Youth Bullying Prevention in the District of Columbia

School Year 2017-18 Report

Acknowledgements

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Letter from the Director of the Citywide Bullying Prevention Program

To: The Council of the District of Columbia

In accordance with the requirements set forth in the Youth Bullying Prevention Act of 2012 (YBPA), I am pleased to submit this report on behalf of the Mayor and the Office of Human Rights. This report covers school year (SY) 2017-2018 and provides an overview of both the current level and nature of bullying in the District of Columbia as well as progress made since enactment of the YBPA.

The YBPA established the Mayor's Youth Bullying Prevention Task Force to provide resources and tools to support the District's youth-serving government agencies, schools, and government grantees to prevent and effectively respond to incidents of bullying. In May 2013, the Office of Human Rights hired a Director to oversee the implementation of the Act and support the Task Force. The Task Force was made up of representatives from District government, youth-serving organizations, community members, and others required by the YBPA, including a student, a teacher, a school administrator and a parent. The group was tasked with creating and implementing a model bullying prevention policy, released in January 2013. Regulations for the Act were finalized in June of 2016. The Task Force was set to sunset in August of 2015, but as part FY16 Budget Support Act, it was renewed for three more years. The extension required the Task Force to: (1) engage parents and guardians in bullying prevention, (2) expand the original referral list included in the model policy with an emphasis on evidence-based programs, and (3) to support the collection of school climate data.

All of the goals of the extension have been or are in the process of being met and the Task Force, based on the law, was disbanded in August of 2018. Members from the Task Force continue to work on the broader issues of bullying prevention and school climate as part of an on-going grant from the National Institute of Justice ("Improving School Climate in DC"), serving as community advisors for schools engaging in the process and identifying and vetting local resources to support school needs.

There is still a great deal of work to do as we move beyond simple compliance with the YBPA to full implementation of the law and the public health approach to bullying prevention. As the findings in this report demonstrate, we must continue to monitor and support schools in these efforts or we risk not accomplishing the goals set forth in the YBPA.

The work of the Citywide Bullying Prevention Program is supported by other initiatives the Council has put forward since the passage of the YBPA. Most relevant is the passage of the Youth Suicide Prevention and School Climate Measurement Act of 2015. We are pleased to serve as partners to OSSE and Child Trends in the implementation of the Improving School Climate in DC project, which serves as the pilot required under that Act. Having comparable, disaggregated, valid and reliable school climate data across all schools in the District would enable the Program to target resources more efficiently. This is only accomplished if a single tool is used across schools and local education agencies. As part of this report, we highlight the potential of uniform school climate data to inform our work going forward and to inform decision-making as OSSE and Council determine strategies to expand school climate data collection to all schools in SY 2020-2021.

I look forward to continuing to work with Council to further support your efforts to ensure our students have safe, healthy, and supportive learning environments.

Sincerely,

Suzanne Greenfield
Director, Citywide Bullying Prevention Program

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, non-profits, 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 SY 2017-2018. As with the previous iterations of this report (SY 2013-2014; SY 2015-2016), this report provides a detailed summary of each education institution's engagement with the YBPA.

Key Findings

- **All local education agencies (LEAs) operating in SY 2017-18 have compliant bullying prevention policies**. Only two LEAs, both opened in SY 2018-19, have not submitted a compliant policy to the DC Office of Human Rights.
- **Full implementation of the YBPA's four requirements remains a challenge for most schools.** Nearly half of schools (47 percent) report not providing staff training around the YBPA, and more than half report either that their bullying policy is not on the school's website, or they do not know if it is (56 percent). Although 98 percent of schools responded to the annual YBPA data request, nearly a third (30 percent) did not provide data on bullying incidents. Overall, only 16 percent of District schools are fully implementing all requirements of the YBPA.
- **Self-reported rates of bullying among middle school students and cyberbullying among high school students significantly increased from 2015 to 2017, even as national rates remained stable**. According to the 2017 Youth Risk Behavior Survey, middle and high school bullying rates were 32.5 percent and 11.5 percent, respectively; cyberbullying rates were 13.5 percent and 8.9 percent, respectively. Rates of bullying among DC students remain significantly lower than overall national rates.
- **Rates of reported incidents on the 2015-16 Civil Rights Data Collection and the 2018 YBPA Data Collection were significantly lower than self-reported rates on the Youth Risk Behavior Survey.** The CRDC data indicate a rate of 2.5 reports of bullying for every 1000 students, while the YBPA data indicate a rate of 25 reports for every 1000 students among schools that provided incident data.
- **Most reports (41 percent) of bullying received by schools were not attributed to specific personal characteristics**. The personal characteristics most often attributed to incidents of bullying were personal appearance (17 percent) and other unenumerated distinguishing characteristics (6 percent).
- **Pilot school climate data show considerable variation across schools' strengths and needs**. School climate data collected from 19 schools as part of the ongoing Improving School Climate in DC project show that while participating schools generally have favorable school climates, there is room for improvement on specific aspects of school climate and for certain subgroups (e.g., transgender students), which vary across schools.

Recommendations for DC Council, Office of the State Superintendent for Education and Citywide Bullying Prevention Program

- **Ensure the implementation plan for expanding school climate surveys to all schools serving grades 6-12 in SY 2020-21 relies on a single, valid, school climate measurement tool.** The Youth Suicide Prevention and School Climate Measurement Act require the Office of the State Superintendent for Education (OSSE) to submit a plan to expand school climate surveys by December 2019. It is critical that such a plan focus on a consistent measurement tool to allow the District to prioritize support and track changes over time. Data from different measurement tools cannot be compared*: The Citywide Bullying Prevention Program will continue to work with OSSE and the Council, to ensure the final plan prioritizes data that are universal and actionable*.

Priorities for the Citywide Bullying Prevention Program

- **Support schools' implementation of all elements of the YBPA.** The Citywide Bullying Prevention will continue to work with school bullying points of contact to ensure they understand the requirements of the YBPA and have resources to support the implementation of the four basic requirements (policy; data collection and reporting; policy dissemination; staff training).
- **Disseminate best practices to ensure effective responses to bullying incidents.** The Citywide Bullying Prevention Program will build off the District's existing initiatives to adopt trauma-informed approaches and address over-reliance on exclusionary discipline by helping schools:
  - *Ensure all allegations of bullying are met with a trauma informed response*. When a school receives a report of bullying, the first priority must be to ensure the safety and well-being of the student. This response involves establishing a support plan that validates the student's feelings, builds trust, provides supports based on individual needs, and builds resilience skills to recover from the trauma. Students who are aggressive also need a trauma-informed approach to identify the underlying needs and issues that can be addressed to stop the behavior.
  - *Determine the nature of the incident before applying a solution*. It is often difficult at first to distinguish fights from bullying and bullying from conflict. It takes time to understand the nature and source of the behavior. Until the power dynamic has been assessed, the school should not rush to mediation or even restorative practices. Mediation and restorative practices are often used to respond to conflict, but they may not be appropriate for bullying incidents. When used for bullying, restorative practices must be conducted with the full buy-in of all students involved. Further, regardless of whether an incident is confirmed as bullying or is instead a conflict, relationship abuse, or another form of aggression, knowing the root cause is critical to providing the right support.

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The Youth Bullying Prevention Act of 2012 and State of the Field

Strong anti-bullying policies are foundational to effective bullying prevention.[1] The Youth Bullying Prevention Act of 2012 (YBPA; DC Law L19-167) is among the most comprehensive bullying prevention policies across the United States and its territories.[2] The law and its implementing regulations require all schools and youth-serving agencies (including, but not limited to, government agencies, libraries, non-profits, 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 provide, on a biennial basis, a report to Council regarding the current implementation of the Act and a summary of the status of bullying in the District of Columbia.

This report serves to fulfill this requirement for SY 2017-2018. Like its previous iterations (for SY 2013-2014 and SY 2015-2016), this report provides a detailed summary of each educational institution's engagement with 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.

It is important to note how the field of bullying prevention has evolved since the YBPA was enacted. In 2012, the District was among a number of states that adopted new anti-bullying laws or amended existing ones.[3] Demand for such efforts was high: Following a number of youth suicides that were linked to bullying, the U.S. Department of Education released guidance to help inform anti-bullying legislative efforts across the country.[4] Although this guidance was based on existing legislation, there was little evidence at the time about such laws' potential impact.

Similarly, most bullying prevention efforts—whether focused on policy, program, or other issues—lack evidence regarding their efficacy reducing bullying perpetration and victimization. Many programs that are demonstrated to be effective outside the United States have not had the same results in this country.[5] Although there are a wide variety of bullying prevention approaches, many focus on informing children and youth about the behavior and its consequences and implementing disciplinary consequences for bullying behaviors.[6]

Like these traditional approaches, the YBPA also focuses on defining the bullying behavior and requiring schools to establish consequences, albeit in a flexible and graduated manner that respond to the needs of both the target and the aggressor. Importantly, however, the Mayor's Youth Bullying Prevention Task Force, which created a model policy for the District, went well beyond this simple disciplinary frame by prescribing a tiered, public health approach for the prevention and intervention of bullying behaviors.

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[1] National Academies of Sciences, Engineering, and Medicine. (2016). Preventing bullying through science, policy, and practice. Washington, D.C.: National Academies Press.
[2] See https://www.stopbullying.gov/laws/index.html
[3] Stuart-Cassel, V., Bell, A., & Springer, J. F. (2011). Analysis of State Bullying Laws and Policies. Office of Planning, Evaluation and Policy Development, US Department of Education.
[4] Ibid 3.
[5] Ttofi, M. M., & Farrington, D. P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. Journal of Experimental Criminology, 7(1), 27-56.
[6] Ibid 5.

The model policy provides a framework for the Citywide Bullying Prevention Program's overall approach: discouraging exclusionary discipline; encouraging the integration of bullying prevention into other whole-school prevention models (e.g., Positive Behavioral Intervention and Supports, Restorative Justice, Response to Intervention, etc.); improving overall school climate; and building resilience skills both for those who have been bullied and those who engage in bullying behaviors.

This framework is consistent with many other efforts adopted by the District at large, as well as within the District of Columbia Public Schools. These efforts include establishing restorative justice approaches, implementing social emotional learning curricula, and improving school climate. There is emerging evidence to support the potential of each of these approaches to impact bullying; however, integrating the approaches requires a degree of caution.[7] Some researchers have raised concerns, for example, about using restorative practices in response to a bullying incident.[8] Bullying, by definition, involves a power imbalance between the child engaging in the bullying behavior and the target. Failing to carefully implement restorative justice practices, such as mediation and restorative circles, without the full buy-in of the targeted child (i.e., affirming willingness and desire to participate) could further exacerbate a targeted child's feelings of powerlessness.

Still, these novel approaches may hold promise for impacting rates of bullying in DC; however, they will require broad coordination among the many school-level and city-wide initiatives that promote students' well-being. Further, the promise of these approaches underscores the importance of looking beyond simple counts of bullying incidents toward comprehensive assessments of overall school climate and individual student well-being.

For this reason, the Citywide Bullying Prevention Program works to expand the conversation about bullying prevention to include school climate, student mental health, and school discipline. This report embraces this broader lens.

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

The Citywide Bullying Prevention 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 and schools and other entities for individual bullying cases. This section focuses first on the products developed by the Program since the 2015-16 report and, second, on the current compliance of schools with the YBPA.

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[7] Temkin, D. (*in press*). Supporting Students Involved in Bullying Behaviors: Moving Beyond a Disciplinary Framework. In: D. Osher, M. Mayer, R. Jagers, K. Kendoza, & L. Wood (Eds.). *Keeping Students Safe and Helping Them Thrive*.

[8] Molnar-Main, S., Bisbing, K., Blackburn, S., Galkowski, L., Garrity, R., Morris, C., ... & Singer, J. (2014). Integrating bullying prevention and restorative practices in schools: Considerations for practitioners and policy-makers. Center for Safe Schools, Clemson Institute on Family and Neighborhood Life, Highmark Foundation. Retrieved from http://www. safeschools. info/content/BPRPWhitePaper2014. pdf.
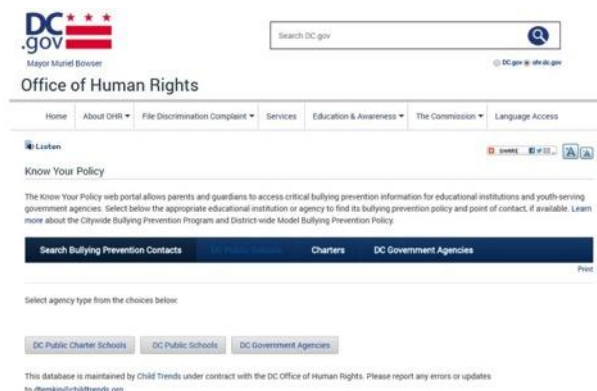
Bullying prevention tools and resources

Since its establishment in 2013, the Program has developed several tipsheets, toolkits, and other resources for use by agencies, parents, and others to support bullying prevention efforts in the District. A full listing of these products is available in Appendix A. We focus here on four products employed during the 2017-18 school year.

Know Your Policy Portal

As noted in the 2015-16 report, 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, or on a rolling basis as schools notify the Office of Human Rights.

Monthly Newsletters

Starting in October 2017, the Program sent a monthly email newsletter to all school bullying prevention points of contact. Each edition contained three quick news items, resources, and/or tools related to bullying prevention. The newsletters are also archived on the Program's website.

Responding to Reports of Bullying Tipsheet

In response to requests from schools and parents, the Program developed a step-by-step tipsheet to help schools support students after a report of bullying is made. The tipsheet embraces a trauma-informed approach, stressing the importance of supporting harmed students even if investigations do not confirm bullying occurred.

El Camino Healthy Relationships Curriculum

With funding from the Department of Health's federal Title V Maternal and Child Health Block Grant, the Office of Human Rights 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 is currently being piloted in a public charter school and will be made broadly available to other District schools in spring 2019.
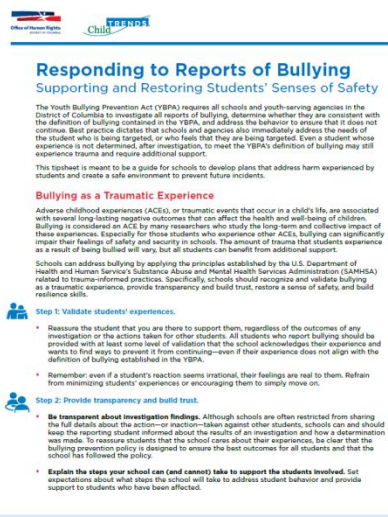
Local education agency and school compliance with YBPA requirements

The YBPA and its associated regulations establish four primary requirements for local education agencies 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 the DC Office of Human rights on an annual basis.

3) Disseminate the bullying prevention policy to students and parents by publishing the publishing 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, only two LEAs—Digital Pioneers Academy and The Family Place—had not submitted a compliant policy to the Office of Human Rights. Both of these LEAs opened in school year 2018-19. The Office of Human Rights will continue to contact these schools to ensure a compliant bullying prevention policy is established.

The vast majority of schools submitted bullying data for school year 2017-2018.

To facilitate data collection, the Office of Human Rights included a reminder of schools' obligation to submit data in every monthly newsletter sent during school year 2017-18. This reminder included an Excel spreadsheet tool to help schools record data consistent with the required submission. In May 2018, the Office of Human Rights sent all bullying prevention points of contact a link to the secure online data collection tool. The Office of Human Rights directly followed up with schools four times prior to the August 15 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, 98 percent of schools responded to the data request.

Although schools responded to the data request, 66 schools (28.7 percent of those responding) indicated either that they could not provide data or there had been zero reports of bullying. Given the high rates of self-reported bullying among students (see Section 2), it is unlikely that any school received zero reports of bullying. Receiving a report of bullying does not necessarily mean bullying occurred—and confirmed bullying cases are reported separately as part of the data collection. However, under the YBPA, schools are required to document and investigate every report. Although our goal is to reduce the incidence of bullying, it is also our goal to ensure schools effectively investigate and intervene when bullying occurs. It is highly unlikely that any school had zero reports of bullying in the past year and 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 a situation 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. Overall, 30 percent of schools either did not respond to the data collection request or did not provide data.

Figure 1. Seventy percent of schools provided bullying data
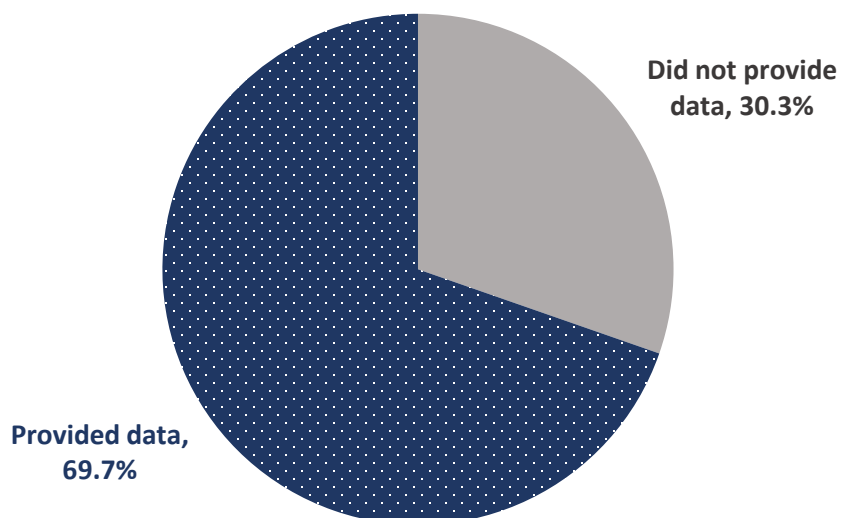
In its instructions for reporting, the Office of Human Rights made clear that having zero reported incidents would be highly unlikely, and that schools reporting zero incidents would be noncompliant. A full listing of schools that did not report data per this definition is included in Appendix A. Because of this warning, several schools may have low, but non-zero, reports (16 percent reported either 1 or 2 reports of bullying). Schools were instructed that supporting documentation should be available for each reported incident; however, it was beyond the scope of this collection to audit these figures for validity.

Fewer than half of schools reported including the bullying prevention policy on their website.
As part of the 2018 YBPA data collection, all schools were asked whether their bullying prevention policy was included on their website. Only 44 percent (101 schools) reported that the policy was included on the website. Over a third (34 percent) reported that the policy was not included, and 22 percent reported that they did not know.

Figure 2. 44 percent of schools reported including policy on website

Don't know, 22%

Policy on
website, 44%

Policy is not on
website, 34%
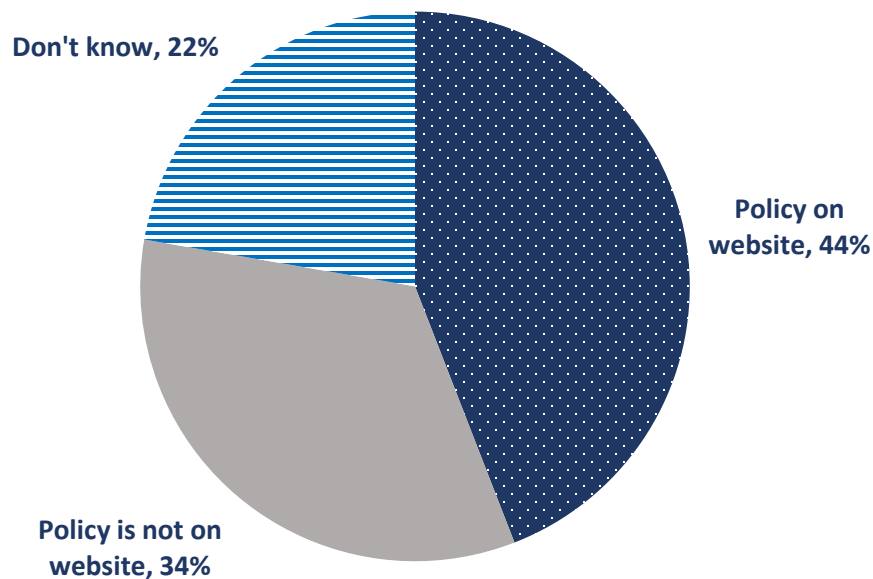
Because these data are self-reported, we verified links provided by each school to confirm whether its policy was accessible, and, if so, whether it was consistent with the compliant policy on file with the Office of Human Rights. Policies were checked only for schools that reported their policy was posted.

Of the 101 schools indicating their policy was posted on their website, we were able to locate 84 (83 percent),[9] leaving 17 schools for which we were unable to find the policy on the school's website. We compared the 84 identified policies to the YBPA compliance criteria and found that 16 (19 percent) were not compliant. Although some of these policies were missing only small components (e.g., missing enumerated categories from the definition of bullying), others lacked critical information on reporting and investigation procedures. A handful of policies did not comply at all with the requirements of the YBPA, for reasons that included having inconsistent definitions and procedures.

Many schools did not provide required staff training around bullying prevention.

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 the Office of Human Rights' 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.

The Office of Human Rights asked each school to report this information as part of the 2018 YBPA data collection. Specifically, schools were asked whether and when training occurred, who provided the training, and whether the training made use of the Office of Human Rights' training toolkit. If schools

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[9] This count is by school, however some schools link back to an overarching LEA website so some policies are duplicated in this count.

indicated the Office of Human Rights' toolkit was not used, they were asked to fully describe the training.

Nearly half of responding schools (46.7 percent) indicated they had not provided a bullying prevention training in school year 2017-18. Of the 122 schools that reported providing training, just over half (55.7 percent) reported using the Office of Human Rights' toolkit. Descriptions of trainings that did not use the toolkit varied considerably. Most reported covering the policy and procedures with staff. Although this is a critical component of the training, it does not fully encompass the scope of the toolkit. Several other schools reported using specific bullying prevention curricula or providers, including participating in the ESPN No Bully pilot. Although these are important initiatives, it is not clear whether such trainings conformed to the YBPA, including the specific definition of bullying contained within the Act.

Figure 3. Just over half of schools provided bullying prevention training in SY 2017-18

Did not use OHR Toolkit, 23.6%

Did not provide training, 46.7%

Utilized OHR Toolkit, 29.7%
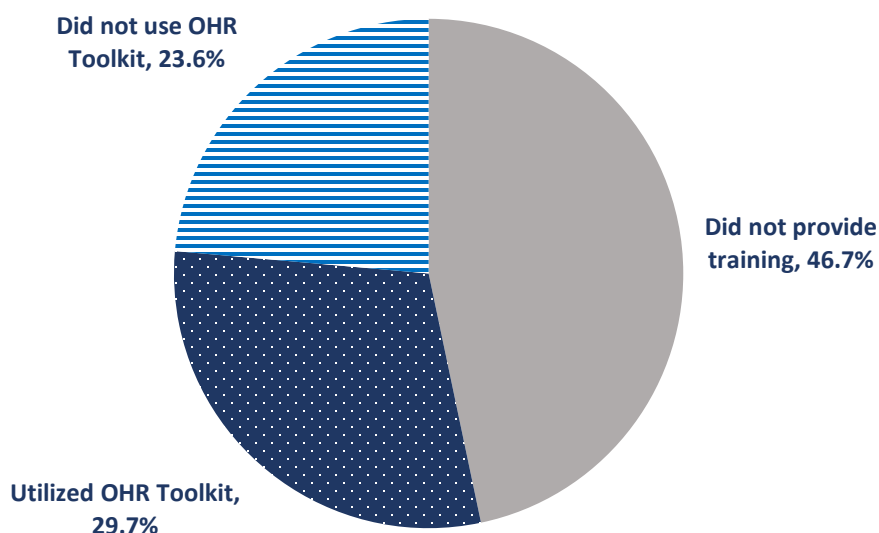
Only sixteen percent of schools are fully implementing all requirements of the YBPA.

Schools are considered fully compliant with the YBPA if they (1) have a compliant policy (which includes all schools for school year 2017-18), (2) provided bullying data on the annual collection, (3) publicize their compliant policy on their website, and (4) provided bullying prevention training in SY 2017-18. For purposes of this section, we only consider schools in operation during the SY 2017-18 school year.

Overall, only 37 schools (15.8 percent) are compliant on each of these elements. The majority (87.6 percent) have a compliant policy and at least one other component; only 29 schools (12.4 percent) did not have any other compliant components. A full listing of schools is included in Appendix B.

Figure 4. Most schools are missing at least one element of the YBPA
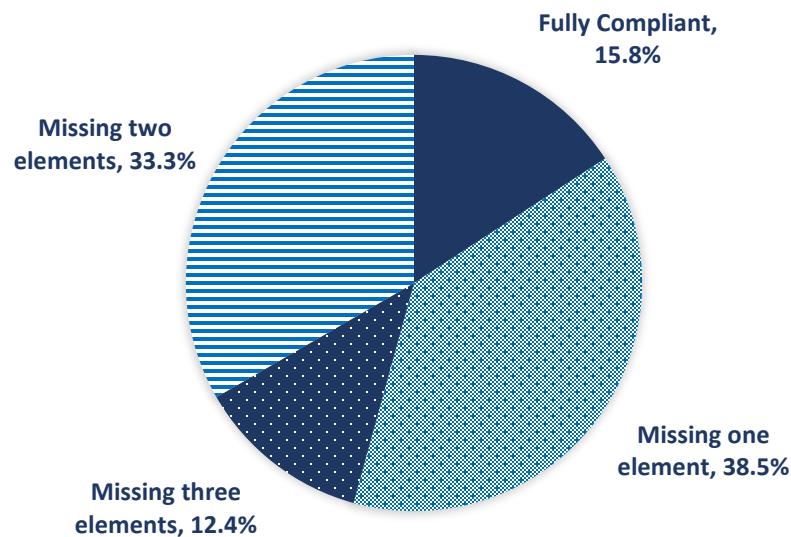
Section 2: State of Bullying in the District of Columbia

As with the SY 2015-16 report, we draw upon multiple data sources to describe the state of bullying in the District. Specifically, this report uses data from (1) the 2015 and 2017 Youth Risk Behavior Survey (YRBS), (2) the U.S. Department of Education's 2013-14 and 2015-16 Civil Rights Data Collections (CRDC) (3) the SY 2017-18 YBPA Data Collection described previously, and (4) the Improving School Climate in DC pilot test of the Education Department School Climate Survey (ED-SCLS). 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 2015-16 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 2017 (SY 2016-17), the CRDC data are from SY 2015-16, and the YBPA data are from SY 2017-18, thus limiting direct comparison between these datasets.

Rates of student-reported bullying remained steady in 2017 for high school students, while rates of cyberbullying and fighting in school increased.

According to the YRBS, 11.5 percent of District students in grades 9-12 reported being bullied at school in 2017. This rate is statistically unchanged from 2015, when 12.1 percent reported being bullied. However, the percentage of students reporting being cyberbullied significantly increased,[10] from 7.9 percent to 8.9 percent. Washington D.C.'s rates of student-reported bullying and cyberbullying remain among the lowest of the country. Nationally, 19.0 percent and 14.9 percent of students in grades 9-12 report being bullied and cyberbullied, respectively.

Figure 5. Rates of bullying in D.C. remain significantly lower than national rates
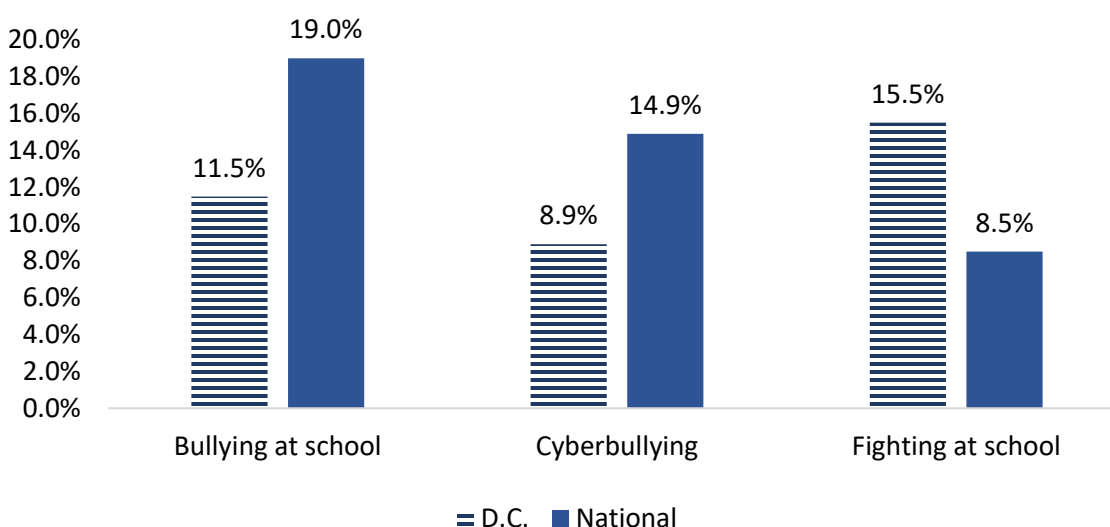
The District's rate of fighting at school is among the highest of states and localities across the country. The District's rate of fighting at school significantly increased, from 13.8 percent in 2015 to 15.5 percent 2017, while nationally this rate remained stable.

At the middle school level, rates of bullying in school significantly increased from 30.8 percent in 2015 to 32.5 percent in 2017. Rates of cyberbullying also increased from 12.6 percent to 13.5 percent; however, this increase was not statistically significant. The YRBS does not provide national estimates for middle school.

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[10] 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 D.C. middle school students increased from 2015 to 2017
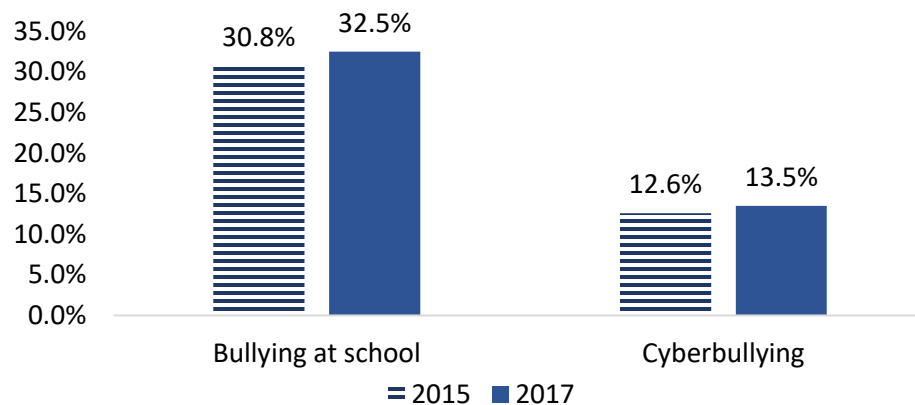
The number of bullying and harassment allegations reported to the Civil Rights Data Collection increased in 2015-16, but still indicate less than one percent of students involved.
The U.S. Department of Education's Civil Rights Data Collection (CRDC) requires all schools to report data on bullying and 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 2015-16 collection was the first year all schools were required to report the number of allegations of bullying and harassment based on 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 D.C. Students, SY 2013-14, Civil Rights Data Collection

	Number of allegations	Rate per enrolled population (per 1000 students)	Number of students reported as harassed or bullied	Percentage of enrolled population
Disability	22	3 per 1000	40	0.05%
Race, color, or national origin	37	4 per 1000	55	0.07%
Sex	125	15 per 1000	139	0.17%
Sexual orientation	18[a]	5 per 1000[b]	*	*
Religion	2[a]	1 per 1000[b]	*	*
Total	**204**	**2.5 per 1000[c]**	**234**	**0.28%**

* Was not reported to OCR by schools
[a] All DCPS schools failed to provide data to the CRDC regarding incidents based on sexual orientation and religion
[b] Enrollment total based only on schools that provided data for these elements, as reported in CRDC
[c] Based on all schools in DC, noting that this estimate may be low given the lack of data for sexual orientation and religion elements

For school year 2015-16, District schools reported 204 allegations of bullying and harassment on the CRDC, amounting to approximately 2.5 allegations for every 1,000 students. It should be noted that data

for allegations based on sexual orientation and religion are missing for all schools in the District of Columbia Public Schools (DCPS). Schools additionally reported that 234 students (0.28 percent) were reported bullied based on disability, race, or sex.

These rates are significantly higher than those reported for the 2013-14 CRDC (and as we noted in the 2015-16 report), when only 81 allegations were reported. However, this rate is still much lower than self-reported rates from the YRBS. Additionally, over one-third of schools (36.5 percent) report having zero allegations of bullying or harassment in SY 2015-16. The CRDC bullying and harassment data have taken on new importance for the District as these metrics were recently selected for inclusion on the school report cards required under the federal Every Student Succeeds Act (ESSA).

Using the broader definition of bullying under the YBPA, schools received 1,639 reports of bullying in SY 2017-18, of which 625 were confirmed.

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.

Considering only schools that received at least one report of bullying, the 1,639 reports represents 25 reports for every 1000 students. Rates varied considerably by school, ranging from fewer than two reports per 1000 students to 320 reports per 1000 students.

The 625 confirmed reports represent a confirmation rate of 38 percent. Confirmation rates at individual schools ranged from 0 percent to 100 percent. Forty-six schools (28.2 percent) recorded the same number of reported incidents as confirmed incidents; this could indicate that some schools are not recording all reports they receive.

Over half 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, 40.5 percent of reports were not attributed to a specific characteristic. Personal appearance (17.4 percent) and other distinguishing characteristics not enumerated (6.0 percent) were the highest attributed characteristics.

Table 2. Frequency of reported bullying based on enumerated characteristics from the YBPA

Characteristic	Percentage of Reports
Race	1.8%
Color	1.5%
Ethnicity	1.5%
Religion	0.8%
National origin	0.6%
Sex	4.5%
Age	0.9%
Marital status	0.0%
Personal appearance	17.4%
Sexual orientation	2.6%
Gender identity/expression	1.2%
Intellectual ability	4.2%
Familial status	1.7%
Family responsibilities	0.6%
Matriculation	0.5%
Political affiliation	0.2%
Genetic information	0.0%
Disability	3.6%
Source of income	1.2%
Status as a victim of an intra-family offense	0.7%
Place of residence or business	0.7%
Other distinguishing characteristic	6.0%
Not attributed to an enumerated characteristic	40.5%

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

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 named restorative justice approaches as the most frequently used response to bullying incidents (42.6 percent). Schools also reported providing referrals to counseling and mental health services for over a quarter of reported incidents (25.9 percent). Schools are still using out-of-school suspensions (27.5 percent), in-school suspensions (16.5 percent), and referrals to law enforcement (3.7 percent) to address a sizable percentage of bullying incidents. In fact, the majority of schools that had at least one incident of bullying reported using out-of-school suspension at least once (56.9 percent).

Table 3. 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	16.5%	36.2%
Out-of-school suspension	27.5%	56.9%
Expulsion	0.0%	0.0%
Referral to law enforcement	3.7%	6.9%
Restorative justice	42.6%	48.3%
Counseling/mental health services	25.9%	40.5%
Other forms of discipline/consequences	35.7%	44.0%

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

Bullying in Context

The data presented in the section above highlight the need to address bullying in the District, but they do not provide contextual information critical to understanding how best to address the issue. School climate data provide information about student engagement in schools, students' sense of safety around bullying and other issues, and the overall environment for all students and for subgroups. These data can identify schools' individual strengths and needs and provide a road map for improving conditions for learning.

In 2015, the Office of Human Rights partnered with OSSE and Child Trends to secure a Comprehensive School Safety Initiative Grant from the National Institute of Justice to expand upon work started under the Bullying Prevention Program in 2013. The Improving School Climate in DC (ISC-DC) project provides technical assistance to middle and high schools that volunteered for participation, by building capacity to improve school climate and providing schools with individual financial support as they complete key milestones. The schools base their decision-making around school climate data collected annually with the U.S. Department of Education's School Climate Survey (ED-SCLS). Every school that participates on the ED-SCLS receives detailed analyses of their data, highlighting areas in which the school is doing well and areas that could use additional support. The reports track progress over time and examine differences among subgroups within the school.

When ISC-DC first launched, Council passed the Youth Suicide Prevention and School Climate Measurement Act, which incorporated the ISC-DC data collection as a pilot towards District-wide school climate data collection in school year 2020-2021.

This section of the report highlights key findings from the first two years (2016-17; 2017-18) of the ISC-DC project and illustrates the power of consistent, valid school climate data to inform priorities for improving school climate. These data are not necessarily generalizable to all schools in the District; the data are based on 26 public and public charter schools in 2016-17 and 19 schools in 2017-18.

The U.S. Department of Education's School Climate Survey (ED-SCLS) provides a broad picture of school climate.

The ED-SCLS is a measure of school climate across 13 topic areas, which are grouped into three domains: *engagement*, *safety*, and *environment*. *Engagement* is defined as "strong relationships between students, teachers, families, and schools, and strong connections between schools and the broader community;" *safety* is defined as students' safety "from violence, bullying, harassment, and substance use" at school and school-related events; and *environment* is defined as "appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy" at the school.[11]

For students, the ED-SCLS assesses 12 topic areas and produces scale scores for 11 of these topic areas.[12] ED-SCLS school climate scale scores range from 100 to 500 points, with higher scores being better. Figure 7 illustrates how the 12 topic areas are organized within the three domains of the ED-SCLS. Figure 8 provides national benchmarks from the Department of Education for interpreting ED-SCLS scores.

Figure 7. Domains and subdomains of the U.S. Department of Education School Climate Survey

Domain: Engagement	Domain: Safety	Domain: Environment
Cultural & Linguistic Competence	Emotional Safety	Physical Environment
Relationships	Physical Safety	Instructional Environment
School Participation	Bullying/Cyberbullying	Mental Health
	Substance Abuse	Discipline
	Emergency Readiness/Management	

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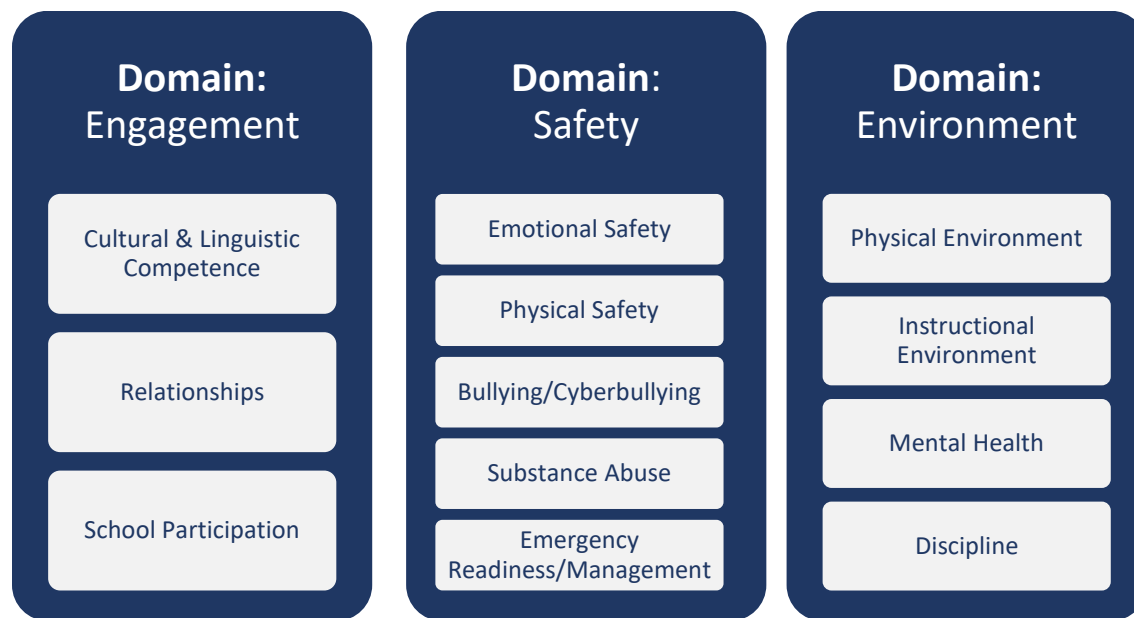
[11] Definitions of engagement, safety, and environment are from the National Center on Safe Supportive Learning Environments: https://safesupportivelearning.ed.gov/school-climate

[12] The student survey for the ED-SCLS did not ask students about physical health in the environment domain; only instructional staff and non-instructional staff were asked about students' physical health. The student survey for the ED-SCLS included two items for the Emergency Readiness/Management (ERM) topic area in the safety domain, but these items do not form a scale and are not included in the overall safety score.

Figure 8: Benchmarked performance levels for the ED-SCLS

Performance Level	Students' most likely response to a positively worded item *Example: "I feel like I belong."*	Students' most likely response to a negatively worded item *Example: "Students at this school fight a lot."*
Least favorable (scores 100-299)	Disagree or Strongly Disagree	Agree or Strongly Agree
Favorable (scores 300-400)	Agree	Disagree
Most favorable (scores 401-500)	Strongly Agree	Strongly Disagree

Source: U.S. Department of Education, National Center on Safe Supportive Learning Environments. (2017). *ED School Climate Surveys (EDSCLS) Benchmark Performance Levels*. Retrieved from https://safesupportivelearning.ed.gov/edscls/benchmarks

Most of the items on the ED-SCLS ask students for their perceptions of the school environment in general rather than their personal experiences. For example, in regard to bullying, the ED-SCLS asks students whether they agree or disagree that students are bullied at their school. The ISC-DC team added a handful of personal experience items (i.e., bullying, fighting, and feeling safe at school) to explore the association between school climate and these experiences.

The ED-SCLS not only provides data on the overall conditions at a given school but also allows for comparisons of subgroups within a school. Child Trends, with separate funding from the Arcus Foundation, tested and validated new sexual orientation and gender identity items to add to the ED-SCLS's existing demographic items.

Schools participating in the ISC-DC have, on average, favorable school climates across all domains and subdomains.

Both in 2016-17 and 2017-18, the average school climate scores were between 300-400, which the U.S. Department of Education deems as favorable. This finding indicates that while there is room to improve, ISC-DC schools are doing comparatively well. Between 2016-17 and 2017-18, average scores generally stayed stable or significantly increased; there were no domains or subdomains for which ISC-DC schools saw a decline in school climate scores. Scores improved in three subdomains: emotional safety, physical safety, and cultural and linguistic competence. Physical environment (317 In 2017-18), which refers to the physical conditions of the school, was the lowest subdomain, indicating that although still in the favorable range, students generally saw room for improvement. Substance use (379 in 2017-18) was the highest subdomain, indicating that students do not generally view substance use as an issue in their schools. Average scores for all domains and subdomains for each year are presented in Table 4.

Table 4. Average School Climate Scores for Schools Participating in the ISC-DC Project, 2016-17 and 2017-18

	2016-17	2017-18
Engagement (scale)*	347.5	350.0
Cultural and Linguistic Competence*	351.3	356.8
Relationships	343.4	345.7
Participation	358.8	359.0
Safety (scale)*	344.8	348.7
Emotional Safety*	333.4	339.0
Physical Safety*	349.8	356.4
Bullying	336.0	337.8
Substance Use	380.4	378.6
Environment (scale)	342.1	342.3
Physical Environment	313.4	316.7
Instructional Environment	367.0	364.5
Mental Health	336.4	338.0
Disciplinary Environment	355.5	353.3

*denotes significant improvement from 2016-17 to 2017-18, $p < .05$

Perceptions of school climate vary by subgroup, but differences are generally small.

ED-SCLS allows for comparing subgroups of youth to identify specific groups that may need additional support. When comparing groups' scores, we look at the magnitude of difference. Generally, we consider a difference of fewer than 20 points a small gap, 20-40 points a moderate gap, and more than 40 points a large gap.

Looking across all schools that participated in ISC-DC for school year 2017-18, differences between subgroups are generally small across domains and subdomains, with some exceptions. Table 5 presents the scale scores for each subgroup and highlights where subgroups have moderate or large gaps.

Ninth- and tenth-grade students have more positive perceptions of physical safety, bullying, and the physical environment than do seventh- and eighth grade-students, and they perceive a more negative climate around substance use (indicating that they perceive more acceptance of substance use). Tenth-grade students also have more positive perceptions of mental health.

Black students have lower perceptions around cultural and linguistic competence, physical safety, and bullying as compared to white students. Hispanic students also perceive physical safety more negatively compared to white students. Students who are two or more races perceive cultural and linguistic competence and physical safety more negatively than white students.

Differences between male and female students across all domains and subdomains are small. Transgender students, however, perceive school climate more negatively than their cisgender peers across almost every domain and subdomain, with the exception of participation. Across several subdomains (emotional safety, bullying, substance use, physical environment, and mental health) transgender students' average scores fell within the less favorable range (below 300).

Across all domains and subdomains, there are small differences in perceptions of school climate between students who are lesbian, gay, or bisexual and those who are straight. The biggest gap is for perceptions of bullying and cyberbullying (10.2 points), but this is still considered a small gap.

Table 5. School climate scale scores by student demographics

		Grade					Race						Gender				Sexual Orientation	
		7	8	9	10		White	Black	Hispanic	Asian	Two or More Races		Male	Female	Transgender		Straight	LGB
Engagement (scale)		349.7	344.5	362.0	358.0		357.7	347.0	351.6	346.4	345.7		353.1	348.0	327.8 [b]		350.2	347.5
	Cultural and Linguistic Competence	357.4	352.0	372.9	360.7		373.7	348.2[b]	361.7	355.5	347.1 [b]		360.3	354.4	325.8 [b]		356.8	354.7
	Relationships	346.2	339.5	354.7	354.5		354.4	341.9	347.6	344.8	341.2		349.7	343.1	317.1 [b]		345.8	342.4
	Participation	356.6	353.2	372.8	369.0		356.2	362.3	356.3	348.1	362.6		360.5	357.8	354.1		359.3	358.2
Safety (scale)		348.5	343.8	364.3	354.8		362.7	341.6 [b]	348.8	357.9	346.3		352.1	347.3	295.5 [b]		349.8	342.9
	Emotional Safety	338.3	333.6	353.5	349.0		350.0	332.6	342.8	340.3	335.7		342.0	337.4	307.1 [b]		340.1	332.8
	Physical Safety	352.3	349.6	380.3[a]	379.7 [a]		378.7	345.6 [b]	355.1 [b]	375.3	353.3 [b]		359.4	355.3	310.2 [b]		357.4	350.8
	Bullying	330.8	333.7	372.3 [a]	357.9 [a]		354.4	329.3 [b]	339.4	338.5	336.5		340.0	337.6	273.3 [b]		339.0	331.1
	Substance Use	396.8	379.6	344.6 [b]	328.4 [b]		384.5	376.4	372.7	406.1 [a]	378.4		383.4	376.9	296.8 [b]		378.9	377.3

[a] Denotes a moderate to large gap from reference group (first column) in positive direction

[b] Denotes a moderate to large gap from reference group (first column) in negative direction

		Grade					Race						Gender				Sexual Orientation	
		7	8	9	10		White	Black	Hispanic	Asian	Two or More Races		Male	Female	Transgender		Straight	LGB
Environment (scale)		339.0	335.6	356.9	357.7		345.3	341.9	345.2	337.4	337.2		343.1	342.6	311.9 [b]		342.2	340.8
	Physical Environment	309.2	305.4	346.2 [a]	352.6 [a]		328.7	310.6	321.1	316.1	309.4		316.7	317.5	286.2 [b]		316.1	316.7
	Instructional Environment	365.0	356.8	370.3	373.3		363.1	366.4	367.1	357.4	360.8		364.4	365.7	327.5 [b]		364.3	362.7
	Mental Health	334.7	330.3	353.2	355.1 [a]		340.3	338.9	340.8	329.3	332.9		341.1	336.7	299.3 [b]		338.4	335.6
	Disciplinary Environment	351.4	350.6	361.6	352.1		350.7	356.0	355.5	348.8	349.4		353.4	353.9	331.2 [b]		353.4	351.6

[a] Denotes a moderate to large gap from reference group (first column) in positive direction

[b] Denotes a moderate to large gap from reference group (first column) in negative direction

Schools have considerably different needs with regard to school climate.

The average scores across schools provide useful information about how the District is doing as a whole, but they provide only minimal information about how to prioritize support. Individual school scores, on the other hand, provide tailored information about schools' successes and needs. Each school in the ISC-DC project has different strengths and areas for improvement, and different subgroups that perceive school climate more or less positively.

Table 6 presents the highest and lowest scoring domains as well as areas with the biggest gap by subgroup for each school participating in ISC-DC in school year 2017-18. Schools are de-identified, consistent with our agreements with each school for participation in ISC-DC. A given subdomain (e.g., substance use) may appear as the most positive for some schools and the least positive for others. For some schools (e.g., School 7), the lowest scoring subdomains are fairly close in score to the highest scoring subdomains; other schools (e.g., School 19) have large disparities between perceptions of the most and least positive aspects of the school. For most schools, all subdomain scores fall within the "favorable" benchmark, but five schools have one score that reached the "most favorable" benchmark (greater than 400), and five schools have at least one score in the "least favorable" benchmark range (less than 300).

The key takeaway from these school-level data is that a one-size-fits-all approach will not address the specific needs of each school. While bullying was among the lowest subdomains for 10 of the ISC-DC schools, this was not true for the remaining nine. These schools require support beyond bullying prevention to improve school climate. Additionally, although there are not moderate or large gaps between LGB and straight students, on average, across the ISC-DC schools, three schools' largest gaps were between these students.

Table 6. Highest and Lowest Subdomain Scores and Biggest Gaps for Schools Participating in ISC-DC

	Highest Subdomains	Lowest Subdomains	Biggest Gap
School 1	Instructional Environment (388) & Disciplinary Environment (384)	Bullying (324) & Physical Environment (329)	Substance Use by Grade (large gap)
School 2	Instructional Environment (380) & Participation (363)	Physical Environment (290) & Bullying (304)	Substance Use by Grade (large gap)
School 3	Substance Use (375) & Mental Health (350)	Physical Environment (283) & Bullying (304)	Substance Use by Race (large gap)
School 4	Substance Use (410) & Participation (376)	Physical Environment (302) & Bullying (334)	Emotional Safety by Race (moderate gap)
School 5	Instructional Environment (360) & Substance Use (358)	Physical Environment (285) & Bullying (311)	Bullying by Grade (large gap)
School 6	Instructional Environment (377) & Cultural and Linguistic Competence (373)	Substance Use (342) & Mental Health (346)	Instructional Environment by Race (large gap)
School 7	Participation (375) & Instructional Environment (369)	Emotional Safety (344) & Physical Environment (346)	Substance Use by Sexual Orientation (moderate gap)
School 8	Physical Safety (419) & Bullying (397)	Disciplinary Environment (351) & Substance Use (326)	Substance Use by Race large gap)
School 9	Participation (370) & Instructional Environment (370)	Bullying (305) & Physical Environment (311)	Substance Use by Grade (large gap)
School 10	Substance Use (388) & Physical Safety (366)	Physical Environment (323) & Mental Health (336)	Substance Use by Gender (large gap)
School 11	Participation (383) & Instructional Environment (377)	Physical Environment (317) & Bullying (320)	Bullying by Sexual Orientation (moderate gap)
School 12	Substance Use (454) & Physical Safety (381)	Physical Environment (310) & Bullying (342)	Bullying by Sexual Orientation (large gap)
School 13	Substance Use (382) & Participation (365)	Physical Environment (305) & Bullying (321)	Substance Use by Race (large gap)
School 14	Substance Use (367) & Instructional Environment (365)	Bullying (314) & Physical Environment (314)	Substance Use by Race (large gap)
School 15	Substance Use (399) & Disciplinary Environment (348)	Physical Environment (277) & Emotional Safety (292)	--
School 16	Substance Use (406) & Instructional Environment (361)	Physical Environment (301) & Emotional Safety (320)	Bullying by Grade (moderate gap)
School 17	Substance Use (410) & Physical Safety (350)	Physical Environment (269) & Mental Health (313)	Substance Use by Race (large gap)
School 18	Substance Use (410) & Physical Safety (370)	Physical Environment (319) & Emotional Safety (327)	Substance Use by Race (large gap)
School 19	Instructional Environment (386) & Disciplinary Environment (353)	Substance Use (271) & Bullying (289)	--

Perceptions of bullying also vary widely between schools.

Beyond overall domain and subdomain scores, the ED-SCLS individual items provide a more granular picture of the specific issues ISC-DC schools are facing. This section focuses on the six items that make up the bullying subdomain, as well as an item from the relationships subdomain focused on support for sexual assault and dating violence (included because many issues related to sexual harassment and dating violence in school may be covered by the YPBA). Table 7 presents the percentage of students overall and at each ISC-DC school who agreed or strongly agreed with each statement. Except for two statements (students at this school try to stop bullying; there is a teacher who students can go to for help), agreeing with the statements indicates a more negative perception of the school climate.

Table 7. Percentage of students responding "Agree" or "Strongly Agree" to selected school climate items

	Students at this school are often bullied	Students often spread mean rumors or lies about others at this school on the internet	Students at this school try to stop bullying	Students at this school are teased or picked on about their race or ethnicity	Students at this school are teased or picked on about their cultural background	Students at this school are teased or picked on about their physical or mental disability	Students at this school are teased or picked on about their real or perceived sexual orientation	At this school, there is a teacher or some other adult who students can go to if they need help because of sexual assault or dating violence.
Overall	37%	54%	59%	25%	29%	40%	33%	81%
School 1	43%	61%	61%	20%	35%	44%	40%	80%
School 2	61%	71%	58%	31%	45%	50%	47%	75%
School 3	57%	66%	50%	40%	50%	62%	30%	69%
School 4	36%	52%	58%	40%	37%	39%	22%	78%
School 5	56%	58%	52%	35%	53%	33%	27%	77%
School 6	29%	35%	49%	26%	31%	24%	22%	84%
School 7	31%	57%	64%	13%	24%	28%	33%	88%
School 8	3%	38%	81%	7%	6%	9%	11%	93%
School 9	61%	79%	51%	38%	41%	51%	38%	78%
School 10	35%	54%	59%	22%	23%	44%	32%	82%
School 11	33%	71%	61%	31%	30%	50%	46%	91%
School 12	41%	43%	71%	32%	32%	38%	33%	87%
School 13	46%	57%	44%	30%	33%	50%	45%	86%
School 14	42%	70%	59%	38%	45%	40%	49%	82%
School 15	52%	69%	62%	15%	23%	56%	30%	65%
School 16	43%	60%	19%	25%	33%	46%	37%	64%
School 17	37%	50%	67%	38%	33%	56%	47%	80%
School 18	30%	39%	48%	24%	25%	31%	34%	77%
School 19	54%	64%	64%	46%	33%	62%	54%	77%

Across all ISC-DC schools, over one-third (37 percent) agree that students are often bullied at their school. This means that nearly two thirds do not agree with this statement. However, the percentage of students who agree with this statement varies considerably across schools, ranging from 3 percent to 61 percent. Interestingly, a higher percentage of students agree that students at their school spread rumors and lies online (59 percent). This contrasts with findings from the YRBS suggesting that cyberbullying is less prevalent than traditional bullying behaviors. On a more positive note, nearly three in five students (59 percent) agree that students try to stop bullying when it occurs. This, too, varies considerably across schools, ranging from 19 percent to 81 percent.

The vast majority of students (81 percent) feel there is at least one adult at school they can talk to about sexual assault or dating violence. This is consistent across schools, with a smaller range of 64 percent to 93 percent at each school agreeing with this statement.

School climate significantly contributes to a student's likelihood of being bullied.

As part of the 2017-18 administration of the ED-SCLS, students were additionally asked to respond to three items related to their personal experiences of school safety, including an item asking if they had been bullied at school since the start of the school year. Percentages of students who reported being bullied at the middle and high school levels are noted in Table 8. Compared to the district-wide sample for the 2017 YRBS, a smaller percentage of students at ISC-DC schools reported being bullied at both the middle school (24 percent ISC-DC; 30.8 percent YRBS) and high school (9.4 percent ISC-DC, 11.5 percent YRBS) levels.

Table 8. Rates of Bullying at ISC-DC Schools and 2017 YRBS

	ISC-DC Sample	2017 YRBS
Middle School	24.0%	30.8%
High School	9.4%	11.5%

To demonstrate the association between school climate and bullying, we used logistic regressions to predict a student's likelihood of being bullied based on their school's overall average school climate score (the average of the engagement, safety, and environment domains). The model controls for a student's level in school (middle or high school), gender, and sexual orientation. In Table 9 below, these are identified by the reference group for whom the coefficient is relevant. For example, middle school students are significantly more likely than high school students to be bullied; transgender students are significantly more likely than cisgender students to be bullied. Even after controlling for these individual risk factors, school climate is significantly associated with odds of being bullied. Specifically, for every 10 additional school climate scale points, students are 11 percent less likely to be bullied. Table 8 presents the coefficients for the full model.

Table 9. Logistic Regression Coefficients Predicting Being Bullied

	β	p value	Odds Ratio
Average School Climate Score	-0.01	0.03	0.99
Middle School	0.99	<0.001	2.68
Cisgender Female	-1.48	<0.001	0.23
Transgender	1.34	<0.001	3.84
LGB	0.34	0.01	1.40

Discussion and Recommendations

School year 2017-18 marked five years since the passage of the Youth Bullying Prevention Act. In that time, with the support of the Youth Bullying Prevention Program at the Office of Human Rights, all LEAs (with the exception of two newly established charter LEAs) have adopted a policy complaint with the Act. With this fundamental first step completed, this report aimed to look beyond the establishment of policy to how schools are implementing the other requirements of the YBPA and its associated regulations. Before this report, schools were not held accountable to these requirements. It is not surprising, then, that fewer than one in six schools (16 percent) are fully complaint. It is not easy for schools to implement all of the YBPA required components: establishing new systems for documenting and tracking both reports and confirmed incidents of bullying, implementing comprehensive training on the Act, and widely disseminating the policy to students and families. The low level of full compliance with the Act demonstrates that policy alone will not change existing procedures and practices at a school; implementation and accountability for that implementation are critical. Over the coming year, the Office of Human Rights plans to continue to remind schools of their obligations under the YBPA through the monthly newsletter and continued direct outreach to Bullying Points of Contacts.

Still, Washington D.C.'s rates of bullying at both the middle and high school levels are among the lowest in the nation. Unfortunately, rates of cyberbullying at the high school level and bullying at the middle school level were significantly higher in 2017 than in 2015, even as national rates held steady. It may be that as students become more aware of bullying, especially with implementation of the YBPA, that these increases reflect better recognition of the issue. However, these statistics underscore the critical need to ensure schools implement the YBPA with fidelity.

Incident rates reported by schools on both the 2015-16 CRDC and the broader 2017-18 YBPA suggest much lower rates of bullying compared to student-reported rates on the YRBS. As noted in the 2015-16 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. It is especially notable that for both the CRDC and YBPA collection, around one-third (36 percent and 28 percent, respectively) reported having zero reports of bullying. Although this statistic may be valid in some schools—particularly those that primarily serve youth outside the typical definition of "school-

aged" (5-18 years old)—it more likely reflects schools' not recording or not reporting allegations they received. Still, reporting on both collections improved from our previous report and may continue to improve with increased scrutiny.

Incident data are insufficient to understand the full context of bullying in District schools; school climate data offer a much more nuanced understanding of the successes and challenges these schools face. Although the data from the Improving School Climate in DC project shared in this report represent only a handful of middle and high schools across the District, they illustrate the utility of having valid, consistent, and comparable school climate metrics across schools. A positive school climate is critical for bullying prevention; moreover, it is essential for promoting academic achievement and preventing chronic absenteeism and a host of other negative outcomes.[13] Schools can use school climate data to identify needs and target resources to address them. At the District level, these data help demonstrate that a one-size-fits-all approach will not work for all schools.

Schools are currently using a variety of approaches to address bullying and school climate. Notably, although schools reported using predominately exclusionary discipline techniques to address bullying incidents in the 2015-16 school year, nearly half of all incidents (43 percent) were addressed at least in part through restorative justice techniques. As noted in the Section 1, however, restorative justice techniques may further traumatize a bullied student if they are not implemented with the full buy-in of the students involved.[14] Schools should be applauded for applying more supportive approaches to bullying, but they should also receive further guidance to ensure such approaches are implemented effectively.

The Citywide Bullying Prevention through the Office of Human Rights will continue working and supporting schools to implement the YBPA and implement effective practices for bullying prevention over the coming year. Additional support is necessary to ensure that all schools not only reach full compliance with the YBPA, but also take the broad steps necessary to significantly reduce rates of bullying in the District. To that end, we provide the following action steps for the Bullying Prevention Program and recommendations to Council:

Recommendations for DC Council, Office of the State Superintendent for Education and Citywide Bullying Prevention Program

- **Ensure the implementation plan for expanding school climate surveys to all schools serving grades 6-12 in SY 2020-21 relies on a single, valid, school climate measurement tool.** The Youth Suicide Prevention and School Climate Measurement Act require the Office of the State Superintendent for Education (OSSE) to submit a plan to expand school climate surveys by December 2019. It is critical that such a plan focus on a consistent measurement tool to allow the District to prioritize support and track changes over time. Data from different measurement

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[13] Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of educational research*, 83(3), 357-385.

[14] Molnar-Main, S., Bisbing, K., Blackburn, S., Galkowski, L., Garrity, R., Morris, C., ... & Singer, J. (2014). Integrating bullying prevention and restorative practices in schools: Considerations for practitioners and policy-makers. Center for Safe Schools, Clemson Institute on Family and Neighborhood Life, Highmark Foundation. Retrieved from http://www. safeschools. info/content/BPRPWhitePaper2014. pdf.

tools cannot be compared: *The Citywide Bullying Prevention Program will continue to work with OSSE and the Council, to ensure the final plan prioritizes data that are universal and actionable.*

Priorities for the Citywide Bullying Prevention Program

- **Support schools' implementation of all elements of the YBPA.** The Citywide Bullying Prevention will continue to work with school bullying points of contact to ensure they understand the requirements of the YBPA and have resources to support the implementation of the four basic requirements (policy; data collection and reporting; policy dissemination; staff training).

- **Disseminate best practices to ensure effective responses to bullying incidents.** The Citywide Bullying Prevention Program will build off the District's existing initiatives to adopt trauma-informed approaches and address over-reliance on exclusionary discipline by helping schools:

    o *Ensure all allegations of bullying are met with a trauma informed response.* When a school receives a report of bullying, the first priority must be to ensure the safety and well-being of the student. This response involves establishing a support plan that validates the student's feelings, builds trust, provides supports based on individual needs, and builds resilience skills to recover from the trauma. Students who are aggressive also need a trauma-informed approach to identify the underlying needs and issues that can be addressed to stop the behavior.

    o *Determine the nature of the incident before applying a solution.* It is often difficult at first to distinguish fights from bullying and bullying from conflict. It takes time to understand the nature and source of the behavior. Until the power dynamic has been assessed, the school should not rush to mediation or even restorative practices. Mediation and restorative practices are often used to respond to conflict, but they may not be appropriate for bullying incidents. When used for bullying, restorative practices must be conducted with the full buy-in of all students involved. Further, regardless of whether an incident is confirmed as bullying or is instead a conflict, relationship abuse, or another form of aggression, knowing the root cause is critical to providing the right support.

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.

Tipsheets
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. The fact sheet helps individuals identify and understand bullying.

Training Toolkit
Bullying Prevention & Intervention in DC Educational Institutions Training Toolkit. The toolkit provides everything a school, agency or other institutions needs to conduct an effective bullying prevention and intervention training.

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

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

Appendix B: School Compliance with YBPA Requirements

School Name	LEA	Provided Data	Compliant Policy on Website[b]	Provided Staff Training
Academy of Hope Adult PCS	Academy of Hope Adult PCS	Yes[3]	No	Yes^
Achievement Preparatory Academy PCS - Wahler Place Elementary School	Achievement Preparatory Academy PCS	Yes	Yes	Yes
Achievement Preparatory Academy PCS - Wahler Place Middle School	Achievement Preparatory Academy PCS	Yes	Yes	Yes
Aiton Elementary School	DCPS	Yes	No	No
Amidon-Bowen Elementary School	DCPS	Yes	No	No
Anacostia High School	DCPS	Yes	No	No
AppleTree Early Learning Center PCS - Columbia Heights	AppleTree Early Learning Center PCS	Yes[3]	Yes	No
AppleTree Early Learning Center PCS - Lincoln Park	AppleTree Early Learning Center PCS	Yes[3]	Yes	Yes^
AppleTree Early Learning Center PCS - Oklahoma Avenue	AppleTree Early Learning Center PCS	Yes[3]	Yes	No
AppleTree Early Learning Center PCS - Southwest	AppleTree Early Learning Center PCS	Yes[3]	Yes	No
Ballou High School	DCPS	Yes	No	Yes
Ballou STAY High School	DCPS	Yes	No	No
Bancroft Elementary School @ Sharpe	DCPS	Yes	Yes	No
Barnard Elementary School	DCPS	Yes	No	Yes
BASIS DC PCS	BASIS DC PCS	Yes	No	Yes^
Beers Elementary School	DCPS	Yes	No	Yes
Benjamin Banneker High School	DCPS	Yes	No	Yes
Breakthrough Montessori PCS	Breakthrough Montessori PCS	Yes	No	No

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^School provided training, but may not have been consistent with requirements under the YBPA regulations

School Name	LEA	Provided Data	Compliant Policy on Website[b]	Provided Staff Training
Brent Elementary School	DCPS	Yes	No	No
Bridges PCS	Bridges PCS	Yes	Yes	No
Brightwood Education Campus	DCPS	Yes	No	No
Briya PCS	Briya PCS	Yes[3]	No	No
Brookland Middle School	DCPS	Yes	No	Yes^
Browne Education Campus	DCPS	Yes	No	No
Bruce-Monroe Elementary School @ Park View	DCPS	Yes	No	No
Bunker Hill Elementary School	DCPS	Yes	No	No
Burroughs Elementary School	DCPS	Yes	No	Yes^
Burrville Elementary School	DCPS	Yes	No	No
C.W. Harris Elementary School	DCPS	Yes	No	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	No
Capitol Hill Montessori School @ Logan	DCPS	No[1]	No	No
Cardozo Education Campus	DCPS	Yes	No	Yes
Carlos Rosario International PCS	Carlos Rosario International PCS	No[2]	Yes	No
Cedar Tree Academy PCS	Cedar Tree Academy PCS	Yes[3]	No	Yes
Center City PCS - Brightwood	Center City PCS	No[2]	No	Yes^
Center City PCS - Capitol Hill	Center City PCS	Yes	No	Yes^
Center City PCS - Congress Heights	Center City PCS	No[2]	No	No
Center City PCS - Petworth	Center City PCS	No[2]	No	No
Center City PCS - Shaw	Center City PCS	No[2]	No	No
Center City PCS - Trinidad	Center City PCS	Yes	No	Yes^
Cesar Chavez PCS for Public Policy - Capitol Hill	Cesar Chavez PCS for Public Policy	Yes	No	No

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Cesar Chavez PCS for Public Policy - Chavez Prep	Cesar Chavez PCS for Public Policy	No[2]	No	No
Cesar Chavez PCS for Public Policy - Parkside High School	Cesar Chavez PCS for Public Policy	Yes	No	No
Cesar Chavez PCS for Public Policy - Parkside Middle School	Cesar Chavez PCS for Public Policy	No[2]	No	No
CHOICE Academy @ Wash Met	DCPS	No[1]	No	No
City Arts & Prep PCS	City Arts & Prep PCS	Yes	No	No
Cleveland Elementary School	DCPS	No[1]	No	Yes^
Columbia Heights Education Campus	DCPS	Yes	No	Yes
Community College Preparatory Academy PCS	Community College Preparatory Academy PCS	Yes[3]	Yes	Yes^
Coolidge High School	DCPS	No[2]	No	Yes
Creative Minds International PCS	Creative Minds International PCS	Yes	No	No
DC Bilingual PCS	DC Bilingual PCS	Yes	Yes	No
DC Prep PCS - Anacostia Elementary School	DC Prep PCS	No[2]	No	Yes^
DC Prep PCS - Benning Elementary School	DC Prep PCS	No[2]	No	Yes^
DC Prep PCS - Benning Middle School	DC Prep PCS	Yes	No	Yes^
DC Prep PCS - Edgewood Elementary School	DC Prep PCS	No[2]	No	Yes^
DC Prep PCS - Edgewood Middle School	DC Prep PCS	Yes	No	Yes^
DC Scholars PCS	DC Scholars PCS	Yes	No	No
Deal Middle School	DCPS	No[1]	No	No
Democracy Prep Congress Heights PCS	Democracy Prep Congress Heights PCS	Yes	Yes	No
District of Columbia International School	District of Columbia International School	Yes	Yes	No
Dorothy I. Height Elementary School	DCPS	Yes	Yes	Yes^

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School Name	LEA	Provided Data	Compliant Policy on Website[b]	Provided Staff Training
Drew Elementary School	DCPS	Yes	No	No
Duke Ellington School of the Arts	DCPS	Yes	No	Yes
Dunbar High School	DCPS	Yes	No	Yes^
E.L. Haynes PCS - Elementary School	E.L. Haynes PCS	Yes	Yes	Yes^
E.L. Haynes PCS - High School	E.L. Haynes PCS	Yes	Yes	Yes^
E.L. Haynes PCS - Middle School	E.L. Haynes PCS	Yes	Yes	Yes^
Eagle Academy PCS - Capitol Riverfront	Eagle Academy PCS	Yes	No	No
Eagle Academy PCS - Congress Heights	Eagle Academy PCS	Yes	No	No
Early Childhood Academy PCS	Early Childhood Academy PCS	Yes[3]	No	Yes
Eastern High School	DCPS	Yes	No	Yes
Eaton Elementary School	DCPS	Yes	No	Yes
Eliot-Hine Middle School	DCPS	Yes	No	No
Elsie Whitlow Stokes Community Freedom PCS	Elsie Whitlow Stokes Community Freedom PCS	Yes	Yes	Yes^
Excel Academy PCS	Excel Academy PCS	Yes	No	No
Friendship PCS - Armstrong	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Blow Pierce Elementary School	Friendship PCS	No[2]	Yes	Yes
Friendship PCS - Blow Pierce Middle School	Friendship PCS	No[2]	Yes	Yes
Friendship PCS - Chamberlain Elementary School	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Chamberlain Middle School	Friendship PCS	No[2]	Yes	Yes
Friendship PCS - Collegiate Academy	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Online	Friendship PCS	Yes[3]	Yes	Yes
Friendship PCS - Southeast Academy	Friendship PCS	Yes	Yes	Yes
Friendship PCS - Technology Preparatory High School	Friendship PCS	Yes	Yes	Yes

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School Name	LEA	Provided Data	Compliant Policy on Website[b]	Provided Staff Training
Friendship PCS - Technology Preparatory Middle School	Friendship PCS	Yes	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	No[2]	No	Yes
Garrison Elementary School	DCPS	Yes	No	No
General Education Residential Schools	DCPS	No[1]	No	No
Goodwill Excel Center PCS	Goodwill Excel Center PCS	Yes	Yes	No
H.D. Cooke Elementary School	DCPS	Yes	No	No
H.D. Woodson High School	DCPS	Yes	No	No
Hardy Middle School	DCPS	Yes	No	Yes^
Harmony DC PCS - School of Excellence	Harmony DC PCS - School of Excellence	No[2]	No	No
Hart Middle School	DCPS	Yes	No	Yes^
Hearst Elementary School	DCPS	Yes	No	Yes^
Hendley Elementary School	DCPS	Yes	No	Yes
Hope Community PCS - Lamond	Hope Community PCS	Yes	Yes	Yes^
Hope Community PCS - Tolson	Hope Community PCS	Yes	Yes	Yes^
Houston Elementary School	DCPS	No[1]	No	No
Howard University Middle School of Mathematics and Science PCS	Howard University Middle School of Mathematics and Science PCS	Yes	No	Yes
Hyde-Addison Elementary School @ Meyer	DCPS	Yes	No	No
IDEA PCS	IDEA PCS	Yes	No	Yes
Ideal Academy PCS	Ideal Academy PCS	No[1]	No	No
Ingenuity Prep PCS	Ingenuity Prep PCS	Yes	No	No
Inspired Teaching Demonstration PCS	Inspired Teaching Demonstration PCS	Yes	No	No

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School Name	LEA	Provided Data	Compliant Policy on Website[b]	Provided Staff Training
Inspiring Youth Program	DCPS	No[1]	No	No
J.O. Wilson Elementary School	DCPS	Yes	No	Yes
Janney Elementary School	DCPS	Yes	No	No
Jefferson Middle School Academy	DCPS	Yes	No	No
Johnson Middle School	DCPS	Yes	No	No
Kelly Miller Middle School	DCPS	Yes	No	Yes
Ketcham Elementary School	DCPS	Yes	No	No
Key Elementary School	DCPS	Yes	No	No
Kimball Elementary School @ Davis	DCPS	Yes	No	No
King Elementary School	DCPS	No[2]	No	Yes
Kingsman Academy PCS	Kingsman Academy PCS	Yes	Yes	Yes^
KIPP DC - AIM Academy PCS	KIPP DC	Yes	Yes	Yes
KIPP DC - Arts and Technology Academy PCS	KIPP DC	No[2]	Yes	Yes
KIPP DC - College Preparatory Academy PCS	KIPP DC	Yes	Yes	Yes
KIPP DC - Connect Academy PCS	KIPP DC	No[2]	Yes	Yes
KIPP DC - Discover Academy PCS	KIPP DC	No[2]	Yes	Yes
KIPP DC - Grow Academy PCS	KIPP DC	No[2]	Yes	Yes
KIPP DC - Heights Academy PCS	KIPP DC	Yes	Yes	Yes
KIPP DC - KEY Academy PCS	KIPP DC	Yes	Yes	Yes
KIPP DC - Lead Academy PCS	KIPP DC	Yes	Yes	Yes
KIPP DC - LEAP Academy PCS	KIPP DC	No[2]	Yes	Yes
KIPP DC - Northeast Academy PCS	KIPP DC	Yes	Yes	Yes
KIPP DC - Promise Academy PCS	KIPP DC	No[2]	Yes	Yes
KIPP DC - Quest Academy PCS	KIPP DC	Yes	Yes	Yes
KIPP DC - Spring Academy PCS	KIPP DC	Yes	Yes	Yes
KIPP DC - Valor Academy PCS	KIPP DC	Yes	Yes	Yes
KIPP DC - WILL Academy PCS	KIPP DC	Yes	Yes	Yes
Kramer Middle School	DCPS	Yes	No	Yes^

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School Name	LEA	Provided Data	Compliant Policy on Website[b]	Provided Staff Training
Lafayette Elementary School	DCPS	No[2]	No	No
Langdon Elementary School	DCPS	Yes	No	Yes
Langley Elementary School	DCPS	Yes	No	Yes
LaSalle-Backus Education Campus	DCPS	Yes	No	No
Latin American Montessori Bilingual PCS	Latin American Montessori Bilingual PCS	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	Lee Montessori PCS	No[2]	No	Yes[^]
Ludlow-Taylor Elementary School	DCPS	Yes	No	No
Luke C. Moore High School	DCPS	No[2]	No	Yes[^]
MacFarland Middle School	DCPS	Yes	Yes	No
Malcolm X Elementary School @ Green	DCPS	Yes	No	No
Mann Elementary School	DCPS	No[2]	No	Yes[^]
Marie Reed Elementary School	DCPS	No[1]	No	No
Mary McLeod Bethune Day Academy PCS	Mary McLeod Bethune Day Academy PCS	Yes	No	Yes[^]
Maury Elementary School	DCPS	Yes	No	No
Maya Angelou PCS - High School	Maya Angelou PCS	Yes	Yes	Yes
Maya Angelou PCS - Young Adult Learning Center	Maya Angelou PCS	Yes[3]	Yes	No
McKinley Middle School	DCPS	Yes	No	Yes[^]
McKinley Technology High School	DCPS	Yes	No	Yes[^]
Meridian PCS	Meridian PCS	Yes	No	No
Miner Elementary School	DCPS	Yes	No	No
Monument Academy PCS	Monument Academy PCS	Yes	No	Yes
Moten Elementary School	DCPS	Yes	No	Yes
Mundo Verde Bilingual PCS	Mundo Verde Bilingual PCS	Yes	Yes	No
Murch Elementary School @ UDC	DCPS	Yes	No	No
Nalle Elementary School	DCPS	Yes	No	No

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School Name	LEA	Provided Data	Compliant Policy on Website[b]	Provided Staff Training
National Collegiate Preparatory PCHS	National Collegiate Preparatory PCHS	No[2]	No	Yes^
Noyes Elementary School	DCPS	Yes	No	No
Orr Elementary School	DCPS	No[2]	No	No
Oyster-Adams Bilingual School	DCPS	Yes	No	No
Patterson Elementary School	DCPS	No[1]	No	No
Paul PCS - International High School	Paul PCS	Yes	Yes	No
Paul PCS - Middle School	Paul PCS	Yes	Yes	Yes
Payne Elementary School	DCPS	Yes	No	No
Peabody Elementary School (Capitol Hill Cluster)	DCPS	No[1]	No	No
Perry Street Preparatory PCS	Perry Street Preparatory PCS	Yes	Yes	Yes
Phelps Architecture, Construction and Engineering High School	DCPS	Yes	No	Yes^
Plummer Elementary School	DCPS	Yes	No	No
Powell Elementary School	DCPS	Yes	No	No
Randle Highlands Elementary School	DCPS	Yes	Yes	Yes
Raymond Education Campus	DCPS	Yes	No	Yes
Richard Wright PCS for Journalism and Media Arts	Richard Wright PCS for Journalism and Media Arts	Yes	No	Yes
River Terrace Education Campus	DCPS	No[2]	No	No
Rocketship DC PCS - Legacy Prep	Rocketship DC PCS - Legacy Prep	No[2]	No	No
Rocketship DC PCS - Rise Academy	Rocketship DC PCS - Rise Academy	No[2]	No	No
Ron Brown College Preparatory High School	DCPS	Yes	No	Yes
Roosevelt High School	DCPS	Yes	No	No
Roosevelt STAY High School	DCPS	Yes	No	No
Roots PCS	Roots PCS	No[2]	No	Yes^
Ross Elementary School	DCPS	No[2]	No	No

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Savoy Elementary School	DCPS	Yes	No	No
School Without Walls @ Francis-Stevens	DCPS	Yes	No	Yes^
School Without Walls High School	DCPS	Yes	No	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	No[2]	Yes	Yes
Sela PCS	Sela PCS	Yes[3]	No	Yes
Shepherd Elementary School	DCPS	Yes	No	Yes^
Shining Stars Montessori Academy PCS	Shining Stars Montessori Academy PCS	Yes	Yes	No
Simon Elementary School	DCPS	Yes	No	Yes
Smothers Elementary School	DCPS	Yes	No	Yes^
Somerset Preparatory Academy PCS	Somerset Preparatory Academy PCS	No[2]	No	No
Sousa Middle School	DCPS	Yes	No	No
St. Coletta Special Education PCS	St. Coletta Special Education PCS	Yes	No	No
Stanton Elementary School	DCPS	Yes	No	No
Stoddert Elementary School	DCPS	Yes	Yes	No
Stuart-Hobson Middle School (Capitol Hill Cluster)	DCPS	Yes	No	Yes^
Sustainable Futures PCS	Sustainable Futures PCS	No[1]	No	No
Takoma Education Campus	DCPS	No[2]	Yes	Yes^
The Children's Guild PCS	The Children's Guild PCS	Yes	Yes	No
The Next Step El Proximo Paso PCS	The Next Step El Proximo Paso PCS	Yes	No	No
Thomas Elementary School	DCPS	Yes	No	No
Thomson Elementary School	DCPS	Yes	No	Yes^
Thurgood Marshall Academy PCS	Thurgood Marshall Academy PCS	Yes	Yes	Yes^

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Truesdell Education Campus	DCPS	Yes	No	No
Tubman Elementary School	DCPS	Yes	No	Yes^
Turner Elementary School	DCPS	No[2]	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	No	Yes^
Van Ness Elementary School	DCPS	No[2]	No	No
Walker-Jones Education Campus	DCPS	Yes	No	No
Washington Global PCS	Washington Global PCS	Yes	No	Yes
Washington Latin PCS - Middle School	Washington Latin PCS	Yes	No	Yes^
Washington Latin PCS - Upper School	Washington Latin PCS	Yes	No	Yes^
Washington Leadership Academy PCS	Washington Leadership Academy PCS	No[2]	Yes	No
Washington Mathematics Science Technology PCHS	Washington Mathematics Science Technology PCHS	No[2]	No	No
Washington Metropolitan High School	DCPS	Yes	No	Yes
Washington Yu Ying PCS	Washington Yu Ying PCS	Yes	Yes	Yes
Watkins Elementary School (Capitol Hill Cluster)	DCPS	Yes	No	No
West Education Campus	DCPS	No[2]	No	Yes^
Wheatley Education Campus	DCPS	Yes	Yes	No
Whittier Education Campus	DCPS	Yes	No	No
Woodrow Wilson High School	DCPS	Yes	No	No
Youthbuild PCS	Youthbuild PCS	No[2]	No	No

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