

## 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.

Admin District	2023 Complaints Feb- June	2023 Material Incidents Feb-June	Race	Ethnicity or National Origin or both	Religion	Gender	Weight	Gender Identity/expression	Disability	Sexual Orientation	Grand Total
1	131	88	19	9	8	R	11	R	R	R	42
2	969	559	75	33	26	20	32	20	8	22	171
3	278	141	26	7	R	R	16	R	R	R	44
4	189	113	8	0	0	R	R	R	8	R	25
5	137	70	R	R	R	0	R	0	R	R	9
6	182	121	11	R	R	R	R	0	R	R	25
7	199	141	R	R	0	R	R	R	R	R	13
8	405	260	28	11	R	9	14	6	R	6	56
9	286	184	13	R	R	R	9	R	0	6	29
10	680	443	41	18	R	17	13	7	R	12	83
11	467	311	21	7	R	R	17	R	R	9	52
12	340	215	16	8	R	R	R	R	0	R	29
13	249	151	22	11	R	R	7	R	R	8	45
14	143	76	7	R	0	R	R	R	R	0	12
15	342	199	24	R	R	10	11	10	R	8	59
16	75	43	0	R	0	0	R	0	0	0	R

Admin District	2023 Complaints Feb- June	2023 Material Incidents Feb-June	Race	Ethnicity or National Origin or both	Religion	Gender	Weight	Gender Identity/expression	Disability	Sexual Orientation	Grand Total
17	198	118	R	R	R	R	6	R	0	9	24
18	119	57	R	R	0	R	0	R	0	R	6
19	244	168	13	6	R	R	6	R	R	8	31
20	590	341	53	18	17	13	18	11	R	11	109
21	535	301	41	18	12	R	21	R	R	8	81
22	242	121	18	11	9	R	R	R	0	R	42
23	82	36	R	R	0	0	R	R	0	R	6
24	726	446	53	28	6	16	36	12	11	18	136
25	711	447	68	32	14	18	36	12	12	20	137
26	560	364	61	24	14	7	28	11	8	12	120
27	538	333	46	24	12	7	15	R	R	15	85
28	550	379	40	14	8	R	19	R	R	13	74
29	316	213	13	7	R	R	11	R	R	R	33
30	569	381	57	23	10	8	21	11	R	9	109
31	1273	697	137	67	36	6	52	13	16	27	263
32	136	87	7	R	R	R	6	R	R	R	16
75	292	171	9	R	0	R	14	0	7	8	34
79	36	13	0	0	0	0	0	0	0	R	R
<b>Grand Total</b>	<b>12789</b>	<b>7788</b>	<b>941</b>	<b>405</b>	<b>205</b>	<b>179</b>	<b>457</b>	<b>159</b>	<b>116</b>	<b>269</b>	<b>2006</b>

## Resources and Supports to Schools

During the 2022-2023, NYCPS 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:
  - 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: principals confirmed in SY22-23 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 Student Services Manager (staffed within NYCPS District Offices) for each school, who is responsible for supporting schools with counseling supports, bullying allegations, crisis, and classroom management, and developing and sustaining systems to ensure a positive school environment.
- Annual deployment of the Online Complaint Reporting System (Bullying Portal) 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
- Power Bi district data reports made available to all Student Services Managers and other district designees to support their schools.
- Title IX Liaisons aligned with boroughs who conduct investigations and provide support to schools regarding Title IX incidents.
- Positive Behavior Supports for students involved in one or more Material Incident Violations Checklist guide to help schools support students involved in multiple bullying incidents.

### Description of Trends Reflected in Data Reported

- Out of all complaints, 35.5% were for middle schools, 24.4% were for high schools, 17.9% were for elementary, and 12.5% were for K-8.
- Of all the material incidents, 31.8% were for middle schools, 23.9% were for high schools, 22.1% were for elementary, and 13.0% of K-8.
- Out of all the incidents that were biased, only 20% 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. 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. Schools should identify children who need additional support and organize school teams and structures to ensure that students are matched with appropriate support services depending on their needs, e.g., individualized support plans for students in multiple bullying incidents, referral for outside counseling, etc.



## 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 SY22-23:
  - Staff
  - Students