No ¹	No	No
Inspired Teaching Demonstration PCS	Inspired Teaching Demonstration PCS	Yes	Yes	No
J.O. Wilson Elementary School	District of Columbia Public Schools	Yes	No	Yes
Janney Elementary School	District of Columbia Public Schools	Yes	No	No
Jefferson Middle School Academy	District of Columbia Public Schools	No ¹	No	No
Johnson Middle School	District of Columbia Public Schools	Yes	No	No
Kelly Miller Middle School	District of Columbia Public Schools	Yes	Yes	Yes
Ketcham Elementary School	District of Columbia Public Schools	No ¹	No	No
Key Elementary School	District of Columbia Public Schools	Yes	Yes	No
Kimball Elementary School	District of Columbia Public Schools	No ¹	No	No
King Elementary School	District of Columbia Public Schools	No ¹	No	No
Kingsman Academy PCS	Kingsman Academy PCS	No ¹	No	No
KIPP DC - Legacy Prep, [Highlands]	KIPP DC PCS	Yes	Yes	No
KIPP DC - Pride, Inspire, Honor Academy [Wheeler]	KIPP DC PCS	Yes	Yes	No
KIPP DC PCS - Aim, Discover, Heights [Douglass Campus]	KIPP DC PCS	Yes	Yes	No
KIPP DC PCS - Arts and Tech, Quest, Valor [Smilow]	KIPP DC PCS	Yes	Yes	No
KIPP DC PCS - College Preparatory Campus	KIPP DC PCS	Yes	Yes	No
KIPP DC PCS - Connect, Northeast, Spring [Webb]	KIPP DC PCS	Yes	Yes	No
KIPP DC PCS - Grow, Lead, Will [Shaw]	KIPP DC PCS	Yes	Yes	No
KIPP DC PCS - Honor, [Somerset]	KIPP DC PCS	Yes	Yes	No

School Name	LEA	Provided Data	Policy on Website	Provided Staff Training
KIPP DC PCS - Key, Leap, Promise, [Benning]	KIPP DC PCS	Yes	Yes	No
Kramer Middle School	District of Columbia Public Schools	No ¹	No	No
Lafayette Elementary School	District of Columbia Public Schools	Yes	Yes	Yes
Langdon Elementary School	District of Columbia Public Schools	No ¹	No	No
Langley Elementary School	District of Columbia Public Schools	No ¹	No	No
LaSalle-Backus Elementary School	District of Columbia Public Schools	No ²	Yes	No
Latin American Montessori Bilingual PCS [Missouri Avenue]	Latin American Montessori Bilingual PCS	Yes	Yes	Yes
Latin American Montessori Bilingual PCS [South Dakota Avenue]	Latin American Montessori Bilingual PCS	No ²	Yes	Yes
Lawrence E. Boone Elementary School	District of Columbia Public Schools	Yes	Yes	Yes
LAYC Career Academy PCS [16th Street]	LAYC Career Academy PCS	No ¹	No	No
LEARN DC PCS	LEARN DC PCS	Yes	Yes	No
Leckie Education Campus	District of Columbia Public Schools	No ¹	No	No
Lee Montessori PCS [East End]	Lee Montessori PCS	No ²	Yes	Yes
Lee Montessori PCS [St. Paul's College]	Lee Montessori PCS	No ²	Yes	Yes
Ludlow-Taylor Elementary School	District of Columbia Public Schools	No ¹	No	No
Luke C. Moore High School	District of Columbia Public Schools	No ¹	No	No
MacFarland Middle School	District of Columbia Public Schools	Yes	Yes	No
Malcolm X Elementary School @ Green	District of Columbia Public Schools	No ¹	No	No
Mann Elementary School	District of Columbia Public Schools	No ²	No	No
Marie Reed Elementary School	District of Columbia Public Schools	Yes	Yes	Yes
Mary McLeod Bethune PCS [16th Street]	Mary McLeod Bethune Day Academy PCS	No ²	Yes	Yes
Mary McLeod Bethune PCS [Main]	Mary McLeod Bethune Day Academy PCS	No ¹	No	No
Maury Elementary School	District of Columbia Public Schools	Yes	No	No

School Name	LEA	Provided Data	Policy on Website	Provided Staff Training
Maya Angelou PCS - Academy at DC Jail	Maya Angelou PCS	No ²	Yes	Yes
Maya Angelou PCS - Young Adult Learning Center	Maya Angelou PCS	No ²	Yes	Yes
Maya Angelou PCS- HS	Maya Angelou PCS	No ²	Yes	Yes
McKinley Middle School	District of Columbia Public Schools	Yes	No	No
McKinley Technology High School	District of Columbia Public Schools	Yes	Yes	No
Meridian PCS - Elementry School	Meridian PCS	Yes	Yes	No
Meridian PCS - Middle School	Meridian PCS	Yes	Yes	No
Military Road Early Learning Center	District of Columbia Public Schools	No ¹	No	No
Miner Elementary School	District of Columbia Public Schools	No ²	No	No
Monument Academy PCS	Monument Academy PCS	Yes	Yes	No
Moten Elementary School	District of Columbia Public Schools	Yes	No	No
Mundo Verde Bilingual PCS – J.F. Cook Campus	Mundo Verde Bilingual PCS	Yes	Yes	Yes
Mundo Verde Bilingual PCS – Ocho Calle Campus	Mundo Verde Bilingual PCS	Yes	Yes	Yes
Murch Elementary School	District of Columbia Public Schools	Yes	Yes	Yes
Nalle Elementary School	District of Columbia Public Schools	No ²	No	No
Noyes Elementary School	District of Columbia Public Schools	Yes	No	Yes
Oyster-Adams Bilingual School (Elementary)	District of Columbia Public Schools	Yes	No	Yes
Oyster-Adams Bilingual School (Middle)	District of Columbia Public Schools	Yes	No	No
Patterson Elementary School	District of Columbia Public Schools	No ²	Yes	No
Paul PCS - International High School	Paul PCS	Yes	Yes	Yes
Paul PCS- MS	Paul PCS	Yes	Yes	Yes
Payne Elementary School	District of Columbia Public Schools	Yes	No	No
Peabody Elementary School (Capitol Hill Cluster)	District of Columbia Public Schools	No ²	No	No
Perry Street Preparatory PCS	Perry Street Preparatory PCS	No ¹	No	No

School Name	LEA	Provided Data	Policy on Website	Provided Staff Training
Phelps Architecture, Construction and Engineering High School	District of Columbia Public Schools	Yes	No	No
Plummer Elementary School	District of Columbia Public Schools	Yes	No	No
Powell Elementary School	District of Columbia Public Schools	Yes	Yes	No
Randle Highlands Elementary School	District of Columbia Public Schools	No ¹	No	No
Raymond Education Campus	District of Columbia Public Schools	No ¹	No	No
Richard Wright PCS for Journalism and Media Arts	Richard Wright PCS for Journalism and Media Arts	No ¹	No	No
River Terrace Education Campus	District of Columbia Public Schools	Yes	No	Yes
Rocketship PCS	Rocketship Education DC PCS	Yes	Yes	Yes
Rocketship PCS - Legacy Prep	Rocketship Education DC PCS	Yes	Yes	Yes
Rocketship PCS - Ward 5	Rocketship Education DC PCS	Yes	Yes	Yes
Ron Brown College Preparatory High School	District of Columbia Public Schools	No ¹	No	No
Roosevelt High School	District of Columbia Public Schools	No ¹	No	No
Roosevelt STAY High School	District of Columbia Public Schools	No ²	No	No
Roots PCS [Kennedy Street]	Roots PCS	No ²	Yes	Yes
Ross Elementary School	District of Columbia Public Schools	No ¹	Yes	No
Savoy Elementary School	District of Columbia Public Schools	Yes	No	Yes
School Without Walls @ Francis-Stevens	District of Columbia Public Schools	No ¹	No	No
School Without Walls High School	District of Columbia Public Schools	Yes	Yes	Yes
School-Within-School @ Goding	District of Columbia Public Schools	Yes	No	No
Seaton Elementary School	District of Columbia Public Schools	Yes	No	No
SEED PCS of Washington, DC	SEED PCS	Yes	Yes	Yes
Sela PCS	Sela PCS	Yes ³	Yes	Yes
Shepherd Elementary School	District of Columbia Public Schools	Yes	No	No

School Name	LEA	Provided Data	Policy on Website	Provided Staff Training
Shining Stars Montessori Academy PCS [Randolph Street]	Shining Stars Montessori Academy PCS	Yes	Yes	No
Simon Elementary School	District of Columbia Public Schools	Yes	No	Yes
Smothers Elementary School	District of Columbia Public Schools	Yes	Yes	No
Social Justice PCS	Social Justice PCS	Yes	No	No
Sousa Middle School	District of Columbia Public Schools	Yes	Yes	Yes
St. Coletta Special Education PCS	St. Coletta Special Education PCS	No ²	Yes	Yes
Stanton Elementary School	District of Columbia Public Schools	Yes	No	No
Statesmen College Preparatory Academy for Boys	Statesmen College Preparatory Academy for Boys PCS	Yes	Yes	Yes
Stoddert Elementary School	District of Columbia Public Schools	Yes	Yes	Yes
Stuart-Hobson Middle School (Capitol Hill Cluster)	District of Columbia Public Schools	Yes	Yes	Yes
Takoma Elementary School	District of Columbia Public Schools	Yes	Yes	Yes
Thaddeus Stevens Early Learning Center	District of Columbia Public Schools	No ¹	No	No
The Children's Guild DC PCS	The Children's Guild DC PCS	No ¹	No	No
The Family Place PCS	The Family Place PCS	Yes ³	No	Yes
The Next Step/El Proximo Paso PCS	The Next Step/El Proximo Paso PCS	No ¹	No	No
The Sojourner Truth	The Sojourner Truth School PCS	No ²	No	Yes
Thomas Elementary School	District of Columbia Public Schools	No ¹	No	No
Thomson Elementary School	District of Columbia Public Schools	Yes	Yes	No
Thurgood Marshall Academy PCS	Thurgood Marshall Academy PCS	Yes	No	No
Truesdell Elementary School	District of Columbia Public Schools	No ¹	No	No
Tubman Elementary School	District of Columbia Public Schools	Yes	Yes	Yes
Turner Elementary School	District of Columbia Public Schools	No ²	No	No

School Name	LEA	Provided Data	Policy on Website	Provided Staff Training
Two Rivers PCS - 4th Street [Elementary]	Two Rivers PCS	No ¹	Yes	No
Two Rivers PCS - 4th Street [Middle]	Two Rivers PCS	Yes	Yes	No
Two Rivers PCS - Young [Elementary]	Two Rivers PCS	No ¹	No	No
Two Rivers PCS - Young [Middle]	Two Rivers PCS	Yes	No	No
Tyler Elementary School	District of Columbia Public Schools	Yes	Yes	Yes
Van Ness Elementary School	District of Columbia Public Schools	Yes	No	No
Walker-Jones Education Campus	District of Columbia Public Schools	Yes	No	Yes
Washington Global PCS	Washington Global PCS	Yes	No	Yes
Washington Latin PCS-Middle School	Washington Latin PCS	No ¹	No	No
Washington Latin PCS-Upper School	Washington Latin PCS	No ¹	No	No
Washington Leadership Academy PCS	Washington Leadership Academy PCS	Yes	Yes	Yes
Washington Yu Ying PCS	Washington Yu Ying PCS	Yes	No	Yes
Watkins Elementary School (Capitol Hill Cluster)	District of Columbia Public Schools	Yes	No	No
West Elementary School	District of Columbia Public Schools	Yes	No	No
Wheatley Education Campus	District of Columbia Public Schools	Yes	No	No
Whittier Education Campus	District of Columbia Public Schools	No ²	Yes	Yes
Jackson-Reed High School (fmr. Woodrow Wilson High School)	District of Columbia Public Schools	Yes	Yes	No
YouthBuild PCS	YouthBuild DC PCS	No ²	No	No
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 zero reported incidents of bullying				
³ School indicated zero reported incidents of bullying but is a school that primarily serves young adults, early childhood, or online				
⁴ School provided policy link in data collection but policy has not been submitted for compliance review				

District of Columbia Office of Human Rights

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