



Respect For All Making School Safe and Supportive for All Students

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“If we lack respect for one group, then there is a tendency for that attitude to spread. It become infectious and no one becomes safe.”

- Walter Annenberg

I never cared about acceptance as much as I cared about respect.”

- Jackie Robinson

Agenda

Section I: Understanding Harassment, Bullying and Staff Responsibility

Section II: Creating a Safe and Supportive School Community for All Students: NY State and NY City Regulations

Section I: Bullying/Harassment

- What it looks like
- Impact
- Staff Responsibility
- Interventions

Dignity Act 2013

- The legislature finds it is vital to protect all students from harassment, bullying, cyberbullying and discrimination.
- No student shall be subjected to harassment or bullying by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function.
- “Harassment” and “bullying” shall mean the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyberbullying.

Bully Definition

- Bullying is **aggressive** behavior that is **unwanted and negative**. It is a type of harassment.
- The behavior is **intended** to cause some kind of harm.
- It involves an **imbalance of power (physical or social) or strength**.
- It is a pattern of behavior usually **repeated over time** and can take many forms.
- The individual who engages in the bullying behavior derives some sense of satisfaction from his/her behavior.

Bullying is NOT Conflict

Normal Peer Conflict	Bullying
Equal power or friends	Imbalance of power; not friends
Happens occasionally	(Usually) Repeated negative actions
Accidental/occurs naturally	Purposeful
Generally not serious	Serious with threat of physical or emotional harm
Equal emotional reaction	Strong emotional reaction from target and little or no emotional reaction from bully
Not seeking power or attention	Seeking power, control, or material things
Generally not trying to get something	May attempt to gain material things or power
Remorse - will take responsibility	No remorse - may blame victim

(Bully Proofing Your School: A Comprehensive Approach for Elementary Schools, Carla Garrity, et al, June 2000)

Children at Risk of Being Bullied

Generally, children who are bullied have one or more of the following risk factors:

- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider “cool”
- Are perceived as weak or unable to defend themselves
- Are depressed, anxious or have low self-esteem
- Are less popular than others and have few friends
- Do not get along well with others; seen by their peers as annoying or provoking; or antagonize others for attention

(US Department of Health and Human Services)

Role of School Staff

All staff, especially teachers, play a vital role in preventing and intervening in harassment/bullying when they:

- know what to look and listen for
- actively monitor and respond to behavior
- are sensitive to the social dynamics between students in individual classrooms and in the school as a whole
- heed early warning signs of stress and/or conflict between students

Behaviors all staff members need to be alert for

Physical injury or threat of injury, aggressive or menacing gestures

Verbal teasing, taunting or insulting, making derogatory remarks, using slurs, written or graphic material (including graffiti) that is derogatory, name calling, telling lies, making fun of someone, telling derogatory jokes, making rude or mean comments, spreading rumors or making threatening or aggressive comments

Social exclusion or isolation, peer rejection

Micro-aggressions

Micro-aggressions are brief, everyday exchanges, verbal and non-verbal, that send messages to certain individuals that because of their group membership, they have little worth. These small exclusions, expressions, and gestures are often overlooked as contributing to negative school climate and over time can cause emotional harm. Some examples include:

- Avoiding an empty seat in class because it is next to a larger girl or boy.
- Heavy sighing to indicate disapproval each time a student of a particular race or ethnicity walks into the classroom.
- Spreading belongings across a table and onto an empty chair so there is no space for another student to join a group
- Members of a group lowering their voices or laughing whenever a specific student walks by

(NY State Dignity Act Guide)

Intervention

Intervene no matter how minor the incident: Adults must intervene whenever they see or hear bullying/harassment take place.* If an incident is reported anonymously, adults must take action. Students have to know that the school is safe, and students who bully have to know that there will be consequences. Actions may involve face-saving solutions, mental health referrals, guidance interventions and/or disciplinary consequences.

*Chancellor's Regulation A-832

Children Who are at Higher Risk

- Lesbian, gay, bisexual, or transgender (LGBT) youth and those perceived as LGBT are at an increased risk of being bullied.
- Children with disabilities or other special health needs may be at higher risk of being bullied.
- Black and Hispanic youth who are bullied are more likely to suffer academically than their white peers.

(US Department of Health and Human Services)

Children More Likely to Engage in Bullying Behavior

Two categories:

- Some are well-connected to their peers, have social power, are overly concerned about their popularity and like to dominate or be in charge of others
- Others are more isolated from their peers and may be depressed or anxious, have low self-esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others

(US Department of Health and Human Services)

Children More Likely to Engage in Bullying Behavior

Children who have these risk factors are also more likely to bully others:

- Are aggressive or easily frustrated
- Have less parental involvement or are having issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others

(US Department of Health and Human Services)

Intervention

- Students who engage in bullying behavior need individual guidance interventions and supports to address why they are bullying others. Some will need to learn pro-social skills to use other than aggression to get what they need.
- Working with students who bully in groups is not recommended. In practice, when students who bully are put into groups, group members can actually reinforce each other's' bullying and antisocial behavior.

Bullying/harassment includes, but is not limited, to:

- Physical violence; aggressive or menacing gestures
- Stalking
- Threats, taunts, teasing
- Exclusion from peer groups designed to humiliate or isolate
- Using derogatory language; making derogatory jokes or name calling or slurs
- Written or graphic material, including graffiti, containing comments or stereotypes that are written or printed or electronically circulated.
- Cyberbullying (electronic aggression): any type of harassment or bullying (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors or making threatening or aggressive comments) that occurs through email, a chat room, instant messaging, a website (including blogs) or text messaging.

Electronic Aggression/Cyberbullying

“Electronic aggression” is the term that most accurately captures all types of violence that occur electronically.
(Centers for Disease Control and Prevention)

Electronic Aggression: *Any type of harassment or bullying (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments) that occurs through email, a chat room, instant messaging, a website (including blogs), or text messaging.*

(Electronic Media and Youth Violence: A CDC Brief for Educators and Caregivers)

Types of Inappropriate Electronic Behavior

Flaming: Online fights using electronic messages with angry and vulgar language;

Harassment: Repeatedly sending nasty, mean, and insulting messages;

Denigration: “Dissing” someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships;

Impersonation: Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person’s reputation or friendships;

Outing: Sharing someone’s secrets or embarrassing information or images online;

Trickery: Talking someone into revealing secrets or embarrassing information, then sharing it online;

Exclusion: Intentionally and cruelly excluding someone from an online group;

Cyberstalking: Repeated, intense harassment and denigration that includes threats or creates significant fear.”

(Center for Safe and Responsible Use of the Internet)

What the Research Tells Us

- About 21% of teens have been cyberbullied in their lifetimes. (approximately 1 out of every 4 teenagers)
- About 15% admitted to cyberbullying others at some point. (approximately 1 out of every 6 teenagers)

(Cyberbullying Research Center)

- Cyberbullying is related to low self-esteem, suicidal ideation, anger, frustration, and a variety of other emotional and psychological problems

(Brighi et al., 2012; Hinduja & Patchin, 2010; Kowalski & Limber, 2013; Patchin & Hinduja, 2010; Wang, Nansel, & Iannotti, 2011)

What the Research Tells Us, Continued

- Traditional bullying and cyberbullying are closely related: those who are bullied at school are bullied online and those who bully at school bully online

(Hinduja & Patchin, 2009; Kowalski & Limber, 2013; Ybarra, Diener-West, & Leaf, 2007)

- Traditional bullying is still more common than cyberbullying

(Lenhart, 2007; Smith et al., 2008; Wang, Nansel, & Iannotti, 2011)

Significant Differences Between Bullying and Cyberbullying

Technology is the vehicle. For the target this means:

- Cyberbullying messages (content) persist and are editable and alterable
- Content can be distributed quickly and broadly
- Content is invasive across all aspects of the targeted person's life

Significant Differences Between Bullying and Cyberbullying

- For the person who engages in cyberbullying, because the content is delivered via electronic media and not through face-to-face direct communication, there is a disinhibition over the consequences/harm caused to the targeted person.
- Cyberbullies feel less regret, sympathy, or concern toward their victims than face-to-face bullies. This lack of concern or empathy could be due to the impersonal nature of digital communication, which can leave cyberbullies both more brazen, and less aware of the extent of emotional or psychological damage they may have caused the victim

(Strom & Strom, 2005; Winter & Leneway, 2008).

Intervention

- **Educate the entire school community:** Everyone—teachers, support staff, security staff, kitchen staff, guidance counselors, students, parents and guardians—needs to understand what bullying is, the dangers of letting it continue, and what the school plans to do about it.
- Clarifying school-wide rules that prohibit bullying and discourage on-lookers is the single most important contribution to student self control of bullying.

(Limber, Nation, Tracy, Melton, & Young, 2001)

Intervention

- **Develop a school-wide, no-bullying policy:** Members of the school community should know and understand the Discipline Code and Chancellor's Regulation A-832. They should agree on standards of behavior, interventions and consequences. The policy should be clearly understood by all members of the school community and enforced fairly.
- Whole school interventions that view bullying as a systemic problem and involve individuals, peer groups, classrooms, teachers, and administration have been the most successful school-based interventions to reduce bullying.

(Vreeman R, Carroll A. A systematic review of school-based interventions to prevent bullying. Arch Pediatric Adolescent Medicine, 2007)

Intervention

- **Establish procedures for reporting bullying incidents:** Most bullying/harassment happens when adults are not around. Students need to know that they can report bullying without provoking more bullying. If they are bystanders, they need to feel that they will not be the next victim. A school should designate trusted teachers and other staff members (RFA Liaisons) who will maintain confidentiality within the parameters of Chancellor's Regulation A-832 when students come to them.

Bullying Research

- Research indicates that bullying is a **group phenomenon** as opposed to a dyadic interaction between a bully and a target of the bullying.
- Although students may not be playing the “predominant” roles of the bully or the victim, they do play a role in the process.

Bullying Roles

Ringleader bully (the initiator)

Assistant(s) to the bully: follow the bully's lead, join in the bullying directly

Reinforcer(s): encourages the bullying through behaviors such as laughing, coming to watch the episode, remaining to provide an audience

Defender(s)/Guardian (s)/Ally(ies) of the victim (engage in behaviors to protect and help the victim as well as to discourage the bully from continuing.

Outsiders who do nothing and stay away from the bullying episodes or who may be unaware of the episode

Bystanders who witness the event but do not act as either defender/allies or active reinforcers.

Target of the bullying behavior

(Salmivalli, et al, 1996, 1999)

Impact of Bullying on the School Community

- Whether students' roles involve defending the victim, encouraging the bully, and/or remaining an outsider to the situation, they are being impacted by the bullying.
- Their roles are influencing how the bullying is affecting others and whether the bullying will continue to occur.
- Each incident impacts the culture and climate of the school.

Is it Bullying?

- Mike intentionally bumps into a classmate whenever they pass in the hallway and encourages other students to laugh.
- An athlete waits for his team mates to return to the locker room and then taunts another student about his sexual orientation.
- Kelly's midterm paper is returned with a failing mark. Rosalie sees it and says, "So where did you say you wanted to go—the University of Nowhere."
- Students in a science class refuse to talk to one another because they each blame the other for losing the data needed to complete an important lab report. So far two of the students have posted negative comments about the others on Facebook.
- Dana says to Nancy, "That was some outfit you had on at Kathy's party." Nancy doesn't respond, but Marlee chimes in "It sure was."

Intervention

- In 88% of bullying incidents, peers are present.

(Craig, W. M., & Pepler, D. J. (1997).

- The more peers that are present, the longer the bullying episode.
- In the majority of bullying episodes (57%), peer intervention stops bullying within 10 seconds, regardless of strategy.
(Hawkins, D. L., Pepler, D.

J., & Craig, W. M. (2001).; O'Connell, P., Pepler, D. & Craig, W. (1999).

Teach bystanders how to stop bullying/harassment as a group: Studies have shown that bystanders become desensitized to bullying if the school allows it to continue. Students can learn ways to be allies and help create an atmosphere of support and encouragement for peers who are targeted and of disapproval toward bullying

Empower Students to Stand Up Instead of Standing By

Teach students how to intervene assertively.

Message to Students: Choose at least 1 of 4 strategies depending on the situation and the student's comfort level

Strategies

- *Walk away*—Don't be part of the audience.
- *Support* the person who is being bullied. **Be an ALLY.**
- *Report* the bullying to a responsible adult.
- *Assertively tell* the person who is bullying to stop.

Is it Bullying?

Bill Scott observes that Tisha has not been as actively engaged in classroom discussions and her test marks have started to go down. He is asked to take a coverage providing supervision in the cafeteria where he sees Tisha walk past a table of girls from his math class who he has seen her being friendly with in the past. She takes a seat at a table as far as possible from the group. When the bell rings, he observes the girls moving toward Tisha's table talking loudly about a party planned for the weekend. One girl says "you know who is not invited" and the others laugh as they pass Tisha.

Is It Bullying?

Mrs. Williams calls the school to report that her daughter has been bullied by another girl in her class. She states that yesterday her daughter came home with a bruise on her arm after the two of them got into a fight while they were waiting for the train. This is not the first time the girls have had a problem with one another. The school has entered three previous verbal disagreements into OORS which have occurred over the last two years.

Impact of Bullying and Harassment

"A human being who lives day-to-day having to continuously 'energize his shields' for protection has little remaining energy to direct toward positive endeavors, such as schoolwork, meaningful classroom participation, or healthy peer-adult interaction." -- Rico Racosky

(Creating Emotionally Safe Schools by Jane Bluestein, Ph.D)

Impact of Bias-Based Harassment

Harassment based on one or more identify characteristics affects both the direct target(s) of the harassment and other individuals in the community that share one or more of the same identity characteristics. Therefore, the unique effects of discriminatory harassment require a different response than would other types of bullying.

Impact on Students Who are Bullied

Students who are bullied can experience negative physical, school, and mental health issues. They are more likely to experience:

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.

(US Department of Health and Human Services)

What Not To Do

- **“Let’s try mediation.”** Mediation works well to address conflicts among peers who are equal in power. Mediation (conflict resolution) is for parties who have mutual respect for each other and is not appropriate for aggressors and their targets. Mediation is not appropriate in a bullying situation because of the power differential and because bullying is an **abuse situation** that must stop.
- **“Work it out by yourselves.”** Bullying requires adult intervention because of the power dynamic which needs to be changed between the student who is bullying and the target of the behavior.
- **“Stand up for yourself.”** Students need help in learning how to be assertive rather than aggressive in responding to bullies. If a targeted student responds with aggression, s/he can provoke revenge by the bully, and greater levels of aggressive behavior.

Impact on Students Who Bully Others

Students who bully are more likely to:

Short Term:

- Abuse alcohol and other drugs in adolescence and as adults
- Get into fights, vandalize property, and drop out of school
- Engage in early sexual activity

Long Term:

- Have criminal convictions and traffic citations as adults
- Be abusive toward their romantic partners, spouses, or children as adults

(US Department of Health and Human Services)

What Not To Do

- **Lecturing a child who engages in bullying behavior -**
“What you have done is wrong...”
- **Or asking** *“How would you feel if someone did that to you..”*
- **Or telling him/her** *“This kind of behavior will make others dislike you...”* **are ineffective.**

Lack of empathy keeps children who bully from understanding the harmful impact their behavior has and from understanding that causing such harm is not ethical behavior.

Students who bullying usually have a group of peers who either approve of their behavior or who remain silent for fear of being targeted themselves.

Addressing the Risk Factors

The risk factors for both children who are the targets of bullying behavior and for children who engage in bullying behavior emphasize the need and importance of providing all students, elementary through high school, with social emotional learning (SEL).

Social Emotional Learning: 5 Core Competencies

Self-awareness: the ability to recognize and accurately assess one's emotions and values as well as one's strengths and challenges.

Self-management: the ability to regulate one's emotions, handle stress, control impulses and express one's emotions appropriately.

Social awareness: the ability to take the perspective of and empathize with others, show care and concern for others and recognize and appreciate individual and group similarities and differences.

Relationship skills: the ability to form positive relationships, resist inappropriate social pressure and deal constructively with interpersonal conflict.

Responsible decision-making: the ability to make ethical and constructive choices about personal and social behavior and be motivated to contribute to the well-being of one's community.

The Relationship between Bullying and Suicide

Most youth who are bullied do not have thoughts of suicide or engage in suicidal behaviors. Although kids who are bullied are at risk of suicide, bullying alone is not the cause. Many issues contribute to suicide risk, including depression, problems at home and trauma history. **Bullying can make an unsupportive situation worse.**

- Bully victims are between 2 to 9 times more likely to consider suicide than non-victims. 10 to 14 year old girls may be at even higher risk for suicide.

(Yale University, Office of Public Affairs, "Bullying-Suicide Link Explored in New Study by Researchers at Yale" International Journal of Adolescent Medicine, 2008)

- Specific groups have an increased risk of suicide, including American Indian and Alaskan Native, Asian American, and LGBT youth. This risk can be increased further when these children are not supported by parents, peers, and schools.

Is it Bullying?

When the English class is divided into small groups, Marie holds back from joining the group she has been assigned to. When the teacher repeats the request that she sit with the group, Marie goes to the group's table where she stands next to the only unoccupied chair which is piled with the other girls' bags. The teacher observes that no one in the group makes a move to remove the bags from the chair until the teacher says "I'm waiting."

Why Don't Students Ask for Help?

Statistics from the 2012 *Indicators of School Crime and Safety* show that an adult was notified in less than half (40%) of bullying incidents. Students may not tell for various reasons:

- Bullying can make a child feel helpless. A child may want to handle it on his/her own to feel in control again or may fear being seen as weak or a tattletale.
- The target of bullying may fear backlash from the student who has bullied him or her.
- Being bullied can be humiliating and students may not want an adult to know what is being said about them, whether true or false. They may also fear adults will be judgmental or punitive toward them for being weak.
- Students who are bullied may already feel socially isolated and may feel like no one cares or could understand.
- Students may fear being rejected by their peers. Friends can help protect a child from bullying and students may fear losing this support.

Impact on Academic Achievement

- Students who are bullied report not feeling safe in school

(Stockdale, Hangaduambo & Duys, 2002).

- Reduced classroom participation and school avoidance predict lower academic achievement

(Buhs, Ladd, & Herald, 2006).

- Youth who experience multiple victimizations earn lower grades

(Holt, et al 2006)

Impact of Culture and Climate

Supports Learning

- Students are, and feel, safe and comfortable everywhere on school property. (including school bus)
- Staff and students are trained to prevent and resolve conflicts
- The school is open to and promotes respect for diversity and is welcoming to all cultures.
- There is a sense of community on the part of students and staff.
- Parents perceive the school as warm, inviting and helpful.

Impact of Culture and Climate

Impedes Learning

- Students are bullied or harassed by other students in halls, stairwells, restrooms, lunch rooms, or playgrounds. (including school bus)
- Bullying and conflicts are ignored.
- Staff, students, and families do not feel they are part of the school community.
- Parents do not feel welcome. Parents feel “blamed” for their child’s difficulties.

Impact of Culture and Climate

Impedes Learning

- Students are bullied or harassed by other students in halls, stairwells, restrooms, lunch rooms, or playgrounds. (including school bus)
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- Staff, students, and families do not feel they are part of the school community.
- Parents do not feel welcome. Parents feel “blamed” for their child’s difficulties.

Caring Classrooms

- The presence of caring and demanding (high expectations) teachers can improve students' sense of class membership, limit feelings of helplessness and reduce peer conflict in the classroom.

(Bru, Stephens & Torsheim, 2002)

- Friends are a strong protective factor against bullying.

(Bollmer, Milich, Harris & Maras, 2005; Fox & Bolton, 2006; Schmidt & Bagwell, 2007)

- A classroom's routines and practices have a powerful influence over the degree to which all students in a class are included in effective friendships. Friendships emerge when students have frequent opportunities to interact with each other
- Classrooms in which more students have friends show fewer conflicts and those conflicts that do arise are less likely to escalate

(Newman, Murray & Lussier, 2001)

Caring Classrooms

Engaging students:

- Create multiple roles for students to fill
- Include students in developing class (and school) rules
- Teach students self management strategies
- Using cooperative learning strategies (shifting dyads, triads, non-competitive groups) promotes tolerance among peers (Harris, Hopkins & Wordsworth, 2001) and modifies classroom organization and the academic and social behavior of students (Hertz-Lazarowitz, 2001)

School Safety Committee

- Every school/campus must have a School Safety Committee which meets on a monthly basis. (Chancellor's Regulation A-414)
- The committee plays an essential role in the establishment of safety procedures, the communication of expectations and responsibilities of students and staff, and the design of prevention and intervention strategies and programs specific to the needs of the school. **Addressing school culture and climate is integral to the work of the School Safety Committee.**
- An RFA Liaison must be a member of the school's Safety Committee .

NYC School Survey

The annual New York City School Survey Report tells what parents, teachers and students said about learning conditions at a school. This information is designed to support a dialogue among all members of the school community on how to make the school a better place for learning.

Safety and Respect Section: Drill Down to Student Responses to Two Questions

Question	% Never	% Some of the Time	% Most of the Time	% All of the Time
Students harass or bully other students at school	45%	43%	8%	4%
Students in my school are harass or bully each other based on differences (such as race, color, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight).	56%	32%	7%	5%

Why look at these two questions? Roughly half of the students at this school report that bullying and bias-based harassment are issues yet the school’s Safety and Respect Section is Dark Green – an above average rating. What can the school do to encourage students to report?

Section II

Creating a Safe and Supportive School Community for All Students: NY State and NY City Regulations

Dignity Act 2013

The legislature finds it is vital to protect all students from harassment, bullying, cyberbullying and discrimination.

No student shall be subjected to harassment or bullying by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function.

“Harassment” and “bullying” shall mean the creation of a hostile environment by conduct or by [verbal] threats, intimidation or abuse, including cyberbullying.

Chancellor's Regulation A-830

Anti-Discrimination Policy

It is a violation of this policy for any DOE employee to discriminate against or create a hostile school environment for a student by conduct and/or verbal or written acts on school property, or at a school function on the basis of any of the above-noted grounds where such behavior:

1. has or would have the effect of unreasonably and substantially interfering with a student's ability to participate in or benefit from an educational program, school-sponsored activity or any other aspect of a student's education; or
2. has or would have the effect of unreasonably and substantially interfering with a student's mental, emotional or physical well-being; or
3. reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety; or
4. reasonably causes or would be expected to cause physical injury or emotional harm to a student.

It is also a violation of this policy for any DOE employee to engage in the behavior noted above off school property when such behavior creates or would foreseeably create a risk of disruption within the school environment.

Chancellor's Regulation A-832: Student to Student Discrimination, Harassment, Intimidation and/or Bullying

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation and/or bullying committed by students against other students and discrimination by students against other students on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight.

Chancellor's Regulation A-832: Student to Student Discrimination, Harassment, Intimidation and/or Bullying

Such discrimination, harassment, intimidation and/or bullying is prohibited and will not be tolerated in school, during school hours, before or after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education and on other than school property when such behavior disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morals or welfare of the school community.

“In recognizing the humanity of our fellow beings, we pay ourselves the highest tribute.”

Thurgood Marshall

Chancellor's Regulation A-832: Student to Student Discrimination, Harassment, Intimidation and/or Bullying

It is a violation of this policy for any student to create a hostile school environment for another student by conduct and/or verbal or written acts (including cyberbullying) that;

1. have or would have the effect of unreasonably and substantially interfering with a student's educational performance or ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a student's education; or
2. have or would have the effect of unreasonably and substantially interfering with a student's mental, emotional, or physical well-being; or
3. reasonably cause or would reasonably be expected to cause a student to fear for his/her physical safety; or
4. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student.

Chancellor's Regulation A-832: Student to Student Discrimination, Harassment, Intimidation and/or Bullying

Prohibited behavior includes but is not limited to discrimination, harassment, intimidation, and/or bullying on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight.

Chancellor's Regulation A-832: Student to Student Discrimination, Harassment, Intimidation and/or Bullying

Each principal must designate at least one staff member (hereinafter referred to as RFA Liaison(s)) to whom reports by students or staff members of student-on-student discrimination, harassment, intimidation and/or bullying can be made and who serves as a resource for students and staff on this issue.

In NYC the RFA Liaison is the Dignity Act Coordinator.

The RFA Liaison(s) is required to attend the age appropriate (K-5 or 6-12) training provided by the DOE.

CR A-832 Reporting Procedures

- Any student who believes that he/she has been the victim of discrimination, harassment, intimidation and/or bullying by another student should report the incident to the RFA liaison(s) or to any other school employee.
- Students who witness or have information of such incidents may report them to the RFA liaison(s) or to any other school employee.
- Student complaints may be made verbally or in writing. Bullying complaints may be submitted via [an online web complaint form](#) and will be forwarded to the alleged victim's school for handling.
- Complaints can be made by:

Submitting an online web complaint form
(<https://www.nycenet.edu/bullyingreporting>)

Calling 718-935-2288 (Monday-Friday, 9am-5pm)

E-mailing RespectForAll@schools.nyc.gov

Staff Reporting Requirement

- Any staff member who witnesses student-to-student discrimination, harassment, intimidation and/or bullying or who has knowledge or information or receives notice that a student may have been the victim of such behavior by another student is required to promptly **orally report** the alleged act to the RFA liaison(s) or to the principal/designee **within one school day** and **file a written report** with RFA liaison or to the principal/designee **no later than two school days** after making the oral report. Failure to do so may result in disciplinary action.
- Schools shall keep all written reports on file.

Staff Reporting Requirement

“In the end, we will remember not the words of our enemies, but the silence of our friends.”

Martin Luther King, Jr.

If a student feels uncomfortable making a report to a school staff member, a student may contact the Office of Safety and Youth Development (OSYD) by e-mailing the complaint to RespectforAll@schools.nyc.gov

Parent Reporting

Parents may report student-to student bias-based harassment, intimidation, and/or bullying to the principal or the principal's designee or by

- Submitting an online web complaint form (<https://www.nycenet.edu/bullyingreporting>)
- Calling 718-935-2288 (Monday-Friday, 9am-5pm)
- E-mailing RespectforAll@schools.nyc.gov

Such reports must be handled pursuant to the procedures in this Regulation.

Investigation

Complaints of discrimination, harassment, intimidation, and/or bullying must be entered into OORS within 24 hours and be promptly investigated .

The principal/designee must advise the parent(s) of the accused student of the allegations. The principal/designee must also advise the parent(s) of the alleged victim of the allegations, unless the alleged victim informs the principal/designee of safety concerns in regard to such notification. In such case, the principal/designee shall decide whether to inform the alleged victim's parents following consideration of privacy and safety concerns . The principal may consult with the Office of Legal Services in making this decision. (Section III.C)

Investigation

Where a bullying complaint was not submitted by the parent or guardian of the alleged victim, the school must notify that student's parent or guardian of the complaint no later than two school days after the receipt of the complaint, provided there are no safety concerns. The schools should also document the date on which notification was made.

Investigative Steps

The principal/designee must take the following investigative steps, as soon as practicable, but in any event, not later than five school days after receipt of the complaint:

- > interview the alleged victim and document the conversation;
- > ask the alleged victim to prepare a written statement which includes as much detail as possible, including a description of the behavior, when it took place and who may have witnessed it;
- > interview the accused student and advise him/her that if the conduct has occurred, it must cease immediately;
- > ask the accused student to prepare a written statement;
- > interview any witnesses and obtain their written statements;
- > where feasible and available, review video surveillance and other pertinent information.

If the principal/designee believes that the alleged conduct constitutes criminal activity, s/he must contact the police. The principal/designee may consult with the Office of Legal Services.

Substantiated Incident

Within 10 school days of the receipt of the complaint, the school must determine if the alleged behavior is substantiated as a violation of CR A-832 (i.e., a Material Incident) and document that conclusion in OORS. In making this determination, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts should be considered:

- > the ages of the parties involved;
- > the nature, severity and scope of the behavior;
- > the frequency and duration of the behavior;
- > the number of persons involved in the behavior;
- > the context in which the conduct occurred;
- > where the conduct occurred;
- > whether there have been other incidents in the school involving the same students;
- > whether the conduct adversely affected the student's education

Substantiated Incident

Factors that may reflect an adverse impact on a student's education include, but are not limited to:

- Changes in academic performance over several classes or period of time (ex: victim displays academic decline in class shared with suspect)
- Change in behavior (unable to concentrate in class, communicate with peers, participate in academic or socialization activities, anxiety; panic attacks)
- Change in demeanor
- Regressions in behavior
- Gains or regressions in interactions with peers
- Absences or tardiness to school; asking to stay home from school
- Physical changes (weight gain or loss)

CR A-832 Notification

The school must advise the parents of the alleged victim and the parents of the accused student whether or not the allegations are substantiated, consistent with state and federal laws regarding student records privacy, except where a decision was made not to notify the parents of the alleged victim of the allegation as set forth in Section III.C.

CR A-832 Follow Up

Schools must consider whether interventions and supports are warranted for victims (in addition to the suspects) of substantiated bullying incidents, and document such interventions and supports in OORS within 10 school days of the receipt of the complaint. Where appropriate, the complaining student and the accused student should be referred to the guidance counselor, school social worker, psychologist or other appropriate school staff for separate counseling

CR A-832 Follow Up

Where appropriate, the principal/designee should utilize intervention methods, including sensitivity training, counseling, and/or referral to a community-based agency for counseling, support and education.

Such interventions and supports may include, but are not limited to, the following:

referral to the guidance counselor, school social worker, psychologist or other appropriate School staff or community-based organization;

developing an Individualized Support Plan for a victim;

assignment of a mentor or coach;

counseling;

and, for any Victims who are Students with a disability, where warranted, referral to the Victim's IEP Team. The determination of what interventions and supports are provided should take into account whether the student has been the victim of one or more prior Material Incidents in the same school year.

CR A-832 Follow Up

An Individualized Support Plan (ISP) contains interventions and supports for the victim, and provisions for designated school staff to consult with the victim and/or his or her Parents, at specified times, to determine whether the bullying, harassment, intimidation, and/or discrimination has ceased.

For more information about when it may be appropriate to refer the case of a victim who is a student with a disability to the IEP team, please go to IEP referral guidelines on the Infohub.

CR A-832 Follow Up

Students who have been found to have violated this regulation will be subject to appropriate disciplinary action pursuant to the Department of Education's Discipline Code and Chancellor's Regulation A-443.

The principal/designee must follow up to **ensure that the conduct has stopped.**

Parent Concerns/Escalation Staff

Beginning in the 2018-2019 school year, Family Support Coordinators (FSCs) at the Superintendent's Office will serve as "Escalation Staff" who are designated to coordinate the completion of bullying investigations upon request by a parent or guardian in two scenarios:

1. A parent/guardian alleges that he/she and/or the alleged victim of the bullying incident have been retaliated against for making a prior bullying complaint; and
2. The alleged victim has been the victim of two or more Material Incidents in the same school year.

Once the FSC has determined whether the parent/guardian is eligible for Escalation Staff support, the FSC will advise you of the next steps for addressing the concern. You can review the Escalation Document for information about the role of the FSC in this context .

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Parent Concerns/Escalation Staff

Parents/guardians may raise concerns regarding the outcome of a bullying investigation to the school outside the context of the Escalation Staff/FSC process. The school should review these concerns, determine if the parent/guardian has provided any new information that was not previously considered during the course of the investigation, and which may warrant further investigation. If the parent/guardian provides such information, the school should investigate as appropriate, and document these efforts as either an update an existing OORS report, or in a new OORS report (if the parent/guardian has reported new incidents of bullying). If you need assistance, contact your Director of Student Services.

CR A-832 Transfers

Upon request by a parent, the Office of Student Enrollment will approve a transfer for a student who has been the victim of one or more Material Incidents, unless all students responsible for the bullying incident will not be attending the victim's school while he/she is enrolled there.

For more information on transfers, visit the Transfers webpage.

Notice of Policy

Each school must conspicuously post “Respect for All” posters in locations deemed highly visible to students, parents¹ and staff.

The posters must contain the name of the RFA Liaison(s)

A copy of the “**Respect for All**” brochure must be distributed annually to parents and students. Parents/students entering the school during the school year must receive a copy upon registration.

A copy of this regulation should be made available to parents, school staff and students upon request.

Each principal/designee must ensure that students have been provided with information and training on the policy and procedures in this Regulation **by October 31 of each year.**

Required Annual Staff Training

Each principal must ensure that all staff members, including non-instructional staff, are provided with training on the policy and procedures in this regulation by October 31 of each year. Such training must address:

Raising awareness and sensitivity to potential acts of discrimination, harassment and bullying directed at students, including, but not limited to, those acts based on a student's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender interests, gender expression, sexual orientation, disability, or weight;

The identification and mitigation of harassment, bullying and discrimination;

The social patterns of harassment, bullying, and discrimination;

Preventing and responding to incidents of discrimination, harassment or bullying;

Understanding the effects of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings; and

Promoting a safe and supportive school climate, including incorporating these concepts into classroom activities.

Anti-Bullying Central Team

A central team led by OSYD and comprised of representatives from different offices, including the Office of Field Support, Legal, the Office of the First Deputy Chancellor, and the Special Education Office, among others, will provide additional anti-bullying guidance materials, best practices and support throughout the year.

Guidelines

Respect For All: A Guide to Promoting a Safe and Inclusive School Environment for All Students and Complying with the Dignity Act provides guidance to schools to meet the requirements of Chancellor's Regulations and the Dignity Act. It is available on the Youth Development page of the Principals' Portal.

Dignity Act

The Regents shall ensure that the course of instruction in grades K -12 includes a component on civility, citizenship and character education. **Such component shall instruct students** on the principles of honesty, tolerance, personal responsibility, respect for others, with **an emphasis on discouraging acts of harassment, bullying, discrimination**, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. **Such component shall include instruction of safe, responsible use of the internet and electronic communications.**

Curriculum Resources

Free standards-based K-12 lessons and other classroom resources from a wide range of agencies are posted on the Teacher Resources Page (Respect For All) and through the Principals' Portal.

A series of lesson plans on respect for Grades 6-8 and for Grades 9-12 which are linked to the Discipline Code are available on-line on the Principals' Portal and the Office of Safety and Youth Development intranet website

Professional Development

To promote a safe and supportive school environment for all students, the Office of Safety and Youth Development continues to provide multiple Respect For All professional development workshops for school staff including, but not limited to:

- 2 day RFA workshop (K-5 or 6-12) required for RFA Liaisons and Parent Coordinators
- 1 day RFA Anti-Bias Curriculum Workshop K-8
- 1 day RFA Anti-Bias Curriculum Workshop 9-12
- 1 day RFA cyberbullying workshop on Common Sense Media's Digital Citizenship curriculum
- 1 Day RFA professional development on K-5 and 6-12 curriculum modules ***Fostering Respect for All: Empowering Students to Move From Bystanders to Allies***

Promoting Respect For All

For questions related to promoting Respect For All and/or Respect For All professional development, please contact your Director of Student Support Services in your Borough Field Support Center, the Office of Safety and Youth Development (OSYD) by e-mailing

RespectforAll@schools.nyc.gov, or your [Field Support Center Climate Manager](#)