



**Testimony of the New York City Department of Education  
on Combating Bullying in NYC Schools**

**Before the New York City Council Committees on Education**

June 13, 2011

*Kathleen Grimm, Deputy Chancellor, Division of Operations*

Good afternoon Chair Jackson and Members of the Education Committee here today. My name is Elayna Konstan, Chief Executive Officer of the Office of School and Youth Development (OSYD) at the New York City Department of Education (DOE). I am joined by Connie Cuttle, Director of Professional Development, also with OSYD. Thank you for the opportunity to discuss the Department's efforts to prevent and address bullying in our schools.

One of our fundamental responsibilities is to ensure that all of our schools maintain a safe and supportive learning environment that is free from harassment, intimidation and bullying. This involves both promoting a positive, pro-social school culture that is inclusive of all students and holding students accountable for their actions if they do not live up to behavioral expectations.

The Department has made great strides addressing bullying in our schools, and we recognize there is always more work to be done. We would like to thank Speaker Quinn and the City Council for their strong support of our anti-bullying efforts and for making this issue a top priority. We also look forward to participating in the Speaker's cyber-bullying summit next month.

Three criteria distinguish bullying from other kinds of misbehavior and incidents. Bullying is aggressive behavior that is usually repeated over time, involves an imbalance of power, whether physical or social, and is intended to cause some kind of harm. Regardless of the form it takes, bullying, including cyber-bullying, is prohibited by the Citywide Standards of Intervention and Discipline Measures. Our Discipline Code prohibits students from bullying other students for any reason, including taunting and intimidation through the use of epithets or slurs involving race, color, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation or disability. This policy is effective on school grounds, school buses and at all school sponsored activities, programs and events.

Chancellor's Regulation A-832 (CR A-832) prohibits Student-to-Student Bias-Based Harassment, Intimidation and/or Bullying. All reports of bullying, harassment or intimidating behavior are thoroughly investigated, whether they are reported by students, parents, staff or other individuals. CR A-832 requires that as part of each school's annual Consolidated School and Youth Development Plan, principals must submit the following information to the central Office of School & Youth Development:



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- The name(s) of the designated "Respect for All" staff member(s) or liaison(s), who will receive reports of bias-based harassment, intimidation, and/or bullying;
- A plan for providing information and training on this regulation and Respect for All to all students and staff annually; and
- A plan on preventing and addressing bias-based harassment.

To be sensitive and responsive to students' needs, as part of CR A-832 we created an email account specifically designated for a student to use if he or she feels uncomfortable making a report to a school staff member. Any staff member who witnesses a student-to-student bias-based incident, or who has knowledge or information or received notice that a student may have been the victim of such behavior is required to promptly report the alleged act. If the conduct constitutes a violation of the Discipline Code, appropriate disciplinary action is taken and appropriate guidance support is provided.

The Department works to prevent and intervene in bullying and bias-based behavior through a variety of methods, including: establishing and enforcing clear behavioral expectations, guidelines and procedures, raising student and staff awareness through our Respect for All (RFA) Program, providing curriculum and professional development opportunities; and establishing strategic partnerships with community-based organizations (CBOs). Safety, respect and bullying are addressed in the NYC Survey that teachers, parents, and students in our middle and high schools complete, and both the school Progress Report and the Quality Review address safety-related issues.

Respect for All (RFA) provides our schools with a vision and framework through which they foster inclusive school communities and pro-social behavior. Through RFA schools are provided with: on-going professional development, best practices, current research, lesson plans and curriculum, instructional materials, and partnership opportunities with community-based organizations that offer additional training and programmatic supports, including opportunities for student projects such as No Name Calling Day and the No Place For Hate Program to name just two. Whenever a school requires assistance, OSYD works with the school and network to identify the best resources to address its particular needs.

A key element of our work is providing professional development for teachers and other school staff on bullying prevention and intervention, and respect for diversity. The focus is not only to build awareness and sensitivity, but also to increase staff capacity to prevent and intervene in bias-based harassment and intimidation in our schools. This year over 1,400 staff members participated in centrally coordinated RFA professional development, including over 500 guidance counselors who were trained on cyber-bullying. In addition, personnel from over 140 schools received training on cyber-bullying and internet safety from our central safety staff.

Central training is just one example of what we do. Throughout the year our schools and their networks work with many CBO partners to provide staff training and direct services to students. For example, the Leadership Program provides violence reduction training in approximately 250 schools. PFLAG (Parents and Friends of Lesbians and Gays) led workshops for over 4,500



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students. ENACT works with approximately 10,000 students and their teachers a year, and GLSEN provided a Safe Space Kit to all our middle and high schools. Operation Respect, the Anti Defamation League, the YES Program of the NYC LGBT Center, Morningside Center for Teaching Social Responsibility, and GLSEN have been our partners since the inception of Respect For All. These partnerships have been critical to our work on bullying and biased-based harassment prevention in our schools, and we are thankful for their commitment and assistance.

As you know, our annual "Respect For All Week." is an opportunity for our schools to celebrate, highlight and build upon their efforts to promote respect for diversity and prevent bias-based harassment and bullying. Many of you have participated in Respect For All Week by visiting schools in your respective districts, and have seen firsthand the on-going work our schools are engaged in. Students across the City participated in a broad range of activities such as classroom lessons, school-wide projects, student plays, art projects, student led workshops, guest speakers, and student poster campaigns and essay contests. Examples of some schools' Respect For All efforts are posted on our website.

As a part of this year's Respect For All Week, the Department and the City Council jointly announced several new initiatives to further strengthen our RFA Program in the coming 2011-2012 school year. First, each school's Safety Committee will be expanded to include a Respect for All Liaison, which will help strengthen school-wide efforts to ensure a safe, inclusive and supportive school environment for all students. Second, we are working to develop criteria to recognize schools that have done exemplary work in promoting a supportive and inclusive school community. And finally, the Department will also expand the RFA guidelines in our annual best practices standards.

The Department is preparing to meet the remaining requirements of New York State's Dignity for All Students Act (DASA), which goes into effect on July 1, 2012. The City was proud to support this legislation and lobbied for its passage. The goal of DASA is to provide public school students with a safe and supportive environment free of discrimination, intimidation, taunting, and harassment (e.g. bullying). Indeed, we are far ahead of most school districts in the State in implementing DASA.

For example, we already have in place an age appropriate version of State DASA policy in our "code of conduct." Chancellor's Regulation A-832 requires each principal to designate at least one staff member (Respect For All Liaison) to whom reports of bias-based harassment, intimidation and/or bullying can be made. In fact, more than 80% of our schools have exceeded the DASA requirement by designating more than one staff member and all our parent coordinators are required to receive RFA training as well.

In addition, thanks to the generous support of Speaker Quinn and the City Council, this year's professional development for high school teachers included training on an anti-bias curriculum. Next year we plan to roll out a K-8 curriculum, much of which was recently purchased, to our elementary and middle schools so that all our schools are provided with this important resource.



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In conclusion, we are deeply committed to providing all of our students with a safe and supportive environment where they can learn and grow, and we are equally committed to addressing the academic and social-emotional needs of students who exhibit challenging behaviors. While we have made enormous progress, as in any large and diverse system, we recognize there is always more work to be done. Our 1,700 schools are at different stages in this work, and it is our mission to support and move all of them to be models of positive school climate and culture where all students feel included, respected and safe. To this end, we look forward to continuing to partner with the City Council to reach this goal. With that, I am happy to answer any questions you may have.



TESTIMONY  
OF THE  
UNITED FEDERATION OF TEACHERS

MICHAEL MULGREW, PRESIDENT

NEW YORK CITY COUNCIL  
HEARING OF THE  
COMMITTEE ON EDUCATION

JUNE 13, 2011

Good afternoon Chairman Jackson and distinguished members of the Education Committee. My name is Sterling Roberson and I am the UFT's Vice President for Career and Technical High Schools. Bullying is a critical topic of discussion, and I want to thank you for making it the centerpiece of today's hearing.

I also want to thank the council, and particularly Speaker Quinn and Chairman Jackson, for their work on the "Respect for All" campaign, which teaches school children about tolerance and respect of others and themselves. The UFT is working with our chapter leaders to make sure that the resources and training mandated by the "Respect for All" initiative are in place in every school.

Chances are, almost everyone in this room can remember an instance during their childhood when they were bullied by another kid, or even an adult. Being pushed around, verbally or physically, can be very traumatic to anyone, particularly a child. You never forget that feeling of helplessness. Bullying is not limited to kids in junior high or high school – It is a problem in elementary schools as well.

As you can imagine, being bullied has a profound effect on a child. Anxiety and low self esteem. Depression and suicidal thoughts. Anti-social behaviors. Risk-taking. It affects their ability to learn, their home life and their ability to make friends. The effects can last for many years, even years after the bullying has stopped. We've all seen the tragic headlines.

Students need to know bullying of any kind is not OK and will not be tolerated. Schools must be safe havens where students are comfortable to be themselves and can concentrate on learning. The UFT believes school safety is a fundamental right and providing a safe learning environment is a fundamental obligation. "Respect for All" should be part of every student's education, and the way to do that is to make it part of the mandated curriculum that all students use.

Beyond "Respect for All", there are a number of additional strategies that we should take a look at, starting with parent engagement. Parents want to get involved and make a difference, and we need to provide opportunities for them to do so.

For example, this spring, the UFT sponsored at parents' request a special anti-bullying program for the PS 6 school community on Staten Island. During the eight-week program, students met twice a week to talk candidly about bullying and learn strategies to combat bullying problems in their school. They also participated in exercises to build confidence and self-esteem. Parents also got a full day of classes on strategies such as conflict resolution, and teachers and staff received professional development after school. Just a few weeks ago at a meeting to wrap up the program, nearly two hundred parents took part in the discussion, which stretched long into the night. It was a powerful and well-received program that we believe should be replicated all across the city.

Simply instituting anti-bullying policies is not enough, and neither is concentrating on post-bullying enforcement. In fact, we all have a part to play in *preventing* bullying from happening. There are known strategies for reducing bullying, and programs in place to help educators help keep kids safe, and it is a priority for us to make sure that schools have those resources at their disposal at all times.

What's more, there are some concrete things that each and every one of us can do to help starting right now, by being visible allies for students who are being bullied or harassed. Too often, youths are isolated and think that they have nowhere to turn. Making sure they know they have someone to turn to is critical. And students must know that when they come to an adult in their school with a bullying issue, that help will be more than a pat on the head and being told it's all right. It is also important that we not let hateful remarks or bullying go without responding.

Ensuring that schools have resources at their disposal is also key. We're not talking about this issue in a vacuum. Our schools face layoffs and budget cuts, but I can tell you that previous cutbacks and the heavy attrition we have already seen has taken a toll on anti-bullying resources. Programs that focus on peer mediation, gang prevention, substance abuse, conflict resolution and esteem building have all been cut back. There are also fewer key personnel on hand to turn to, such as social workers, guidance counselors, school psychologists, clinicians and attendance teachers, who work with at-risk kids. Layoffs and more cutbacks will obviously make the situation that much worse.

Let me also say a few words about City Council Resolutions 473 and 474, which endorse the federal Safe Schools Improvement Act and the Student Nondiscrimination Act. I want to commend the Council for their support on these two measures. We endorse them on a national level, and we are working hard to help get them passed.

Combating bullying is going to take a comprehensive strategy that involves all of these efforts and more. Remember: Today's bullies have a lot more tools at their disposal than just threatening someone with their fists. The laptops and cell phones that kids carry these days give them all the tools they need to spread rumors or terrorize a classmate at lightning speed. Within seconds, an entire school population can be tuned into someone's rants and rumors, view someone's inappropriate photos or know when and where a fight will take place.

Regardless of the medium, be it the Internet or the hallway, bullying can take many shapes and forms, including teasing, rumors, intimidation and physical violence. Kids are targeted for their religion, their race or ethnicity, their sexual orientation, their weight, their disability, their clothes and even how they perform in class. Children are also being pressured to join gangs, and many times join to prevent being beaten up – It happens not just in high schools, but junior high and elementary school as well.

One child being bullied is one too many. The UFT has dedicated safety and health staff in every borough and throughout school communities citywide, and we work closely with our colleagues at the DOE, NYPD and Local 237 to provide a safe learning and working environment for all students, faculty and staff. We look forward to working with the Council and other partners to expand and enhance anti-bullying efforts in our schools.

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**Students Against Relational Aggression  
(S.A.R.A.)<sup>©</sup>  
Anti-bullying Intervention:  
Proposal for Adoption in  
SUNY / New York Public Elementary Schools**

**PROPOSAL:**

The Dignity of all Students Act, (Senate Bill SO4023), signed into law by Governor David Patterson on September 8, 2010, requires all NY State schools to introduce both programs and personnel qualified to address discrimination (and the bullying that often accompanies it) by June 1<sup>st</sup>, 2012. Such behavior is responsible for creating an unsafe environment which does not facilitate learning.

The S.A.R.A. program is a comprehensive anti-bullying initiative which has been successfully functioning in college and elementary school classrooms since 2007. It is a fully integrated curriculum which can readily be placed in every SUNY Department of Education, helping the state of NY meet the Governor's mandate. The program will provide a standard of preparedness for teachers-in-training, developing new perspectives, skill sets, and application opportunities, while simultaneously requiring students to implement the 12-week curriculum in 4<sup>th</sup> grade classrooms over the course of a semester (recipients of the intervention in turn mentor 1<sup>st</sup> grade students through art projects). The comprehensiveness of this approach facilitates a change in the very culture of a school, while arming young people with a skill set able to help them negotiate the intensification of emotional violence which often accompanies the developmental stages identified with the middle school years. By utilizing student teachers as a resource, the SARA program is a cost-effective, proven measure that positively impacts the social climate of elementary school classrooms.

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**GOALS of the SARA Program:**

- 1) To raise awareness of the varied guises of emotional violence, psychological bullying, and 'relational aggression', and to increase recognition of—and responsibility for—their psychological and emotional impact on victims.
- 2) To expand the norms governing any classroom, which foster prejudice against sexual orientation, gender identity, ethnicity, religion, race, socio-economic status, immigration status, and/or disability, and to increase capacities for tolerance.
- 3) To teach young people *how* to break down / look beyond stereotypes, and prompt them to interact with the whole person.
- 4) To involve the bystanders, whose tacit participation in the culture of aggression must be challenged.
- 5) To begin a discussion of shame, its power, and the difficulties in processing it.
- 6) To create / increase the skill set of our youth, who often do not know 'what to do' when they witness, are a victim of, or feel threatened by aggressive behavior.
- 7) To set a standard for compliance with the Governor's mandate.
- 8) To reply to public concern over, and outcry against, bullying in our schools.
- 9) To train new teachers, who will be entering classrooms in the next years.
- 10) To establish a cost-effective program which, through mentoring, implements a 'whole school approach'. Studies have shown that only a whole school approach is capable of affecting change.

**BACKGROUND:**

- Bullying has reached epidemic proportions across the nation, with some researchers claiming that upwards of 70% of young people have experienced some form of psychological, emotional, or physical aggression.
- Bullying, as a social problem, cuts across race, gender, age, ethnic and socio-economic lines.
- Non-physical violence, sometimes known as 'relational aggression' or 'alternative bullying', impedes a child's ability to learn.

Current definitions of bullying include behaviors that harm others by manipulating, damaging, or destroying an individual's relationships with peers. Those behaviors encompass, but are not limited to, gossip and rumors (including cyber-slander), humiliation (including cyber-imaging), taunting and exclusion. These behaviors—the “othering” of those whose differences may include, but are not limited to, sexual orientation, gender identity, ethnicity, religion, race, socio-economic status, immigration status, or disability—directly affect an individual's feelings of social acceptance, impact her/his self-esteem, and overshadow her/his ability to learn.<sup>1</sup> (How to focus on dividing decimals when everyone ignored you at lunch, and during class notes were passed which clearly have you as their referent? How to care about the proper use of semi-colons when an image of you has been posted on facebook walls, with the caption “slut” or “fag”?).

Numerous workshops, on-line certification programs, and workbook-style curriculums have sprung up in response to bullying, claiming to train participants to address a variety of discriminatory, emotionally violent scenarios, from SAANYS *Understanding, Addressing, and Preventing Sexual Harassment Issues* (on-line course) to school Assemblies which claim to “S.T.A.M.P.” out bullying, to NYC’s “Respect for All” program. This latter is an important initiative that publicizes and promotes NYC’s ‘zero-tolerance’ position on bullying. It does this through posters, brochures, films, assemblies, and programs brought in during a ‘theme-week’, all of which reference Chancellor’s Regulation A-443—a 75 page document (excluding appendices) in which one can find definitions, regulations, and disciplinary procedures. But mandating appropriate behaviors does not, and cannot, go far enough. (I speak here as an educator brought in to NYC schools as a part of this program). These are triage measures, a much-needed first step, a big band-aid, but band-aids do not get at, or resolve, the underlying issues. The “Respect for All” initiative does not include early, sustained, pre-emptive programming, and as such cannot foster the *transformative* change which the targeted, systematic, trust-building, personalized S.A.R.A. initiative can.

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<sup>1</sup> See selective bibliography, Appendix 4

In addition, the SARA program is able to establish a clear measure of compliance. Already, schools claim to have individuals on staff 'certified' in bullying behavior. What does this mean? Who is certifying, what standards are in place, and who is determining compliance? What I propose is that the S.A.R.A. program, which has been successfully implemented in 12 Staten Island schools over the past four years (data, attached, speak to its efficacy) be linked to Diversity Action Councils in Higher Education, and become the standard around which consistency—and compliance—is built on an elementary school level. The program is a coherent, concerted curriculum which educates our future teachers even as it *simultaneously* provides young people (4<sup>th</sup>-5<sup>th</sup> grade, and 1<sup>st</sup> grade) with enhanced social skills sets in order that they more fully understand, counter and/or alter such behaviors, and/or their impact on other children.

### **LOGISTICAL OVERVIEW:**

The SARA program's unique approach taps the ready resource of 'teachers in training' as a point of dissemination. This approach is integrally linked to the philosophies that quietly animate the initiative: John Dewey's pragmatism, which can be summed up as an experiential 'learning by doing' model, applied to a program grounded in mentoring. The SARA program is implemented through the enrollment of undergraduate and graduate students majoring in Education in a college-level course on The Social and Psychological forces underlying Bullying Behaviors.<sup>2</sup> This course, developed by Dr. Laura Martocci, can be offered, via distance-learning, in every SUNY Department of Education. The class is designed to deepen an understanding of emotional violence, simultaneously providing student-teachers with a skill set through which they may address non-physical aggression in their classrooms. During the course of the semester, students enrolled in the class are required to implement a 12-week anti-bullying curriculum in 4<sup>th</sup> (or 5<sup>th</sup>) grade classrooms. This curriculum culminates in 4<sup>th</sup> (or 5<sup>th</sup>) grade students becoming the 'experts' on bullying in their schools, and mentoring 1<sup>st</sup> grade "partners" through joint art projects. In addition to coursework and delivery of the SARA curriculum, students are required to participate in all Diversity Training Programs offered on their respective campuses.

The SARA program looks to prepare students to respond to—and take charge of—pressures which currently dominate many middle and high school classrooms. To accomplish this, the S.A.R.A. Program relies on games, analysis of vignettes (filmed for specific lesson plans), group work, meditation exercises,

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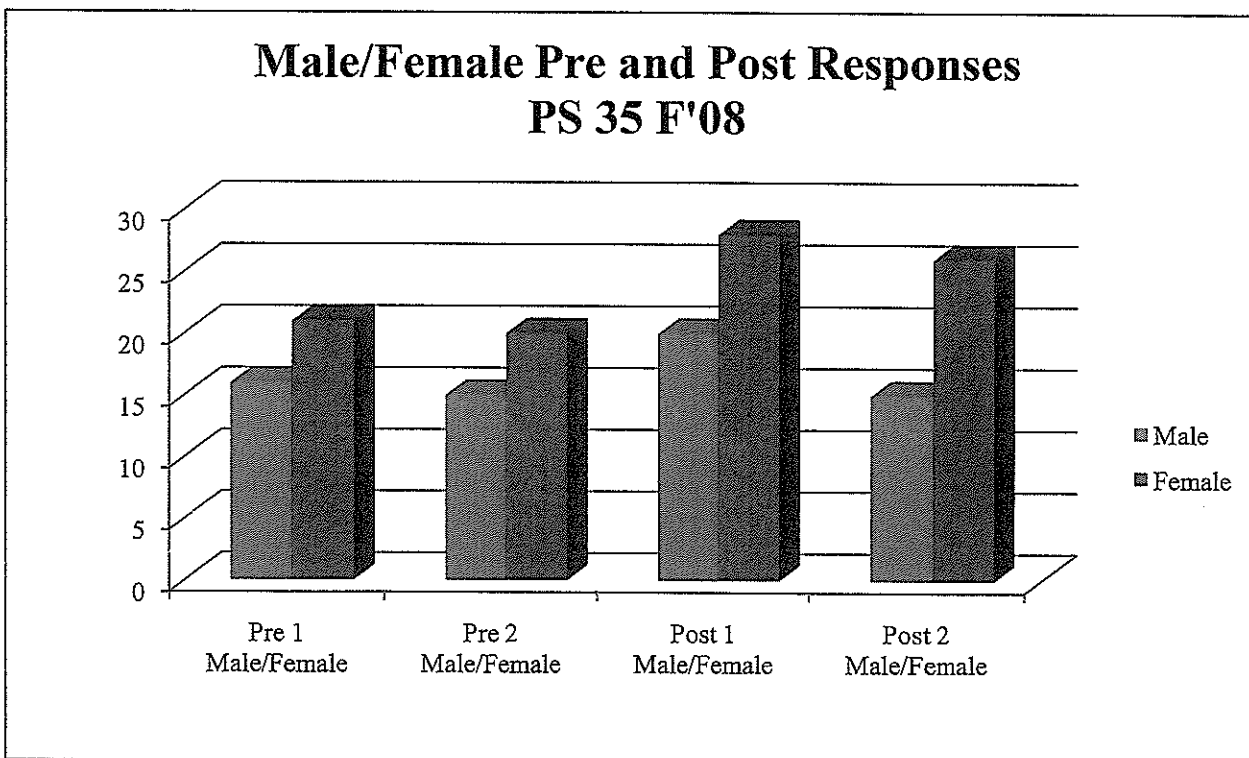
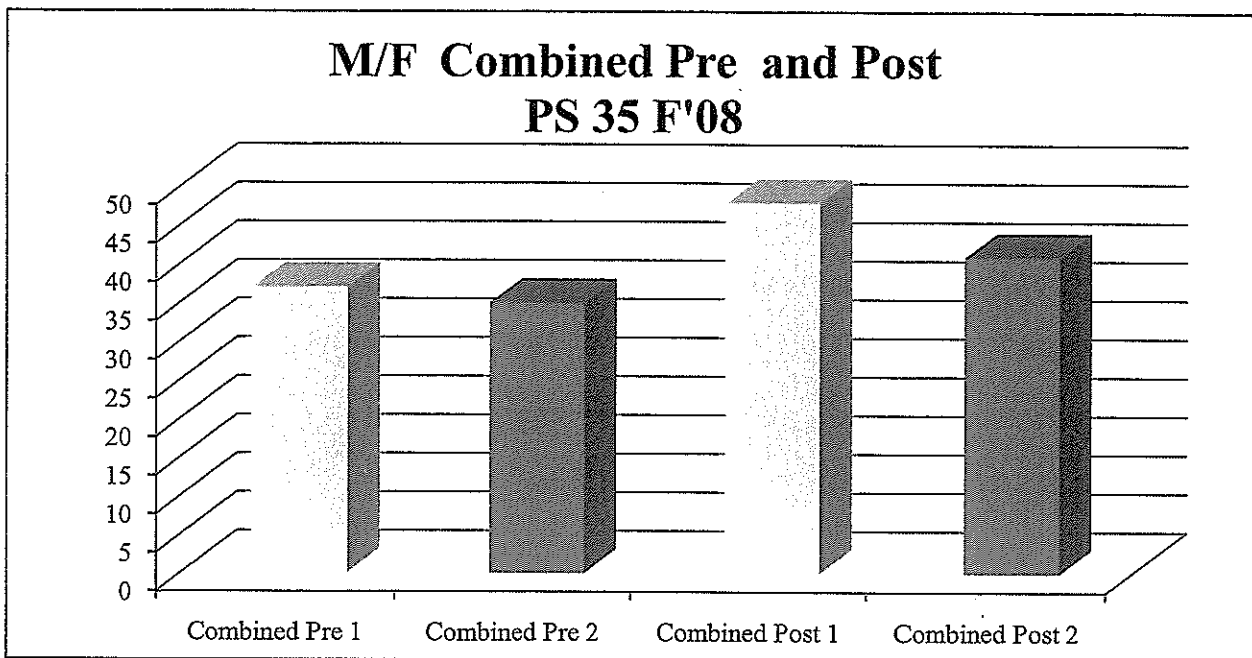
<sup>2</sup> See Appendix 5 for the syllabus of this course

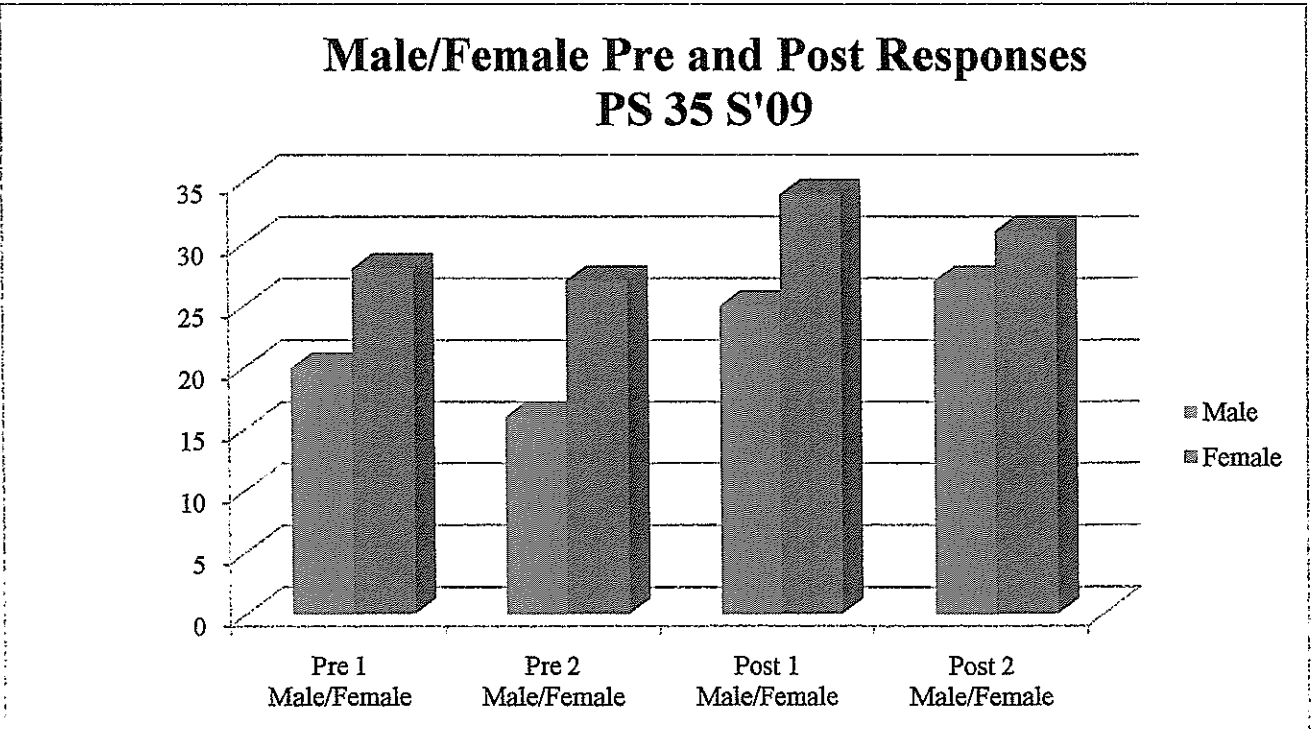
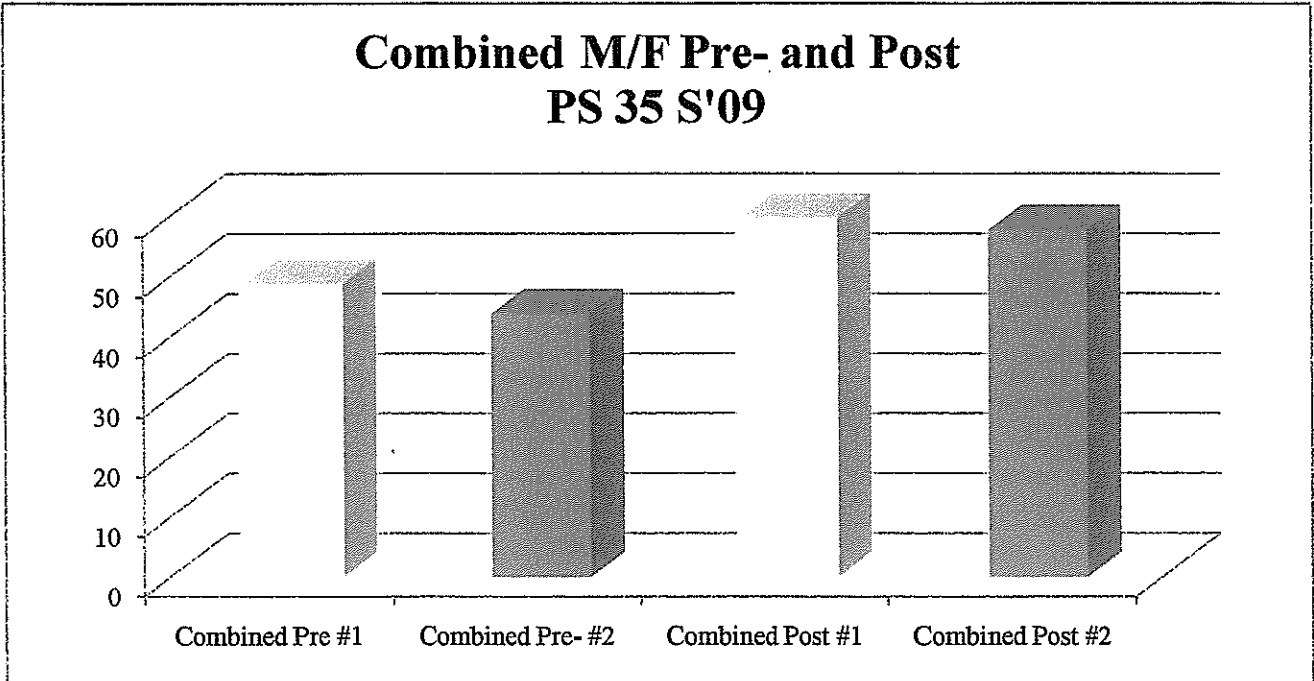
journaling, role-playing, art projects, and mentoring to break down, explore and analyze instances of bullying. Through these exercises, it becomes clear to the children that instances of bullying involve victims, bullies, and bystanders. Unpacking and identifying various roles within these exchanges will begin to open spaces in which alternative responses may be scripted. Raising awareness is the first step toward actively *investing* this group in the outcome of relationally aggressive exchanges in their classroom. The S.A.R.A. program teaches social skills, and facilitates learning by orchestrating an environment of trust, opening a space for dialogue. Dialogue is crucial, and student-teachers are required to keep responses 'realistic', rejecting namby-pamby, authority-pleasing 'solutions'. The atmosphere created by the manner in which the program is delivered actively involves *all* students in an analysis / revision of the roles they create on a weekly basis. As a result, the recipients of the intervention become the experts at their school—the cohort who helps raise awareness, and challenges the norms of bullying (preparing students to become peer mediators).<sup>3</sup> The comprehensiveness of this approach facilitates a change in the very culture and climate of a school, while arming young people with a skill set able to help them negotiate the intensification of emotional violence which often accompanies the developmental stages identified with the middle school years.

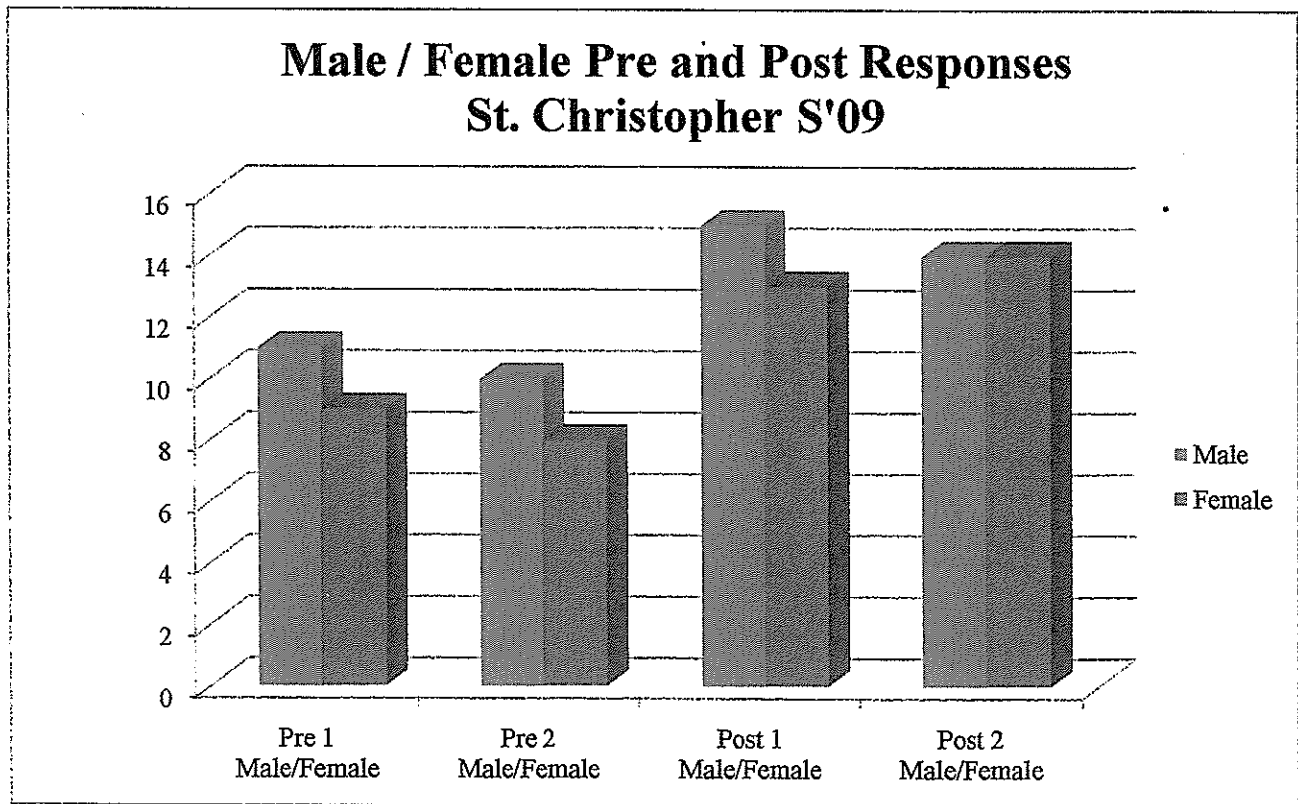
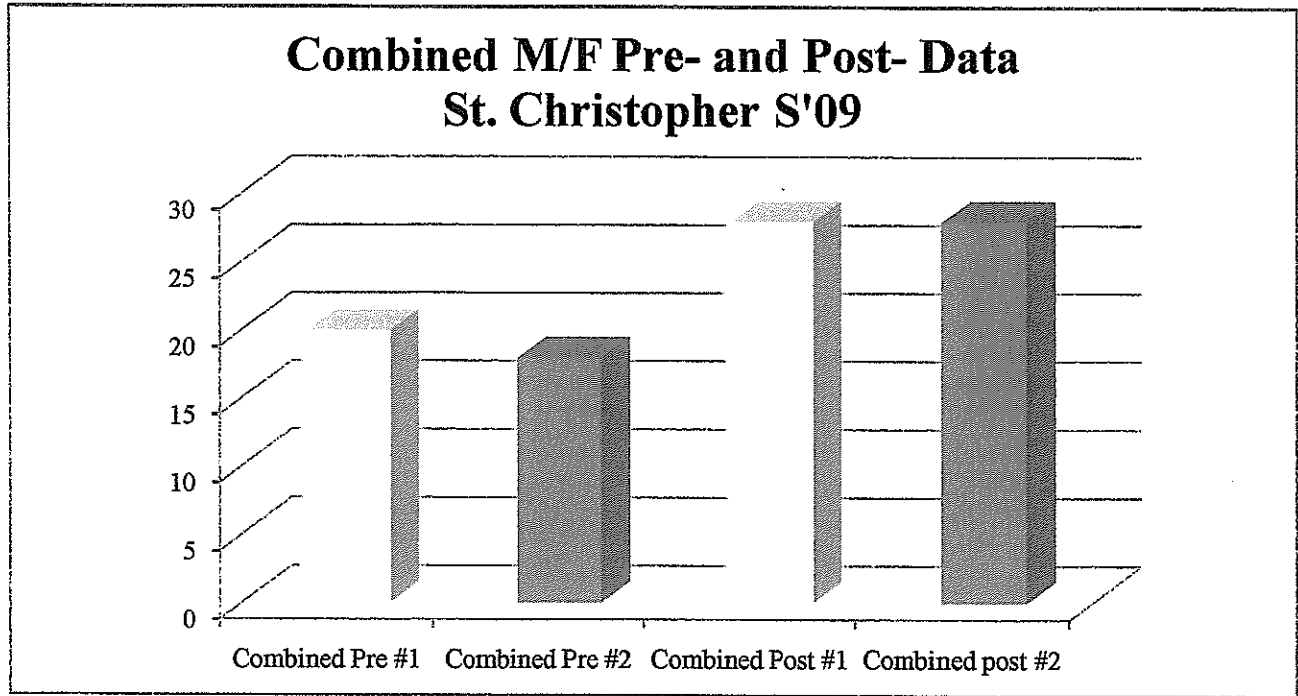
The 'hands-on' interface between college students and elementary school children will be overseen by educators with over 3 years experience in the program, who will be 'in the field', debriefing and working with SUNY students on a daily basis.' Through this interlocking network, the SARA program simultaneously infiltrates and educates three distinct student cohorts: college-level Education majors, 4<sup>th</sup>-5<sup>th</sup> grade children, and K-1<sup>st</sup> grade children.

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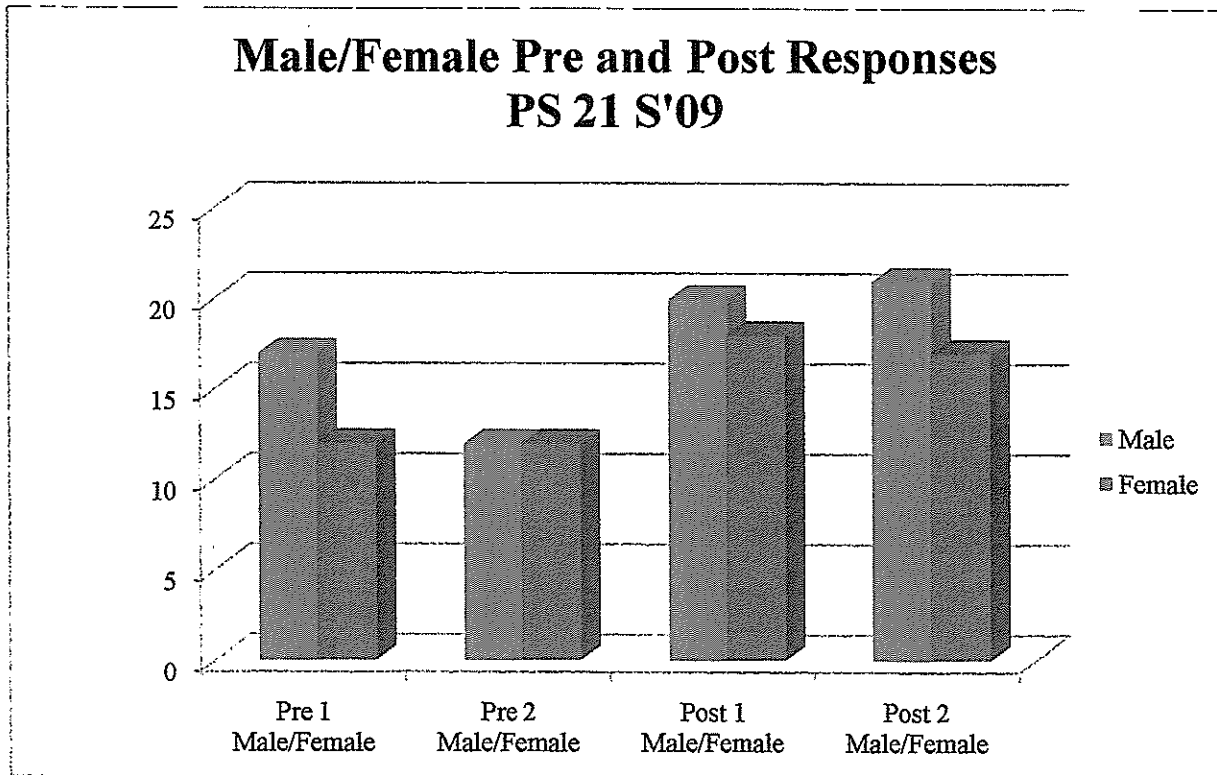
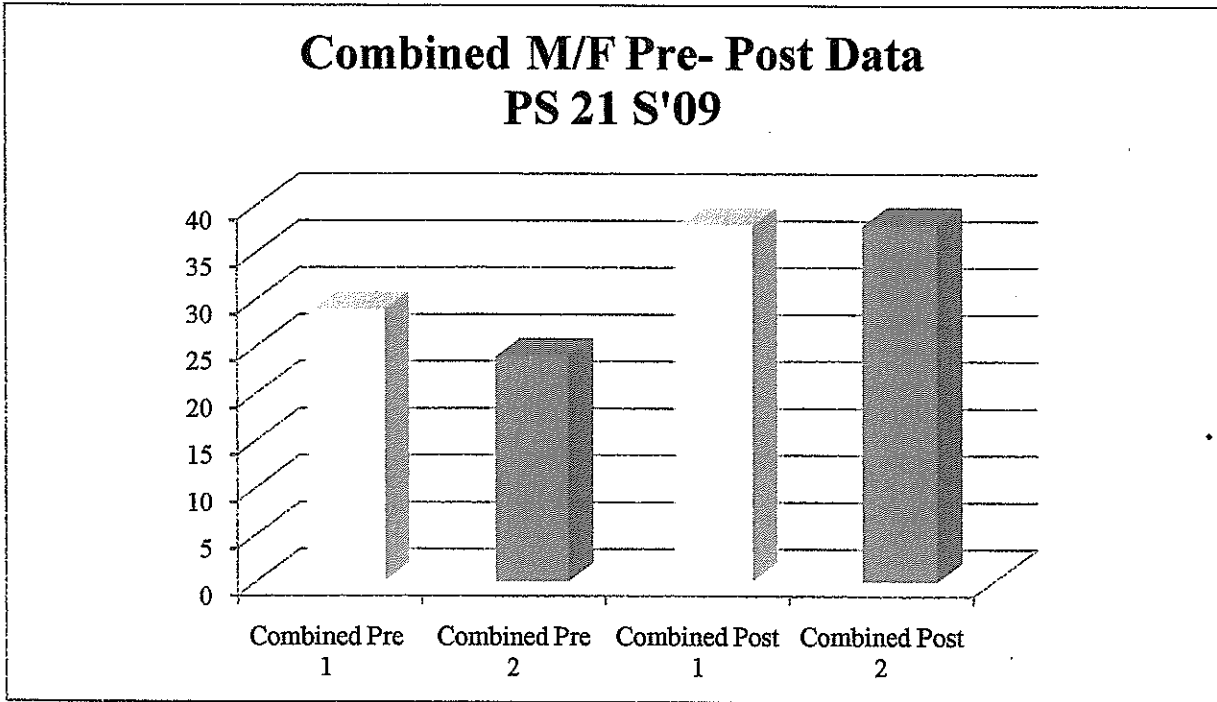
<sup>3</sup> The delivery of the SARA program is also teacher training. This is qualitatively different than purchasing one of the many curriculums available, showing films, or calling assemblies (what do you remember taking away from assemblies in your school?) or assigning an school authority figure the task of "implementing" respect (for all).











| SARA Anti-Bullying Initiative                |        |        |        |        |        |        |        |        |        |        |        |        |         |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Option 1 - Independent Company               |        |        |        |        |        |        |        |        |        |        |        |        |         |
|  | Jan    | Feb    | Mar    | Apr    | May    | Jun    | Jul    | Aug    | Sep    | Oct    | Nov    | Dec    | Total   |
| Expense Budget                               |        |        |        |        |        |        |        |        |        |        |        |        |         |
| Salaries                                     | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 250,000 |
| Related Payroll Expenses<br>(15 % of Salary) | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 37,500  |
| Health Care                                  | 7,600  | 7,600  | 7,600  | 7,600  | 7,600  | 7,600  | 7,600  | 7,600  | 7,600  | 7,600  | 7,600  | 7,600  | 91,200  |
| Total Salary & Related                       | 31,558 | 31,558 | 31,558 | 31,558 | 31,558 | 31,558 | 31,558 | 31,558 | 31,558 | 31,558 | 31,558 | 31,558 | 378,700 |
| Product Cost:                                |        |        |        |        |        |        |        |        |        |        |        |        |         |
| Initial Video Outlay                         | 10,000 |        |        |        |        |        |        |        |        |        |        |        | 10,000  |
| Program Incidentals                          | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 900     |
| Research/Assessment                          | 8,000  |        |        |        | 8,000  |        |        |        | 8,000  |        |        |        | 32,000  |
| Total Product Cost                           | 18,075 | 75     | 75     | 75     | 8,075  | 75     | 75     | 75     | 8,075  | 75     | 75     | 8,075  | 42,900  |
| Administrative Costs:                        |        |        |        |        |        |        |        |        |        |        |        |        |         |
| Rent/Space                                   | 4,000  | 4,000  | 4,000  | 4,000  | 4,000  | 4,000  | 4,000  | 4,000  | 4,000  | 4,000  | 4,000  | 4,000  | 48,000  |
| Travel                                       | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 60,000  |
| Office supplies                              | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 24,000  |
| Copy/Fax/FEDX/Skype                          | 1,000  | 1,000  | 1,000  | 1,000  | 1,000  | 1,000  | 1,000  | 1,000  | 1,000  | 1,000  | 1,000  | 1,000  | 12,000  |
| Computer/Equipment                           | 10,250 | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 13,000  |
| Applications                                 |        |        |        |        |        |        |        |        |        |        |        |        |         |
| Total Admin Cost                             | 22,250 | 12,250 | 12,250 | 12,250 | 12,250 | 12,250 | 12,250 | 12,250 | 12,250 | 12,250 | 12,250 | 12,250 | 157,000 |
| Total Direct Program Cost                    | 71,883 | 43,883 | 43,883 | 43,883 | 51,883 | 43,883 | 43,883 | 43,883 | 51,883 | 43,883 | 43,883 | 51,883 | 578,600 |
| Profit Margin<br>(15% to cover costs)        | 10,783 | 6,583  | 6,583  | 6,583  | 7,783  | 6,583  | 6,583  | 6,583  | 7,783  | 6,583  | 6,583  | 7,783  | 86,790  |
| Total Program Costs                          | 82,666 | 50,466 | 50,466 | 50,466 | 59,666 | 50,466 | 50,466 | 50,466 | 59,666 | 50,466 | 50,466 | 59,666 | 665,390 |

| SARA Anti-Bullying Initiative                |        |        |        |        |        |        |        |        |        |        |        |        |         |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Option 2 - Employment Option                 |        |        |        |        |        |        |        |        |        |        |        |        |         |
| Expense Budget                               | Jan    | Feb    | Mar    | Apr    | May    | Jun    | Jul    | Aug    | Sep    | Oct    | Nov    | Dec    | Total   |
| Salaries                                     | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 20,833 | 250,000 |
| Related Payroll Expenses<br>(15 % of Salary) | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 3,125  | 37,500  |
| Health Care                                  | 1,768  | 1,768  | 1,768  | 1,768  | 1,768  | 1,768  | 1,768  | 1,768  | 1,768  | 1,768  | 1,768  | 1,768  | 21,216  |
| Total Salary & Related                       | 25,726 | 25,726 | 25,726 | 25,726 | 25,726 | 25,726 | 25,726 | 25,726 | 25,726 | 25,726 | 25,726 | 25,726 | 308,716 |
| Product Cost:                                |        |        |        |        |        |        |        |        |        |        |        |        |         |
| Initial Video Outlay                         | 10,000 |        |        |        |        |        |        |        |        |        |        |        | 10,000  |
| Program Incidentals                          | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 75     | 900     |
| Research/Assessment                          | 8,000  | -      | -      | -      | 8,000  | -      | -      | -      | 8,000  | -      | -      | -      | 32,000  |
| Total Product Cost                           | 18,075 | 75     | 75     | 75     | 8,075  | 75     | 75     | 75     | 8,075  | 75     | 75     | 75     | 42,900  |
| Administrative Costs:                        |        |        |        |        |        |        |        |        |        |        |        |        |         |
| Rent/Space                                   |        |        |        |        |        |        |        |        |        |        |        |        |         |
| Travel                                       | 2,500  | 2,500  | 2,500  | 2,500  | 2,500  | 2,500  | 2,500  | 2,500  | 2,500  | 2,500  | 2,500  | 2,500  | 30,000  |
| Office supplies                              | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 2,000  | 24,000  |
| Copy/Fax/FedX/Skype                          | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 3,000   |
| Computer/Equipment                           | 1,250  | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 250    | 4,000   |
| Applications                                 |        |        |        |        |        |        |        |        |        |        |        |        |         |
| Total Admin Cost                             | 6,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 5,000  | 61,000  |
| Total Direct Program Cost                    | 49,801 | 30,801 | 30,801 | 30,801 | 38,801 | 30,801 | 30,801 | 30,801 | 38,801 | 30,801 | 30,801 | 38,801 | 412,616 |
| Licensing Fees<br>(\$500/school/month)       | 3,000  | 3,000  | 3,000  | 3,000  | 3,000  | 3,000  | 3,000  | 3,000  | 3,000  | 3,000  | 3,000  | 3,000  | 36,000  |
| Total Program Costs                          | 52,801 | 33,801 | 33,801 | 33,801 | 41,801 | 33,801 | 33,801 | 33,801 | 41,801 | 33,801 | 33,801 | 41,801 | 448,616 |

**CHALLENGES:**

The central challenge of this program is the creation of liaisons between colleges and local elementary schools. Clear communication, buy-in, compliance, and logistical details have all, in the past, interfered with the full implementation of the program. Establishing these connections, troubleshooting, and ongoing oversight is critical to the success of the SARA program. The college-course can be offered, via distance-learning / skype, in each SUNY school. However, curricular implementation 'talk-back', crucial to the learning process, as well as logistical supervision, will require trained personnel who are able to be 'on-site' with each campus at least once a week.

**Dr. Laura Martocci** received her Doctorate in Sociology from The New School for Social Research in 1997. She subsequently taught at Rutgers University, St. Joseph's College, C.U.N.Y. Staten Island and Wagner College. In 2003 she received a dual faculty-administrative appointment at Wagner College. Since that time, she has been a member of the Department of Sociology, and has been increasingly responsible for oversight of *The Wagner Plan*, a comprehensive Experiential Learning Program in New York City. Integrating her position as Associate Dean of Experiential Learning with her appointment as Associated Faculty in the Department of Sociology, she developed the S.A.R.A. Program (Students Against Relational Aggression). The program, which sends college students enrolled in a Sociology course into elementary school classrooms armed with anti-bullying lesson plans, was piloted in 2007. It has been a staple in the curriculum since that time.

## APPENDIX 1: Table of Contents, SARA Intervention

## S.A.R.A. Intervention© (Students Against Relational Aggression)

**Introduction:** Pre-test stories (given by teacher during week prior to Intervention start date).

|                         |   |
|-------------------------|---|
| <b>Session One</b>      | <b>Ice-breakers: games with themes (DOUBLE CLASS)</b>                                   |
| <b>Session Two:</b>     | <b>Body Language</b>  |
| <b>Session Three:</b>   | <b>Reputations &amp; Stereotypes</b><br><i>(Table of Stereotypes video)</i>             |
| <b>*Session Four:</b>   | <b>Perception: The Multiplicity of Perspectives</b><br><i>(Ball Hogs video)</i>         |
| <b>*Session Five:</b>   | <b>Gossip and Assumptions</b><br><i>(potentially: Courtney's Reputation video)</i>      |
| <b>*Session Six:</b>    | <b>Instigators, Snitches &amp; Tattle-tales v. Bystanders</b><br><i>(Sweater video)</i> |
| <b>*Session Seven</b>   | <b>Shame</b><br><i>(Relay Race Video)</i>   |
| <b>*Session Eight:</b>  | <b>Sincerity and The Power of Apologies</b>   |
| <b>Session Nine:</b>    | <b>Respect, Support and Trust</b>   |
| <b>Session Ten:</b>     | <b>Role-plays: what change can look like (DOUBLE CLASS)</b>                             |
| <b>Session Ten (a):</b> | <b>Enacting vignettes from previous class</b>   |
| <b>Session Eleven:</b>  | <b>Creating consequences</b>  |
| <b>Session Twelve:</b>  | <b>Preparing to mentor</b>  |

**Mentoring:** 4<sup>th</sup> grade begins 1-on-1 art projects with 1<sup>st</sup> grade

Students will need a copybook for this program, in which they will journal & complete worksheets. They are invited to decorate the cover as they choose, but will not put their name on or in the book. Instead, they will identify the journal by a randomly generated number they will be assigned.

The list of coded emotion-words will be affixed to the inside of the front cover, and homework worksheets will be attached to pages during the semester.

**APPENDIX 2: Sample Lesson Plans©***(unauthorized use prohibited)***SESSION FOUR: Perception©**

**AIM:** To raise awareness of how behavior may be interpreted in more than one way, AND to come to understand that all the interpretations may be legitimate. An inability to understand that a peer may *perceive* the *entire situation* differently than you leads to misunderstandings, and an inability to grasp the basis of respect.

**MATERIALS NEEDED:**

optical illusions to pass out to class—hard copies, transparencies,  
or access to the website “Optical Illusions for Kids”  
*Ball Hogs* Video

**EXERCISE #1:**

Have students identify images in optical illusions.

This can be done by pairing them off, or as a class.

Use several examples, until they become familiar with how to look for more than one image.

**FOR DISCUSSION and REFLECTION:**

- 1) Why do you think it looks more like one than the other?
- 2) How hard was it to see the image from a different perspective?
- 3) Is the second image just as “right” as the one seen first?
- 4) Would it be difficult to look at disagreements between classmates with the idea that there are two different points of view from which the situation can be *perceived*?

**REFLECTION:**

- Sometimes there is no ‘right’ or ‘wrong’, there are just different points of view. How can we learn to look at situations differently?
- Is it possible to respect that point of view, even if you don’t agree with it? (Civility vs. Respect).

Perception is the 'vocabulary word' for this class.

Be aware that it is a difficult concept for some students and classes.

If the class struggles with this concept, resort to either / or exercises. Reflect back to Lesson #1 and "would you Rather..." Bring 'perception' into their choices.

Have students discuss how each is valid. Discuss Civility towards those with different opinions

**EXERCISE #2:**

**Show "Ball Hogs" video;**

Discuss in terms of different perspectives / opinions, and FEELINGS about the situation

**EXERCISE #3:**

Think of something that happened recently. An argument you heard / saw. Write about it from the perspective of first one, then the other participant.

How might 'what happened' be looked at differently by either person involved?

Ask students to write about this in their journals in the upcoming week if you do not get time to complete it in class.



**SESSION SEVEN: Shame©**

**AIM:** To raise awareness of the deeply wounding power of shame, and the secondary roles which feed it—in particular, the active role the bystander has in public incidents

**MATERIALS NEEDED:**

Stuffed Animal (with a small, pre-poked hole)  
Relay Race Video

**EXERCISE 1:**

Watch the Relay Race video. Embarrassment & Shame for being different  
Direct focus to the secondary characters – the **silent bystanders** as well as the **instigators**—what could they do differently?

**EXERCISE 2**

Pair students—have them sit next to their partner.

Facilitators place the stuffed animal on a chair at the front of the room (facing students) then ‘gang up’ on it. They start off sugary sweet, complimenting the animal, then turn their compliments into sarcastic teasing and abuse. For example, “Hey Care Bear, your hair looks really great today.” (other facilitator: “yeah, it looks nice—for the 1990’s”) “What did you do get your mother to brush it for you?”

This is very short. You can script something a bit more elaborate—and practice delivery. Be convincing.

When you are done, pull a small bit of stuffing out of the hole.

Next: Invite each pair, one at a time, to come to the front of the room and be mean to the stuffed animal by pretending it is someone they don’t like. They cannot do something already done unless they alter it. Make it a contest to see who is most realistic (‘audience’ votes—keep track anonymously, on paper. Collect at end and read the results)

Each takes a piece of stuffing out of the animal.

At the end, discuss what happened.

Was the abuse violence? What harm did it cause?

How might the violence be undone—e.g., how might the stuffing be put back in? (e.g. what action could be taken to ‘make it right’?) If they cannot think of anything, discuss the significance of not being able to undo the damage.

Explain what CIVILITY means. It is different than RESPECT or even AGREEMENT.  
Respect must be earned, but civility can be required.

Vignettes to practice civility:

**You notice that one of your classmates has his pants unzipped.**

You could:

- 1) tell everyone quietly, so that everyone begins laughing behind his back
- 2) Loudly announce it to the whole class, and embarrass him
- 3) Quietly pull him aside and tell him
- 4) Anything else?????

If someone else points it out and others begin laughing, You could:

- 1) Not Laugh and walk away
- 2) Divert the attention of the bully and the others laughing, by doing something silly
- 3) Move into the physical space that opens up between the victim and everyone else, shielding the target from further direct contact with everyone who is laughing
- 4) Address the bystanders—"hey, let's do....."
- 5) Anything else?

Even if we don't want to admit it, we are all tempted to do either one of the first options. It makes us powerful (knowledge is power).

Discuss why this is (see "Reflection", below, for prompts and suggestions)

**Students create a situation and script options**

**REFLECTION for SO242 Students:**

Bullies need audiences. Passive silence = action.

Enjoying "feeling included" —or "important" can lead one to 'go along with the crowd' or even 'instigate'

AND, everyone knows that no-body likes a tattletale

### APPENDIX 3 : IN BRIEF: THEORY and RESEARCH

Support for our approach is embedded in the research of key figures in Sociology, Psychology, and Education. In grounding the SARA program in their work, we hope to simultaneously begin addressing the underlying social and psychological dynamics which are involved in bullying behavior. Sociologists (beginning with Emile Durkheim) and psychologists (including Helen Lynd and Roy Baumeister) have pointed to the *need* to belong. Both sociologists and psychologists have also pointed to the importance of 'saving face' in our daily interactions (Erving Goffman, Thomas Scheff). In fact, several of these scholars have gone so far as to argue that most social life is oriented around this motive. Shame interferes with this objective. However, we cannot simply target 'shaming behavior', because the social force of embarrassment / shame—e.g. the threat of rejection—is the social 'weapon' used by ALL cultures and communities to pull errant individuals 'back in line'. This overwhelming power-potential is employed to effectively police the peer-group. Because of this, it is the weapon of choice in the struggle for popularity. *Unwarranted* shame (grounded in race, ethnicity, religion, gender, income, or physical ability) alienates our children from themselves, destroying trust in their own perceptions, tastes, and beliefs. It also hinders their ability to trust others. Finally, it threatens, if not destroys social bonds, actively working against any 'tolerance of difference'. And social bonds—"belongingness"—are basic social *needs* that, if unmet, result in deviance and pathology (Baumeister & Leary 1995; Baumeister, Stillwell, et al, 1995).

Additionally, shaming has the potential to create what Helen Lewis (1971) has called a 'feeling trap'. In this dynamic, instances of shame (often unacknowledged, and with no strategies available for their processing) are frequently covered by (an almost immediate) anger (Jack Katz, James Gilligan). Given the destructive potential of shame, we need to continue to work at creating the grounds for connection. We also need to look to bystanders. They are aware of the power of shaming because it is precisely what they seek to avoid in 'not sticking their neck out'. But they are the group who has the latent power. By gently exploring this common-ground of fear, we hope to bond and empower this group, and to encourage them to feel invested in inappropriate social exchanges they witness. Only then will they use their own power, as a group, to set limits on behavior which cruelly targets their peers.

The SARA Program assists in this by helping educators create a classroom environment which actively defines acceptable behavior *within* the context of competition (gossip) social mirroring (laughter, exclusion, shame), and stereotyping (judging). Humiliation is central to most forms of emotional violence. This awareness underlies the construction of skill sets integral to each lesson plan. Children judge, label, and 'other' those who are different from them, and their victims' subsequent shame and emotional consternation clouds any ability to focus and learn. What they all end up grasping is that bullying, in its

many guises, is not only OK, but a legitimate means to social power. They come to understand that those with different racial, ethnic or religious backgrounds, immigration and/or socio-economic status, gender orientation, or physical abilities, *deserve* to be treated differently. The behavior that follows from such beliefs must not only be sanctioned, but the values underlying it must be challenged, and *realistic* alternative behaviors modeled. Otherwise, discriminatory behavior becomes an acceptable form of social interaction. AND, when humiliation is not addressed, it (may) come to be managed by anger, rage, and an escalation of violence.

## APPENDIX 4: The Social and Psychological Forces Underlying Bullying (College course syllabus)

### Sociology 242

Dr. Laura Martocci

Spring, 2011

Relational Aggression is emotional and psychological violence. It seeks to injure its victim by damaging other's opinions of, and *relationship* to, her or him. This form of bullying relies on social networking to (covertly) spread rumors and lies; to humiliate and exclude. It functions by harnessing normative social forces integral to the fabric of social interaction (gossip, laughter, stereotyping, competition and shame) and employing them for its own end. This course will examine these and other social forces (which take on new dimensions in cyberspace) in an attempt to more fully grasp the underpinnings of relationally aggressive behavior. It will also explore the roles of bullies, victims, and bystanders through an examination of past and present cultural responses to this phenomenon. All course content will be filtered through, and enhanced by, the deliverance of a 12 week anti-bullying intervention to a local elementary school. Experience delivering this intervention will allow students to reflect on emotional violence in our society, and address its development in an elementary school setting. The 4<sup>th</sup> grade curriculum developed for this class will allow students to apply aspects of the theories they will be discussing in SO242.

Course Requirements: Students, in pairs, will deliver lessons from the SARA Intervention to their assigned classrooms at least once each week. In addition, they will journal about their experiences, in detail, highlighting problems and making recommendations for alterations or additions to the curriculum. This writing (the course journal) will be due *no later than* the day after the intervention is delivered.

### GRADING

### % of final grade

|  |                          |
|--|--------------------------|
| Attendance & quality of contributions to discussion at weekly meetings<br>(evaluation throughout semester, evidence of careful reading of assignments, contributions to discussions)   | DISCRETION OF INSTRUCTOR |
| Deliverance of the SARA intervention to local school<br>Attendance & effort during school visits   | 25 %                     |
| Journal entries documenting experiences in the classroom<br>(journal entries include observations, evaluations, and recommendations surrounding weekly lesson plans.<br>They are due no later than the day after the classroom experience) | 25 %                     |
| Annotated bibliography for research paper<br>(must include 5 sources; due March 15 <sup>th</sup> )   | 10 %                     |
| Cyberbullying Presentation   | 15%                      |
| Research paper<br>(due May 5th)  | 25 %                     |

## Required Reading

### **BOOKS:**

*Odd Girl Out.* Rachel Simmons

*The Wounded Storyteller: Body, Illness and Ethics.*  
Arthur W Frank. 1995. University of Chicago Press

*SHAME: The Exposed Self.* Michael Lewis

*Cat's Eye.* Margaret Atwood

*The Unresponsive Bystander:* Bibb & Latan-E, Out of Print—LIBRARY Reserve

*RAMPAGE: The Social Roots of School Shootings.* Katherine Newman

### **ARTICLES:**

Hadley, M. (2003). Relational, indirect, adaptive, or just mean: Recent work on aggression in adolescent girls—Part I. *Studies in Gender and Sexuality, 4*, 367-394.

Hadley, M. (2004). Relational, indirect, adaptive, or just mean: Recent work on aggression in adolescent girls—Part II. *Studies in Gender and Sexuality, 5*, 331-350.

"The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation"

Roy Baumeister and Mark Leary  
*Psychological Bulletin* 1995, Vol. 117, No. 3 pp 497-529

"Shame and Self in Society"

Thomas Scheff. In *Symbolic Interaction* 26:2 May 2003

"Journaling about Stressful Events: Effects of Cognitive Processing and Emotional Expression"

Philip M. Ullrich  
Susan K. Lutgendorf

SYLLABUS

**Please begin—and complete—reading *Odd Girl Out* as soon as possible. The beginning of each class will be devoted to reports on the delivery of the curriculum the previous week (your journal) and a discussion of the upcoming chapter to be delivered.**

- Jan. 24<sup>th</sup>:** Introduction; working out of times available for intervention  
The Curriculum, The Research, & Reflective Journaling  
Workshop key words: bullying, violence, bystander  
HOMEWORK: Hadley articles, pt. 1 & pt. 2  
("Relational, indirect, adaptive...")
- Jan 31<sup>st</sup>:** Leadership: What are the elements of Leadership & how does it emerge in peer groups?  
HOMEWORK: Handout from Goffman TBA
- Feb. 7<sup>th</sup>:** The presentation of Self: The process of socialization & the gaze of the Other  
HOMEWORK: Baumeister & Leary article  
"The Need to Belong..."
- Feb 14<sup>th</sup>:** **NO CLASS**
- Feb. 21<sup>nd</sup>:** The need to Belong: Sociological theories of Deviance, Stigma, & Labeling theory in relation to peer culture  
HOMEWORK: Scheff article: "Shame in Self and Society"
- Feb 28<sup>th</sup>:** Screen Bang Bang You're Dead; Discussion  
HOMEWORK: Read *Cat's Eye* over break.  
MARK UP your text with significant passages—we will deconstruct at length in class
- MARCH 7<sup>th</sup> SPRING BREAK**
- Mar 14<sup>th</sup>:** *Cat's Eye*; Paper synopsis / annotated bibliography due  
HOMEWORK: "Rampage:..." Pt. 1, Chap 1-3;  
Pt 2, Chap 4-7  
Lewis, Chap 8

- Mar 21<sup>st</sup>:** Shame and Rage: Feeling Traps. 'Doing' Gender  
Ontological security (ontologization of gender) and adolescence  
HOMEWORK: Find an article that is of interest to you.  
Get me the cite and I will make copies for  
the class. You will present / dissect the  
article in terms of what we have discussed  
thus far this semester
- Mar 28<sup>th</sup>:** Presentation of Articles  
HOMEWORK: Ulrich, et al: "Journaling about Stressful..."  
Clive Seale *Constructing Death*, Conclusion  
Report on phenomenon of cyberbullying due Ap. 12
- April 4<sup>th</sup>:** Grieving, Rumination and Memory  
HOMEWORK: *The Unresponsive Bystander*  
NY Times article on Kitty Genovese
- Apr. 11<sup>th</sup>:** Bystanders & Diffusion of Responsibility  
HOMEWORK: Work on Presentations
- Apr. 18<sup>th</sup>:** In-class presentations on Cyberbullying  
HOMEWORK: *The Wounded Storyteller*, Chap 4-6
- Apr. 25<sup>th</sup>:** EASTER BREAK
- May 2<sup>nd</sup>:** - Chaos, the Broken Self, and Storytelling. The significance of the  
narrative self and the social (de)construction of identity
- FINAL EXAM:** Reports on Class Interventions & analysis;  
Final Papers / Data analysis due May 5th



# BULLYING in New York City Schools

Educators Speak Out

2009-2010



This report was authored by the Sikh Coalition, the Asian American Legal Defense and Education Fund (AALDEF), and the New York Civil Liberties Union (NYCLU).



The Sikh Coalition is a community-based organization that works toward the realization of civil and human rights for all people. In particular, we work towards a world where Sikhs may freely practice and enjoy their faith while fostering strong relations with their local community wherever they may be.



Founded in 1974, the Asian American Legal Defense and Education Fund (AALDEF) is a national organization that protects and promotes the civil rights of Asian Americans. By combining litigation, advocacy, education and organizing, AALDEF works with Asian American communities across the country to secure human rights for all.



Founded in 1951 as the New York State affiliate of the American Civil Liberties Union, the NYCLU is a not-for-profit, nonpartisan organization with a mission to defend and promote the fundamental principles and values embodied in the Bill of Rights, the U.S. Constitution, and the New York Constitution, including freedom of speech and religion, the right to privacy, equality and due process of law, and the right to an education for young people in New York.

## This report is endorsed by the following organizations:

Asian American for Equality

Chinese Progressive Association

Coalition for Asian American Children and Families

Coalition for Gender Equity in Schools

Council on American Islamic Relations, New York (CAIR-NY)

FIERCE

Girls for Gender Equity

HEART: Promoting Humane Education

Jews for Racial and Economic Justice

La Union de la Comunidad Latina

Make the Road NY

New York Association for Gender Rights Advocacy (NYAGRA)

Parents, Families and Friends of Lesbians and Gays of New York City (PFLAG NYC)

PFLAG for Families of Color and Allies in NYC

Sadie Nash Leadership Project

# What You Will Find in This Report

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## Prologue

We are deeply disturbed about the horrific increase in violent bigotry in our city, including in our schools. In October 2010 alone, two Bronx teens and one adult were beaten and tortured by a group of attackers because they were gay,<sup>1</sup> and a Staten Island freshman stopped going to school because of the consistent abuse and bullying he faced by a group of classmates because he was Muslim.<sup>2</sup>

According to a Daily News article about the Staten Island case, "the bullying began when the thugs first called him gay and quickly escalated to him being battered for his Muslim heritage and blamed for terrorist bombings." The article continues, "Once he was kicked so hard he had blood in his urine and had to go and see his doctor. His father ... said Kristian, a once-promising student and gifted piano player, has given up music and his grades have suffered."

This, all only days after a Rutgers University freshman committed suicide after classmates secretly posted video on the internet of his sexual encounter with another male student in his dorm room.<sup>3</sup>

These recent events underscore the serious and dangerous implications of bullying and make the work to effectively address and prevent bullying in New York City public schools even more urgent. Biased-based bullying is harassment based on actual or perceived race, color, national origin, ethnicity, religion, religious practice, disability, sexual orientation, accent, physical appearance, gender, sex, sexual orientation, or other immutable traits, often characterized by an imbalance of power between the bully and the target. We dedicate this report to those who have endured the painful suffering of bias-based bullying and violence, and hope this report is a valuable contribution to all our collective work to end bigotry and promote social justice.

# Background

On September 3, 2008, Mayor Michael Bloomberg and Schools Chancellor Joel Klein announced Chancellor's Regulation A-832, which established a procedure for preventing and addressing student-to-student bias-based harassment in New York City public schools.<sup>4</sup> Community members and advocates stood with the mayor and chancellor as they announced this important step to improve school climate for all students.

Throughout the 2008-09 academic year, community groups, led by the Sikh Coalition, Asian American Legal Defense and Education Fund (AALDEF), New York Civil Liberties Union (NYCLU), Coalition for Asian American Children and Families (CACF), Parents, Families and Friends of Lesbians and Gays (PFLAG), New York Association for Gender Rights Advocacy (NYAGRA) and New York City Bar Association monitored and assessed the new regulation's enforcement. That year, we surveyed more than 1,000 students and educators in New York City public schools, and discovered a wide gap between the regulation's promise and the reality of student experiences. A report summarizing our findings, entitled *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*, was released on June 30, 2009 at a press conference in front of DOE headquarters.

Our Report Card revealed that while the new regulation was strong on paper, it was by and large not being implemented in many city schools. The key findings of the Report Card included:

- **Many students still didn't know how to report bias-based harassment.**
- **Schools were doing poorly at implementing harassment prevention measures.**
- **Schools often failed to properly follow up and investigate reports of bias-based harassment.**

To their credit, in October 2009, the DOE and City Council Speaker Christine Quinn announced several important expansions to anti-bullying measures in the city's public schools, based on the recommendations in our Report Card.<sup>6</sup> While these improvements did not change Chancellor's Regulation A-832, they expanded the DOE's "Respect for All" program, a diversity training initiative that was launched in 2007 primarily to combat homophobia in city schools. One of the most significant improvements was making the DOE's optional two-day Respect for All training for teachers mandatory for two staff members in every public school.

During the 2009-2010 school year, our organizations continued to monitor the implementation of Regulation A-832 as well as the Respect for All program. Rather than survey students again about the regulation's implementation, we chose to survey teachers, who are at the frontlines of ensuring that city schools have safe, respectful climates. In all, we surveyed about 200 teachers and other school staff members from 117 schools to gather valuable anecdotal input on the DOE's progress employing its anti-bullying measures.

This report summarizes the findings from our 2009-2010 survey and provides an assessment of Chancellor's Regulation A-832 in its second year. We hope it will provide a road map for improving compliance with Regulation A-832 and expanding Respect for All programming, as well as encourage the DOE to quickly come into compliance with the Dignity for All Students Act, a new state law that requires schools to take affirmative measures (training, counseling, education) to prevent and respond to incidents of bullying and harassment.<sup>7</sup>

# Executive Summary

The results of our 2009-2010 survey of teachers and school staff about bias-based harassment reveal that, despite some progress, the New York City Department of Education (DOE) still has not dedicated adequate resources to fully employ its primary anti-bullying tool, Chancellor's Regulation A-832. With media outlets reporting more and more horrific bias-based attacks in New York City schools and schools around the country, full implementation of the regulation is more urgent than ever.

The DOE has, however, taken many important steps in the right direction. Spring 2010 brought the first ever Respect for All Week, which carried with it a promise to deliver more trainings for students on diversity issues. We applaud the DOE and City Council Speaker Quinn's office for initiating this program, and are eager to work together in making it even more successful in the future.

As our findings demonstrate, though, much more work is needed to provide all city students an educational environment free from discrimination and harassment.

## Perception that DOE anti-bullying policies are not effective

Only 28 of the 198 teachers and staff surveyed (14 percent of teachers from our sample, which represented 117 separate New York City public schools) believe that the Chancellor's Regulation A-832 and the DOE's Respect for All program are "effective" or "very effective" in addressing bullying and bigotry in their schools.

## Survey respondents report:

- a lack of adequate resources, particularly staff, for schools to respond adequately to bias-based harassment.
- insufficient training on the Regulation and on what resources are available to them.

## Lack of meaningful training on bias-based harassment in many schools

Although the DOE's two-day Respect for All training is made available to all k-12 teachers, only **26.9 percent** of respondents said teachers at their school were even offered training. Further, only **30.5 percent** of teachers said that students in their schools received diversity or Respect for All training.

Even when survey respondents were offered trainings on Respect for All, they reported a lack of specific training on how to respond to bias incidents when they occur. Worse, teachers expressed concerns that they would not be able to put the training into practice because of a lack of commitment from administrators.

## Inconsistent school responses to incidents of bias-based harassment

While a handful of survey respondents reported that their schools respond effectively to harassment, far more reported that their schools have inconsistent procedures, leave it up to individual teachers to respond, or ignore incidents entirely.

## Lack of Respect for All liaisons in schools

All schools are required to have at least one trained "Respect for All liaison" to whom reports of bias-based harassment are made, but only 26 percent of the 198 teachers surveyed said their schools have such a liaison.

## Recommendations

1. Fully put into practice Chancellor's Regulation A-832, and allocate resources for its use.
2. Follow New York State law. Expand Chancellor's Regulation A-832 so it is in compliance with the New York State Dignity for All Students Act by prohibiting staff-to-student bullying and expanding public reporting requirements.
3. Expand student and staff training to maintain the DOE's standing as a statewide leader in fighting bias-based harassment.

# Bias Based Harassment Part 1

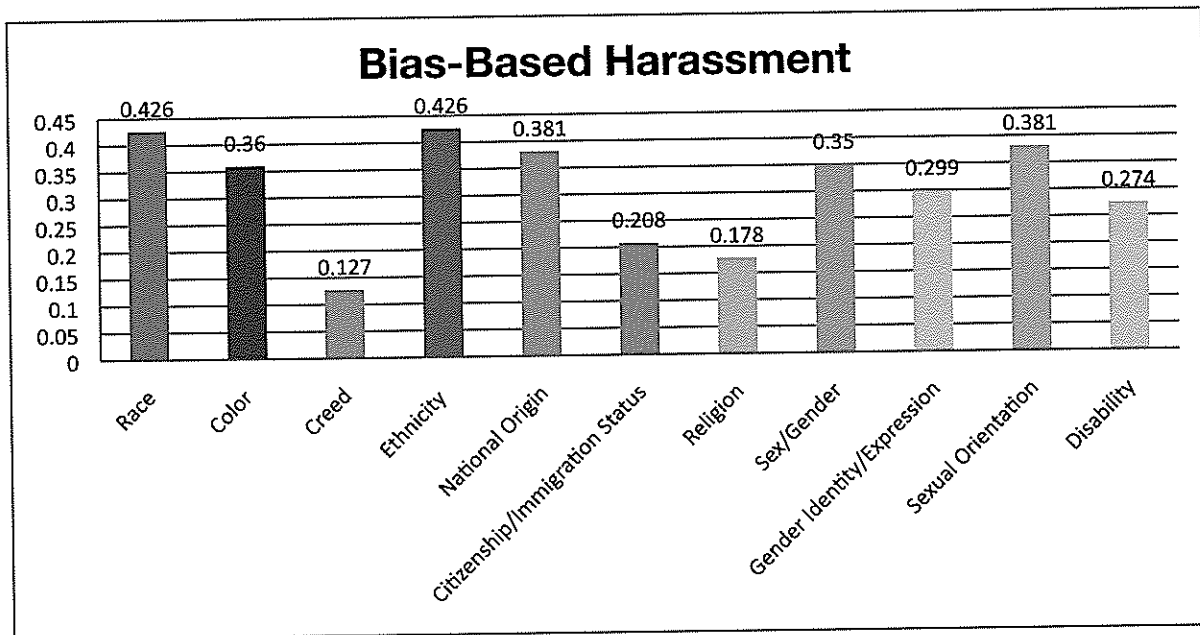
## Trends in New York City Public Schools, 2009-2010

### Biased-Based Harassment continues in NYC Schools

The majority of the 198 teachers and school staff respondents have witnessed bias-based harassment in their schools.

66.4% of teacher respondents have witnessed bias-based harassment in their schools.

Students are being harassed based on their race or ethnicity, sexual orientation, gender identity or expression, national origin, sex or gender, and religion, in addition to other grounds. The graph below is a summary of the types of bias-based harassment the teachers surveyed had witnessed:



“Teachers and staff respondents also noted other reasons why students were harassed or bullied, such as having an accent and/or “English proficiency learning disabilities,” inclusion in a special education class, socioeconomic status, body type, size or weight. Consistently, teachers have noted an inability to create effective and lasting change in their schools. The following are quotes from teachers and staff on the bullying they have seen in their schools:

*“My school is rife with xenophobia, homophobia, and racism, particularly to students of perceived Mexican, continental African, and Arab/Muslim background. There are things I as a teacher can do in my classroom, but I have very little influence in holding my administration accountable if they do not agree with my suggestions.” – Teacher<sup>a</sup>*

*“Students constantly make fun of each other based on race, ethnicity, and perceived sexual identity. It may not be bullying per se but it’s a constant issue that teachers deal with.” - Counselor*

*“Students continuously make fun of other students because they are: too dark, Mexican ... gay, white, female.” - Teacher, Bronx*

# Part 2 A Year Two Assessment of Chancellor's Regulation A-832 Implementation in New York City Public Schools, 2009-2010

## By the Numbers

Our survey of 198 teachers and staff members from 117 schools city-wide suggests that, although some progress is being made in the employment of Chancellor's Regulation A-832, city schools still have a long way to go to fully implement the Regulation. For example, even relatively simple requirements, like appointing a Respect for All liaison for each school or putting up a Respect for All poster in schools, have often been ignored. We find it troubling that the DOE is not fulfilling even the most basic requirements of its own regulation.

| WHAT THE CITY AND DOE HAVE PROMISED  | THE REALITY  |
|--|--|
| "Each principal must designate at least one staff member to whom reports of bias-based harassment, intimidation and/or bullying can be made." <sup>9</sup>   | <b>26.4 percent</b> of teachers and staff surveyed said there was a Respect for All point person in their school   |
| "Each principal/designee must ensure that the policy and procedures set forth in this regulation [A-832] are discussed with students and staff members at the beginning of each school year." <sup>10</sup>  | <b>62.4 percent</b> of teachers and staff who filled out our survey were aware of Chancellor's Regulation A-832.<br><br><b>29.4 percent</b> of teachers and staff we surveyed said that students were made aware of Chancellor's Regulation A-832. |
| "Each school must conspicuously post Respect for All posters in locations accessible to students, parents and staff." <sup>11</sup>  | <b>42.7 percent</b> of teachers and staff surveyed said their schools puts up Respect for All posters.   |
| "A copy of the Respect for All brochure must be distributed annually to parents and students. Parents/students entering the school during the school year must receive a copy upon registration." <sup>12</sup>  | <b>26.6 percent</b> of teachers and staff surveyed said their schools give out Respect for All brochures to students.  |
| Each principal must submit "a plan for providing information and training on this regulation and respect for all for all students and staff annually." <sup>13</sup>   | <b>19.3 percent</b> of teachers and staff surveyed said they attended a training this school year.   |
| "All elementary school teachers and counselors will be invited to attend a two-day Respect for All training program. Middle and high school staff are already offered such trainings." <sup>14</sup>   | <b>26.9 percent</b> of teachers and staff surveyed said training on diversity, bias-based harassment, or Respect for All was offered to teachers and staff at their schools.   |
| "All parent coordinators and all school-designated Respect for All liaisons will be required to attend a two-day training session." <sup>15</sup>  | <b>30.5 percent</b> of teachers and staff surveyed said there was a training on diversity, anti-bullying, or Respect for All for students this year.   |
| "Students deserve to be free from harassment, discrimination, and violence at school – and that's what Respect for All is all about. We have set an example nationally in our efforts to combat intolerance and reduce bullying in our schools." <sup>16</sup> | <b>14.3 percent</b> of teachers and staff surveyed believe that the Chancellor's Regulation and Respect for All Program are "effective" or "very effective" measures to address bias-based harassment and bullying in their schools.               |

# In Teachers' Own Words

## Effectiveness of the Regulation

Although 62 percent of the teachers and staff surveyed were aware of both the Chancellor's Regulation A-832 and the Respect for All Program, **only 14.3 percent believe that the Chancellor's Regulation and Respect for All Program are "effective" or "very effective"** measures to address bias-based harassment and bullying in their schools.

### According to the teachers we surveyed:

- There is a lack of adequate resources, particularly staff, for schools to respond effectively to bias-based harassment.
- Staff is insufficiently trained on the regulation and on specific resources available to them.
- Schools are still struggling to appropriately respond to bias-based harassment. Often there is no response at all.

*"There is nothing here or no one here that is able to address this [bias-based harassment]."*

- Teacher, Brooklyn

*"I received a sheet of paper in my mailbox with the regulation on it. That is the last I hear[d] of it. There was no follow up."*

- Counselor

*"The DOE has not properly funded nor has it provided staff to support the anti-bullying measures."*

- Teacher, Manhattan

*"Nothing is done at all. [Bias-based harassment] is condoned."*

- Teacher, Brooklyn

*"I do not know how to enact Chancellor's Regulations in my classroom... I do not feel I get all of the consistent support I need from administration to make things happen."*

- Teacher, Brooklyn

*"In our school Respect for All is just a bunch of posters intended to impress outsiders (including Quality Reviewers). Nothing is being implemented in the school and there is nothing organic coming from the initiative."*

- Teacher, Brooklyn

## Training

The lack of widespread training on diversity continues to be a significant problem in city schools. While the DOE has not yet created a plan to meet the regulation's promise of "providing information and training on this regulation and respect for all for all students and staff annually," Respect for All trainings are supposedly offered to all k-12 public school teachers.<sup>17</sup>

However, only **27 percent** of respondents said teachers at their school were even offered training. Further, only **30 percent** of teachers said that students in their schools received diversity or Respect for All training.

Two important themes were recurrent in their responses: a lack of training on how to respond to bias incidents, and a feeling that these issues were not enough of a priority for school administrators, thus rendering trainings ineffective. This sense that bias-based incidents are under-prioritized was reinforced by the lack of time and resources devoted to trainings.



*"We...haven't really developed a training for teachers. Time also becomes a challenge since the little time we are given to do this work is usually not enough to address these issues in depth. I feel like academics become a priority, and that there still is a disconnect between seeing students academic achievement connected to their socio-emotional health."*

- Counselor, Queens

*"It's a very high priority for us but I don't believe we have the proper training to actually be effective. There was an anti-homophobia training offered by Facing History [an anti-bias organization] a few months ago but it was full before we could register."*

- Teacher, Brooklyn

*"I believe our school is above average in our concern for the 'whole student' and we emphasize five different character traits, respect being one of them. However, there is still a significant amount of bullying at our school, particularly related to gender and sexuality. I have received no training from my school nor the chancellor's regulation/Respect for All initiatives on how to respond to this behavior--either in the moment or through disciplinary practices."*

- Teacher, Brooklyn

*"Students need training and ways of dealing with bullying, not just being told not to do it."*

- Teacher, Brooklyn

*"Many workshops were held so the principal could say it was done, but they were very surfacey and no real issues that affected the student body were dealt with."*

- Teacher, Queens

## School Response to Bias-Based Harassment

Our surveys strongly suggest that many schools still have not developed consistent procedures for responding to bias-based harassment. While a handful of teachers reported that their schools respond effectively to harassment, far more reported that their schools have inconsistent procedures, leave it up to individual teachers to respond, or ignore incidents entirely. A sampling of responses reveal a patchwork of procedures from school to school, suggesting that the DOE is not consistently providing schools with the guidance and resources necessary to effectively address bias-based harassment. Failure to respond consistently to bias-based harassment sends mixed messages to both students and staff and is not consistent with intended desire to reduce such incidents.

*"Most harassment was centered around sexual orientation and disability. The school has no official policy/consistent consequences--the teachers usually force students to apologize and/or the students who are upset are sent to the counselor."*

-Teacher, Queens

## Respect for All Week

We applaud the DOE and Speaker Quinn's office for initiating the first ever Respect for All Week in city public schools in March 2010. More than **34% of teachers** surveyed said that their schools recognized Respect for All Week with some activity or event – an impressive number for the first year of the initiative.

While many schools undertook only minimal efforts to acknowledge the week, such as announcing it during morning line-up or passing out a flyer, many other schools brought in community organizations to conduct trainings, assemblies, or performances highlighting diversity and social justice issues. Some classes even took field trips to organizations like the LGBT Community Center. We commend these efforts and hope the initiative will expand in years to come. We discuss our recommendations for expanding Respect for All Week in the Recommendations section.

# In Teachers Own Words cont.

*"Sometimes physical, but more often emotional abuse. Teachers write it up on an occurrence report and it goes no further."*

-Teacher

*"Bullying of Mexican students, bullying of students with dark skin, boys bullying girls. School gave no response and this behavior continues."*

-Teacher, Manhattan

*"These incidents were evident in student-to-student interactions as well as student-to-staff interactions. The school did not respond."*

-Teacher, Manhattan

## Responding Effectively to Bias-Based Harassment

Despite the piecemeal approach to bullying at many schools, some educators are finding innovative and effective ways to address the issue. For instance, some teachers are using bias incidents as teaching moments to encourage a culture of respect and tolerance. The DOE should strive to replicate such efforts at schools city-wide.

*"Students [were] making fun of other students for their country of origin, skin color, and inclusion in a special education class. In response, our school had a community meeting focusing on stereotyping and how it hurts our community." - Teacher, Bronx*

*"In the classroom I have asked the Teen RAPP [Relationship Abuse Prevention Program] program to come in and give workshops to foster a culture of respect within the classroom." - Teacher, Bronx*

*"We had multiple disciplinary and guidance interventions with students when incidents occurred. We also held multiple tolerance-promoting assemblies." -Teacher, Bronx*

*"The incidents I have seen have started out as friends joking with one another. Then one student says something that crosses a cultural line and the other student becomes upset or angry. These cases are usually referred to the guidance office where mediation is done. Respect for All pamphlets are reviewed with the students and the discipline code is also reviewed. If a situation escalates after mediation, a suspension usually follows."*

- Teacher, Manhattan

# Part 3 Recommendations

## 1. Enforce the implementation of Chancellor's Regulation A-832, and allocate resources for its implementation

Our staff survey reveals that while the DOE has made some progress at implementing Chancellor's Regulation A-832, it still has a long way to go to make the Regulation's promise a reality for the City's 1.1 million students.

Two-thirds (66.4 percent) of staff respondents have witnessed bias-based harassment at their school, and only 14.3 percent of respondents thought the Chancellor's Regulation and Respect For All program were "effective" or "very effective" at addressing harassment. About a quarter (26.4 percent) of respondents were unaware of whether their school had a Respect for All staff liaison. Less than half (42.7 percent) of respondents were aware of Respect for All posters in their school's hallways, and only about a quarter (26.6 percent) could confirm that their schools distributed Respect for All brochures to students.

The DOE must fully realize Chancellor's Regulation A-832 and allocate adequate resources to enable full implementation. At a minimum, the DOE needs to provide more frequent and better training. Pursuant to A-832's directive, all schools must appoint a Respect for All liaison, ensure that both staff and students are aware of A-832's mandate at the start of the school year, conspicuously post Respect for All posters, and distribute Respect for All brochures to all parents and students annually. School staff can only help bullying targets and other students in need if they are well trained about A-832, aware of their school's Respect for All point person, and otherwise kept abreast of school efforts to comply with the regulation.

We also recommend an audit process for the DOE to learn which schools have model implementation programs and which schools have room to improve. This will also allow the DOE to better guide non-compliant schools to improve their programs.

## 2. Bring Chancellor's Regulation A-832 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.

New York State's Dignity Act sets forth a two-year timeline for its implementation, requiring all school districts and the New York State Education Department (NYSED) to be in full compliance with its mandate by the beginning of the 2012-2013 school year. Chancellor's Regulation A-832 moves toward compliance with the statewide anti-bullying law and sets a strong model for other school districts in the state. However, it falls short in very important ways. The DOE should maintain its role as a statewide leader and role model in combating bias-based harassment by bringing A-832 into compliance with the Dignity Act ahead of the two-year timeline. The Dignity Act goes further than A-832 in two vital areas:

**Prohibiting bullying by school employees:** Currently, Chancellor's Regulation A-832 addresses only student-on-student harassment. To comply with the state Dignity Act, the Chancellor's Regulation must extend protection to harassment by adult staff members – including School Safety Officers (SSOs). This is consistent with findings from our 2009 Report Card<sup>18</sup> in which we found that 16 percent of more than 1,000 students surveyed had experienced bias-based harassment by a teacher, staff member or SSO.<sup>19</sup>

# Recommendations *cont.*

A Bronx high school administrator this year reported: "There is some great concern about bias that comes from the SSOs here against our students, all of whom are recent immigrants to the U.S.A. Condescending attitudes and insensitivity towards our students have been observed on many occasions by our staff, as well as by others who share our building, but are on staff of the other schools. Some mandated sensitivity training on diversity should be presented to all SSOs."

**Public reporting mandate:** The Dignity Act requires reporting of "material incidents" to the state. While Chancellor's Regulation A-832 does not require public reporting, the DOE occasionally reports a certain amount of aggregated data about bias-based harassment on a voluntary basis.<sup>20</sup> In January 2010, the DOE published a summary audit of bias-related harassments during the 2008-2009 school year, including what percentages of certain disciplinary violations concerned bias-based harassment, and what percentages of bias-based harassment incidents were on the basis of the various enumerated characteristics (gender, race/color, religion/creed, etc).

Staff input from our survey underscores the urgent need for transparency regarding incidents of bias-based harassment in our schools. Two-thirds of respondents witnessed some form of bias-based harassment at their school. Our results found that the most common types of harassment were on the basis of race/ethnicity (42.5 percent), sexual orientation (38 percent), national origin (38 percent), and sex/gender (35 percent). Such disaggregated data, as well as other details about harassment trends and problem schools or regions, must be made public to ensure full accountability.

At a minimum, the Chancellor's Regulation must explicitly provide for public reporting of material incidents to comply with the Dignity Act. However, in the interest of transparency and public accountability, the Chancellor's Regulation should go even further to make public, on a yearly basis, incidents and statistics of bias-based harassment, broken down by borough and district.

### 3. Maintain New York City's position as a statewide leader in fighting bias-based harassment by continuing and expanding the DOE's anti-bullying efforts, particularly in the areas of student and staff training.

The state Dignity Act creates a floor, not a ceiling, in establishing protections against bias-based harassment. Districts can and should create stronger protections where warranted, and the DOE has taken the initiative to do so in several areas, most notably, in creating a training infrastructure and establishing a broad, inclusive list of protected characteristics. These and other advances must be maintained and extended even as the Dignity Act is implemented.

**Staff and student training guidelines:** Chancellor's Regulation A-832 requires principals to submit "a plan for providing information and training on this regulation and respect for all to all students and staff annually." Although the regulation does not prescribe any curriculum content or structure, under current practice, two staff members at each school are supposed to be trained yearly under the DOE's Respect for All program.<sup>21</sup> We applaud the DOE for its commitment to providing in-depth training to these staff members, but are concerned that not all of the required staff has been trained this year, based on our survey results. At a minimum, the DOE must maintain its commitment to train at least two staff members per school, and should expand its mandatory training program to students as well as additional teachers.

We recommend that Chancellor's Regulation A-832 codify the DOE's current practice of training two or more staff members per school through the Respect for All program. Further, the DOE must make a stronger effort to notify staff of this important program and its availability. Only 26.9 percent of staff respondents to our survey were aware that the Respect

For All training had been offered at their schools.

In addition, the regulation should create explicit roles and responsibilities for certain designated staff members who participate in the Respect for All program. Those staff should be charged with disseminating information about the regulation, and/or playing a role in ensuring its implementation. These duties must be incorporated into those individuals' job responsibilities, and other duties must be shifted as needed to avoid creating additional, unpaid burdens.

We also recommend that the DOE set forth more specific guidelines for training content (including but not limited to how staff members can identify, respond to and document bias-based harassment), and provide direction for structuring student trainings. Thus far, the DOE does not appear to have a comprehensive plan of how to provide meaningful training on diversity and Respect for All to students. We recommend that the DOE create a menu of curricula and lesson-plan options from which administrators and teachers can choose the content most appropriate for their students.

Finally, we recommend that "Respect for All Week" be an annual event in which all schools are required to participate and provide training and lesson plans focused on diversity issues to their students on or around that week. The first year of Respect for All Week showed promising results, and we urge the DOE and city officials to invest more resources in this endeavor and make participation mandatory.

**Expanded protected characteristics:** Unlike the state Dignity Act, Chancellor Regulation A-832's protections specifically include harassment on account of *citizenship/immigration status*.<sup>22</sup> Our survey results found about one in five (20.8 percent) staff respondents had witnessed harassment on the basis of citizenship/immigration status.

These findings underscore the importance of protecting students from harassment on account of citizenship/immigration status. We commend the DOE for including this protected category in Regulation A-832 and thereby setting a good example for school districts statewide.

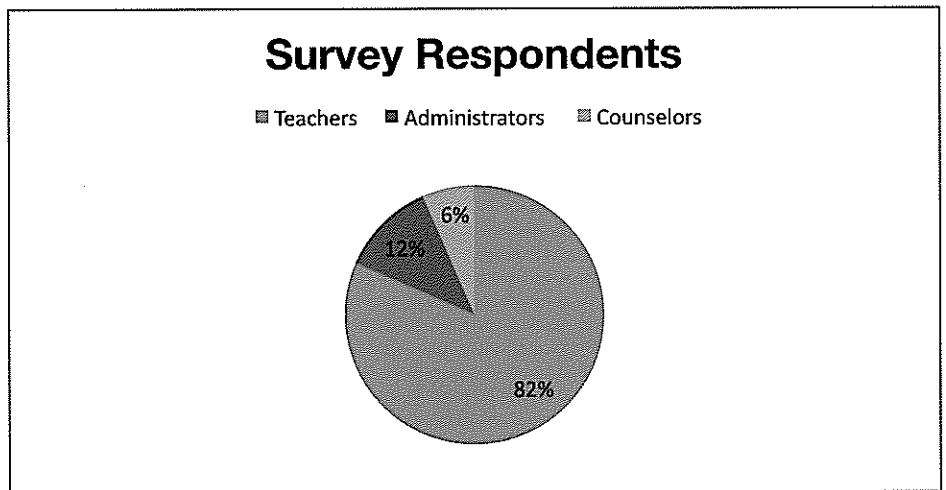
# Appendix

## Numbers

Total number of teachers and school staff surveyed: 247  
Total number of completed, valid surveys: 198

### BREAKDOWN OF RESPONDENTS

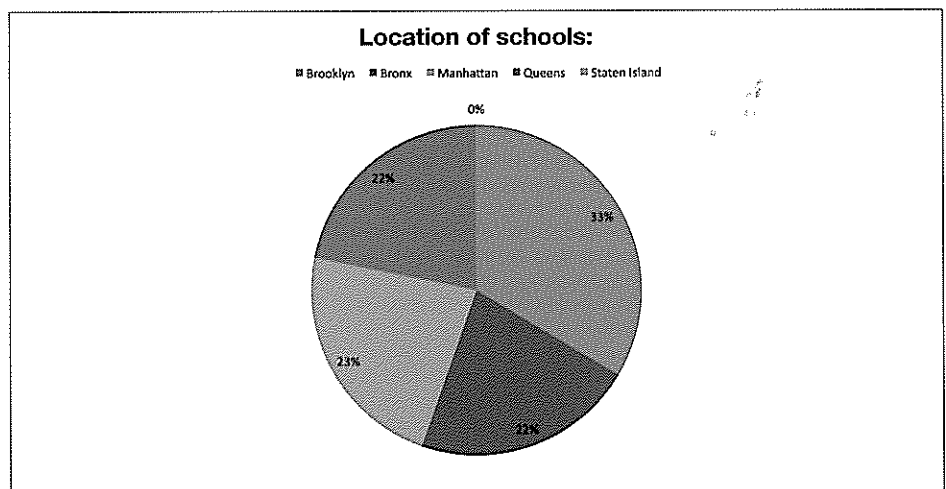
Teachers: 164 (82.8 percent)  
Administrators: 24 (12.1 percent)  
Counselors: 13 (6.6 percent)



**Total number of schools represented:** 117 separate schools were identified by respondents as their place of employment. Forty-six survey respondents chose not to identify their school.

### LOCATION OF SCHOOLS:

Brooklyn: 31.6 percent  
Bronx: 20.5 percent  
Manhattan: 21.4 percent  
Queens: 20.5 percent  
Staten Island: 0



# cont. Appendix

## Methodology

The data included in this report card were gathered from surveying teachers and school staff from February through June 2010. Responses were collected via an online survey created using Survey Monkey as well as through paper surveys. Online surveys were sent out on partner and ally organization listservs and posted on various organizational websites and social networking pages. The paper survey was distributed through teachers' organizations and at a United Federation of Teachers (UFT) conference. While the survey method and scope used was not random or scientific, the responses do provide valuable qualitative insight into the implementation of the Chancellor's Regulation on bullying.

Of the 198 completed, valid surveys, 77 were completed on the paper form and 121 were completed online. All of these respondents replied "yes" to being a teacher or staff member at a public school in one of the five boroughs of New York City.

## Notes

1. See "NYC officials outraged over anti-gay gang torture," Associated Press, 10/9/10, <http://www.google.com/hostednews/ap/article/ALeqM5gxmtiu3XkGzNbdSZznbjAy9I1algD9IOHJVGO?docId=D9IOHJVGO>
2. See "Muslim teen beaten, called a 'terrorist' by classmates says he stayed silent out of fear," New York Daily News, 10/11/10: [http://www.nydaily-news.com/news/ny\\_crime/2010/10/11/2010-10-11\\_si\\_muslim\\_teen\\_beaten\\_mocked\\_by\\_classmates.html?r=news#ixzz12S2QHRj7](http://www.nydaily-news.com/news/ny_crime/2010/10/11/2010-10-11_si_muslim_teen_beaten_mocked_by_classmates.html?r=news#ixzz12S2QHRj7)
3. See "Rutgers freshman is presumed dead in suicide after roommate broadcast gay sexual encounter online," The Star-Ledger, 9/29/10, [http://www.nj.com/news/index.ssf/2010/09/hold\\_new\\_rutgers\\_post.html](http://www.nj.com/news/index.ssf/2010/09/hold_new_rutgers_post.html)
4. Chancellor's Regulation A-832 can be viewed in full here: [http://rems.ed.gov/docs/repository/REMS\\_000056\\_0002.pdf](http://rems.ed.gov/docs/repository/REMS_000056_0002.pdf)
5. The Report Card can be read in its entirety here: <https://salsa.wiredforchange.com/o/1607/images/DOEreportcard2009.pdf>
6. The expansion to the Respect for All program can be viewed here: [http://council.nyc.gov/html/releases/anti\\_bullying\\_10\\_2\\_09.shtml](http://council.nyc.gov/html/releases/anti_bullying_10_2_09.shtml)
7. The new State DASA law, effective July 2012, will require New York public schools to: revise their codes of conduct and adopt policies intended to create a school environment free from harassment and discrimination; adopt guidelines to be used in school training programs to raise awareness and sensitivity of school employees to these issues and to enable them to respond appropriately; and designate at least one staff member in each school to be trained in non-discriminatory instructional and counseling methods and handling human relations. The law can be read in its entirety here: <http://open.nysenate.gov/legislation/api/1.0/html/bill/S1987B>
8. 46 survey respondents chose not to identify the school where they work, so when those respondents' quotes are cited, their borough is not known.
9. Chancellor's Regulation A-832
10. Chancellor's Regulation A-832
11. Chancellor's Regulation A-832
12. Chancellor's Regulation A-832
13. Chancellor's Regulation A-832
14. Press Release No. 433, Office of the Mayor, 10/2/2009
15. Press Release No. 433, Office of the Mayor, 10/2/2009
16. Mayor Michael Bloomberg, Press Release No. 433, Office of the Mayor, 10/2/2009
17. Press Release No. 433, Office of the Mayor, 10/2/2009
18. Available at: <https://salsa.wiredforchange.com/o/1607/images/DOEreportcard2009.pdf>
19. Id. at 12.
20. While the Mayor Bloomberg promised that yearly report of bias-based harassment would be published by the DOE when the Regulation was first announced in the Fall of 2008, it took the DOE until early 2010 to publish its first report.
21. According to Press Release No. 433 from the Office of the Mayor on October 2, 2009, the parent coordinator and Respect for All liaison in each NYC public school must attend the DOE's two-day Respect for All training.
22. While State DASA does not list "gender identity" and "gender expression" separately in its list of protected characteristics, State DASA incorporates "identity" and "expression" in its very definition of "gender." Therefore, like Chancellor's Regulation A-832, State DASA also covers harassment on account of gender identity and expression.

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**RE: Hearing on Department of Education's Efforts to Combat Bullying  
and Proposed Res. No. 473-A & Proposed Res. No. 474-A [Written Submission]**

Dear Chairman of the Committee, Council Member Robert Jackson:

UNITED SIKHS is a UN-affiliated NGO that focuses on international civil and human rights advocacy (ICHRA), humanitarian aid, and health and education initiatives for disadvantaged populations.

UNITED SIKHS' data collection on bullying experiences in the New York Sikh community has included Bullying Truth-Commissions and Focus Groups where young Sikh students (6-18 years of age) have shared their experiences on bullying. Students have reported being physically assaulted, isolated, called racial slurs, taunted for wearing their religious head coverings (i.e. patkas, turbans), maintaining long un-cut hair, and being labeled as terrorists.

Surveys conducted amongst Sikh students reveal that approximately 60% of Sikh students have experienced bullying, and when broken down by gender, that number rises to almost 70% for Sikh boys. These are not isolated incidents; the Sikh community has experienced a collective trauma from bullying, most notably, when Sikh students out of fear, frustration, and isolation begin to discard their distinctive religious identity.

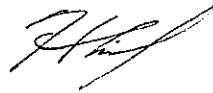
From what we have seen, from what we have heard, the DOE's efforts to combat bullying through the implementation of the Dignity for All Students Act and the Impact of Respect for All have failed Sikh students and likely other minority communities as well. Therefore, we are encouraged by the direct Congressional oversight and reporting requirements that will be required through the Safe Schools Improvement Act of 2011.

However, for this Act to be effective, specifically for Sikh students, there must be: 1) requirements for any data reporting to include categories for Sikhs or have generic categories where Sikhs can be identified, so that crucial information documenting bullying accurately captures the full extent of the impact of bullying on the Sikh community; 2) to require not merely reporting, but diversity training within the classrooms. The two main concerns that Sikh students have expressed is underreporting and the lack of religious and cultural sensitivity teachers have towards Sikh students who have reported being bullied. Our teachers must be armed with more than punitive measures (i.e. detention, suspension), rather, they must be given tools to learn about the different

communities they teach, but also, be able to respond appropriately when a student is bullied because of their faith or perceived affiliation with groups that are often targeted for bullying or bias-based harassment.<sup>1</sup>

In a post 9/11 environment, Sikh children are not merely compared with cartoon characters as they had been in the past; they are now compared with terrorists. One cannot even fathom the devastating impact on a young child's psyche. A Sikh's external religious identity should be a source of great spiritual strength, but in the current environment, it has become a source of extreme alienation and bias-based harassment.

Sincerely,



/s/ Ilana Ofgang  
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International Civil and Human Rights Advocate  
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Recognize the Human Race as One

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<sup>1</sup> In absence of federal protections for LGBT students, UNITED SIKHS' believes it is essential for Congress to pass the Student Non-Discrimination Act.

## BIAS-BASED BULLYING AGAINST SIKH CHILDREN IN THE POST-9/11 ENVIRONMENT

Testimony of Tejpreet Kaur  
Community Organizer, The Sikh Coalition

*before the*

New York City Council Committee on Education

Proposed Res. No. 473-A - Resolution calling upon the United States Congress to pass the Safe Schools Improvement Act of 2011 (H.R. 1648/S.506).

Proposed Res. No. 474-A - Resolution calling upon the United States Congress to pass the Student Nondiscrimination Act (H.R.998/S.555). Oversight: DOE's Efforts to Combat Bullying: Implementation of the Dignity for All Students Act and the Impact of Respect for All

June 13, 2011

On behalf of the Sikh Coalition, I offer gratitude to the New York City Council Committee On Education for convening this briefing and inviting us to provide testimony on federal enforcement of civil rights laws in the context of bullying, violence, and harassment in public schools.

By way of background, the Sikh Coalition is the largest Sikh American civil rights organization in the United States. We were founded on the night of September 11, 2001 in response to a surge of hate crimes against Sikh Americans throughout the country. Sikhs are distinguished by visible religious articles, including uncut hair, which Sikh males are required to keep covered with a turban. Although the Sikh turban is a symbol of nobility and signifies a commitment to upholding freedom, justice, and dignity for all people, the physical appearance of a Sikh is often ignorantly conflated with images of foreign terrorists, some of whom also wear turbans and many of whom have received copious publicity in our mainstream media in the post-9/11 environment. As a consequence, Sikh students are ridiculed and stereotyped because of their appearance and subjected to school bullying.

Our testimony will focus on the school bullying crisis facing Sikh children in New York City public schools. In the course of offering this testimony, we are guided by a belief that all children—regardless of religion, race, sex, national origin, and sexual orientation—have the right to enjoy a safe and healthy learning environment at school.

### **A. The Nature and Extent of Bias-Based Bullying Against Sikh Children**

School bullying is widely acknowledged to be a pervasive and severe problem in the United States. A U.S. Department of Education study concluded that roughly one in three students aged 12 to 18 report having been bullied at school.<sup>1</sup> A Sikh Coalition community survey published in 2007 revealed that 62% of turban-wearing Sikh students in Queens, New York experienced bullying, and that 42% of

**them had been hit or involuntarily touched because of their turbans.**<sup>3</sup> But what do these statistics mean in human terms?

- Consider the experience of Gurwinder Singh, from New York City, in his own words:

“I grew up in Richmond Hill in Queens, and ever since I can remember, I’ve been treated differently. I stood out from the rest of them because my [uncut hair, tied in a topknot] made me look different. When I got to elementary school, they used to call me ‘egg head.’ Loneliness just became a part of my life. After 9/11, things became much worse. Kids called me names, and would ask me things like ‘Are you related to Osama bin Laden?’ They called me a ‘terrorist.’ Once on the bus ride home, someone pulled my [turban] off my hair. I had to walk home [without my turban] and my [hair] open, which was very embarrassing. I was crying, and wondering what I could do.”<sup>4</sup>

If all this wasn’t enough, one of Gurwinder’s friends turned on him, by leading a group of bullies one day after school and chasing Gurwinder, eventually catching hold of him and slamming his head against a metal pole. None of the bystanders helped him; they just watched as Gurwinder began bleeding profusely and nearly passed out.<sup>5</sup>

## **B. The Need for Federal Intervention**

The Sikh Coalition regards a safe and healthy learning environment as a fundamental human right for every child who attends school in New York City. In light of our own experiences in recent years with school officials in New York City, we believe that vigorous federal intervention is needed to hold schools and school districts accountable for their actions and, just as importantly, their inaction.

Between 2007 and 2008, the Sikh community in New York City experienced a spate of brutal bias attacks against its children. In May 2007, a Sikh boy had his hair forcibly cut by a bully.<sup>6</sup> In June 2008, a Sikh girl also had her hair forcibly cut by a bully.<sup>7</sup> That same month, a Sikh student named Jagmohan Singh Premi was punched and injured in the face with a set of keys by a student who was attempting to remove his turban; **significantly, prior to the assault, Jagmohan had informed school officials about persistent bullying by his assailant, but school officials did nothing to stop it.**<sup>8</sup>

In response to these troubling attacks, the Sikh Coalition and its allies spearheaded a grassroots campaign that culminated in the adoption of Chancellor’s Regulation A-832, which established an annual diversity training program entitled Respect for All and a procedure for preventing and addressing student-to-student bias-based harassment in New York City public schools.<sup>9</sup> Although these regulations are strong on paper, our follow-up studies on their implementation suggest that school administrators are decidedly unserious about their obligation to protect our children.<sup>10</sup>

According to our research, only 14 percent of teachers and staff surveyed said that the Chancellor’s Regulation and the Respect for All program are “effective” or “very effective” in addressing bullying and bigotry in their schools; although the two-day Respect for All training is available to all teachers, only about 30 percent said their school even offered training; and only about 31 percent of the respondents said students in their schools received diversity or “Respect for All” training. According to Pat Compton, a former teacher at Lafayette High School in Brooklyn, New York: **“Any staff training on harassment that my school did last year was conducted in a lackadaisical, perfunctory manner.”**

In circumstances such as these, where children's civil rights are being repeatedly violated, and where school officials take a casual approach toward their obligation to protect children from harm, federal intervention becomes a moral imperative.

### **C. Recommendations**

With a view toward ensuring the highest levels of accountability from school officials nationwide and in New York City, we respectfully offer the following recommendations for the sake of our children:

- **The U.S. Congress should prioritize passage of the Safe Schools Improvement Act (SSIA) and the passage of the Student Non-Discrimination Act (SNDA).**

In addition to including clear prohibitions regarding bullying and harassment, the SSIA would support schools and districts in their efforts to focus on prevention strategies and professional development to help school personnel meaningfully address issues associated with bullying and harassment. The SSIA would also include elements of data reporting regarding incidents of bullying and harassment, so that the development of effective federal, state, and local policies that address these issues could be better informed.

- **Fully implement Chancellor's Regulation A-832, and allocate resources for its implementation.**

The DOE must fully realize Chancellors Regulation A-832 and allocate adequate resources to enable full implementation. At a minimum, the DOE needs to provide more frequent and better training. Over a quarter (26.4 percent) of respondents in our report were unaware of whether their school had a Respect for All staff liaison.

We also recommend an audit process for the DOE to learn which schools have model implementation programs and which schools have room to improve. This will help the DOE to better guide non-compliant schools to improve their programs.

- **Follow state law. Expand Chancellor's Regulation A-832 so it is in compliance with the recently enacted New York State Dignity for All Students Act by prohibiting staff-to-student bullying and expanding public reporting requirements.**

Currently, Chancellor's Regulation A-832 addresses only student-on-student harassment. To comply with the state Dignity Act, the Chancellor's Regulation must extend protection to harassment by adult staff members – including School Safety Officers (SSOs). This is consistent with findings from our 2009 Report Card in which we found that 16 percent of more than 1,000 students surveyed had experienced bias-based harassment by a teacher, staff member or SSO.

<sup>1</sup>National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice, Indicators of School Crime and Safety: 2008 106 (2009), available at <http://nces.ed.gov/pubs2009/2009022REV.pdf>.

<sup>2</sup>Harris Interactive and GLSEN, From Teasing to Torment: School Climate in America, A Survey of Students and Teachers 7 (2005), available at [http://www.glsen.org/binary-data/GLSEN\\_ATTACHMENTS/file/499-1.pdf](http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/499-1.pdf).

<sup>3</sup>Sikh Coalition, Hatred in the Hallways: A Preliminary Report on Bias Against Sikh Students in New York City's Public Schools 5 (2007), available at [http://www.sikhcoalition.org/documents/hatred\\_in\\_the\\_hallways.pdf](http://www.sikhcoalition.org/documents/hatred_in_the_hallways.pdf).

<sup>4</sup>Sikh Coalition, Fighting the Bullying Epidemic – Gurwinder's Trip to Washington (2011), available at <http://sikhcoalition.wordpress.com/2011/04/13/fighting-the-bullying-epidemic-gurwinders-trip-to-washington>.

<sup>5</sup>Anju Kaur, Sikhs at White House Conference on Bullying, Sikh News Network (Mar. 20, 2011), available at <http://www.sikhnn.com/headlines/1320/sikhs-white-house-conference-bullying>.

<sup>6</sup>Sikh Coalition, Sikh Boy's Hair Forcibly Cut in Hate Attack (May 25, 2007), available at <http://www.sikhcoalition.org/advisories/SikhBoyHairHateAttack.htm>.

<sup>7</sup>Sikh Coalition, Sikh Girl's Hair Cut by Fellow Student in New York City School (June 21, 2008), available at <http://www.sikhcoalition.org/advisories/GurpritHateAssault.htm>.

<sup>8</sup>Sikh Coalition, Another Sikh Boy Suffers Hate Assault in New York City School (June 5 2008), available at <http://www.sikhcoalition.org/advisories/JagmohanHateAssault.htm>.

<sup>9</sup>Sikh Coalition, Sikh Coalition and NYC Department of Education Announce New Chancellor's Regulation to Prevent Bias-Based Harassment and Bullying in Schools (Sept. 3, 2008), available at <http://www.sikhcoalition.org/advisories/chancellorregulation.htm>.

<sup>10</sup>Sikh Coalition, NYC Teachers Doubt Effectiveness of City Anti-Bullying Efforts (Feb. 25, 2011), available at [http://salsa.wiredforchange.com/o/1607/t/0/blastContent.jsp?email\\_blast\\_KEY=94106](http://salsa.wiredforchange.com/o/1607/t/0/blastContent.jsp?email_blast_KEY=94106).



**Asian American  
Legal Defense  
and Education Fund**

**TESTIMONY OF MARK RO BEYERSDORF  
ON BEHALF OF THE ASIAN AMERICAN LEGAL DEFENSE AND EDUCATION  
FUND (AALDEF)**

**BEFORE THE NEW YORK CITY COUNCIL EDUCATION COMMITTEE**

**JUNE 13, 2011**

**REGARDING THE NEW YORK CITY DEPARTMENT OF EDUCATION'S EFFORTS  
TO COMBAT BULLYING**

Good afternoon. My name is Mark Ro Beyersdorf and I'm on the staff of the Educational Equity and Youth Rights Project at AALDEF, the Asian American Legal Defense and Education Fund.

AALDEF is a national organization based in New York City that protects and promotes the civil rights of Asian Americans. We have worked locally and nationally with Asian American students to combat bias-based harassment in schools.

Locally, we work extensively to address bullying in New York City schools. Since the announcement of Chancellor's Regulation A-832 and the Respect for All initiative, AALDEF, along with the Sikh Coalition, New York Civil Liberties Union, and the Coalition for Asian American Children and Families has led efforts to monitor the implementation of the regulation and co-authored reports assessing its effectiveness based on surveys of students and educators.

During the 2008-2009 academic year, our organizations surveyed over 1,100 students. During the 2009-2010 academic year, we surveyed about 200 teachers and staff representing 117 schools. The stories that emerged from these surveys shed light on what is happening on the ground in classrooms and hallways across the City. They show that there is a wide gap between

the Chancellor's regulation's promise and the reality of student and educator experiences. While the DOE has taken commendable first steps in combating bullying through Chancellor's Regulation A-832 and the Respect for All initiative, we have a long way to go before all students feel secure and respected in their schools.

While New York City has been a leader in developing anti-bullying policies, our reports show that these policies are not being effectively implemented on the ground. Our reports (available at: <http://www.aaldef.org/Bias-based-Harassment-in-NYC-Public-Schools.pdf> and <http://aaldef.org/Bullying%20Report.pdf>) identify a number of implementation problems, but in the brief time I have today, I want to highlight the need for DOE to provide more guidance to schools on training teachers to respond to bullying and the need for greater accountability to ensure that schools are complying with the basic requirements of Respect for All.

Our surveys clearly indicate that many schools have still not developed consistent procedures for responding to incidents of bias-based harassment. While a handful of teachers reported that their schools respond effectively to harassment, far more reported that their schools have inconsistent procedures, leave it up to individual teachers to respond, or ignore incidents entirely.

Too often, teachers simply do not know what policies and procedures to follow when they witness a bullying incident. As one Brooklyn teacher responded to our survey:

“There is a significant amount of bullying at our school...[but] I have received no training from my school nor the Chancellor's Regulation/Respect for All Initiatives on how to respond to this behavior—either in the moment or through disciplinary practices.”

Such critiques were echoed throughout our survey responses. Even educators who were offered Respect for All trainings reported a lack of specific training on how to respond to



bullying incidents. Teachers also expressed concerns that they would be unable to effectively address bullying because of a lack of commitment from administrators.

Indeed, our survey found that many schools did not even have the most basic—and, perhaps, most important—procedural requirement of the Respect for All program in a place: a staff Respect for All liaison to whom reports of bias-based harassment can be made. Only 26.4% of educators surveyed said that there was a Respect for All liaison in their school. This statistic becomes even more alarming when set against a finding from our student surveys during the 2008-2009 academic year. We found that the presence of Respect for All liaisons in schools dramatically increases the likelihood that students will report experiences of harassment to school officials. 57.1% of students who experienced bullying and reported it to a school official said that they were aware of a Respect for All liaison in their school. By stark contrast, only 12% of students who experienced bias-based harassment in schools with no Respect for All liaison made reports to a school official.

While we applaud DOE's first efforts to implement anti-bullying policies, the numbers and stories that have surfaced from our surveys raise serious concerns regarding the need for teachers to be equipped to respond effectively to incidents of harassment as well as the need to ensure that schools are complying with the basic requirements of the Chancellor's regulation and Respect for All.

We hope to continue to work with the City Council, DOE, and other advocates to create a culture of respect and tolerance in our public schools and ensure that New York City continues to be a leader in combating bullying.



***Educating & empowering girls through sports,  
teaching life skills and  
developing self-confidence and self esteem for life!***

Testimony for NYC Council's Committee on Education Oversight Hearing  
"Combating Bullying in NYC Schools"  
Beth Rasin, Executive Director, PowerPlay NYC, Inc.  
Monday, June 13, 2011

PowerPlay NYC is a provider of out-of-school time programming that provides sports and life skills training for girls in NYC's underserved communities. Increasingly, in the past several years, the issue of bullying has become more significant for the girls we serve. As part of our healthy living and life skills programming, we facilitate discussions in which girls feel safe to express their feelings and concerns. The topic of bullying – and discussions and role playing to explore how to cope with bullying behavior – often ranks at the top of the list of issues which girls want to discuss.

Bullies usually have a sense of entitlement and superiority over others and lack compassion, impulse control and social skills. As schools have been forced to cut back on the type of programming that encourages learning and doing in a group, cooperative environment (sports, drama, music), students are deprived of the opportunity to learn how to get along with others. In an age when communication is predominantly managed through technology devices rather than personal, face-to-face, real-time interaction, the ability to get along with others in a group and to experience compassion becomes more limited. It becomes easier to be cruel to another person when you can do so in cyber space, never having to see, or experience, the pain of the person under attack.

Sports participation, which offers students the opportunity to interact with each other personally, physically and in a real-time, inclusive environment and reinforces values such as respect, sportsmanship, and cooperation, can serve to counter bullying behavior. PowerPlay's program model, which includes facilitated healthy living discussions in tandem with sports learning and participation, has proven to be especially effective in promoting inclusive, respectful behavior among participants. For example, just one week after the start of our STARS Series program for elementary school girls at one of our 15 partner sites, the Site Director reported that, "The girls are already getting along better." Almost every high school girl in our Summer SuperSTARS Leadership Academy, when asked to share one of the most important things learned in the program, will say, "I learned how to get along with a lot of different people."

Additionally, self esteem can be an important element in dealing with bullies. PowerPlay's programming uses sports as a platform to develop self esteem and confidence. Certainly, one of the antidotes to bullying is to provide more opportunities for students to participate in programs like PowerPlay, where, in a setting designed to promote enjoyment and fun while learning, they can: (i) participate in group activities that require teamwork and cooperation, (ii) develop competence, confidence and self-esteem as they master physical skills, and (iii) enjoy the connectedness of a team endeavor.

120 Broadway, Suite 230, New York, NY 10271  
info@powerplaynyc.org 212-545-0021 www.powerplaynyc.org

**Mission:** PowerPlay NYC is a 501(c)(3) nonprofit organization dedicated to **educating and empowering girls through sports, teaching life skills such as teamwork, leadership perseverance and tolerance, and building self-confidence and self-esteem for life!** Our resources and programs provide girls with the opportunity to (i) feel connected, competent and confident, (ii) learn valuable life skills and (iii) connect with female role models. We are also committed to training and providing women coaches for girls' sports programming.

Our unique programs reflect the fundamental principles of PowerPlay:

- Research shows that girls who participate in sports are more likely to feel better about their bodies and have higher levels of self-esteem than girls who do not play sports. They are also less likely to get pregnant or use drugs.
- Many of the fundamental life skills for success can be learned through sports participation.
- It is critically important to continually provide opportunities for girls to engage in sports and fitness to encourage a lifelong commitment to an active, healthy lifestyle.

**Need:**

- **Girls participate in sports in NYC at half the rate that boys do.** If girls do not get involved with sports by the time they are 13, they are unlikely to ever participate.
- The **obesity** rate for US children has skyrocketed from one in 21 children in 1980 to **one in five**.

**History:** Incorporated in 1998; began programming in 2000.

**Who we serve:** Girls ages 8 -18 in underserved communities throughout New York City. We now serve approximately **350 - 400 girls** each year, most of whom are girls of color: African-American, Latina, West Indian or Asian. Since we began programming in 2000, we have served more than 2,500 girls in NYC.

**Programs: STARS (Sports Training and Role models for Success)**

**STARS Series** –sports/ and healthy living program providing elementary & middle school girls with:

- Opportunities to learn sports skills and be physically active
- Encouragement and support from female coaches
- Multiple opportunities to learn teamwork
- A safe space for discussion and expression

**SuperSTARS Leadership Academy-** summer program providing high school girls with opportunities to:

- Learn a variety of sports
- Develop workplace and life skills for success
- Facilitate career awareness by meeting women in a variety of careers
- Participate in mini-internships

**SuperSTARS Symposium** – A one-day event providing high school girls with the opportunity to:

- Connect with female role models & mentors
- Explore a variety of careers
- Learn valuable life skills
- Participate in sports & fitness activities

**Resources: NYC Girls Sports Directory**

**RePlay** – collecting and re-distributing used sports equipment

**GirlPower Days** – half day sports/healthy living workshops

**Trainings**– for coaches and youth program staff.

**Program Partners:** Liberty Partnership at Bank Street College; NYC Housing Authority; NYC Dept. of Parks & Recreation; The After School Corporation; PASE; Sports & Arts in Schools Foundation; University Settlement/Beacon; Women's Sports Foundation; Young Women's Leadership Network; Madison Square Garden.

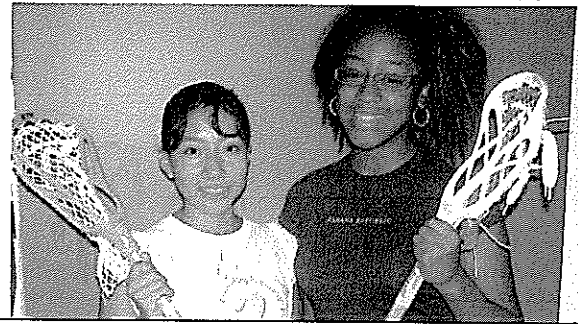
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"I will never forget the PowerPlay Summer Leadership Academy. I loved it so much. PowerPlay helped me build more self confidence and open up to people more."



"I learned that if I push myself hard enough, I can do it!"

"My PowerPlay Summer Academy experience was simply incredible. The experience taught me a lot about life skills that I wouldn't have learned anywhere else."



**PowerPlay NYC, Inc. is a 501(c)(3) nonprofit committed to educating and empowering girls through sports, teaching life skills and building self confidence and self esteem for life. We provide sports and life skills programs each year for more than 450 girls, ages 8-18, from underserved communities throughout NYC.**

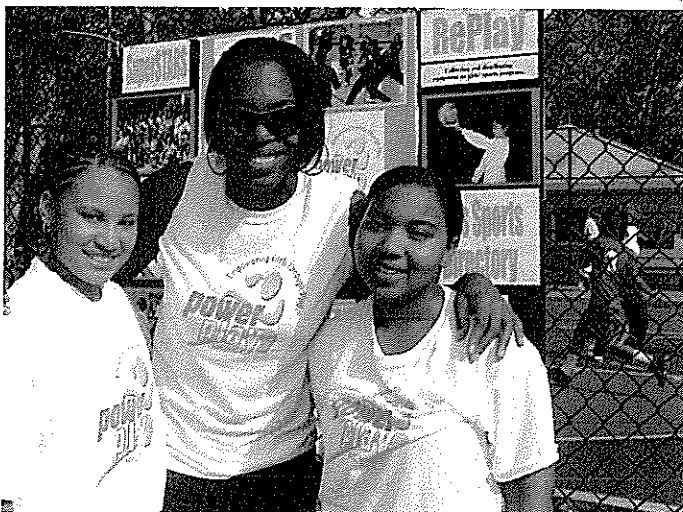


[www.powerplaynyc.org](http://www.powerplaynyc.org)

"Sports are important for girls because they keep you fit, give you confidence and skills."



"The biggest thing I learned from PowerPlay was to always do my BEST."



"My PowerPlay coach taught me how to be a better person."



"The biggest thing I learned from my coach besides sports was how to be a good teammate and player."

FOR THE RECORD



555 East 90th Street  
New York, NY 10128-7803

AquaCenter  
Fitness Center  
Delacorte Olympic Pool

Murphy Center  
Peter Jay Sharp Education Center  
AstroTurf Field

## Testimony in support of Proposed Resolutions No. 473-A and No. 474-A and DOE's Efforts to Combat Bullying

Chairman Jackson and the Committee on Education,

Asphalt Green's Recess Enhancement Program (REP) lowers the incidence of bullying in elementary school recess periods.

Asphalt Green's Recess Enhancement Program is designed to lower the risk of bullying and violent behavior in schools, and to promote pro-social play behavior, teach conflict resolution skills, and engage children in active play that redirects energy that otherwise often leads to conflict between students.

REP places energetic, specially trained Recess Coaches at schools to promote physical activity through structured play. Asphalt Green Recess Coaches are trained in a variety of techniques that enable them to engage groups of children in fun, active games. REP is specifically designed to work with children at varying levels of fitness and agility: no child is excluded. It also maximizes the space on crowded and generally under-utilized urban playgrounds. The games require simple, economical equipment such as cones, balls, and jump ropes.

This year REP is part of recess at 35 public elementary schools in Manhattan, the south Bronx, and Queens. In most schools REP happens two days per week, but in PS15, PS134/137, and PS63, REP has been requested 5 days a week as a "violence prevention" program. These schools have received state money to fund REP, which they qualified for on the basis of family income levels and annual number of violent incidents.

In every school REP engages we see changes in student behavior and the playground climate. Schools have responded to our evaluation with feedback that the program is extremely valuable, and that the organized activities "allowed the students to play and learn to cooperate with each other".

Two years ago, Asphalt Green brought REP to PS 63 on the Lower East Side which was designated as "persistently dangerous" by the State Education Department. In the 2007-2008 school year, 324 violent or aggressive behaviors were documented, many of which occurred on the playground. By the end of 2010, such incidences were reduced by 93%.

Children reap additional benefits from REP. A safe and active recess period has been associated with better results in the classroom. A 2009 study from the Albert Einstein Medical College indicated that, among 8- to 9-year-old children, having one daily recess period of at least 15 minutes was associated with better teacher's rating of class behavior scores. Similarly, a 2007 report by the Harvard Graduate School of Education found that youth are better able to focus in the classroom when they have a productive outlet for their physical energy.

The majority of bullying occurs during recess, which is why REP is particularly relevant for creating safe schools and bullying reduction. Conflicts that occur on the playground often come back inside with students to the classroom, where they distract from learning time.

By having a coach on the playground, we naturally increase active supervision, which decreases bullying. Mapping out the playground removes the likelihood of an unsupervised area where bullying is more likely to occur. For example, at PS103x in the Bronx, there is a section of the playground that is hard to supervise because it is around a corner, so our coach established this area as a game station which has brought more positive energy there and decreased the likelihood for bullying in that location.

The pro-social play behaviors, such as taking turns, inclusion, cheering on classmates, being aware of and respecting others on the playground and safe play, all transfer well to the classroom environment. We encourage students to find others on the sidelines and invite them to play and continually stress that everyone is invited to play (especially students who aren't athletic and more likely to be bullied). As for conflict resolution, we get simple, fun and inclusive games started as quickly as possible and when conflicts arise we solve them quickly (rock-paper-scissors, do-over's, etc.) and get the students right back to playing, stressing that it is more fun for everyone to play instead of fighting.

By having a positive adult role-model that is engaging and supportive on the playground, students have someone to seek out when problems arise. By empowering shier/less confident students to play with us and subsequently lead their own game, they gain more confidence in the classroom and volunteer more often, gain more respect from their peers, and are more likely to join other activities with their peers without being asked.

Respectfully,

Paul Weiss, PhD  
Chief Program Officer  
Asphalt Green  
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# NYCLU

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## TESTIMONY OF THE NEW YORK CIVIL LIBERTIES UNION

before

THE NEW YORK CITY COUNCIL

on

THE DEPARTMENT OF EDUCATION'S EFFORTS TO COMBAT BULLYING &  
PROPOSED RESOLUTIONS 473-A AND 474-A

June 13, 2011

The New York Civil Liberties Union respectfully submits the following testimony regarding the Department of Education's efforts to combat bullying and the City Council's support of the Safe Schools Improvement Act (Resolution 473-A in support of H.R. 1648/S.506) and the Student Non-Discrimination Act (Resolution 474-A in support of H.R.998/S.555).

With more than 48,000 members, the New York Civil Liberties Union is the foremost defender of civil liberties and civil rights in New York State. As part of our dedication to upholding the right to a quality education for all of New York's children, we have spent over a decade advocating for schools to prevent and address the bias-based harassment of students. Our work has included legislative campaigns in support of the Dignity for All Students Act ("The Dignity Act") and its local counterpart ("Local Law 42"), legal advocacy on behalf of individual targets of bias-based harassment around the state, and ongoing participation on the State Education Department's Dignity Implementation Task Force. In addition, our work to improve

school discipline and restrict the role of the criminal justice system in schools affords us a unique perspective on the criminalization of student behaviors, including bullying.

It is with this in mind that we offer our strong support of the two resolutions at issue today. The Student Non-Discrimination Act (SNDA) would extend important legal protections and remedies to LGBTQ students across the country. LGBTQ students are not specifically protected by civil rights statutes that prevent discrimination on the basis of protected characteristics (race, national origin, sex, and disability status) and have few legal remedies in even severe cases of bias-based harassment at school. The SNDA would correct this disparity.

The Safe Schools Improvement Act (SSIA) would also contribute to improved educational environments for students across the country. SSIA's training and reporting requirements will go a long way to addressing bullying in schools nationwide. In particular, the reporting requirements in SSIA would enable more sophisticated analysis and effective action against bullying by highlighting patterns of behavior among students. Data collected by the federal Department of Education on student achievement and discipline is a valuable tool for advocates and researchers, and we strongly believe that bullying incidents should be tracked and analyzed in the same way.

While we strongly support enactment of the federal bills at issue today, our immediate concern is the successful implementation of the Dignity for All Students Act—a state law which prohibits harassment and bullying. The DOE should be commended for taking important steps to address bullying, but it is still failing to meet all its obligations under Local Law 42—a seven-year-old local anti-bullying law—and is falling far short of the requirements under the Dignity Act. We urge the DOE to come into full compliance with Local Law 42. Compliance with the



local law will put DOE ahead of the curve in implementing the Dignity Act, and ensure that New York City is a model district in ensuring that students are protected from bullying.

### **I. The Effects of Bullying**

Week to week, the NYCLU receives calls from panicked parents and terrified students who are subjected to such severe harassment that just attending school each day is a challenge. In addition to missing class, students who are subject to bias-based harassment may suffer from anxiety and an inability to complete their school work. They may be too scared to join extracurricular activities or participate in school events. These children, like other targets of bullying, can suffer serious health and mental health consequences, consequences that can extend to other children in the school who are not direct targets of the harassment.<sup>1</sup> A school environment that is toxic to even discrete groups of students can lead to high absenteeism, lowered grades and test scores, and a general feeling of disengagement with the school.<sup>2</sup>

As we speak, NYCLU attorneys are working to secure a transfer for a student who has been so viciously bullied due to his sexual orientation that his principal told him this was a “good year” because he had only received one death threat. Not only does 16-year-old Richard live in constant fear for his physical safety—and even his life—he has sacrificed almost every school activity to avoid being bullied. For instance, though he excels at soccer, he was too afraid of his bullies to try out for the team. He goes out of his way to avoid the other out gay student in the school because their mere friendship makes both boys targets for sexual harassment. The school environment is so poisoned for Richard that he won’t even consider joining the Gay-Straight Alliance—a support group for out LGBT students and straight allies—because he fears it would

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<sup>1</sup> See US Department of Health and Human Services in partnership with US Department of Education and US Department of Justice, “Effects of Bullying”. Available at [www.stopbullying.gov](http://www.stopbullying.gov). Last accessed 7 June 2011. See also GLSEN, “From Teasing to Torment: School Climate in America- A National Report on School Bullying.” Available at <http://bit.ly/9Tuwat>. Last Accessed 7 June 2011.

<sup>2</sup> See GLSEN “2009 National School Climate Survey.” Available at <http://bit.ly/9n7rPC>. Last accessed 7 June 2011.

draw the bullies' attention. For Richard, unfortunately, due to the failure of his school to intervene effectively to protect him and improve the school environment, the only viable option is a transfer.

The NYCLU works with a handful of individual bullied students like Richard to find solutions to ensure their right to an education. Ultimately, though, intervening on behalf of individuals is a limited tool for creating safer schools for all children. For that reason, our focus has shifted to establishing strong, meaningful anti-bullying programs in schools. Our work with the DOE and the State Education Department as part of the Dignity Task Force reflects this commitment. Because the DOE has implemented its own anti-bullying program for several years, we believe that a close examination of its successes and shortcomings will highlight important considerations for implementation of the Dignity Act.

## **II. Statutory Framework**

In New York City, the issue of bias-based harassment sits at the intersection of several bodies of law. For decades, all public schools have had obligations to prevent and address harassment pursuant to federal law:

- Title VI of the Civil Rights Act of 1964 protects students from discrimination or harassment on the basis of their race, color, or national origin (including English-language proficiency).
- Title IX of the Education Amendments of 1972 protects students from discrimination or harassment on the basis of their sex (gender).
- Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 protect students from discrimination or harassment based on their disability status.

In 2004, the New York City Council passed the Dignity for All Students Act (which became Local Law 42) to ensure that students in New York City—including those who are not explicitly mentioned in civil rights laws, such as some LGBTQ youth, homeless youth, and youth in foster care—were protected from harassment that rose to the level of creating a hostile school environment. Among other things, the new law mandated regular training of all pedagogical staff and school safety officers on diversity awareness and sensitivity, and how to recognize and respond to harassment. It also required the DOE to issue an annual “statistical summary” of bias-based incidents in schools, disaggregated by school and grade level, and to include an analysis of bias incidents in the school report cards. The Council enacted this law over a veto by Mayor Bloomberg.

The DOE never fully implemented Local Law 42, maintaining a position that the City Council lacked jurisdiction over the DOE.<sup>3</sup> Three years after the enactment of Local Law 42, however, in the midst of horrific reports of bias-based violence against students<sup>4</sup>, the DOE undertook to offer optional anti-bullying training to school employees as part of a program titled “Respect for All.” Under increasing pressure from advocacy groups, then-Chancellor Klein issued a regulation in 2008 that picked up some of the provisions of Local Law 42 (Chancellor’s Regulation A-832: Student-to-Student Bias-Based Harassment, Intimidation, and/or Bullying). The regulation prohibits conduct that adversely affects a student’s educational opportunities.

Unfortunately A-832 is less meaningful than Local Law 42 in many ways. For example, it does not require training for educators or any other school employees (though the DOE has maintained an informal goal of training two individuals at each school). A-832 does not have a reporting requirement, nor does it prohibit conduct by adults in the schools. The regulation

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<sup>3</sup> Mayor’s Veto Message, Int. 188-A, 20 July 2004.

<sup>4</sup> Neha Singh and Khin Mai Aung, “A free ride for bullies,” *The New York Times*, 23 Sept. 2007; Irene Plagianos and Yoav Gonen, “Fury at new Sikh teen attack,” *New York Post*, 7 June 2008.

represents a step in the right direction for the DOE, but falls far short of the DOE's legal obligations under both City and State anti-bullying laws.

### **III. Effectiveness of Respect for All**

In a 2010 evaluation of the New York City Respect for All program, the Gay, Lesbian & Straight Education Network (GLSEN) found that trained teachers demonstrate greater empathy for LGBTQ students, are more likely to use proper terminology and are more likely to participate in activities that create a safer school for LGBTQ students. The 816 teachers who were surveyed also “demonstrated increased...frequency of intervention in anti-LGBTQ name-calling, bullying, and harassment.”<sup>5</sup> GLSEN's primary recommendation was that the DOE train more teachers and administrators, stating “providing such training to all school staff, including administrators, would result in an even stronger effect on the school environment” and that ongoing professional development opportunities would “enhance the effectiveness of trainings.”<sup>6</sup>

It is unclear whether there has been an actual reduction in the number and severity of bias-based incidents in the schools as a result of Respect for All trainings. What is clear is that bias-based harassment is an ongoing problem. A 2011 survey of educators at nearly 200 schools found that 70% of teachers said they witness bias-based harassment in their school—yet few were aware of Respect for All or felt that they had the training to recognize or intervene in bullying.<sup>7</sup> A 2008-2009 DOE audit of discipline in schools found that 5 percent of all discipline incidents (more than 6,000 incidents) were “bias-related.” Of those, the majority were relatively serious (categorized as “Level 4” on the DOE's 5-level discipline scale) and three quarters of all

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<sup>5</sup> Emily A. Greytak and Joseph G. Kosciw, “Year One Evaluation of the New York City Department of Education *Respect for All* Training Program.” GLSEN, 2010. pp. 17-19. Available at [http://www.glsen.org/binary-data/GLSEN\\_ATTACHMENTS/file/000/001/1633-2.PDF](http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/001/1633-2.PDF). Last Accessed 7 June 2011.

<sup>6</sup> *Id.* at v.

<sup>7</sup> Sikh Coalition, Asian American Legal Defense and Education Fund and New York Civil Liberties Union, “Bullying in New York City Schools: Educators Speak Out.” 2011. While the survey was limited in scope, it provided valuable insight into most teachers' daily reality with regard to bullying interventions.

incidents were motivated by a racial or gender bias.<sup>8</sup> To our knowledge there has not been an update of the 2009 audit, and the DOE has not reported any other information publicly about the incidence of bullying in schools. It remains nearly impossible to find any information on the Respect for All Program on the DOE's website, including on a page that lists the district's "non academic support services."<sup>9</sup> Updated analysis is necessary to judge the effectiveness of Respect for All in reducing incidents.

#### **IV. New Obligations Under The Dignity Act**

The New York State legislature enacted the Dignity for All Students Act ("The Dignity Act") in 2010 (N.Y. Educ. Law §§10 et seq.; N.Y. Educ. Law §801-a; N.Y. Educ. Law §2801 (1)-(2) 2010). The new law is similar to Local Law 42 and goes into effect at the beginning of the 2012-2013 school year.

Since September 2010, the DOE has been a member of a statewide task force charged with helping districts implement The Dignity Act. DOE's participation on the Task Force is an acknowledgement of its dedication to effective implementation of the new law. Due to the size of the City school district, and its experience implementing anti-bullying programs since 2008, it is likely that other school districts will look to New York City when preparing to implement The Dignity Act over the next calendar year. For that reason, we hope the DOE will recognize and address the areas where its anti-bullying work has failed to live up to its obligations under Local Law 42, and where it will need to improve to meet the obligations of The Dignity Act.

The Dignity Act will obligate the DOE to take certain steps above and beyond the requirements of A-832; however, in those areas where Local Law 42 or A-832 exceed the

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<sup>8</sup> New York City Department of Education, "Online Occurrence Reporting System (OORS) Audit of Bias-Related Harassment Incidents 2008-2009 Summary Findings," Available at <http://schools.nyc.gov/RulesPolicies/RespectforAll/OORS0809>. Last Accessed 7 June 2011.

<sup>9</sup> New York City Department of Education, "Student Support, Safety & Activities." <http://schools.nyc.gov/StudentSupport/default.htm>. Last Accessed 7 June 2011.

requirements of The Dignity Act, we hope the DOE will view Dignity as a floor, not a ceiling, for anti-bullying efforts. For example, we urge the DOE to maintain its commitment to training a minimum of two staff members in each school<sup>10</sup>, though The Dignity Act may require only one. Research by GLSEN has found that students report additional improvement in school climate when six or more teachers in the school are effectively trained.<sup>11</sup> We hope the DOE will consider the importance of which individuals are able to avail themselves of trainings in each school, and include non-pedagogical staff such as school safety officers, bus drivers, and food service personnel in future trainings.

The Dignity Act prohibits not only student-to-student harassment, which is currently contemplated by A-832, but also adult-to-student harassment. The DOE must be prepared to investigate and intervene in situations where teachers, staff, volunteers, and NYPD personnel are the subject of harassment complaints. The tension between NYPD and DOE employees working side by side in schools cannot be an excuse for the DOE to permit the harassment of students by school safety or police officers. The NYCLU has received complaints of students being harassed by NYPD employees in schools, particularly immigrant students.

Finally, The Dignity Act will require the annual reporting of “material incidents” of bullying and bias-based harassment to the State Education Department. With the sophisticated data analysis tools at its disposal, we hope the city DOE will become a model district for reporting and transparency regarding bias-based incidents. In the past, the DOE has shied away from public reporting of incidents out of a fear of “shaming” schools into underreporting. This is a concern shared by the NYCLU and the State Education Department. Designing a reporting scheme that doesn't shame schools, but still provides a mechanism for parents, policy makers and

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<sup>10</sup> According to DOE officials, over 80% of schools now have at least one trained individual.

<sup>11</sup> GLSEN “2009 National School Climate Survey.” P. 17. Available at <http://bit.ly/9n7rPC>. Last accessed 7 June 2011.

researchers to evaluate the success of anti-bullying efforts (and costs) is a key goal of the Task Force. We are confident that the DOE's participation at the decision-making level on this policy will help to alleviate its concerns about reporting, and will ensure its compliance with whatever scheme is ultimately created.

## **V. Concerns Moving Forward**

### **a. Cyberbullying**

No discussion of bias-based harassment in schools can be complete without addressing the issue of bullying via electronic means, or cyberbullying. While the relationship between cyberbullying and in-person bullying is unclear (research has found both strong and weak correlations<sup>12</sup>), educators are increasingly concerned about the effects of vicious online bullying on students' ability to succeed in school. At the same time, educators are often confused or hesitant to intervene in cyberbullying situations because the actual communications are sent and received away from school grounds.

As a primary matter, the NYCLU is concerned about the erosion of students' First Amendment and privacy rights. By virtue of their status as public school students, young people cannot be relegated to second-class citizenship, their private lives constantly coming under the auspices of a school discipline code. We hope the DOE will respect students' free speech rights outside of school, even when addressing bullying relationships that may exist outside the physical boundaries of the classroom. Young people have the unequivocal right to express their views outside of school, including unpleasant or even mean ones.

The simplest way for schools to address cyberbullying without infringing on the rights of students is to be proactive. Rather than censoring and punishing students, the DOE's

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<sup>12</sup> Marci Feldman Hertz and Corinne David-Ferdon, "Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers," Centers for Disease Control and Prevention. 2008. p. 10.

responsibility is to teach them the potential harm of such speech. In addition, schools should employ non-punitive responses to protected speech that has a negative effect on other students in the school, such as counseling, support groups, and restorative practices.

#### **b. Discipline**

It is not an exaggeration to say that school discipline in the New York City school district has reached a crisis. The number of suspensions has increased by an average of 27% each year since Mayor Bloomberg took control of the DOE in 2002, rising to a level of over 70,000 suspensions during the 2008-2009 school year. Hundreds of thousands of students, mostly black and many with diagnosed disabilities, have served long-term suspensions under an increasingly strict discipline policy, and an ever-lengthening list of “zero tolerance” infractions. Students—particularly those who have the greatest needs from teachers and schools—are regularly suspended for minor misbehavior, adding up to hundreds of thousands of missed school days.

The NYCLU is extremely concerned about the effects of anti-bullying policies on discipline and school safety practices in New York City. The New York City Department of Education and the New York Police Department have sacrificed many things on the altar of keeping schools nominally “safe,” including students’ personal privacy, freedom of movement, freedom of expression and their right to be free from unreasonable searches and seizures. Due to increased parent concern and media scrutiny of bullying, districts are under immense pressure to “crack down” on students, and police departments around the country have begun to enforce criminal harassment statutes against young people who bully.

Most bias-based harassment and bullying, however, is not a crime. Nor is bullying best addressed through tough “zero tolerance” discipline. The poor judgment and mistakes of childhood should never prohibit a student from accessing a free education or land him or her in



handcuffs. In the case of bullying in particular, suspension is a band-aid. It may remove the offending student from the immediate vicinity of the target, but this “solution” is temporary at best. At worst, it can inflame the bully’s frustration and anger towards the target, and the bullying can start anew, or even escalate, upon his or her return to school. Arresting a student for bullying or harassment can do immense and lasting damage to that student’s ability to succeed in school—and does very little to teach him or her a better way to handle differences.

To avoid endlessly suspending students for bullying, schools must seek long-term solutions, including educational approaches, to creating calmer, safer school environments.<sup>13</sup> Educators, not the police, should be primarily responsible for addressing bullying and bias incidents, and all reasonable efforts should be made to preserve the continuity of both the bully’s and target’s education. Disciplining a bully is not the same thing as supporting the target of bullying.

We urge the City Council to take an active role in monitoring the effects of The Dignity Act and other legislation on City suspension rates, and arrests of students for school misbehavior. Beginning this summer, this exact information will be reported to the Council several times a year pursuant to Local Law 6/2011, and we urge the Council to be vigilant in detecting troubling patterns in student discipline and NYPD responses to student misbehavior, including bullying.

## **VI. Recommendations**

Halfway through the implementation period for the Dignity Act (which must be operating in schools by the beginning of the 2012-2013 school year), the DOE has some advantages over

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<sup>13</sup> See, Annenberg Institute for School Reform, Make the Road New York, and New York Civil Liberties Union, “Safety with Dignity: Alternatives to the Overpolicing of Schools.” July 2009. Matthew P. Steinberg, Elaine Allensworth and David W. Johnson, “Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization,” University of Chicago Urban Education Institute. May 2011.

other school districts in the state, but also has a long way to go to be in compliance. We recommend the DOE take the following steps:

1. **Institute a public reporting scheme:** The Dignity Act requires that material incidents of bullying be reported to the State Education Department. As explained above, great care is being taken to ensure the reporting requirement does not shame schools for having “too many” bullying incidents, but instead focuses on their interventions. We recommend that the DOE also report some information on bullying incidents to the public—through school report cards as required by Local Law 42, or using some other mechanism. This is an important measure of school climate and parents, students, and advocates should know what the landscape of bias-based harassment is in their school compared to similar schools.
2. **Expand training opportunities.** Having teams of trained educators in schools makes schools safer for at-risk students. The DOE must step up its commitment to training school personnel and ensure that each school has an anti-bullying coordinator and an adequate number of trained personnel. The DOE should focus on training teachers and administrators, but also offer opportunities to support staff including school safety agents and bus drivers.
3. **Focus on prevention and effective intervention over punishment.** New York City schools do not need additional reasons to suspend students—effectively denying them access to their state-mandated education for misbehavior. Suspension is not an effective method for addressing bullying and has been demonstrated to be enforced in a discriminatory manner. Instead, the DOE must focus on implementing pro-social, culturally relevant curricula, including LGBTQ-positive curriculum and meaningful

training on internet safety and responsibility. It should step up its efforts to implement positive discipline alternatives, and move away from harmful zero tolerance discipline codes.

Councilmember Jackson, Speaker Quinn, and the entire City Council, we thank you for your attention to this important issue. New York's constitution guarantees education to every young person in the state, and improving school climate for all students will help to ensure that students aren't forced to miss school out of fear. Continued monitoring of discipline and criminal justice policies in school will ensure they don't miss school for making mistakes. We hope the Council continues to take an active role in making our schools safe and nurturing for all students.

**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: 6/13/11

Name: Joseph [unclear] (PLEASE PRINT)

Address: 121 Wilson St

I represent: E Citizen para Acum Albany Assoc

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: 4/13/11

Name: Laura Martucci (PLEASE PRINT)

Address: 89 Scarsdale Ave, S.I. N.Y.

I represent: S.A.R.A Intervention

Address: Wagner College

**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: 6/13/2011

Name: STERLING ROBERSON (PLEASE PRINT)

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

I represent: UNITED FEDERATION OF TEACHERS

Address: 52 BROADWAY

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**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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in favor  in opposition

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

Name: David Korzensky (PLEASE PRINT)

Address: UFT

I represent: Safety Director

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: 6-13-11

Name: Robin Brown (PLEASE PRINT)

Address: 731 Chauncey St Brooklyn NY 11207

I represent: Parent of Shacara McLaurin

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: \_\_\_\_\_

Name: Luana Claudio (PLEASE PRINT)

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

I represent: Make the Road NY

Address: 301 Grove St / 92-10 Roosevelt Ave

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**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: June 13th

(PLEASE PRINT)

Name: Iana Ogang UNITED SIKHS

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

I represent: UNITED SIKHS

Address: JAF PUB 7203 NYC, NY

**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: 6-13-11

(PLEASE PRINT)

Name: Shacara McLaurin

Address: 731 Chauncey St Bklyn

I represent: Self I was a victim of Bullying

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

**THE COUNCIL  
THE CITY OF NEW YORK**

June 15, 2011

Appearance Card

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

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

(PLEASE PRINT)

Name: Sterling Roberson Vice President

Address: 52 Broadway CTF

I represent: UFT

Address: 52 BWay

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**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 473-A Res. No. 474-A

in favor  in opposition

Date: 6/13/2011

(PLEASE PRINT)

Name: Paul Weiss

Address: 1775 York Ave 10128

I represent: ASPHALT GREEN

Address: 1750 York Ave 10128

**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: 06/13/2011

(PLEASE PRINT)

Name: CASSANDRA ALSTON Townsley

Address: 40 Monroe St, BK, 11238

I represent: \_\_\_\_\_

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: 6-13-11

(PLEASE PRINT)

Name: Beth Rasin

Address: Power Play NYC

I represent: \_\_\_\_\_

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

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**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: 6/13

(PLEASE PRINT)  
Name: Elayna Konston

Address: CEO

I represent: Office of School and Youth

Address: Development DOE

**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: 6/13

(PLEASE PRINT)  
Name: Connie Cutler

Address: Senior Director, Professional

I represent: Development, Office of

Address: School + Youth Development DOE

**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: 6/13

(PLEASE PRINT)  
Name: Johanna Miller

Address: 125 Broad St 19th FL 10004

I represent: New York Civil Liberties Union

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

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



**THE COUNCIL  
THE CITY OF NEW YORK**

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in favor  in opposition

Date: 6/13/2011

(PLEASE PRINT)

Name: Mark Bo Beyersdorf

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

I represent: Asian American Legal Defense & Education Fund

Address: 99 Hudson St. Jackson Heights NY 11372

▶ 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: 6/13/11

(PLEASE PRINT)

Name: Tejpreet Kaur

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

I represent: The Sikh Coalition

Address: 40 Exchange St, Ste 728 10005

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