

Local Law 51- Reporting on student-to-student bullying, harassment, intimidation, and discrimination

Pursuant to Local Law 51 of 2018, the Department of Education is required to provide reports on student-to-student bullying, harassment, including sexual harassment, intimidation, and discrimination twice a year (May 31 and November 30). Per the legislation and in accordance with the Family Educational Rights and Privacy Act (FERPA), any value from one (1) to five (5) has been redacted.

Administrative District	Total Complaints	MATERIAL INCIDENTS	Race	Ethnicity or National Origin or both	Religion	Gender	Weight	Gender Identity/expression	Disability	Sexual Orientation	Total Bias
1	87	53	7	*	*	*	*	*	0	*	15
2	918	553	71	35	24	12	18	10	*	20	143
3	279	179	23	*	*	6	7	*	*	7	47
4	198	101	9	*	0	*	*	6	*	8	26
5	137	81	*	0	0	*	*	*	*	*	13
6	198	130	9	*	0	*	*	0	*	6	21
7	188	133	6	*	*	*	7	*	0	6	21
8	444	257	20	*	*	7	7	*	*	*	39
9	247	137	6	6	*	*	*	*	*	7	20
10	598	389	24	11	*	15	21	13	*	12	77
11	558	356	33	6	*	6	15	6	*	15	69
12	294	172	7	*	0	8	7	*	0	6	29
13	250	161	14	*	*	*	*	*	*	9	28
14	200	128	13	*	*	9	7	*	0	*	31
15	244	143	15	*	*	8	6	*	*	9	36
16	61	35	*	0	0	*	*	*	0	*	*
17	207	118	*	7	*	*	*	*	*	*	21

Administrative District	Total Complaints	MATERIAL INCIDENTS	Race	Ethnicity or National Origin or both	Religion	Gender	Weight	Gender Identity/expression	Disability	Sexual Orientation	Total Bias
18	108	58	*	*	*	0	*	0	0	*	12
19	239	154	*	*	*	*	*	0	*	7	20
20	510	268	33	11	7	*	13	*	*	11	69
21	549	330	29	20	11	7	13	9	0	13	82
22	226	106	15	6	*	0	*	*	0	7	31
23	73	38	*	*	0	0	0	0	*	0	*
24	495	283	28	14	7	6	19	*	*	15	73
25	553	297	33	13	6	8	19	7	*	19	78
26	498	310	50	25	8	16	21	12	*	24	109
27	465	282	39	19	11	14	17	*	0	11	73
28	414	256	19	11	*	*	10	*	*	13	53
29	249	145	12	*	0	*	*	*	0	*	21
30	525	298	44	18	8	8	8	*	*	9	71
31	1111	551	88	44	12	8	36	7	7	40	191
32	174	120	9	*	*	*	7	*	*	6	29
75	251	140	*	*	*	*	*	6	*	10	30
79	36	16	*	*	*	*	*	0	*	*	*
Grand Total	11584	6778	681	301	132	186	302	131	56	318	1590

Resources and Supports to Schools

During the 2021-2022, the DOE continued to provide resources and supports to schools with respect to preventing, reporting, and addressing incidents of student-to-student discrimination, harassment, intimidation and/or bullying, including sexual harassment including:

- Anti-bullying training modules for supportive and inclusive learning environments:
 - Respect for ALL (RFA) Conversations, an outline training available to all school staff and administrators to develop best practices on maintaining safe and inclusive learning environments
 - Training for students, aimed at empowering them to become allies rather than bystanders
 - Training materials and resources for school staff to address bullying, harassment, and biased-based behavior towards various populations
 - Training for central and school staff addressing system enhancements and policy changes outlined in Chancellor’s Regulation A-832 (school policies about student-to-student discrimination, harassment, intimidation, and/or bullying, including sexual harassment)
 - Note: all principals confirmed in SY21-22 that they completed and provided training required pursuant to Chancellor’s Regulation A-832.
 - Age-appropriate student-to-student sexual harassment prevention presentations (based on policies outlined in Chancellor’s Regulations A-831) for school staff to share with elementary, middle, and high school students.
 - Training for school-based Sexual Harassment Prevention (SHP) Liaisons on student-to-student sexual harassment in accordance with the requirements of Chancellor’s Regulation A-831
 - Online behavior and digital citizenship curriculum and education for educators, as part of the requirements outlined in the Children’s Internet Protection Act
 - Training for school staff on LGBTQ+ inclusion
 - Training in bullying prevention and intervention in a social-emotional learning and restorative justice framework for school-based staff
 - Training in restorative circles on racial equity and community building
 - Strategies and tools for confronting bias
 - Training for Central and School Staff on reporting requirements and investigating potential material incidents.
- Designation of at least one dedicated School Climate Manager (staffed within NYCDOE Borough Citywide Offices or BCOs) for each school, who is responsible for supporting schools with bullying allegations, classroom management, and developing and sustaining systems to ensure a positive school environment
- Annual deployment of the Online Complaint Reporting System for parents, students, and other individuals (other than staff) to submit complaints of student-to-student discrimination, harassment, intimidation, and/or bullying, including sexual harassment, as well as enhancements to OORS/SOHO.

- Close monitoring of bias-based bullying incidents and investigations
- Monthly school data reports and targeted supports and interventions sent to schools from BCO staff
- Title IX Liaisons aligned with BCOs who conducted investigations and provided support to schools regarding Title IX incidents
- Updated Bridge to School Plan, an extensive resource guide which provides schools with SEL and wellness activities and strategies to strengthen community, foster resilience, and support trauma-informed care.
- The DOE extended access for all school staff to the multi-part, asynchronous Trauma-informed Care professional-learning series, with the University of Chicago's TREP program, through June 2022. As a complement to the training, schools were encouraged to take advantage of the following resources:
 - Facilitation guides to support individual staff reflection and whole-staff discussion before, during, and after the trauma-informed professional-learning series; and
 - A planning template to support alignment of trauma-informed care to a school's CEP existing SEL systems and structures, equity goals, and other resources
- Cultural Responsiveness and Schoolwide Positive Behavior Supports for students involved in one or more Material Incident Violations Checklist guide
- Enhancements to the Online Occurrence Reporting System (OORS) for schools to identify missing requirements more readily, such as Supports & Interventions and Written Notice of Determination dates. OORS now also allows for the documentation of Supports & Interventions for witnesses and groups (class/grade/school).

Description of Trends Reflected in Data Reported

- Out of all complaints, 31% were for middle schools, 25% were for high schools, 22% were for elementary, and 13% were for K-8.
- Of all the material incidents, 33% were for middle schools, 26% were for high schools, 17% were for elementary, and 13% of K-8.
- Out of all the incidents that were biased, only 22% occurred in high schools.

Recommendations

Based on the data trends identified above, the DOE recommends the following:

1. The DOE should continue to support restorative justice programming in middle and high schools for a direct impact on school climate and culture and behavioral outcomes. Restorative practices develop students' social and emotional competencies, repair harm from past behavior incidents, and prevent incidents that include bullying, harassment, intimidation, and discrimination—ultimately creating safe, respectful, and inclusive environments in schools.

2. Considering the ongoing impacts of the COVID-19 pandemic, the DOE should expand upon existing supports provided to schools. Schools should continue to use practices that are trauma-informed and strengthen SEL in addressing behavior, which impacts school climate, including bullying, harassment, intimidation, and discrimination.

3. The DOE should ensure that every school will have access to mental health support, either through access to mental health clinics or by adding 110 social workers to superintendent teams to support school climate by school year 2022-2023. Schools should identify children who need additional support by offering social emotional screeners to every student and they should organize school teams and structures to ensure that students are matched with appropriate support services depending on their needs.

Schools who completed training pursuant to Chancellor's Regulations A-832

- All principals have confirmed in their Consolidated Plan that training required pursuant to Chancellor's Regulations A-832 was completed for SY21-22.