



**Mayor's Office to  
Combat Domestic  
Violence**

REMARKS OF

ASSISTANT COMMISSIONER TRACY WEBER-THOMAS

MAYOR'S OFFICE TO COMBAT DOMESTIC VIOLENCE

BEFORE THE NEW YORK CITY COUNCIL COMMITTEE ON EDUCATION

NOVEMBER 18, 2014

Good morning Chairperson Dromm and members of the City Council Committee on Education. I am Tracy Weber-Thomas, Assistant Commissioner of the Mayor's Office to Combat Domestic Violence (OCDV). Thank you for the opportunity to speak with you today about the OCDV's prevention education around dating violence and youth.

In order to effectively respond to the incidents of domestic violence in the City, OCDV has recently focused largely on outreach to raise awareness about domestic violence and connect victims with services at our New York City Family Justice Centers and with community and government partners citywide. Since February 1, 2014, OCDV staff has participated in over 829 outreach events, a 336% increase from the same period last year, and has distributed over 232,000 pieces of outreach material. Regular outreach efforts have occurred at transit hubs, business districts, beauty salons and grocery stores. In addition, by the end of 2014, OCDV staff will have presented at every Community Board and Police Precinct Community Council Meeting in the City. Awareness is the greatest tool we have to combat domestic violence and it is a chief priority of OCDV and is the cornerstone of our Healthy Relationship Training Academy (Academy).

A critical piece of awareness and prevention is educating our youth about healthy relationships. We know that approximately 72% of 8<sup>th</sup> and 9<sup>th</sup>

graders are “dating”.<sup>1</sup> Regrettably, abusive behavior is often normalized for young people making it difficult for them to recognize abusive behaviors as problematic and unlikely for them to report abusive relationships. In fact, over 1 in 10 high school students reported being physically abused by their boyfriend or girlfriend.<sup>2</sup> Yet, only 33% of teens ever told anyone about the abuse<sup>3</sup> and 81% of parents believe teen dating violence is either not an issue or admit that they don’t know if it is an issue<sup>4</sup>.

In 2005, OCDV launched the New York City Healthy Relationship Training Academy to provide interactive workshops on dating violence and abuse with an emphasis on technology for adolescents, young adults, parents and service providers. The workshops are facilitated by Peer Educators, ranging in age from 17-25, and a Senior Trainer, age 29, who encourage discussion and critical thinking about these challenging topics. Since its inception the Academy has conducted over 2,050 workshops, approximately 25 per month, reaching over 40,000 young people. In 2013, over half of the

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<sup>1</sup> Foshee VA, Linder GF, Bauman KE, et al. The Safe Dates Project: theoretical basis, evaluation design, and selected baseline findings. *American Journal of Preventive Medicine* 1996;12(2):39-47; *see also* Dating Abuse Statistics *available at:* [www.loveisrespect.org/pdf/Dating\\_Abuse\\_Statistics.pdf](http://www.loveisrespect.org/pdf/Dating_Abuse_Statistics.pdf).

<sup>2</sup> *See* NYC Youth Risk Behavior Survey (YRBS) 2011, New York City Department of Health and Mental Hygiene *available at:* [https://a816-healthpsi.nyc.gov/SASStoredProcess/guest?\\_PROGRAM=%2FEpiQuery%2Fyrbs%2Fyrbs&strat1=none&strat2=none&qtype=univar&year=2011&var=dateft2](https://a816-healthpsi.nyc.gov/SASStoredProcess/guest?_PROGRAM=%2FEpiQuery%2Fyrbs%2Fyrbs&strat1=none&strat2=none&qtype=univar&year=2011&var=dateft2)

<sup>3</sup> Liz Claiborne Inc., Conducted by Teenage Research Unlimited, (February 2005); *see also* Dating Abuse Statistics *available at:* [www.loveisrespect.org/pdf/Dating\\_Abuse\\_Statistics.pdf](http://www.loveisrespect.org/pdf/Dating_Abuse_Statistics.pdf).

<sup>4</sup> “Women’s Health,” June/July 2004, Family Violence Prevention Fund and Advocates for Youth, *available at:* <http://www.med.umich.edu/whp/newsletters/summer04/p03-dating.html>; *see also* Dating Abuse Statistics *available at:* [www.loveisrespect.org/pdf/Dating\\_Abuse\\_Statistics.pdf](http://www.loveisrespect.org/pdf/Dating_Abuse_Statistics.pdf).

Academy workshops occurred in school-based programming including during the school day, GED programs, Young Adult Internship Programs, youth residing in Non-Secure Detention facilities, and after school programs.

Recently, through OCDV's New York City Housing Authority Domestic Violence Response Team (NYCHA DVRT), a part of the Mayor's Action Plan (MAP) for Neighborhood Safety, the Academy has partnered with the Department of Youth and Community Development (DYCD) and NYCHA to provide on-site workshops for youth at the DYCD-run and NYCHA-run community centers in NYCHA developments. To date, over the past three months the Academy has held 8 workshops with 148 participants and is in the process of scheduling many additional workshops in NYCHA developments.

In closing, the Academy is a prevention based model to raise awareness about the issue of dating violence, educate youth to recognize unhealthy relationships and provide them with the tools needed to build healthy relationships.

We look forward to continuing the efforts of the Academy and working with our City and community partners and with the Council on our shared goal of raising awareness about domestic violence. Thank you.



**Department of  
Education**

*Carmen Fariña, Chancellor*

**Testimony of NYC Department of Education on Intimate Partner Abuse Programs  
Before the NYC Committee on Education**

**November 18, 2014**

**-Submitted for the Record-**

The Department of Education is committed to help ensure that all of our students maintain healthy relationships. As part of our recommended curriculum for health education, students explore various aspects of a healthy relationship, learn how to recognize the warning signs of partner abuse among their peers and family members, and are provided with a comprehensive understanding of the resources and supports available. We also have additional supports in place including guidance counselors, SAPIS workers, and external partnerships with CBO's and non-profits.

We commend the Council for their continued support for the safety and wellbeing of our students, and we look forward to partnering with you on this important issue.

**Comprehensive Health Education for All Students**

New York State requires that students receive one semester of comprehensive health education in both middle and high school; in NYC, the health education course must include sexual health topics. Comprehensive health education includes lessons on family health, sexual health, sexual risk, unintentional injury, violence prevention, HIV/AIDS, physical activity and nutrition, and tobacco, alcohol and other drugs. The NYC DOE's recommended health education curriculum, Middle School *HealthSmart* and High School *HealthSmart*, which are aligned with the National Health Education Standards, include skills-building lessons about developing and maintaining healthy and respectful relationships.

**Middle school *HealthSmart***

Middle school *HealthSmart* lessons on bullying, violence and sexual pressure, and how to resist and avoid risky, harmful situations. Students learn about treating others with respect and the role of bystanders in escalating, preventing or stopping violence. Lessons also include discussion of appropriate ways to deal with feelings including but not limited to: appropriate and inappropriate ways of expressing attraction, and healthy and safe ways to express romantic feelings. Students learn about setting personal limits, as well as strategies for resisting sexual pressure and how and where they can get help when needed.

**High School *HealthSmart***

In high school, *HealthSmart* includes lessons that help students understand the characteristics of healthy and unhealthy relationships with family members, peers and dating partners, and how to identify and change or mitigate unhealthy characteristics of relationships. Students learn about



## Department of Education

*Carmen Fariña, Chancellor*

dating violence and understanding causes and motivations, including issues of power and control between partners. They compare and contrast healthy and unhealthy dating relationships, learn to identify acts of dating violence to practice recognizing warning signs, and learn about available resources and supports pertaining to dating violence. *HealthSmart* lessons include skill-building activities and role-plays in which students analyze case studies to identify relationship problems and suggest ways to deal with these issues. There are discussions about relationship warning signs, evaluating whether to continue in or end the relationship, and strategies for ending relationships using clear and effective communication.

### The Role of Guidance Counselors and SAPIS Workers

Our Guidance Counselor and Substance Abuse Prevention and Intervention Specialists (SAPIS) also play an important role in this work. In addition to the above curricula, schools are provided with other resources that SAPIS workers, guidance counselors and other school staff can use.

Safe Dates, an adolescent dating abuse prevention program used in middle and high schools, as well as Shifting Boundaries, a middle school dating violence prevention program, are two examples of resources and curricula that specifically address intimate partner violence. Furthermore, in the Respect for All Library, there are many other resources for school staff to use to help students understand the importance of healthy relationships. The Mayor's Office also disseminates a Resource Guide entitled "New York City Resource Guide for Teenage Victims of Family Domestic Violence and Dating Violence" which is posted in DOE's Respect For All Library, which lists all the organizations and agencies, by borough, that provide counseling support for students and families.

### Additional Programs in Schools

In addition to topics covered in our recommended health education curriculum, 57 middle and high schools participate in the NYC Human Resources Administration Relationship Abuse Prevention Program (RAPP). RAPP provides these school with a licensed social worker from the Center Against Domestic Violence, STEPS (Steps To End Family Violence), and CAMBA, who coordinate dating violence prevention services. Services include delivery of a dating violence prevention curriculum to students, individual counseling services, trainings for staff and parents on dating and domestic violence issues and provide social workers and program support to the schools.



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FOR THE RECORD

327 7TH STREET BROOKLYN NY 11215 T: (718) 788-1775 F: (718) 499-2284 CAENY.ORG

November 18, 2014

Good afternoon and thank you to the New York City Committees on Education and any other organizations that may be present at today's hearing.

My name is Chynna and I'm a 17-year-old high school senior at Academy for Young Writers. I apologize that I am unable to attend this hearing in person. I write to you today in support of anti-bullying education and prevention programs within New York City schools. I can speak on this issue from my own personal experience of being a victim of bullying and as a representative of the Center for Anti-violence Education.

I have been a part of the Center for Anti-violence Education for almost three years, and I can honestly say that it's one of the best things that has ever happened to me. They have found a way to support people who are being bullied and to help us become change agents in our own schools. For 40 years, CAE has developed and implemented comprehensive violence prevention programs for individuals and organizations in the community, reaching over 2,500 New Yorkers each year. I've seen and experienced, as well as taught many of these programs.

CAE has become my second home, without it I wouldn't have had the courage to find my voice. CAE is a confidence builder. It's a safe space that allows you to grow at your own pace while learning valuable skills that will benefit you all your life. The program that I'm a part of is called Power Action Change for Teens (PACT). It was there that I met the most powerful, self-confident women that you could ever possibly imagine. In the small 7<sup>th</sup> Street studio in Park Slope I learned how to fight and defend myself both physically and mentally. I have become a Peer Educator at CAE where I learned how to stand up for myself as well as what I believed in and feel empowered. I learned my options for dealing with bullies, what my rights are under the Dignity for All Students Act, and I learned how to teach these things to my peers.

I was and still sometimes am a victim of bullying. You see many videos of the Internet of kids who get bullied to the point of suicide and you might think you understand their pain, but you don't. I do. I understand how others can create a sense of self-hatred to the point where not existing is the better option.

Over 14 percent of high school students, kids my age, have considered or thought about suicide. With research revealing a strong link between bullying and self-esteem, depression, and suicide, it is essential that anti-bullying legislation be passed and enforced in all schools around New York City. From my own personal experience of being a victim of bullying, there absolutely needs to be programs educating all young people about the risks of bullying and really targeting bullying at its source.

When the subject of bullying was brought up in my drama production class, which combines both middle school and high school students, one of the 6<sup>th</sup> graders said, "Hurt people hurt other



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people.” This simple statement rings especially true because in my experience it appears that one significant factor to why kids become bullies is because they are hurting on the inside and maybe dissatisfied with themselves or their own lives. Perhaps at one point they were even bullied and thus becoming a bully is a way to protect and distract themselves from their own pain. The point is bullies are hurting too in addition to causing hurt to others. The cycle and effects of the bullying culture in schools and even online is a complex one that will not simply fix itself.

Once again, the answer is education and intervention. The cycle of hurt cannot be broken until students learn and understand the causes and factors contributing to the bullying culture.

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Through education, awareness is spread and this allows for intervention to be possible and effective. Creating programs for all students will help young people understand what they can do to protect themselves from bullying, and perhaps even highlight to bullies their own anger or pain they might be dealing with and provide healthier ways to cope. In my experience, when taking a difficult issue such a bullying or sexual violence and providing education, support, and intervention in response, the learning process becomes something positive that can have phenomenal outcomes on a community.

I think some people have become desensitized to the word bullying in our culture. That is, people fail to realize how extremely detrimental bullying is to not only young people, my generation, but to society in general. Approximately 160,000 teens skip school every day because of bullying. That’s 160,000 kids, that is the future, our future, missing out on their valuable education because steps were not taken to ensure they had a safe and positive environment to learn in. These students are forfeiting their right to learn because they don’t want to feel targeted or unsafe from the true torture that is result of bullying.

As a citizen of my generation and a student who was personally a victim of bullying, I implore the New York City Committee on Education to support anti-bullying education and prevention. The research is irrefutable. The grave effects of bullying are linked to both decreased school attendance, mental well-being of students, and even more seriously suicide. It is time to make these policies real and enforce them. Make our schools a safer and healthier environment for everyone to learn and grow.

Thank you.

Sincerely,

Chynna Douglas  
High School Student  
Center for Anti-Violence Peer Educator



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Testimony to be submitted to the New York City Council  
Committee on Education

Testimony of Brian O'Connor  
On behalf of Futures Without Violence

Regarding: Awareness and Prevention Programming in NYC Public  
Schools' Athletic Leagues to Combat Intimate Partner Abuse

Res. No. 456 – Resolution calling upon the New York State Legislature to  
mandate that the New York State Education Department include intimate  
partner abuse awareness and prevention programs in all public middle  
school and high school athletic programs.

Res. No. 455 – Resolution calling upon the New York City Department of  
Education to establish an awareness and prevention program in the  
public schools athletic league to combat intimate partner abuse.

November 18, 2014

INTRODUCTION

I'm Brian O'Connor, Director of Public Education Campaigns and Programs for  
Futures Without Violence. On behalf of the organization, I respectfully submit  
the following testimony on Awareness and Prevention Programming in New  
York City Public Schools' Athletic Leagues to combat intimate partner violence.

For more than thirty years, Futures Without Violence has been at the forefront  
of major efforts to end and prevent violence against women and children  
throughout the United States and, increasingly, around the world. Recognized  
as one of the nation's leading organizations working to eliminate intimate  
partner violence in the home and in the community, we work in partnership with  
countless entities from federal and state governments, Congress, and major  
foundations - to community organizations, individual leaders, and a select  
group of private corporations to develop solutions that end intimate partner  
violence and sexual assault while promoting healthy relationships.

In particular, ending such violence and abuse among young people today is a  
primary objective in the prevention of relationship abuse among adults.  
Therefore, we focus deeply on awareness and prevention programming in  
schools and our *Coaching Boys into Men* program specifically engages men to  
teach boys the importance of respect for women and girls and that violence  
never equals strength.

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Teen dating violence typically refers to relationship abuse in which the partners are teenagers, not living together, and do not have a child in common.

In 2011, according to the New York City High School Youth Risk Behavior Survey, just over 10% of male and female high school students in the City reported being hit, slapped, or physically hurt on purpose by a boyfriend or girlfriend within the past year – sometimes the resulting injuries caused a visit to the emergency room.

We know that some of this violence can be prevented if we start teaching early – providing examples of positive, healthy relationships. A Liz Claiborne and Teenage Research Unlimited study from 2007 reports that one in four teenagers in a relationship says they have been called names, harassed or put down by their partner through cell phones and texting.

A 2006 to 2007 study of New York City youth ages 13-21 reported that 48% of these young people stated that their current or recent partner insisted on knowing where they were at all times.

Another 43% stated that their partner *checked* their cell phone to see who they called, with more than half of these youth (56%), reporting this occurred "sometimes" or "often." (NYC Alliance Against Sexual Assault and the Columbia Center for Youth Violence Prevention, Columbia University, 2008).

This behavior is alarming and can sometimes be a precursor to escalated violence down the road.

Prevention strategies have typically addressed women and girls as (potential) victims and portrayed men as (potential) perpetrators. The focus is often on how women and girls can avoid abuse by boyfriends or husbands - or sexual assault by strangers and acquaintances. While this work is valuable, these are risk-reduction, not prevention approaches, that try to "teach" women and girls how to avoid victimization, but they do not work to reduce the number of men who use violence.

For all too long, women have bore the brunt of responsibility for addressing intimate partner violence. Though in recent years, concerted efforts have led several fields – domestic violence and sexual assault service providers, college campuses, the military, departments of health, law enforcement, sports institutions, and youth-serving professionals – to embrace strategies that positively engage men in the prevention of various forms of violence against women and girls. One strategy that has steadily gained prominence is both the critique of traditional, violent expressions of masculinity and the promotion of healthier, and broader forms of it.

Most men are not violent and too many have not been offered the opportunity to be part of the solution. Our national polling shows that men don't recognize their own responsibility and ability to help end domestic violence - even though their participation is vital to progress from helping just *some* people avoid it - to actually ending it altogether.

FUTURES' program, *Coaching Boys into Men*, uses "coaching" as a metaphor to engage men to help mold the attitudes and behaviors of young males in their life. More specifically, the program inspires athletic coaches to address issues of violence and relationship abuse head on.

Athletic coaches play an influential role in the lives of young men, often serving as a parent or mentor to the athletes they coach. Because of these special relationships, coaches are uniquely positioned to positively influence how young men and women think and behave. *Coaching Boys into Men* focuses on fostering the leadership of young males by enhancing a coach's ability to instruct his male athletes on what it takes to be successful on and off the field. The program's curriculum is built on a series of coach-to-athlete "teach-easy tactics and trainings" that illustrate ways to role model and promote

healthy choices and relationships. The design guides coaches on how to incorporate the philosophies associated with teamwork, sportsmanship, integrity, fair play, and respect into routine practice and strategy sessions and *Coaching Boys into Men* aligns with the fall, winter, and spring high-school sports seasons with the training for coaches occurring one or two weeks before the implementation season starts.

## RECOMMENDATIONS

In order to prevent teen dating – intimate partner violence, we need strategies that address the roots of the issue by:

- Analyzing the roles and responsibilities of men and boys;
- Challenging cultural norms and the institutions that reinforce rape, battering and sexist attitudes;
- Examining how intimate partner violence connects with gender socialization and;
- Offering ways to raise boys and girls to be healthy, nonviolent partners and parents.

*Coaching Boys into Men* is one of the only evidence-based programs of its kind – employing the aforementioned strategies. Having been proven effective and easy to implement in school districts from Juneau, Alaska and Dallas, Texas - to San Francisco and Boston, results from a three-year rigorous Centers for Disease Control and Prevention funded evaluation of the program were published in the Journal of Adolescent Health in April 2012. Twelve-month follow up results were published just last year in April 2013 in the Journal of Preventive Medicine. This 3-year study, conducted with over 2,000 athletes in sixteen high schools in Sacramento, California, found that athletes who received the program were significantly more likely to do *something* – to “intervene,” speak up, like telling their coach or teacher - when they witnessed disrespectful and/or harmful behavior among their peers. *Coaching Boys into Men* specifically prompts positive bystander behavior and what’s more, the study found that boys in the program actually reduced their own abusive behavior toward girls, too.

Futures Without Violence recommends that New York City Public Schools incorporate dating violence and sexual assault prevention programming that employs awareness and education tactics with students. Our *Coaching Boys into Men* program consistently partners with a variety of local groups all across the country. We want to collaborate with youth-centered New York City-based stakeholders such as Day One, Girls for Gender Equity, and others, as well as regional and national organizations like Men Can Stop Rape and Mentors in Violence Prevention to bring a blend of programming that addresses the issue of teen dating violence by engaging men and boys through sports as a platform to build healthy relationship skills among New York City student-athletes and, the entire school overall.



**FOR THE RECORD**  
Council of School Supervisors and Administrators, New York City  
Local 1: American Federation of School Administrators, AFL-CIO

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November 18, 2014**

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**Res 0009-2014 - Resolution calling upon the New York State Legislature to pass and the Governor to sign A. 518/S. 4860, to require dating violence education and dating violence policies in schools.**

The Council of School Supervisors and Administrators (CSA), which represents some 15,000 members, strongly support Res. No. 9 calling upon the NY State Legislature to pass and the Governor to sign A. 518/S. 4860, to require dating violence education and dating violence policies in schools.

As we have witnessed events nationally, we know that this is a real issue that negatively has impacted our students and must be addressed. As educational leaders, our members believe that we must educate our students by providing dating violence education in our schools. By having a law on the books, our school leaders will be better equipped to establish and maintain an atmosphere in our schools that establishes a policy that is proactive and intended to prevent the ongoing dating violence among our students.

**Res 0149-2014 - Resolution calling on the New York City Department of Education to require that all public school students receive age-differentiated anti-bullying instruction and complete an anti-bullying course focused especially on cyberbullying.**

The Council of School Supervisors and Administrators (CSA), which represents some 15,000 members, strongly support Res. No. 149, calling on the NYC Department of Education to require that all public school students receive age-differentiated anti-bullying instruction and complete an anti-bullying course focused on cyberbullying.

Given the fact that cyberbullying has proven to be a phenomenon that can negatively impact and actually harm our students, it is incumbent upon us to be proactive and take immediate steps to include DOE-created curriculum in the area of anti-bullying and cyberbullying. The intent of this legislation is to help us prevent such bullying among our students. Therefore, we must all step up and be supportive.

**Res 0355-2014 - Resolution calling on the New York City Department of Education to bring more mentoring programs into schools to combat bullying and violence, as called for in the Stop School Violence online petition campaign by Anthony Vargas, a local high school student.**

The Council of School Supervisors and Administrators (CSA), which represents some 15,000 members, strongly support Res. No. 355, calling on the NYC Department of Education to bring more mentoring programs into schools to combat bullying and violence, as called for in the Stop the Violence online petition campaign by Anthony Vargas, a local high school student.

We applaud Anthony Vargas, a local high school student, for taking the initiative to underscore the importance of being proactive and taking all necessary steps to help prevent bullying and violence among our students. As the elected leaders in NYC, the Council is taking the appropriate steps to help deal with what is a national dilemma that must be addressed!

**Res 0455-2014 - Resolution calling upon the New York City Department of Education to establish an awareness and prevention program in the public schools athletic league to combat intimate partner abuse.**

The Council of School Supervisors and Administrators (CSA), which represents some 15,000 members, strongly support Res. No. 455, calling upon the NYC Department of Education to establish an awareness and prevention program in the Public Schools Athletic League (PSAL) to combat intimate partner abuse.

It is unfortunate that we must be reactive at this time because we do not have such a program in place. Therefore, we commend the Council in being proactive at this time by calling on the DOE to increase awareness among our students to help prevent and combat the very real problem of intimate partner abuse. By having such a prevention program in place, we are letting our students know that this is a priority that must be institutionalized as soon as possible.

**Res 0456-2014 - Resolution calling upon the New York State Legislature to mandate that the New York State Education Department include intimate partner abuse awareness and prevention programs in all public middle school and high school athletic programs.**

The Council of School Supervisors and Administrators (CSA), which represents some 15,000 members, strongly support Res. No. 456, calling upon the NYS Legislature to mandate that the NYS Education Department include intimate partner abuse awareness and prevention programs in all public middle school and high school athletic programs.

The NYC Council is taking a major step forward by calling on the NYSED to take action by mandating the inclusion of intimate partner abuse awareness and prevention programs in middle and high schools. We know all too well that such abuse has been taking place and must be immediately addressed.

We applaud the Council for being proactive and continually working to safeguard our students from such abuse.



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Diana Feldman, L-CAT, RDT  
Founder and President  
ENACT  
November 18, 2014

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*Testimony before the New York City Council regarding*

- Res. No. 9 - Resolution calling upon the New York State Legislature to pass and the Governor to sign A. 518/S. 4860, to require dating violence education and dating violence policies in schools.
- Res. No. 149 - Resolution calling on the New York City Department of Education to require that all public school students receive age-differentiated anti-bullying instruction and complete an anti-bullying course focused especially on cyberbullying.
- Res. No. 355 - Resolution calling on the New York City Department of Education to bring more mentoring programs into schools to combat bullying and violence, as called for in the Stop School Violence online petition campaign by Anthony Vargas, a local high school student.

**Introduction to ENACT:**

Founded in 1987, ENACT has served more than 150,000 New York City public school students and community members. ENACT is a pioneer in teaching social, emotional and behavioral skills through a unique, interactive combination of theatre, drama therapy, group counseling and inquiry-based learning techniques. This method was created by ENACT's Founder and President, Diana Feldman, L-CAT, RDT. ENACT's work in schools addresses vital topics such as bullying, interpersonal relationships, and violence. Because of the organization's extensive experience with group dynamics and behavior management, ENACT is regularly called into classrooms where students display problems that prevent them from succeeding in school and in life. ENACT underwent a 4-year program evaluation conducted by research experts from Columbia University Teachers College funded by **The Ford Foundation** and peer reviewed by the American Evaluator's Association. The final research report determined that students in ENACT's Partnership Programs demonstrated statistically significant gains in social and emotional development. The full report is available upon request. Since 2005 ENACT has provided services in 48 out of the 51 New York City Council districts. ENACT truly *makes a dramatic difference* in the lives of youth at risk.

## Testimony:

I am Diana Feldman, founder and president of ENACT. We are a non-profit organization that provides a unique and creative method of engaging youth in discussions about challenging issues. For more than 25 years, we have worked in severely underserved schools throughout the five boroughs of New York City, where we teach youth life-saving social emotional skills. There is tremendous evidence about the outcomes of our work. Kids are learning conflict resolution skills, attendance is improving, and classroom climates are changing. Last year we were in 50 schools across the city in 25 council districts, and since 2005, we have been in a total of 48 districts.

Our work gives us a window into students' lives, and we are in a unique position to hear about issues that kids confront every day. Through our role-play activities and our close partnerships with schools, we hear and see the devastating results of problems such as cyberbullying and violence in all forms, including dating violence. Addressing these issues as part of a school curriculum is more crucial today than ever before, due to the astounding impact of social media. Kids are way smarter than we give them credit for and they recognize many of the challenges they confront every day. How do we know? They tell us. But they can't face these issues alone, we service providers can't do it alone either. ENACT is able to unearth the issues and give voice to the problems. We even help kids solve them as they arise, but they just keep arising. On a daily basis, students respond to our questions about the key issues getting in the way of their learning and safety. What are they? Bullying – through any and all means available. Technology allows them to viciously bully one another on line, often unbeknownst to the most important adults in their lives. Cyberbullying is like a kind of terrorism. It creates a sense of fear that makes kids afraid to show up for school, and their lives. Worse yet, parents don't know how to deal with it, even when they are aware that it is happening. One member of our Parent Advisory Committee recently said that cyberbullying is "force that is bigger than us," because they do not understand the internet the way the youth do.

Dating violence and cyberbullying, directly affected one of our 10<sup>th</sup> grade students, who we will call "Sally." It happened in a school in Brooklyn. After watching one of our dramatic role plays in the classroom, Sally reported to our staff a story of life threatening harassment that had begun on the internet. We referred her to our ENACT social worker, who she told about the incident in greater detail. We immediately got the parents and principal involved. It started innocently enough. A boy was interested in her, and was following her regularly on social media. Apparently he found out, through the internet that Sally had broken up with her boyfriend. The boy, now infatuated, began with sexual jokes, which soon turned into daily sexual harassment in school and on Facebook, etc. Soon his friends began to join in. The threats and harassment got so bad that Sally told ENACT's social worker that she actually began to fear for her life, and was going to stop coming to school. With our intervention and the principal's help, we got her transferred to another school. Meanwhile, the boy was merely reprimanded for his behavior. How many more Sally's will it take to make a change? What would have happened to Sally if she hadn't reported the threats? Now is the time to make a change. I call for an immediate action that will assure that schools set up strict protocols around these dangerous activities, that both students and their families and care-givers are made aware of these policies, and that lessons on bullying and violence in all forms are included in everyday curriculums.

## **FOR THE RECORD**

### Joint Statement to the New York City Council Committee on Education

Drs. Heather L. McCauley and Elizabeth Miller,  
University of Pittsburgh School of Medicine,  
Children's Hospital of Pittsburgh of UPMC

Res. No. 455

Resolution calling upon the New York City Department of Education to establish an awareness and prevention program in the public schools athletic league to combat intimate partner abuse.

Res. No. 456

Resolution calling upon the New York State Legislature to mandate that the New York State Education Department include intimate partner abuse awareness and prevention programs in all public middle school and high school athletic programs.

Tuesday, November 18, 2014



## Engaging Men and Boys to Prevent Dating Violence and Sexual Assault

From Ray Rice to Steubenville, the national public has importantly called for efforts to hold abusers accountable. Many communities are taking things one step further by asking how we can prevent dating violence and sexual assault from happening in the first place. Violence prevention programs are needed that challenge the perception that violence is normal and teach youth to step in and say something when they witness abuse. Working with student athletes, in particular, is an ideal strategy for two reasons: 1) as we have seen in the media, dating violence is not uncommon among athletes; and 2) student athletes are seen as leaders and role models in their communities. If we change norms around abuse in this population, there is potential for the message to influence the greater community. "Coaching Boys into Men (CBIM)," developed by Futures Without Violence, is an example of an evidence-based program that guides coaches to talk to their male adolescent athletes about stopping violence against women and girls. The program was tested in a rigorous randomized controlled trial in Northern California, which found that, three months after receiving the program (Miller et al., 2012):

- Boys reported increased positive bystander intervention, - in other words, boys were more likely to step in and say something when they witnessed disrespectful behavior perpetrated by their peers
- Boys reported greater intentions to intervene if they were to witness abuse

At one year follow-up, compared to boys who did not receive the program, CBIM athletes were (Miller et al., 2013):

- less likely to play along when their peers perpetrated abusive behavior
- **less likely to have recently abused their dating partners**

*These results illustrate the potential efficacy of bystander intervention programs for student athletes delivered in a school-based setting.* In addition to understanding the impacts of the "Coaching Boys into Men" program, this study allowed us to understand whether the likelihood of abuse perpetration differed by sport. We found that (McCauley et al., 2014):

- Boys who played football (and were not multi-sport athletes) were 50% more likely than boys who played other sports to have recently abused their dating partners
- Boys who played BOTH football and basketball were *two times* more likely to have recently abused their dating partners compared to student athletes in other sports

*These results confirm that violence prevention programs with adolescent student athletes are needed.* Dr. Elizabeth Miller's research team at University of Pittsburgh was recently funded by the Centers for Disease Control and Prevention to continue this work with middle school student athletes and with boys who participate in community sports programs (a collaboration with YMCA), which is encouraging evidence that this work is a priority among the public health community at a national level.

Dating violence and sexual assault are no longer private issues or only women's issues. This violence affects all of us. We have to come together as a community to involve youth, parents, schools, faith-based organizations, and youth-serving agencies to change the idea that violence against women and girls is acceptable, raise awareness about what violence looks like, and celebrate healthy and positive examples of intimate relationships. Thank you for making this a priority.

Dr. Heather L. McCauley and Dr. Elizabeth Miller  
University of Pittsburgh School of Medicine  
Children's Hospital of Pittsburgh of UPMC

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Miller E, Tancredi DJ, McCauley HL, Decker MR, Virata MCD, Anderson HA, O'Connor B, Silverman JG. (2013). One-year follow-up of a coach-delivered dating violence prevention program: a cluster randomized controlled trial. *American Journal of Preventive Medicine*. 45(1): 108-112.

McCauley HL, Jaime MCD, Tancredi DJ, Silverman JG, Decker MR, Austin SB, Jones K, Miller E. (2014). Differences in Adolescent Relationship Abuse Perpetration and Gender-Inequitable Attitudes by Sport among Male High School Athletes. *Journal of Adolescent Health*. 54(6): 742-4.



**TESTIMONY OF MICHELE PAOLELLA, LMSW, PROGRAM DIRECTOR**  
**Committee on Education Hearing**  
**November 18, 2014**

Thank you for holding this hearing. I am the Program Director and a social worker at Day One, which is the only New York organization devoting its full resources to addressing teen dating violence. Day One offers preventive education, direct legal and social services, and leadership development to young survivors of intimate partner violence. We are also the lead organization of Advocates for Safe and Empowering Relationships (ASER), a city-wide coalition made up of culturally specific organizations combating intimate partner and sexual violence among youth. We have been meeting for over a year in service of developing what we believe to be an essential foundation for providing impactful and culturally relevant prevention education to young people in New York City. We'd love to talk with you more about our work and ideas.

Although gaining recent national attention, dating abuse among young people in both high school and college is far more pervasive than is often suspected. One in five young women between 9th and 12<sup>th</sup> grade report that they have been the victim of physical and/or sexual abuse by a dating partner; and LGBTQ youth are affected at the same rates as other youth. 60% of college students that report sexual assault are assaulted within a dating relationship. For many of our clients, beginning college can be an escalating factor in prior abusive relationships that spill over from high school and increase in danger when an abusive partner starts to perceive a loss of control. Dating abuse in high school and sexual assault during college are inexorably linked. Given the age and developmental stage of our young clients, an abusive relationship often interrupts or derails their development, education, and career planning. Young survivors of abuse experience eating disorders, substance abuse and skip or drop out of school. The abuse can lead to post-traumatic stress disorder, disengagement from educational and career plans, and long-term economic instability. The resulting burden on the police, courts and health care system is dramatic and costly. I just learned yesterday of a young person whose abusive ex-partner transferred a year after their breakup not only into her college, but into her specific classes. In this circumstance she just walked into class one day and there he was, waiting for her.

This is exactly why prevention efforts are so vital.

Day One recently collaborated with Pace University to examine the impact of mandatory prevention education in schools nationwide, and the data are promising. For example, in states without mandatory teen dating violence education, an average of 9.8% of students report experiencing physical violence in their relationships. In states where there has been teen dating violence education for 4 or more years, this number has dropped to 9.2% of students. While that percentage of change might sound low, it would translate here in New York City to 6,600 fewer students who experience physical violence 4 years from now. Think how many that would impact over a decade!

Day One supports the passing of the resolutions that are being discussed today, and also appreciates any steps that the Council can take to go further and meet the following goals:

- A mandatory and focused curriculum, K-12, addressing healthy relationships and dating abuse. By 2013, 21 states had implemented some kind of dating abuse prevention legislation, and 12 more have introduced legislation since then.
  - A successful curriculum would be mandatory, to ensure that the issue of domestic violence among teens is addressed for all students. Without a mandatory curriculum teachers are likely to avoid what can be a very personal and sensitive discussion.
  - The issue of dating abuse requires the curriculum to include multiple sessions in order to achieve behavior change among students, including a specific focus on technology abuse.
  - The curriculum must be taught by an expert on intimate partner violence or teachers must be trained in advance by experts. Intimate partner violence is a complex issue that can provoke personal responses and judgments even by professionals who work with youth. One guidance counselor we know of – with all the best intentions – told a young woman in an abusive relationship “Maybe he wouldn’t be so angry if you didn’t wear your skirt so short.”
- Any successful curriculum must be implemented within a school where ALL of the professionals have been trained. Young people are distrusting of authority figures and reluctant to disclose abuse. We must ensure that students who come forward with

disclosures are met with knowledgeable, sensitive guidance and not discomfort, distress and misinformation that can place young people at further risk.

- The Department of Education needs a written policy addressing dating abuse that acknowledges the problem and creates protocols for schools that are already confronting the issue. As it stands, even when an Order of Protection is in place, schools lack a policy that guides them in what to do or would permit them to comply with the order by transferring the abusive student to another school. Day One hears regularly from schools that have no protocol for disclosure and no system in place to handle confidentiality or accountability.
- An adequate policy would:
  - Provide for annual culturally competent trainings for all professionals in schools related to dating abuse and the law;
  - Designate a trained resource within every school as the person responsible for responding to domestic violence among youth;
  - Institute a protocol to address reports of relationship violence that maximizes the autonomy of youth and ensures confidentiality wherever possible;
  - Ensure accountability for perpetrators that is measured, appropriate and rehabilitative;
  - Monitor implementation of any policy to follow reporting of abusive incidents, DOE response, any legal action taken and safety transfers granted.

Thank you so much for holding this important hearing and giving me the opportunity to speak with you today. We thank the City Council for its past and current support of Day One and thank you again for addressing the important issue of relationship abuse among youth.

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Planned Parenthood of New York City

**Planned Parenthood of New York City  
Testimony on Anti-Violence and Anti-Bullying Measures  
November 18, 2014**

Good afternoon. I am Julienne Verdi, Director of Government Relations at Planned Parenthood of New York City (PPNYC). I am pleased to be here today to provide testimony in support of Resolutions 9, 149, 455 and 456, calling on the New York State Legislature and New York City Department of Education to take measures to increase resources and education surrounding bullying and intimate partner violence. Planned Parenthood of New York City thanks our strong supporter and Chair of the New York City Council Committee on Education, the Honorable Council Member Daniel Dromm for his leadership in convening this hearing. We'd also like to thank Speaker Melissa Mark-Viverito, the Committee on Education and the entire City Council for their dedication to these issues and we welcome the opportunity to discuss ways we can improve education for all New York students.

As a sexual and reproductive health care provider, we see 50,000 patients annually in our four health centers located throughout New York City. Seventy-three percent of our clients are under the age of thirty and the majority of them are women. In addition to our clinical services, PPNYC has a robust education program, providing both youth and adult education programs. Our Education and Training Department provides education, training and outreach to more than 25,000 youth, adults and professionals annually. Our programs aim to deliver information and tools to help our participants lead sexually healthy, safe and responsible lives. Specifically, in 2013, we reached more than 16,800 youth between the ages of 11-21 through education and outreach programs in schools, after school programs and in community-based organizations. All of our educational curriculum we provide includes a healthy relationship component. One of our curricula in particular, titled All of Us, is designed as a holistic model of sexual health for lesbian, gay, bisexual, and transgender (LGBT) youth. It is grounded in the idea that providing LGBT teens with sexual health information that is medically accurate and age appropriate, while also acknowledging genital diversity as well as the vast range of gender and sexual expressions, creates an affirming environment for LGBT youth identities and promotes healthy decision making in teens' sexual lives. Curriculum like All of Us recognizes the interconnections between bullying, sexual assault, and intimate partner violence and education regarding sexual health, condom negotiation, consent and healthy relationships. PPNYC also provides training for educators and other professionals through our Training Institute. In this capacity, we are finalizing a training on the topic of teen intimate partner violence tentatively scheduled for May 2015.

Our experience as a sexual health education and service provider shows us firsthand the gaps that remain in New York City's sexual health education, which has a significant impact on young people's health and well-being. As the largest metropolitan area in the United States, New York City has an opportunity to become a leader in comprehensive sexual education. Comprehensive sexual education includes education on anti-bullying and anti-intimate partner violence measures, and it must teach not just the basic prevention lessons, but also provide students the skills to build healthy relationships and caring communities, and empower students to make the best decisions that are right for them.

Research has demonstrated clear correlations between comprehensive sex education and improved confidence, healthier behaviors and even improved math and reading scores.<sup>1</sup> Comprehensive sexual

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<sup>1</sup> Future of Sex Education, *National Sexuality Education Standards, Core Content and Skills K-12*, at page 7  
<http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>

Planned Parenthood of New York City

education in every school, for every student K-12, could help decrease incidents of assault and abuse. Despite efforts to improve sexual education, many students are still not receiving instruction in school and what is being taught often does not include enough support around communication, healthy relationships, and support for LGBTQ students. These causes are interrelated—we must discuss what meaningful consent, celebration of differences and cultural competency looks like in order for any policies to promote real changes in knowledge, attitudes, and behaviors.

A recent survey sponsored by Connect 2 Protect Bronx, a National Institutes of Health-funded project led locally by Montefiore Medical Center, found that while 75 percent were taught about the health benefits of regular condom use, only 47 percent of participating high school students in the Bronx reported learning about condom negotiation. Just 63 percent said they were taught about healthy relationships, and a little over one third (37%) learned communication skills when it comes to sex. Even fewer—26 percent—learned about supportive LGBTQ measures in school. This is an opportune moment to build off of the city's response to the statewide Dignity for Students Act, and strengthen teacher training for LGBTQ inclusivity and better integrate the legislation's goals into the classroom.

All students must be taught about consent and what a healthy relationship looks like, and must be given adequate resources to prevent and respond to gender-based assault. Unfortunately, students are often currently taught that sexual responsibility lies on the shoulders of only one gender. As a result, sexual violence is rampant. The statistics are staggering—nearly one in five college women have experienced rape, and one in four have faced unwanted sexual contact. One in four women will experience intimate partner violence in her lifetime. The fight to end sexual assault and intimate partner violence must include efforts to improve sexual health education, starting many years before students even think about going to college or entering into intimate relationships. Also, all students, not just student athletes, need more awareness and education around preventing intimate partner violence. We encourage the New York State Legislature and New York City Department of Education to expand the proposed mandate beyond just public school athletic programs.

We applaud the City Council's commitment to increasing access to anti-bullying and anti-violence education in our schools. When schools fail to adequately teach these lessons, youths enter into relationships without learning how to navigate these issues to advocate and protect themselves. And that has devastating effects on all young people of every gender. PPNYC supports comprehensive sexual education policies, consistently delivered from K through 12<sup>th</sup> grade, that are age-appropriate, medically accurate, LGBTQ tolerant, culturally competent with the goal of preparing students to make the decisions that are right for them and imparts the skills to build healthy relationships and compassionate communities.

Thank you for the opportunity to testify on this important issue and I would be happy to take any questions or provide additional information.

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Since 1916, Planned Parenthood of New York City (PPNYC) has been an advocate for and provider of reproductive health services and education for New Yorkers. Through a threefold mission of clinical services, education, and advocacy, PPNYC is bringing better health and more fulfilling lives to each new generation of New Yorkers. As a voice for sexual and reproductive health equity, PPNYC supports legislation and policies to ensure that all New Yorkers—and, in fact, people around the world—will have access to the full range of reproductive health care services and information.



**THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES**

**New York City Council  
Education Committee Hearing  
November 17, 2014**

**Testimony of Sarah Fajardo  
Policy Coordinator, Coalition for Asian American Children and Families**

Good afternoon. My name is Sarah Fajardo and I am a Policy Coordinator at the Coalition for Asian American Children and Families (CACF). We would like to thank Chair Dromm and the members of the Education Committee for holding this important hearing regarding dating violence and bullying in schools, as we strongly endorse the resolutions brought before the Committee today.

Since 1986, CACF has been the nation's only pan-Asian children's advocacy organization, and works to improve the health and well-being of Asian Pacific American (APA) children and families in New York City, focusing on education, health and child welfare. CACF challenges the stereotype of Asian Pacific Americans as a "model minority" and advocates on behalf of underserved families in our communities, especially those who are struggling with poverty and immigrants with limited English skills. We work with our membership of over 50 community based organizations to promote better policies, funding, and services for pan-Asian children, youth, and families. CACF also runs the Asian American Student Advocacy Project (ASAP), a youth leadership program for Asian Pacific American public high school students who want to learn how to make positive changes in education through advocacy; and Project Power (Parents Organized to Work for Equal Rights), a parents' advocacy training program.

CACF co-leads the 15% and Growing Coalition, a group of over 45 Asian led and serving organizations that work together to ensure that New York City's budget protects the most vulnerable Asian Pacific American New Yorkers. Coalition members employ thousands of New Yorkers and serve hundreds of thousands of New Yorkers. Currently, the Asian Pacific American community is by percentage the fastest growing group in New York City, nearly doubling every decade since 1970, and is nearly 15% of the population. Unfortunately, current levels of public funding for the Asian Pacific American community remain disproportionate to our community's needs. Additionally, CACF is a member of the New York chapter of the nationwide Dignity in Schools Campaign, a member of the New York Immigration Coalition's Educational Collaborative, and sits on the Citywide Council on English Language Learners.

**CHALLENGES**

Academic, personal, and social emotional issues all impact a child's ability to obtain educational success. As youth spend a majority of their time within the school environment, we must ensure that schools are a nurturing environment where all youth feel welcomed and supported. Providing age-differentiated anti-violence education, programming, and resources to students and school staff is an important step towards increasing safety in New York City's schools.

Asian Pacific American youth face a variety of unique challenges when it comes to education and school safety. There are over 1 million Asian Pacific American (APA) residents living in New York City, and 15.3% of students attending New York City public schools identify as Asian Pacific American. APA youth often hail from immigrant families where 42.5% of New York City's Asian Americans live in linguistic isolation, meaning no one over the age of 14 in a household speaks English well. Additionally, the New York City Center for Economic Opportunity recently reported 29% of Asian Pacific Americans live in poverty, the highest poverty rate of all racial groups. In addition to language and cultural barriers, immigrant families also lack the knowledge of available systems and resources, leaving their children





## THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES

feeling isolated and marginalized as they must navigate the system alone. Despite the “model minority” stereotype, APA youth must overcome challenges:

- 1 out of 4 APA high school students does not graduate on time or at all.
- 1 out of 4 APA students is an English Language Learner.
- According to the New York State Department of Education, only 50% of APA students<sup>1</sup> are considered prepared for college and career.<sup>2</sup> For APA students in high-need, urban-suburban areas, the rate drops to 35.2%.<sup>3</sup>

The academic and personal challenges that APA youth face in regards to education can be an overwhelming experience and debilitating to a student's confidence and abilities. With minimal support from families, schools have the opportunity to become a safe haven for learning and development. Unfortunately, not all school experiences are positive, and there are many factors that contribute to students feeling unsafe in their schools, including facing biased-based harassment/discrimination. It is vital that school climate and safety is addressed, as our education system's current approach to school safety (which includes increased policing and the implementation of zero-tolerance policies and harsh disciplinary responses) have created an unsafe environment that condones harassment and discrimination in our schools.

According to the U.S. Department of Education's National Center for Education Statistics, the highest rate of bullying in schools was self-reported by APA youth in 2009.<sup>4</sup> Fifty percent of New York City students surveyed by the Asian American Legal Defense and Education Fund (AALDEF) in 2012 reported having experienced bias-based bullying-- a 20% increase since AALDEF's previous survey in 2009. Additionally, in the APA community, an estimated 41%-61% of women report experiencing physical and/or sexual violence by an intimate partner during their lifetime.<sup>5</sup> Research suggests that children who witness domestic violence in their homes are more likely to be involved in abusive relationships later in life, and thus instituting dating violence education and dating violence policies in schools is a critical preventative measure for New York City and New York State.

Biased-based harassment and discrimination is not an uncommon experience for youth of color, especially those who are immigrants or children of immigrants. APA youth often encounter racial slurs, are discriminated against based on stereotypes like the model minority myth and the perpetual foreigner, and English Language Learners are discriminated against based on their English language skills. Three out of five Sikh youth have been harassed or verbally or physically abused because they have worn ethnic clothing.<sup>6</sup> Bullying and biased-based harassment in schools is not only a peer-to-peer incident, but there are also reports of students being harassed and discriminated against by school staff. Due to the bullying and harassment youth experience, many of our immigrant youth and students of color express feeling unsafe in their schools. Such school experiences have negative impacts on a student's self-worth and confidence, and inhibit their ability to focus on their school work. In addition the increased presence

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<sup>1</sup>“Most New York Students Are Not College Ready,” New York Times, Feb. 7, 2011. Available online at: [http://www.nytimes.com/2011/02/08/nyregion/08regents.html?\\_r=1&hp](http://www.nytimes.com/2011/02/08/nyregion/08regents.html?_r=1&hp).

<sup>2</sup>Ibid. According to the New York State Department of Education College and Career Ready is defined as achieving a grade of 80 on the Math Regents, and a 75 on the English Regents. It is important to note that by their calculations, these grades merely predict a C grade for college level courses in these same subject areas.

<sup>3</sup> Ibid.

<sup>4</sup> “Student Reports of Bullying and Cyber-Bullying: Results From 2009, School Crime Supplement to the National Crime Victimization Survey,” National Center for Education Studies. Available online at: <http://nces.ed.gov/pubs2011/2011336.pdf>

<sup>5</sup> Tjaden, P, Thoennes N. “Extent, Nature, and Consequences of Intimate Partner Violence: Research Report.” Washington, DC: National Institute of Justice and the Centers for Disease Control and Prevention, 2000.

<sup>6</sup> “Biased-based harassment in New York City Public Schools: A Report Card on the Department of Education's Implementation of Chancellor's Regulation A-83,” Sikh Coalition, Coalition for Asian American Children and Families, and Asian American Legal Defense and Education Fund, 2009. Available online at: [http://cacf.org/resources\\_publications.html#biasbasedharassment](http://cacf.org/resources_publications.html#biasbasedharassment)



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of police and school safety agents in schools create a hostile, negative environment where the themes of crime and punishment are enforced. Research has indicated that schools lack consistent procedures and strategies that emphasize restorative practice when it comes to addressing incidents of bullying and biased-based harassment. Furthermore there is lack of meaningful training for school staff to address these issues.<sup>7</sup> Using restorative practices is vital to addressing bullying and biased-based harassment to ensure conflict can be resolved.

### RECOMMENDATIONS

Our recommendations include that the City Council adopt:

- **Res. No. 149, which expands the Chancellor's Regulation A-832**, to mandate comprehensive age-differentiated anti-bullying and cyberbullying instruction for all students. We urge that the Regulation be expanded; and that all components of the Regulation be enforced, resourced, and brought into compliance with the New York State Dignity for All Students Act (the Dignity Act) by prohibiting staff-to-student bullying and expanding public reporting requirements. We also recommend that this instruction include culturally competent, linguistically accessible curricula.
- **Res. No. 355**, which calls on the New York City Department of Education to bring more mentoring programs into schools to combat bullying and violence. We also recommend that these mentoring programs include diverse members of the school communities, including APA students, and include culturally competent, linguistically accessible programming.
- **Res. No. 9, 455 and 456**, to include intimate partner abuse awareness and prevention programs in all public middle school and high school athletic programs, and to require that dating violence education and dating violence policies are implemented in schools in New York State. We recommend that these programs include culturally competent, linguistically accessible curricula and cultural competency training for program staff as needed.
- **Regular consultations with students, parents, and other community members** about the development of school discipline, climate, and safety practices to involve the entire school community, including limited English proficient community members and recent immigrants.
- **Comprehensive guidance programs** that provide all students with socio-emotional supports and integrated college and career advising, along with general guidance counseling services. Integrating socio-emotional supports and college readiness assistance with guidance services is particularly crucial for first generation APA students, who may not be familiar with US school systems and may need additional help and guidance in school.

Thank you for this opportunity to testify and we look forward to working with the City Council to ensure that New York City public schools provide a safe and nurturing environment that encourages all youth to thrive.

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<sup>7</sup> "Bullying in New York City Public Schools: Educator's Speak Out," Sikh Coalition, Asian American Legal Defense & Education Fund, and New York Civil Liberties Union, 2010. Available online at: [http://www.sikhcoalition.org/documents/pdf/DOE\\_Report.2.24.2011.pdf](http://www.sikhcoalition.org/documents/pdf/DOE_Report.2.24.2011.pdf)

**Testimony of Gurjot Kaur**

**Senior Staff Attorney**

**The Sikh Coalition**

*before the*

**New York City Council**

**Committee on Education**

*On*

**Res 0149-2013 and Res 0355-2014**

November 18, 2014

Good afternoon. My name is Gurjot Kaur and I am a Senior Staff Attorney at the Sikh Coalition. I would like to thank Chair Dromm and Council Member Weprin, for their long-time support on these issues, and the Committee on Education for giving the Sikh Coalition an opportunity to provide testimony today.

The Sikh Coalition is the nation's largest Sikh civil rights organization. Since our founding on the night of 9/11, we have been committed to ensuring the civil rights and liberties of all Americans, including Sikh Americans. Unfortunately, since the terrorist attacks of 9/11, the Sikh community has been particularly vulnerable to hate crimes, including murder, and discrimination because of our religious appearance, including a religiously-mandated turban and unshorn hair. The discrimination has been largely based on a mistaken perception that Sikhs are affiliated with Al Qaeda or the Taliban.<sup>1</sup> Ironically, the Sikh articles of faith, which represent love, equality, and living a life committed to justice and selfless community service, have become targets of hate.

Sikh school children have not escaped this backlash. In our most recent national report on school bullying published earlier this year, we found that over 50% of Sikh school children experience bullying, and even more alarming, 67% of turbaned Sikh children across the country experience bias-based school bullying.<sup>2</sup> This is more than double the national rate, which is at 32 percent. In 2008, the Sikh Coalition published a civil rights survey which found that half of all Sikh students and 60% of turbaned Sikh students in New York City experience bullying based on their actual or perceived religion.<sup>3</sup> These high numbers mean that for many Sikh school children across the country and here

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<sup>1</sup> Human Rights Watch, *We Are Not The Enemy: Hate Crimes Against Arabs, Muslims, and Those Perceived to be Arab or Muslim after September 11* Vol. 14, No. 6(G), p. 14 (Nov. 2002); see also Leadership Conference on Civil Rights Education Fund, *Confronting the New Faces of Hate: Hate Crimes in America* p. 30 (June 2009).

<sup>2</sup> See "Go Home, Terrorist": A Report on the Bullying of Sikh American School Children, March 2014, available at <http://www.sikhcoalition.org/endschoolbullying>.

<sup>3</sup> "Making Our Voices Heard: A Civil Rights Agenda for New York City Sikhs," The Sikh Coalition, May 2008, available at <http://www.sikhcoalition.org/documents/pdf/RaisingOurVoicesReport.pdf>.

in New York City, schools are not a safe space for learning and development, but instead a place of sheer terror.

In an effort to curb the high levels of discrimination against our community, the Sikh Coalition has represented and advocated on behalf of Sikh school children whose daily or almost daily school experiences include being called “Bin Laden,” “terrorist,” or told to “go back to your country,” and/or face physical or verbal harassment simply for practicing their religion. This includes former Richmond Hill High School Student Jagmohan Singh Premi, who after years of being bullied, had his patka torn off and was punched in the face by his harasser who put a key in between his knuckles. We also represent and advocate for Sikh parents and adults, who likewise suffer high rates of hate crimes, employment discrimination, and other forms of discrimination.

Over the years, the Sikh Coalition has worked closely with the U.S. Department of Education, the U.S. Department of Justice, school districts around the country, and our allies including the New York Civil Liberties Union, Asian American Legal Defense and Education Fund, and the Coalition for Asian American Children and Families, to protect all children from biased-based bullying and harassment. To this end, we have published numerous reports on the bullying of Sikh and Asian American students, including here in New York City, represented Sikh school children before Courts, Human Rights Commissions, and the Department of Justice to bring awareness to religious and national origin-based bullying and discrimination, and offered recommendations to make our schools a safer place for all children.

One of our recommendations over the years has been to incorporate mandatory, comprehensive anti-bullying instruction in NYC public schools. The need for this preventative tool cannot be overstated. We have consistently found that schools that do not actively engage students in anti-bullying efforts

are more likely to experience problems with bullying.<sup>4</sup> We have also found that schools that implement Sikh awareness programs, with Sikh bullying examples and explanations, in addition to anti-bullying instruction – in other words, programs that de-mystify the turban and the religion -- have greatly assisted in diminishing cases of school bullying. These sustained and targeted educational efforts work, whereas half measures, which are sadly the typical approach, do not.

In our 2009 report analyzing Chancellor's Regulation A-832, we expressed concern about the NYC Department of Education's failure to fully implement the regulation and questioned its ability to diminish instances of bullying.<sup>5</sup> Alarming though, we discovered that implementation of the regulation alone, at least in preliminary findings, did not necessarily decrease the level of bias-based harassment in schools.<sup>6</sup> These findings were confirmed in our 2012 report, *One Step Forward, Half a Step Back*, which also found that although more students were aware of the regulation and the reporting procedures, bullying incidents had actually increased. This of course could be for a number of reasons. However, the good news is that knowledge of the Chancellor's Regulation did increase the number of students who reported incidences of bullying and harassment.

We also found that in a survey of nearly a 1000 NYC students and staff, only 20 percent reported that they had attended trainings or presentations on "Respect for All," diversity issues, or bias-based harassment (the numbers climbed to 30% in 2010<sup>7</sup>).<sup>8</sup> Further, only 12 percent of educators reported attending such trainings (the number climbed to 27% in 2010<sup>9</sup>), the requirements of which were

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<sup>4</sup> See "No Place for Hate," The Anti-Defamation League, available at <http://regions.adl.org/new-york/pdfs/nphf-ny-resource-guide.pdf>.

<sup>5</sup> See Sikh Coalition Reports: *Bias-Based Harassment in New York City Public Schools: A Report Card on the Department of Education's Implementation of Chancellor's Regulation A-832*, 2008, available at <http://www.sikhcoalition.org/documents/pdf/DOEreportcard2009.pdf>.

<sup>6</sup> See *supra* note 5.

<sup>7</sup> See Sikh Coalition Reports: *Bullying in New York City Schools: Educators Speak Out*, 2010, available at [http://www.sikhcoalition.org/documents/pdf/DOE\\_Report.2.24.2011.pdf](http://www.sikhcoalition.org/documents/pdf/DOE_Report.2.24.2011.pdf).

<sup>8</sup> See *supra* note 5.

<sup>9</sup> See *supra* note 7.

unclear under the former version of the regulation.<sup>10</sup> Because our findings indicated that putting up “Respect for All” posters, without sustained and comprehensive training, was not enough to decrease bullying, we recommended more vigorous anti-bullying instruction and multicultural awareness presentations designed to foster empathy and empathetic conduct among all students and address the root causes of bias. We also found that NYC educators in our sample size agreed – only 14 percent of teachers we surveyed in 2010 found the regulation alone to be effective in decreasing bullying and bigotry.<sup>11</sup> Effective rules are only one part of the solution.

I’d like to share a statement by a Sikh student, which is a great example of how age-differentiated anti-bullying instruction, like that proposed in Resolution 149, can help stop the cycle of bias-based bullying incidents:

“When I moved to America ... it was just like [they] looked at [us] and called us names like “terrorist” and stuff like that or “go back to your country” ... I started school in 2nd grade, and that’s [when] it started. As the years went on, the bullies started getting worse. Back in 2nd or 3rd grade, I used to be bullied and I remember I told my mom and my mom gave me this book. I got it from my Punjabi school ... that book talked about the 5 K’s (five Sikh articles of faith), what Sikhi[sm] is and everything. I gave that to one of my teachers. He got the whole school together and actually read that book out loud to the whole school. That prevented [bullying] for the [remaining] four years I went to that school.”<sup>12</sup>

As in this example, we often see anti-bullying and/or Sikh awareness instruction implemented only as a response to bullying. For instance, in a complaint filed with the Department of Justice against the DeKalb County School District in Georgia, we represented a turbaned Sikh student who was

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<sup>10</sup> See *supra* note 5.

<sup>11</sup> See *supra* note 7.

<sup>12</sup> See “Go Home, Terrorist”: A Report on the Bullying of Sikh American School Children, page 20, available at <http://www.sikhcoalition.org/endschoolbullying>.

physically assaulted and repeatedly verbally harassed, including being told by other students to “go back to his country.” In the ensuing consent decree, the School District agreed to incorporate specific anti-bullying training at his middle school and high school on 9/11 backlash and discrimination faced by Sikh, Muslims, Arabs, and other South Asian students. To date, the training, one of the first to address Islamophobia and the root causes of 9/11 backlash in schools, has been successful in preventing additional bullying of the student who was targeted for his Sikh turban and repeatedly referred to as a “terrorist.” However, it has become apparent that such trainings are critical nationwide – especially in light of the number of hate crimes committed by youth against Muslims and those perceived to be Muslim outside of school - and should be also used as a preventative measure before incidents occur. We are also pleased that J.S.’ case led to the announcement of another DOJ settlement with this school district today regarding its need to improve the way it addresses religion and national origin based bullying and requiring it to undertake comprehensive preventative measures. Under the settlement agreement, announced today, the school district is required to engage 100,000 students and staff in a “a facilitated discussion of the root causes of religious and national origin harassment and the harms resulting from such conduct, including but not limited to issues related to post-9/11 backlash and the perpetuation of negative stereotypes impacting the Sikh, Muslim, South Asian, and Arab-American communities.”<sup>13</sup> We are confident that these sustained educational efforts will help to diminish bias-based bullying in our schools and should also be implemented here in New York City.

In addition to holistic trainings that address the underlying causes of bias, it is absolutely imperative to create bandwidth for cyberbullying instruction at NYC schools, especially as we see a spike in online harassment, by both children and adults. One such controversy includes “Gamergate,” a term that describes mostly male video gamers who target and abuse mostly women online that they

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<sup>13</sup> See Press Release, DOJ, “The DeKalb County School District Reaches Settlement Agreement with Federal Authorities for Harassment Based on Religion and National Origin,” issued Nov. 18, 2014.



perceive as a “feminist” threat to the gaming industry. Gamergate is only one of many examples that highlight that as helpful and tremendous as the Internet is, it can and is often used to harass, bully, and intimidate others, especially minorities, girls and women. For school children, the Internet, including Facebook, Snap Chat, and Twitter have made it impossible to escape playground bullying.<sup>14</sup> Asian American students, for instance, report experiencing cyber-bullying once or twice a month, at a rate 40% higher than other racial groups.<sup>15</sup> Cyberbullying is the dangerous elephant in the room that we simply cannot afford to ignore. According to i-SAFE Foundation, more than half of the students in grades 7 through 12 have been bullied online and many students, teachers, and parents remain in the dark about cyberbullying, what it is, and whether it violates school anti-bullying policies.<sup>16</sup> We would also recommend that in addition to training students, a cyberbullying course be made available to parents.

The Sikh Coalition also applauds Resolution 0355, calling for mentoring programs as a critical means to assist students. Study after study has shown that youth mentors can help prevent bullying.<sup>17</sup> The ability to work alongside other children allows mentors to have a unique role in bullying prevention.<sup>18</sup> For instance in our Georgia case, the student J.S., who was bullied and the subject of a DOJ consent decree, is now involved in a peer mentoring program to assist other students. He has found this enormously helpful in his own rehabilitation, has learned about bullying and how to identify it and address it, and is looking forward to being a great resource for other students and being part of the solution. Peer mentors like J.S. are critical in assessing bullying behaviors and

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<sup>14</sup> See Rick Dalton and Virginia Wilkins, The Way to Really Stop Bullying: Student Mentors, The Christian Science Monitor, October 28, 2011, available at <http://www.csmonitor.com/Commentary/Opinion/2011/1028/The-way-to-really-stop-school-bullying-student-mentors>.

<sup>15</sup> See “Student reports of bullying and cyber-bullying: Results from the 2009 School Crime Supplement to the National Crime Victimization Survey,” 2011, available at <http://nces.ed.gov/pubs2011/2011336>.

<sup>16</sup> See *Supra* note at 7.

<sup>17</sup> See Understanding the Roles of Youth Professionals and Youth Mentors in Community-Wide Bullying Prevention Efforts, available at [http://www.stopbullying.gov/prevention/training-center/hrsa\\_guide\\_youth\\_professionals\\_mentors\\_508v2.pdf](http://www.stopbullying.gov/prevention/training-center/hrsa_guide_youth_professionals_mentors_508v2.pdf).

<sup>18</sup> See *Supra* note at 9.

attitudes, building bridges between adults and students, encouraging students to relate to one another in a spirit of inclusivity, respect, and caring, and serving as an example of resilience and success.<sup>19</sup>

The research also shows that schools that have initiated programs where older students mentor younger peers are seeing sharp decreases in bullying incidents, but also gains in grades and attendance.<sup>20</sup> It's a win-win for all.

In addition to anti-bullying instruction and mentorship programs, we also call on the Committee to vigorously support the passage of the federal Safe Schools Improvement Act to collect and report data on bullying and harassment. If we cannot identify and document a problem, we will never be able to fully assess it and tackle it. The responsibility of identification and documentation should lie with the Department of Education, not small community-based organizations such as ours.

Finally, the Sikh Coalition applauds the Committee on Education and the New York City Council Members for taking a meaningful stance on countering hate in New York City schools and helping to enact common-sense and constructive solutions to ensure a safer school climate. These resolutions are a critical step forward, and as we all know, the key to ending hate is developing empathy and the key to gaining empathy is education.

Thank you for allowing me to appear before you today.

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<sup>19</sup> See *Supra* note at 9

<sup>20</sup> See *Supra* note at 9.

# Testimony of the Stop Slut Shaming Coalition NYC Lab School

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NYCDOE Behavioral Contract

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SCHOOL LETTERHEAD

**Student Behavioral Contract**  
(Grades 6 – 12)

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Name of Student	Date of Birth	Class
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**I know that I have a right to:**

- be in a safe and supportive learning environment, free from discrimination, harassment and bigotry;
- know what is appropriate behavior and what behaviors may result in disciplinary actions;
- be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;
- due process of law in instances of disciplinary action for alleged violations of school regulations for which I may be suspended or removed from class.

**I agree to:**

- come to school on time;
- appear for each of my classes at the start time, ready to begin work;
- be prepared with appropriate materials and assignments for all classes;
- show respect to all members of the learning community;
- resolve conflicts peacefully, and avoid fighting inside or outside of the school or at program sites;
- behave respectfully, without arguing, and cooperate when a staff member gives direction or makes a request. I understand that I will be given an opportunity to voice my concerns at an appropriate time if I do not agree with the request;
- take responsibility for my personal belongings and respect other people's property;
- dress appropriately and do not wear any suggestive clothing including skinny tank-tops, midriffs, short-shorts, or mini-skirts;
- refrain from wearing clothes which have any signs of gang affiliation (e.g. scarves, bandanas) and refrain from using gang signs, calls, chants, movements, handshakes;
- refrain from bringing weapons, illegal drugs, controlled substances and alcohol to school;
- refrain from bringing personal possessions that are disruptive (e.g., cell phone, beeper, pager) in school;
- share information with school officials that might affect the health, safety or welfare of the school community;
- keep my parents/guardians informed about school-related matters and make sure I give them any information sent home;
- follow all rules in the Discipline Code;
- behave responsibly as described in the Bill of Student Rights and Responsibilities.

I have received a copy of the **Discipline Code** and **Bill of Student Rights and Responsibilities**, and understand this contract. I agree to follow the rules of behavior.

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please Print)

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**{Parent Section}**

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I have received a copy of the **Discipline Code** and **Bill of Student Rights and Responsibilities** and understand the behavior that is required of my child.

I agree to help my child follow this agreement by:

- encouraging my child to be a respectful and peaceful member of the school community
- discussing the contents of the Discipline Code and the Bill of Student Rights and Responsibilities with my child
- participating in any discussions and decisions concerning my child's education
- attending scheduled appointments with school staff
- providing the school with current telephone numbers and emergency contact information
- alerting the school if there are any significant changes in my child's health, or well-being that affect his/her ability to perform in school.

Parent/Guardian Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please Print)

Parent/Guardian Signature: \_\_\_\_\_

## The Dress Code and a Culture of Sexual Violence

One of the topics we are gathered to discuss today is sexual abuse amongst teens and making it mandatory to create age-appropriate education for all public middle school and high school students. This will create a safer environment for both myself and every other student in the public school system, but I think it is very hypocritical of the Department of Education to only advocate for better sex education when its own behavioral contract includes a dress code that encourages the culture of sexual abuse we are trying to fight today. It might not do so out rightly, but it is the implications of the language used in it do. In the dress code it states that "any suggestive clothing including skinny tank tops, midriffs, short-shorts, or miniskirts" are not allowed to be worn by students at school. This dress code specifically targets girls, and before you say, "but wait it doesn't specifically refer to girls!", it is implied. The clothes listed are those typically associated to be worn by girls, and I'm pretty sure that the writer was not thinking of boys wearing short-shorts and mini-skirts to school when they wrote it. This part of the dress code is intended to get girls to stop wearing revealing clothes, which we all know is a polite way of saying "slutty", so that it won't be distracting to others. The "others" in this statement are clearly boys, who, based on the implications of the statement, are slaves to the hormonal frenzy they get from seeing a girl's belly button or shoulder. So there are two things wrong with this dress code, the first being that it is a bunch of adults sexualizing the bodies of underage girls as young as twelve years old, and the second being that it normalizes victim blaming.

From a young age, girl's bodies are sexualized or scandalized by the media, by people in their everyday lives, and by their school. By regulating what girls wear and deeming certain outfits "slutty" you are inherently sexualizing the bodies of underage girls and bullying them for their clothes and bodies, which is another topic we're talking about today. Think about it. Say there are two girls wearing a shirt with a plunging neckline. One girl is flat-chested and the other has a large chest. The flat-chested girl wears her shirt all day long and has nothing said to her about it because she's not showing anything. Meanwhile the girl with the larger chest wears the exact same shirt and she is told to put a sweater or other shirt on over it by her teacher because it is too inappropriate for school. The large chested girl isn't allowed to wear the same shirt as the girl because she has a different body than her. Keep in mind that girls from a young age have been taught to be ashamed of their bodies, and this is just a continuation of that same body shaming. It is humiliating to be told in front of your peers that your outfit is "too slutty" for school. It is uncomfortable and creepy to be told by your adult teacher that you, a minor, "look slutty", and therefore should be condemned for it.

The idea behind this dress code is to keep boys from getting distracted because seeing part of a bra strap turns them into sexual deviants. Let me tell you something. A couple of weeks ago my acting teacher asked the boys in my acting class if they got distracted by seeing girls' thighs or bra straps. Their response: "Uh no, duh." Because as it turns out, teenage boys are fully capable of controlling themselves. But, by implementing a dress code for this reason, you not only downgrade them to impulsive cavemen, but place all the blame on the girl for the boy's behavior. It is not my responsibility to ensure that I am not distracting boys from their schoolwork with my shirt. That is his problem, but certainly not mine. It takes time away that should be focused on learning in a comfortable and professional environment.

By implementing this dress code, we are teaching that girls are responsible for the reactions other people have in regards to their bodies, that aren't inherently sexual at all. We are teaching boys that if they are distracted because of a girl, it is not their fault for not having basic self-control over themselves, but the girl's fault for having a body! We are teaching boys that they shouldn't learn how to control themselves because it's more important that we regulate the bodies of girls starting in middle school. We are teaching girls that if a boy is staring at them in an uncomfortable manner, then it's their fault for dressing like a slut. If they're getting uncomfortable comments from boys, they have to stop dressing so slutty! If they get raped at a party, well, sucks for you, but what did you expect dressing like a slut? We are institutionalizing this harmful culture we live in, and have lived in since we were children. The DOE Behavioral Contract makes everything that we are discussing here today effectively useless because at its core the Department of Education is still going to be enforcing these ideas that work against these awareness and prevention programs

## Personal Experience

My experience with the dress code isn't an extreme one, but I'd say the fact that it isn't considered extreme in our society says enough. I'll always remember this one time in middle school when a teacher confronted me in front of other students and teachers and told me that my shirt was too revealing and asked me to change. Her public shaming of my outfit and body was under the defense of the school dress code. I argued with the teacher at first, because my outfit didn't seem too revealing to me and I hated feeling out of control in something concerning MY BODY. But I realized her authoritative power took precedence over any of my words, so to my further embarrassment I resorted to crying. At the time I felt ashamed and hurt and I knew something about the situation just wasn't fair, but I couldn't find the words to explain why. Looking back on it now, I realize what made me feel most unsettled. This teacher's intention was not to abide by the rules in order to create a better society or to make things right or fair. Her intention was to humiliate me- which clearly worked. Almost every girl I know has had some kind of powerless experience like mine with dress coding in their teenage years. Teaching people that female bodies are inherently sexual from such a young age perpetuates the idea that making girls feel ashamed of their bodies is okay and that girls' sexual worth is their most defining feature. It also tells me that making sure my male peers aren't distracted by the sexual connotations of MY BODY is more important than my education. Planting the idea that objectifying women is normal into 6th graders' brains leads to the so-prominent and disgusting rape culture that is particularly common among college campuses.

## **Recommendations**

So what can be done to fix this? We recommend making changes to the dress code. Take out the section about suggestive clothing. Instead of saying what clothing is not appropriate to wear to school, say what is. Say that students should wear clothing that they will feel comfortable working in. Say that they should wear clothing that helps promote a workplace environment. Not only are these gender neutral terms that are not shaming of girls in any way, but they also promote doing work, which is the main concern that dress codes claim they deal with.

Students should be trusted to make decisions for themselves when it comes how they dress for the work-centric environment that school is meant to promote. After all, part of going to school is learning how to be independent, and deciding how to dress is part of this independence. The dress code is bullying students and undermining their ability to not only control themselves, but to make choices that we all have the right to make. By promoting slut shaming and pointing out these so-called infringements, teachers are moving beyond the learning environment, and into accusations, that are only enforcing the problems you are trying to address today.

Any dress code should utilize positive language and gender neutral terms to help create an environment that allows all students to feel empowered to learn. Girls have been taught to be ashamed of their bodies because of the negative language used in these dress codes. Thus the DOE should try being positive when talking about bodies because it is important to promote a culture in which we have ownership of our bodies, and therefore are not constantly ashamed. It is a necessity that schools begin teaching students to stand up to slut shaming, rather than continuing to make them feel they must be ashamed of themselves.



## Teacher Perspective

I am proud of these young women for the testimony they have provided, and I support them in their desire to have this objectionable language removed from the dress code. But I also know that many of my well intentioned colleagues will disagree, and I want to address them.

This is my 12<sup>th</sup> year teaching in the DOE. For the majority of those years I enforced the dress code. I have directed students to cover up, borrow a sweater or sweatpants, and I have done so with the firm belief that I was helping them.

I grew up in NYC public schools, starting in 7<sup>th</sup> grade I rode the subway alone to and from school, and I have experienced what it is to be a young girl, young woman, and an adult woman in the city. I experienced street harassment, cat calls, and uncomfortable stares from strangers from a young age. I also like many young women experienced sexual assault, twice, once on the subway in 9<sup>th</sup> grade and once on a tree lined street in Park Slope after taking an SAT 2 in the 12<sup>th</sup> grade. I was too scared to scream both times, and too ashamed afterwards to tell anyone.

So when I enforced the dress code I hoped that I was protecting my students. I hoped that I could spare them the range of grotesque experiences that I went through as a young woman in this city. What I did not realize is that by enforcing the dress code, I was contributing to the culture that created the conditions under which I was harassed and assaulted. That the dress code was teaching girls that the most important thing about them is their body; that they are responsible for the sexual behavior of young men, that their bodies are above all else are sexual objects.

It is terrifying to know that 1 in 4 young women are assaulted in college. As schools we want to do everything we can to keep our students safe now, and to prepare them to be safe in college. So we teach girls how to use a buddy system, never put a drink down, to drink out of bottles with lids, how to hold their keys when they are walking down a dark street, and we teach them how to dress to be "safe." We do this all out of an instinct to protect, but what we are teaching is dangerous; instead of challenging the culture we are teaching girls to accept it and adapt to it.

Instead of teaching girls how to prevent themselves from being assaulted, and asking girls to take on the responsibility of regulating the sexual behavior of boys, we need to start talking about the real roots of the problem. We need to teach young men and women that the only thing that can be construed as "suggestive" is expressed consent. We need to have uncomfortable conversations about the misogyny that it is present in every aspect of our lives. And we need a dress code that encourages gender equality and respect for all.

As you make your recommendations to the DOE I hope that you will encourage them to bring their behavioral contract in line with the kind of safe, inclusive environment that the resolutions you present today are so clearly trying to build. Thank you for your time and your consideration

## **In Support of Dating Violence Education and Policies**

In the past few years, it has become obvious that American teenagers and young adults require more comprehensive, honest sex education. With the rise of "hook up culture" and the consequential umpteenth sexual revolution, my generation not only requires, but *deserves* more than condoms on bananas and the ubiquitous horror stories of STIs. A recent Guttmacher Institute analysis revealed that only 18 states require teachers to provide information about contraception, and 37 states reportedly allow for medically inaccurate sex education- New York being one of them. I for one am enraged that America seems to be stuck in the dark ages. Sexual relationships and encounters are an important part of almost every young adult's life, and it is even more important that they are handled safely. To pretend that teenagers don't date and don't have sex is doing those who do a direct disservice. Sexually active teenagers are not an anomaly, and we all need to be educated properly, without bias, and without judgement. It could save lives.

Sex education should include a wide manner of topics. Not only should we be taught about the procreative functions of the body, but we should learn about safe sex that not only caters to straight couples, but the LGBTQ youth who are undoubtedly also a part of the public education system. We should also learn about the attributes of a healthy relationship, since the vast majority of teenagers will date before they graduate high school. The failure to provide any information whatsoever on relationships and abuse is one I would particularly like to focus on.

When the topic of intimate partner violence arises, most people tend to think of a situation along the lines of a woman being physically abused by her male partner. Sometimes the male partner has alcoholism. Sometimes there is a crying child involved. Sometimes, the woman reaches out for help. This situation has time and time again been presented by the media as the definition of an abusive relationship, which is not only unfair, but extremely harmful. Society seems to have a case of tunnel vision when dealing with the abusive relationships; it's wither battered woman, or bust. This is the notion that I grew up believing. Of course, the situation considered to be the embodiment of abuse is just the tip of the terrifying iceberg that really is intimate partner violence. It was only recently that I learned of emotional and mental abuse, verbal abuse, and sexual abuse. It was two years ago that I learned it could be applied to teenage relationships.

I learned this from a combination of the internet and personal experiences. It is hard enough to handle mistreatment from a boyfriend or girlfriend, and it is horrifying when you have been given absolutely no resources to help. It would be easy for the public schools to shrug and say that what students do on their own time is not the school's business, but this would be incredibly hypocritical. Sex education, contraceptives, and support for victims of abuse should be given like school lunch. It is not safe to assume that every student is given healthy meals at home, and so the school provides breakfast and lunch, just in case. Just so, it is not safe to assume that every teenager has supportive parents who have educated them about sex, given them birth control, or checked up on their relationships to make sure everything was ok. Unfortunately, most people my age that I know seem to be self-educated on most of these topics, and while we are not too young to begin dealing with them in our lives, we are almost definitely too young to deal with them with absolutely no support.

I like to think that had my school given me adequate information about sex that actually spoke to my life and didn't shame me, I would have had less confusion and guilt. I like to think that had my school given me proper advice on healthy relationships, I would not have let a boyfriend whittle down my self esteem through manipulation for almost a year. I would like to think that schools everywhere can take up the slack and start to address the real problem. The real problem is not sex, it is the failure of the schools to treat students maturely and properly prepare them: whether they chose to have sex or not. Education is powerful weapon, and it is up the DOE to decide how to wield it. So, do we choose fear, or progress?

Testimony for Public Hearing

New York City Council

November 17, 2014

Deesha Narichania

Girls for Gender Equity

30 Third Avenue, Suite 104

Brooklyn, NY 11217

**Res. No. 9 - Resolution calling upon the New York State Legislature to pass and the Governor to sign A. 518/S. 4860, to require dating violence education and dating violence policies in schools.**

**Res. No. 149 - Resolution calling on the New York City Department of Education to require that all public school students receive age-differentiated anti-bullying instruction and complete an anti-bullying course focused especially on cyberbullying.**

**Res. No. 355 - Resolution calling on the New York City Department of Education to bring more mentoring programs into schools to combat bullying and violence, as called for in the Stop School Violence online petition campaign by Anthony Vargas, a local high school student.**

**Res. No. 455 - Resolution calling upon the New York City Department of Education to establish an awareness and prevention program in the public schools athletic league to combat intimate partner abuse.**

**Res. No. 456 - Resolution calling upon the New York State Legislature to mandate that the New York State Education Department include intimate partner abuse awareness and prevention programs in all public middle school and high school athletic programs.**

Good Afternoon New York City Council Members. My name is Deesha Narichania, and I am Girls for Gender Equity's Director of Programs. Girls for Gender Equity is an intergenerational organization committed to the physical, psychological, social, and economic development of girls and women. GGE serves 600 youth annually and has provided our gender violence lens to education and youth focused organizations and policymakers across the nation. We are also a member of Advocates for Safe and Empowering Relationships (ASER). ASER is a coalition of NYC organizations that partners with youth to advocate for policies and practices that enable safety and freedom from violence.

GGE and ASER represent thousands of New York youth who have been impacted by violence and bullying, and who rely on adults and institutions to create conditions in which they can thrive and succeed. I am here today to ask you to accept the proposed Resolutions, and to not let New York City's young people continue to be harmed

by violence and un-safety. This is a pressing issue; the US Conference of Mayors have declared youth violence to be a public health crisis.<sup>1</sup>

In 2008, Girls for Gender Equity conducted student-led research<sup>2</sup> of 1,189 students (grades 6-12) from over 90 public schools and CBO's in NYC asking students, "What is The Impact of Sexual Harassment on Students in New York City Schools?" 70.5% of NYC public school students observed sexual teasing in their school; 67% of students reported being sexually harassed; and 31.2% observed pressure for sex or sexual activity—which doesn't account for sexual pressure and coercion which happened in private. Students who had experienced sexual harassment said that it negatively impacted their ability to focus in school due to depression, fear/insecurity and feeling violated. One student wrote: "My grades dropped and I was always depressed." Another: "I was scared to come to school." When asked if schools should provide more help for its victims, 89% females and 76% males said yes.

As staff, interns, and youth organizers with a variety of gender expressions, we at GGE also know that these issues are not limited to cis-gendered girls. For years, the Gay, Lesbian, and Straight Education Network's reports on LGBT youth experiences in schools have revealed that trans and gender non-conforming youth receive the highest rates of sexual harassment and bullying of all students.<sup>3</sup>

While I am speaking as an advocate for the youth I work with, I also have personal experience with this subject. I sometimes wonder, what could have looked different for my life, had my school offered violence prevention education, including on challenging gender and racial stereotypes? Would I have been as vulnerable to bullying peers, coercive boyfriends, the abusive girlfriend, the manipulative professor? Could I have avoided depression, an eating disorder, and suicidality? We can't ever really know. But the above cited research, among others, supports my hypothesis that if my family and community were able to more proactively address sexism, racism, consent, and bullying, I could have been a more empowered and civically engaged individual.

The Prevention Institute and Harvard School of Public Health, have demonstrated in their report, "*A Public Health Approach to Preventing Violence*," that most violence is not inevitable. They found that cities with more coordination, communication, and attention to preventing violence have achieved lower violence rates, and that schools can reduce violence by 15% in just six months through universal school-based violence prevention efforts.<sup>4</sup>

I share these stories and research not to win your sympathy, but rather your vote to ensure that New York City's young people are supported in their educational and athletics communities. I am in awe of the work I get to be a part of everyday—programs and policies that weren't available to me as a young person, and which I see bolstering the health and happiness of hundreds of young people every year. Still, organizations like Girls for Gender Equity are limited in what we can accomplish without strong mandate and implementation measures from the Department of Education. We weave anti-violence programming into after-school curricula, but this isn't useful if violence abounds during the school day.

I, and hundreds of NYC students who either could be victimized within their schools and athletic teams, or protected and empowered, hope that you will vote yes on the group of Resolutions on the table this afternoon.

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<sup>1</sup> Urban Networks to Increase Thriving Youth Through Violence Prevention (UNITY). A Public Health Approach to Preventing Violence: FAQ. [www.preventioninstitute.org/UNITY.html](http://www.preventioninstitute.org/UNITY.html). Fall 2009.

<sup>2</sup> Girls for Gender Equity (GGE), Joanne Smith, Meghan Huppuch & Mandy Van Deven. Hey, Shorty! A Guide to Combating Sexual Harassment and Violence in Schools and on the Streets. New York: Feminist Press, 2011.

<sup>3</sup> Gay, Lesbian, and Straight Education Network. Harsh Realities: The experiences of our transgender youth in our nation's schools. [www.glsen.org](http://www.glsen.org) 2009.

<sup>4</sup> A Public Health Approach to Preventing Violence: FAQ. Urban Networks to Increase Thriving Youth Through Violence Prevention (UNITY). [www.preventioninstitute.org/UNITY.html](http://www.preventioninstitute.org/UNITY.html). Fall 2009.

# Students for Protection

An Initiative Against Bullying in New York

[studentsforprotection.webs.com](http://studentsforprotection.webs.com) | [studentsforprotection@gmail.com](mailto:studentsforprotection@gmail.com) | 917 903 5573

Testimony - 18 November 2014

Executive Director, City Hall, Council Chambers

Good Afternoon. My name is Michael Martinez, I am the executive director of Students for Protection. The goal of my group is to be a student-led grassroots organization helping students, teachers, schools, and government officials reform bullying laws and policies in New York. We are agreeing to the passage of Resolutions 9, 149, and 335, and concur agreeing to Resolutions 445-446.

The Department of Education has major issues with communication, and so does the 1,378 schools that reported no bullying incidents occurring per a June 2014 New York Daily News article. That is more than 80% out of 1,400+ schools in New York City that has lied through paper, that bullying does NOT occur in their schools. In 2012, the Department of Education failed to attend or respond to an anti-bullying forum by the Public Advocate. In the years 2011-2014, the Department of Education and particular schools failed to do safety transfers for many students, including my nephew. In fact, my nephew was denied, even after numerous incidents that lasted three months. Many collocated schools are at risk as well for a high bullying rate, especially that statistics are not reported to know this fact, and there is no policy on student harassment that occurs on collocated schools. Should the Chancellor's Regulations be followed for all schools no matter of location, a specific attention should be made to revise the rules to fit the current education status. In a Council Committee on Education hearing last September, it was found that advisory classes was unsuccessful. Even, a friend of mine had to do summer school classes because she failed advisory. How can an "advisory" is graded when it is supposed to help students succeed and prepare for college? Also, summer school students does not get any information of who to go to for help when bullying occurs during summer school. It is as if simply, the DOE forgot that bullying exists in the summer too.

However, let not these problems trouble us too much.. We are far from rock bottom fortunately, but unfortunately, we're only hanging on a branch. When my middle school had bullying awareness classes in regular time, the bullying incidents in my class went near virtually zero. When I was mentored in my junior year of high school, my academics raised after my grade decline due to bullying. I stand here before you now, as a living proof that these resolutions should exist and will exist as requirements for the DOE. The DOE has full potential to become better, but we need their cooperation. Please, pass these resolutions, they are vital to our academic careers. Thank you.

NYC Council - Committee on Education Hearing  
Stop School Violence  
November 18<sup>th</sup>, 2014 - 1:00pm

Good afternoon,

My name is Anthony Vargas, a senior at the Washington Heights Expeditionary Learning School (WHEELS). I came to WHEELS in eighth grade, when I had to leave my previous school. I was being bullied for two consecutive years, during sixth and seventh grade because of my mother's condition. My mother suffered a car accident where she was hospitalized for several months, suffered many injuries and wasn't able to return to work until two years later.

Schools should be a second home to students, not a place that they fear. In my previous school, I experienced verbal and physically bullying, since the first day. Constantly, I would hear comments such as: "Hey, how can she run after you?" and "Haha, your mother's handicapped." Moreover, one day, while walking with my mother (no longer on crutches) into a room, a student shoved me in the back with a few textbooks. It's not a coincidence that the same kid is one of the individuals who participated in the verbal form of bullying.

Students in New York City experience this all the time, every single day. Right now, someone is experiencing the same bullying that I was. I was lucky enough to have a mentoring program, a helping hand, which was my mother; an opportunity deprived from others. In New York City, nearly one-fifth (18%) of public high school students reported they had been bullied at school. Bullying is on the rise.

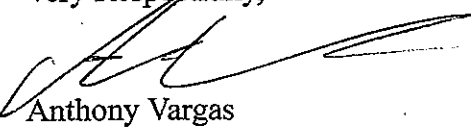
We need peer-to-peer mentoring programs in our schools. Many students don't have anyone to talk to at school, or when they go to their homes. Peer-to-peer mentoring programs allow students to have a helping hand and friend that is not older than them, that they can relate too and speak to without the fear of having them be an authoritative figure.

According to Big Brothers Big Sisters, 46% of students who get mentored are less likely to begin using drugs; 27% are less likely to begin using alcohol; 52% are less likely to skip school, 37% are less likely to skip a class, and 33% are less likely to hit someone.

With more than 1,000 people supporting this cause via the Stop School Violence Petition, and organizations such as: Teach for America, NY Exploring, NYPD Law Enforcement Exploring Program, NYPD Hispanic Society, Citizens Committee for New York City, New York Dominican Officers, and many more; we call for New York City's Department of Education to bring more peer-to-peer mentoring programs into schools to combat bullying and violence.

Thank you very much.

Very Respectfully,



Anthony Vargas  
WHEELS Student  
Class of 2015

**New York CITY COUNCIL  
November 18, 2014  
CONNECT Testimony**

**Good afternoon. My name is Sharene Roig and I am the Coordinator of Women's and Girls' Programs for CONNECT, a non-profit dedicated to preventing interpersonal violence and promoting gender justice in New York City. My remarks today come from my experience of working with CONNECT and our community partners and of my long time work as a domestic violence advocate, counselor, activist and educator. I have worked with individuals, groups, and in many NYC public high schools and middle schools for over a decade.**

**First of all, I want to thank all Council Members here today.**

**For years CONNECT has worked in public middle and high schools providing workshops on healthy relationships and Teen Dating Violence. As each of these workshops unfolded what was revealed to me is that an overwhelming number of teens are experiencing abuse in their dating relationships. Each of our workshops allows for the teens to process the definition of teen dating abuse, the types of abuse and what would examples of these look like in dating relationships. As these discussions progress time and time again I could see that many of the teens have "light bulb" moments- realizations that they either knew another teen or they themselves were in an abusive relationship. One of the young women shared that her boyfriend would attack her verbally and terrorize her continuously. He would grab her by the throat and slam her body against the wall as she begged him to stop. He would often threaten to throw her off the roof of her building or out the window unless she did as he said. She shared that she lived on pins and needles and could not focus on her school work or anything else in her life because she was always afraid of what he would do next and she new what he was capable of.**

**Many have expressed that they knew after being part of these workshops that what they saw or experienced themselves was Teen Dating Violence and the discussions validated their experiences. Out of fear, shame and not knowing where to turn to for help, many of these teens had not reported the abuse. As a result of these workshops they now had a better understanding of their situation, had tools for safety and knew what resources were available to them.**

**It is vital that students in both middle and high schools are provided with the tools, knowledge and support necessary to clearly understand Teen Dating Violence. This is important in prevention and intervention work. Teen Dating Violence is not a topic that is part of their core education in school but it is certainly a topic that is essential for each of their lives. Teen Dating Violence is traumatic, dangerous and will have life- long effects on the individuals who experience it. It is essential that all efforts are made to prevent it and to intervene effectively when it is present.**

**Again, thank you City Council Members for bringing this very important issue to the table.**

**Thank you.  
Sharene Roig  
CONNECT**



## **Committee Hearing before the Committee on Education - Res. No. 149 & Res. No. 355**

November 16, 2014

Statement Submitted by: GLSEN NYC Chapter ([newyorkcity@chapters.glsen.org](mailto:newyorkcity@chapters.glsen.org))

Thank you to the members of the Education Committee for this opportunity to present testimony on Resolution Numbers 149 and 355, and for your leadership on keeping lesbian, gay, bisexual and transgender (LGBT) youth safe and healthy. We are here today to testify in support of Resolution Numbers 149 and 355. I am Jared Fox, Chair of GLSEN (The Gay, Lesbian and Straight Education Network) New York City chapter. GLSEN is the leading national education organization focused on ensuring safe schools for all students. For over 20 years, GLSEN has worked to ensure that each member of every school community is valued and respected, regardless of sexual orientation or gender identity and expression. We do this by providing staff professional development as well as supporting students in their efforts to help create a safe and welcoming school climate. We work with student clubs commonly known as gay straight alliances and are in the midst of planning the NYC GSA Summit this March to network and bring together LGBTQ youth and allies.

We believe in building an environment where all young people are valued and respected, and as such, underscore the importance of continued implementation of the state's bullying prevention law, the "Dignity for All Students Act" (DASA) to ensure that all public school students are in a safe and affirmative environment free from discrimination, harassment, and bullying.

GLSEN's research speaks to student experiences in New York. Findings from the *GLSEN 2013 National School Climate Survey* demonstrate that New York schools were not safe for many lesbian, gay, bisexual, and transgender (LGBT) secondary school students. Many LGBT students in New York did not have access to important school resources, such as having a curriculum that is inclusive of LGBT people, history. In addition, many LGBT students in New York did not have access to in-school resources and supports. According to the survey, only 22% attended a school with a comprehensive anti bullying/harassment policy that included specific protections based on sexual orientation and/or gender identity/expression.

School-based supports such as comprehensive anti-bullying/harassment policies, school personnel who are supportive of LGBT students, Gay-Straight Alliances, and LGBT-inclusive curricular resources can positively affect school climate for LGBT students. Findings from the survey demonstrate that students attending schools with these resources and supports report more positive school experiences, including lower victimization and absenteeism and higher academic achievement. Given the high percentages of LGBT students in New York who experience harassment at school and the limited access to key resources and supports that can have a positive effect on their school experiences, it is critical that school leaders, education policymakers, and other individuals who are obligated to provide safe learning environments for all students take the following steps:

- Implement DASA, the state's comprehensive anti-bullying and harassment policy;
- Support Gay-Straight Alliances;
- Provide professional development for school staff on LGBT student issues; and
- Increase student access to LGBT-inclusive curricular resources.

These actions can move us toward a future in which all students in New York will have the opportunity to learn and succeed in school, regardless of sexual orientation, gender identity, or gender expression.

Thank you for supporting this important issue, as well as all of your tireless efforts to support LGBT youth.

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 119

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)  
Name: Michael Martinez

Address: 465 E. 18<sup>th</sup> St. Apt #3B. NY, NY 10009

I represent: Students for Protection

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 9, 179

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)  
Name: David Jellman

Address: 345 8<sup>th</sup> Ave

I represent: ZNACI

Address: 345 8<sup>th</sup> Ave

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 455+

in favor  in opposition

Date: 11/18/14

(PLEASE PRINT)  
Name: BRIAN O'CONNOR

Address: 631 GARRELL ST., #1216, SF, CA

I represent: FUTURES WITHOUT VIOLENCE 94109

Address: SF, CA 94129

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 11/18/2014

(PLEASE PRINT)

Name: Michele Paolella

Address: 438 42<sup>nd</sup> St. Brooklyn NY 11232

I represent: Day One

Address: Po Box 1507 Canal St. Station NY NY 10013

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Deasha Marichanik

Address: 20 Third Ave 104 Brooklyn NY

I represent: Rich the Council Family

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 9 + 456

in favor  in opposition

Date: 11/18/14

(PLEASE PRINT)

Name: Sharene Roig

Address: \_\_\_\_\_

I represent: CONNECT

Address: 127 W. 127<sup>th</sup> St. 4<sup>th</sup> Fl. NY, NY 10037

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 0149/0355

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Burjot Kaur - ~~QIAQ~~  
Address: 50 Broad Street, Ste 1537, New York NY  
I represent: Sikh Coalition  
Address: See Above

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Julienne Verdi  
Address: 26 Bleecker St TA Franklin Ln  
I represent: Planned Parenthood  
Address: 26 Bleecker Street

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 11/18/14

(PLEASE PRINT)

Name: Erica Amabile  
Address: 327 West 18th St Apt 2 10011  
I represent: Stop Slut Shaming Coalition NYC Lab  
Address: 333 West 17th St

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL  
THE CITY OF NEW YORK**

NYC Lab School

Appearance Card

[ ]

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Sienna Marie Sherev

Address: 359 ft. Washington Ave. apt. 6F

I represent: Stop Slut Shaming Coalition

Address: 333 West 17th street

**THE COUNCIL  
THE CITY OF NEW YORK**

Shaming Coalition - NYC Lab School

Appearance Card

[ ]

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 11/12/14

(PLEASE PRINT)

Name: Ivone Tapert

Address: 511 East 20th Street Apt 6F

I represent: Stop Slut Shaming Coalition - NYC Lab School

Address: 333 West 17th Street

**THE COUNCIL  
THE CITY OF NEW YORK**

Shaming Coalition - NYC Lab School

Appearance Card

[ ]

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Sarah Gergano

Address: 215 East 29th

I represent: Stop Slut Shaming Coalition NYC Lab School

Address: 333 W 17th St

**THE COUNCIL  
THE CITY OF NEW YORK**

Stop Slut  
Shaming  
Coalition -  
NYC Lgb Stud

Appearance Card

[ ]

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Meaghan Boyle Lynch

Address: 205 Skillman Ave

I represent: Stop Slut Shaming Coalition - NYC Lgb

Address: 333 W 17th St

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

[ ]

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Tracy Weber-Thomais

Address: 100 Gold Street, 2nd Floor, NY, NY 10038

I represent: Mayor's Office to Combat Domestic Violence

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

[ ]

I intend to appear and speak on Int. No. 149 Res. No. 355

in favor  in opposition

Date: 11/16/14

(PLEASE PRINT)

Name: Jared Fox

Address: 90 Broad St 2nd Floor, NY, NY

I represent: GLSEN NYC

Address: 90 Broad St 2nd Floor, NY, NY

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card



I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 355

in favor  in opposition

Date: 11/18/2014

(PLEASE PRINT)

Name: Anthony Vargas

Address: 480 Audubon Avenue Apt A23 New York, NY 10010

I represent: Myself

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card



I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: SARNA FATIARDO

Address: 50 BROADWAY NY NY

I represent: Coalition for Asian American Children + Families

Address: Same

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card



I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 11/18/14

(PLEASE PRINT)

Name: Jenny Debowe

Address: 172 Prospect Park SW

I represent: Center for Anti-Violence Education

Address: 327 7th St, Brooklyn 11217