



5) Bullying

- **Incident(s) severe?** (e.g., has caused or will cause significant harm to target) Y / N
- **Incident(s) pervasive?** (e.g., affecting multiple students, causing substantial disruption to learning environment) Y / N
- **Incidents persistent?** (e.g., behavior is happening often and repeatedly) Y / N

At least one of these must be marked yes for a case to be considered bullying:

- **Target in fear of physical harm to person or property?** Y / N
- **Substantial effect on physical or mental health?** Y / N *NO evidence in scenario*
- **Interfering with academic performance, or attendance at agency services?** Y / N
- **Substantially interfering with target's ability to benefit from the services, activities, or benefits provided by your agency?** Y / N

At least one of these must be marked yes for a case to be considered bullying. If a case is only occurring through electronic technology outside of school, it must be substantially interfering with youths' ability to benefit from agency services or activities to be considered bullying.

6) Targeted characteristics

Is there evidence that youth were targeted for any of the following reasons? Remember:

- 1) Just because there is a difference in characteristics does not mean the bullying was based on that characteristic. For instance, just because the aggressor has brown hair and the target has blonde hair does not mean the bullying was based on hair color.
- 2) Characteristics can be real or perceived. If someone is perceived as LGBT, but does not identify as such, bullying can still target their sexual orientation.
- 3) Bullying can also target those who do not have these characteristics, but associate with those who do.
- 4) Bullying can be targeted at a characteristic even if the aggressor has the same characteristic as the target. For instance, a black student telling another they are not acting "black enough" is bullying based on race.
- 5) Bullying does not have to be based on a characteristic.

Based on a specific characteristic Y / N

What characteristic(s)? Socioeconomic status

(Race, color, ethnicity, national origin; Religion; Sex; Age; Marital status; Personal appearance; Sexual orientation; Gender identity or expression; Intellectual ability; Familial status; Family responsibilities; Matriculation; Political affiliation; Genetic information; Disability; Source of income; Status as a victim of an intra-family offense; Place of residence or business; Any other distinguishing characteristic)

7) Consequences

Under the Youth Bullying Prevention Act of 2012, consequences for bullying must be flexible based on the following:

• **Nature of the incident** Very Severe Severe Moderate Minor

• **Developmental age of the person bullying** Age of accused student _____

Does accused student have any developmental disabilities? Y / N

• **History of problem behavior from the person bullying**

Does the accused student have a history of problem behavior? Y / N

} *Not specified in scenario*

8) Determination

Is this case bullying? Y / N Action taken _____



5) Bullying

- **Incident(s) severe?** (e.g., has caused or will cause significant harm to target) Y / N
- **Incident(s) pervasive?** (e.g., affecting multiple students, causing substantial disruption to learning environment) Y / N
- **Incidents persistent?** (e.g., behavior is happening often and repeatedly) Y / N

At least one of these must be marked yes for a case to be considered bullying:

- **Target in fear of physical harm to person or property?** Y / N
- **Substantial effect on physical or mental health?** Y / N NO evidence in scenario
- **Interfering with academic performance, or attendance at agency services?** Y / N
- **Substantially interfering with target's ability to benefit from the services, activities, or benefits provided by your agency?** Y / N

At least one of these must be marked yes for a case to be considered bullying. If a case is only occurring through electronic technology outside of school, it must be substantially interfering with youths' ability to benefit from agency services or activities to be considered bullying.

6) Targeted characteristics

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- 4) Bullying can be targeted at a characteristic even if the aggressor has the same characteristic as the target. For instance, a black student telling another they are not acting "black enough" is bullying based on race.
- 5) Bullying does not have to be based on a characteristic.

Based on a specific characteristic Y / N

What characteristic(s)? Familial status (this does not seem to be the basis of all of the bullying.)
(Race, color, ethnicity, national origin; Religion; Sex; Age; Marital status; Personal appearance; Sexual orientation; Gender identity or expression; Intellectual ability; Familial status; Family responsibilities; Matriculation; Political affiliation; Genetic information; Disability; Source of income; Status as a victim of an intra-family offense; Place of residence or business; Any other distinguishing characteristic)

7) Consequences

Under the Youth Bullying Prevention Act of 2012, consequences for bullying must be flexible based on the following:

- **Nature of the incident** Very Severe Severe Moderate Minor
- **Developmental age of the person bullying** Age of accused student _____
- Does accused student have any developmental disabilities? Y / N
- **History of problem behavior from the person bullying**
- Does the accused student have a history of problem behavior? Y / N

} information not provided in scenario

8) Determination

Is this case bullying? Y / N Action taken _____



D.C. Youth Bullying Prevention:

Investigator Checklist

This checklist is intended as a guide for investigating complaints of bullying. Every bullying case is different and some might not fit easily into this list. Additionally, even if an incident is not deemed bullying, action should be taken to ensure the safety and well-being of all students involved.

1) Type of report

- Anonymus / N
- Target / N
- Target's parents / N
- Witness (student/staff member) Y / N

} Not completely clear in scenario

Remember, no formal action can be taken based on an anonymous report alone. This does not mean, however, that an investigation cannot take place. If, in the investigation process, other non-anonymous reports of bullying emerge, those can be used as the basis for consequences and restorative practices.

2) Involved students

- Target(s) Fernando
- Accused students "classmates"
- Witnesses _____

- Interviewed: Y / N
- Interviewed: Y / N
- Interviewed: Y / N

} interviews have not yet occurred in provided scenario

An interview can consist of a face-to-face discussion or asking involved students to write about the incident in their own words. If developmentally appropriate, having students write about the incident is preferable, as it creates a tangible report that can be reviewed at a later point. Remember, students should be interviewed separately; because bullying often involves a power imbalance, having the accused student and the targeted student together may not allow the targeted student to express himself or herself freely and honestly.

3) Type of behavior

- Physical (e.g., hitting, pushing, spitting, pinching) Y / N
- Verbal (e.g., teasing, mean names; written or oral) Y / N
- Relational (e.g., exclusion, rumor spreading) Y / N

Remember, multiple types of behavior can be involved in a single case of bullying.

4) Context

- At school Y / N
- To/from school (e.g., bus, sidewalk, metro) Y / N
- School function/event Y / N
- Electronic technology at school Y / N
- Electronic technology away from school Y / N

Often, bullying will occur in multiple contexts. For instance, those involved in cyberbullying are highly likely to be engaged in bullying in-person.



5) Bullying

- Incident(s) severe? (e.g., has caused or will cause significant harm to target) Y / N
- Incident(s) pervasive? (e.g., affecting multiple students, causing substantial disruption to learning environment) Y / N
- Incidents persistent? (e.g., behavior is happening often and repeatedly) Y / N

At least one of these must be marked yes for a case to be considered bullying:

- Target in fear of physical harm to person or property? Y / N NO evidence in scenario
- Substantial effect on physical or mental health? Y / N
- Interfering with academic performance, or attendance at agency services? Y / N
- Substantially interfering with target's ability to benefit from the services, activities, or benefits provided by your agency? Y / N

At least one of these must be marked yes for a case to be considered bullying. If a case is only occurring through electronic technology outside of school, it must be substantially interfering with youths' ability to benefit from agency services or activities to be considered bullying.

6) Targeted characteristics

Is there evidence that youth were targeted for any of the following reasons? Remember:

- 1) Just because there is a difference in characteristics does not mean the bullying was based on that characteristic. For instance, just because the aggressor has brown hair and the target has blonde hair does not mean the bullying was based on hair color.
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- 3) Bullying can also target those who do not have these characteristics, but associate with those who do.
- 4) Bullying can be targeted at a characteristic even if the aggressor has the same characteristic as the target. For instance, a black student telling another they are not acting "black enough" is bullying based on race.
- 5) Bullying does not have to be based on a characteristic.

Based on a specific characteristic Y / N

What characteristic(s)? sexual orientation, personal appearance,

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7) Consequences

Under the Youth Bullying Prevention Act of 2012, consequences for bullying must be flexible based on the following:

• Nature of the incident Very Severe Severe Moderate Minor

• Developmental age of the person bullying Age of accused student _____

Does accused student have any developmental disabilities? Y / N

• History of problem behavior from the person bullying

Does the accused student have a history of problem behavior? Y / N

} NOT specified in scenario

8) Determination

Is this case bullying? Y / N Action taken _____

*It is clear that additional support services need to be provided to Fernando



5) Bullying

- Incident(s) severe? (e.g., has caused or will cause significant harm to target) Y / N
- Incident(s) pervasive? (e.g., affecting multiple students, causing substantial disruption to learning environment) Y / N
- Incidents persistent? (e.g., behavior is happening often and repeatedly) Y / N

At least one of these must be marked yes for a case to be considered bullying:

- Target in fear of physical harm to person or property? Y / N
- Substantial effect on physical or mental health? Y / N *potentially, "can't concentrate"*
- Interfering with academic performance, or attendance at agency services? Y / N
- Substantially interfering with target's ability to benefit from the services, activities, or benefits provided by your agency? Y / N

At least one of these must be marked yes for a case to be considered bullying. If a case is only occurring through electronic technology outside of school, it must be substantially interfering with youths' ability to benefit from agency services or activities to be considered bullying.

6) Targeted characteristics

Is there evidence that youth were targeted for any of the following reasons? Remember:

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- 5) Bullying does not have to be based on a characteristic.

Based on a specific characteristic Y / N

What characteristic(s)? Physical appearance

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7) Consequences

Under the Youth Bullying Prevention Act of 2012, consequences for bullying must be flexible based on the following:

• Nature of the incident Very Severe Severe Moderate Minor

• Developmental age of the person bullying Age of accused student _____

Does accused student have any developmental disabilities? Y / N

• History of problem behavior from the person bullying

Does the accused student have a history of problem behavior? Y / N

} -NOT specified in scenario

8) Determination

Is this case bullying? Y / N Action taken _____



5) Bullying

- Incident(s) severe? (e.g., has caused or will cause significant harm to target) Y / N
- Incident(s) pervasive? (e.g., affecting multiple students, causing substantial disruption to learning environment) Y / N
- Incidents persistent? (e.g., behavior is happening often and repeatedly) Y / N

At least one of these must be marked yes for a case to be considered bullying:

- Target in fear of physical harm to person or property? Y / N
- Substantial effect on physical or mental health Y / N
- Interfering with academic performance, or attendance at agency services? Y / N
- Substantially interfering with target's ability to benefit from the services, activities, or benefits provided by your agency? Y / N

At least one of these must be marked yes for a case to be considered bullying. If a case is only occurring through electronic technology outside of school, it must be substantially interfering with youths' ability to benefit from agency services or activities to be considered bullying.

6) Targeted characteristics

Is there evidence that youth were targeted for any of the following reasons? Remember:

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- 5) Bullying does not have to be based on a characteristic.

Based on a specific characteristic Y / N

What characteristic(s)? Socioeconomic status

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7) Consequences

Under the Youth Bullying Prevention Act of 2012, consequences for bullying must be flexible based on the following:

• Nature of the incident Very Severe Severe Moderate Minor

• Developmental age of the person bullying Age of accused student _____

Does accused student have any developmental disabilities? Y / N

• History of problem behavior from the person bullying

Does the accused student have a history of problem behavior? Y / N

} Not specified in scenario

8) Determination

Is this case bullying? Y / N Action taken _____



D.C. Youth Bullying Prevention:

Investigator Checklist

This checklist is intended as a guide for investigating complaints of bullying. Every bullying case is different and some might not fit easily into this list. Additionally, even if an incident is not deemed bullying, action should be taken to ensure the safety and well-being of all students involved.

1) Type of report

- Anonymous Y / N
- Target Y / N
- Target's parents Y / N
- Witness (student/staff member) Y / N

Remember, no formal action can be taken based on an anonymous report alone. This does not mean, however, that an investigation cannot take place. If, in the investigation process, other non-anonymous reports of bullying emerge, those can be used as the basis for consequences and restorative practices.

2) Involved students

- Target(s) Vanessa Interviewed: Y / N
 - Accused students Brandi, "classmates" Interviewed: Y / N
 - Witnesses _____ Interviewed: Y / N
- } Interviews have not yet occurred in the provided scenario

An interview can consist of a face-to-face discussion or asking involved students to write about the incident in their own words. If developmentally appropriate, having students write about the incident is preferable, as it creates a tangible report that can be reviewed at a later point. Remember, students should be interviewed separately; because bullying often involves a power imbalance, having the accused student and the targeted student together may not allow the targeted student to express himself or herself freely and honestly.

3) Type of behavior

- Physical (e.g., hitting, pushing, spitting, pinching) Y / N
- Verbal (e.g., teasing, mean names; written or oral) Y / N
- Relational (e.g., exclusion, rumor spreading) Y / N

Remember, multiple types of behavior can be involved in a single case of bullying.

4) Context

- At school Y / N
- To/from school (e.g., bus, sidewalk, metro) Y / N
- School function/event Y / N
- Electronic technology at school Y / N
- Electronic technology away from school Y / N unclear in scenario

Often, bullying will occur in multiple contexts. For instance, those involved in cyberbullying are highly likely to be engaged in bullying in-person.



5) Bullying

- Incident(s) severe? (e.g., has caused or will cause significant harm to target) Y / N
- Incident(s) pervasive? (e.g., affecting multiple students, causing substantial disruption to learning environment) Y / N
- Incidents persistent? (e.g., behavior is happening often and repeatedly) Y / N

At least one of these must be marked yes for a case to be considered bullying:

- Target in fear of physical harm to person or property? Y / N
- Substantial effect on physical or mental health? Y / N
- Interfering with academic performance, or attendance at agency services? Y / N
- Substantially interfering with target's ability to benefit from the services, activities, or benefits provided by your agency? Y / N

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- 5) Bullying does not have to be based on a characteristic.

Based on a specific characteristic Y / N

What characteristic(s)? _____

(Race, color, ethnicity, national origin; Religion; Sex; Age; Marital status; Personal appearance; Sexual orientation; Gender identity or expression; Intellectual ability; Familial status; Family responsibilities; Matriculation; Political affiliation; Genetic information; Disability; Source of income; Status as a victim of an intra-family offense; Place of residence or business; Any other distinguishing characteristic)

7) Consequences

Under the Youth Bullying Prevention Act of 2012, consequences for bullying must be flexible based on the following:

• Nature of the incident Very Severe Severe Moderate Minor

• Developmental age of the person bullying Age of accused student _____

Does accused student have any developmental disabilities? Y / N

• History of problem behavior from the person bullying

Does the accused student have a history of problem behavior? Y / N

} NOT SPECIFIED
- in scenario

8) Determination

Is this case bullying? Y / N Action taken _____



5) Bullying

- Incident(s) severe? (e.g., has caused or will cause significant harm to target) Y / N
- Incident(s) pervasive? (e.g., affecting multiple students, causing substantial disruption to learning environment) Y / N
- Incidents persistent? (e.g., behavior is happening often and repeatedly) Y / N

At least one of these must be marked yes for a case to be considered bullying:

- Target in fear of physical harm to person or property? Y / N
- Substantial effect on physical or mental health? Y / N NOT enough evidence in scenario
- Interfering with academic performance, or attendance at agency services? Y / N
- Substantially interfering with target's ability to benefit from the services, activities, or benefits provided by your agency? Y / N

At least one of these must be marked yes for a case to be considered bullying. If a case is only occurring through electronic technology outside of school, it must be substantially interfering with youths' ability to benefit from agency services or activities to be considered bullying.

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Based on a specific characteristic Y / N

What characteristic(s)? _____

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Under the Youth Bullying Prevention Act of 2012, consequences for bullying must be flexible based on the following:

- Nature of the incident Very Severe Severe Moderate Minor
- Developmental age of the person bullying Age of accused student _____

Does accused student have any developmental disabilities? Y / N

- History of problem behavior from the person bullying

Does the accused student have a history of problem behavior? Y / N

Information not provided in scenario

8) Determination

Is this case bullying? Y / N Action taken _____



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Investigator Checklist

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1) Type of report

- Anonymous Y / N
- Target Y / N
- Target's parents Y / N
- Witness (student/staff member) Y / N

Remember, no formal action can be taken based on an anonymous report alone. This does not mean, however, that an investigation cannot take place. If, in the investigation process, other non-anonymous reports of bullying emerge, those can be used as the basis for consequences and restorative practices.

2) Involved students

- Target(s) Romeo Interviewed: Y / N
 - Accused students Darnell, Alex, Xavier Interviewed: Y / N
 - Witnesses _____ Interviewed: Y / N
- } interviews have not yet occurred in provided scenario

An interview can consist of a face-to-face discussion or asking involved students to write about the incident in their own words. If developmentally appropriate, having students write about the incident is preferable, as it creates a tangible report that can be reviewed at a later point. Remember, students should be interviewed separately; because bullying often involves a power imbalance, having the accused student and the targeted student together may not allow the targeted student to express himself or herself freely and honestly.

3) Type of behavior

- Physical (e.g., hitting, pushing, spitting, pinching) Y / N
- Verbal (e.g., teasing, mean names; written or oral) Y / N
- Relational (e.g., exclusion, rumor spreading) Y / N

Remember, multiple types of behavior can be involved in a single case of bullying.

4) Context

- At school Y / N
- To/from school (e.g., bus, sidewalk, metro) Y / N
- School function/event Y / N
- Electronic technology at school Y / N
- Electronic technology away from school Y / N

Often, bullying will occur in multiple contexts. For instance, those involved in cyberbullying are highly likely to be engaged in bullying in-person.

5) Bullying

- **Incident(s) severe?** (e.g., has caused or will cause significant harm to target) Y / N
- **Incident(s) pervasive?** (e.g., affecting multiple students, causing substantial disruption to learning environment) Y / N
- **Incidents persistent?** (e.g., behavior is happening often and repeatedly) Y / N

At least one of these must be marked yes for a case to be considered bullying:

- **Target in fear of physical harm to person or property?** Y / N
- **Substantial effect on physical or mental health?** Y / N
- **Interfering with academic performance, or attendance at agency services?** Y / N
- **Substantially interfering with target's ability to benefit from the services, activities, or benefits provided by your agency?** Y / N

At least one of these must be marked yes for a case to be considered bullying. If a case is only occurring through electronic technology outside of school, it must be substantially interfering with youths' ability to benefit from agency services or activities to be considered bullying.

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- 5) Bullying does not have to be based on a characteristic.

Based on a specific characteristic Y / N

What characteristic(s)? _____

(Race, color, ethnicity, national origin; Religion; Sex; Age; Marital status; Personal appearance; Sexual orientation; Gender identity or expression; Intellectual ability; Familial status; Family responsibilities; Matriculation; Political affiliation; Genetic information; Disability; Source of income; Status as a victim of an intra-family offense; Place of residence or business; Any other distinguishing characteristic)

7) Consequences

Under the Youth Bullying Prevention Act of 2012, consequences for bullying must be flexible based on the following:

- **Nature of the incident** Very Severe Severe Moderate Minor
- **Developmental age of the person bullying** Age of accused student _____

Does accused student have any developmental disabilities? Y / N

- **History of problem behavior from the person bullying**

Does the accused student have a history of problem behavior? Y / N

8) Determination

Is this case bullying? Y / N Action taken _____



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1) Type of report

- Anonymous /
- Target /
- Target's parents /
- Witness (student/staff member) /

} NOT specified in scenario

Remember, no formal action can be taken based on an anonymous report alone. This does not mean, however, that an investigation cannot take place. If, in the investigation process, other non-anonymous reports of bullying emerge, those can be used as the basis for consequences and restorative practices.

2) Involved students

- Target(s) Gabriela
- Accused students Emilio and his classmates (different school)
- Witnesses _____

- Interviewed: /
- Interviewed: /
- Interviewed: /

} Interviews have not yet occurred in the provided scenario

An interview can consist of a face-to-face discussion or asking involved students to write about the incident in their own words. If developmentally appropriate, having students write about the incident is preferable, as it creates a tangible report that can be reviewed at a later point. Remember, students should be interviewed separately; because bullying often involves a power imbalance, having the accused student and the targeted student together may not allow the targeted student to express himself or herself freely and honestly.

3) Type of behavior

- Physical (e.g., hitting, pushing, spitting, pinching) /
- Verbal (e.g., teasing, mean names; written or oral) /
- Relational (e.g., exclusion, rumor spreading) /

Remember, multiple types of behavior can be involved in a single case of bullying.

4) Context

- At school /
- To/from school (e.g., bus, sidewalk, metro) /
- School function/event /
- Electronic technology at school /
- Electronic technology away from school /

← could be unclear based on scenario

Often, bullying will occur in multiple contexts. For instance, those involved in cyberbullying are highly likely to be engaged in bullying in-person.



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- Incident(s) severe? (e.g., has caused or will cause significant harm to target) Y / N
- Incident(s) pervasive? (e.g., affecting multiple students, causing substantial disruption to learning environment) Y / N
- Incidents persistent? (e.g., behavior is happening often and repeatedly) Y / N

At least one of these must be marked yes for a case to be considered bullying:

- Target in fear of physical harm to person or property? Y / N
- Substantial effect on physical or mental health? Y / N
- Interfering with academic performance, or attendance at agency services? Y / N
- Substantially interfering with target's ability to benefit from the services, activities, or benefits provided by your agency? Y / N

At least one of these must be marked yes for a case to be considered bullying. If a case is only occurring through electronic technology outside of school, it must be substantially interfering with youths' ability to benefit from agency services or activities to be considered bullying.

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Based on a specific characteristic Y / N

What characteristic(s)? _____

(Race, color, ethnicity, national origin; Religion; Sex; Age; Marital status; Personal appearance; Sexual orientation; Gender identity or expression; Intellectual ability; Familial status; Family responsibilities; Matriculation; Political affiliation; Genetic information; Disability; Source of income; Status as a victim of an intra-family offense; Place of residence or business; Any other distinguishing characteristic)

7) Consequences

Under the Youth Bullying Prevention Act of 2012, consequences for bullying must be flexible based on the following:

- Nature of the incident Very Severe Severe Moderate Minor
- Developmental age of the person bullying Age of accused student _____

Does accused student have any developmental disabilities? Y / N

- History of problem behavior from the person bullying

Does the accused student have a history of problem behavior? Y / N

Information not provided in the scenario

8) Determination

Is this case bullying? Y / N Action taken _____