BULLYING in New York City Schools

Educators Speak Out

2009-2010

THE SIKHCOALITION
the voice of a people

Asian American Legal Defense and Education Fund

NYCLU
NEW YORK CIVIL LIBERTIES UNION

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
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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

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,[1] 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.[2]

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.[3]

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.[4] 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.[6] 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.[7]

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**

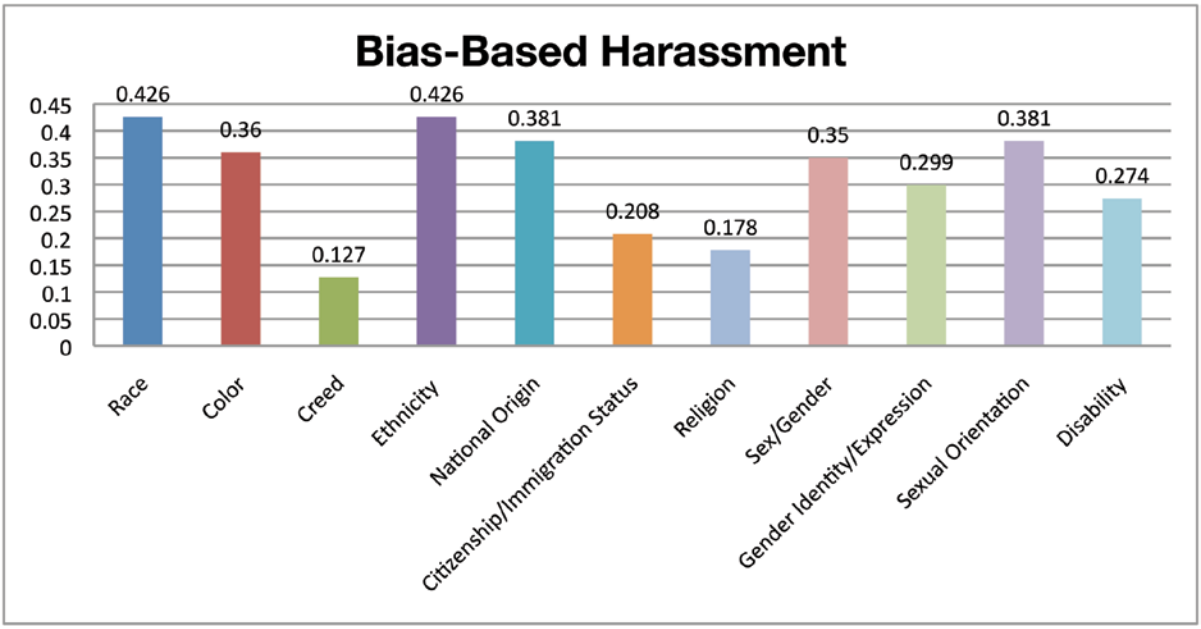
Trends in New York City Public Schools, 2009-2010

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**[8]

> *"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."[9]	**26.4 percent** 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."[10]	**62.4 percent** of teachers and staff who filled out our survey were aware of Chancellor's Regulation A-832. **29.4 percent** 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."[11]	**42.7 percent** 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."[12]	**26.6 percent** 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."[13] "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." [14] "All parent coordinators and all school-designated Respect for All liaisons will be required to attend a two-day training session." [15]	**19.3 percent** of teachers and staff surveyed said they attended a training this school year. **26.9 percent** 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. **30.5 percent** 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." [16]	**14.3 percent** 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 are 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. [17]

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[18] 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.[19]

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.[20] 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.[21] 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.

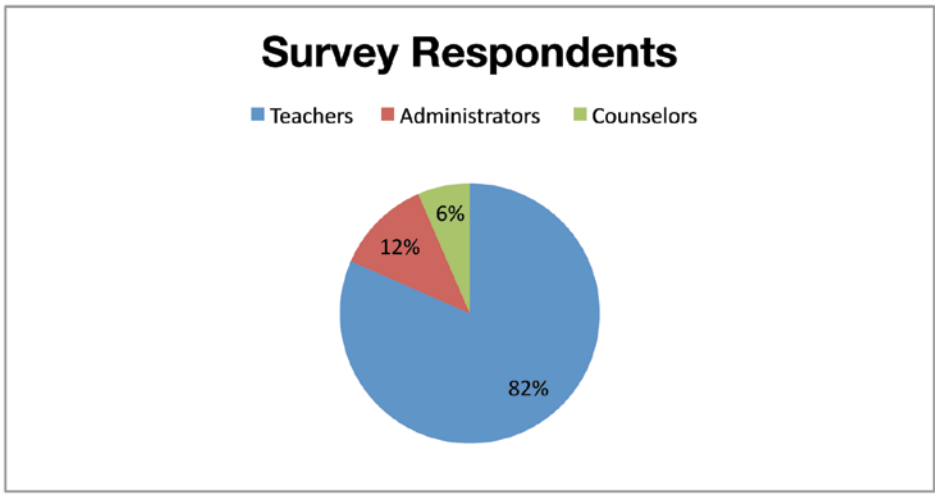
Expanded protected characteristics: Unlike the state Dignity Act, Chancellor Regulation A-832's protections specifically include harassment on account of *citizenship/immigration status*.[22] Our survey results found about one in five (20.8 percent) staff respondents had witnessed harassment on the basis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

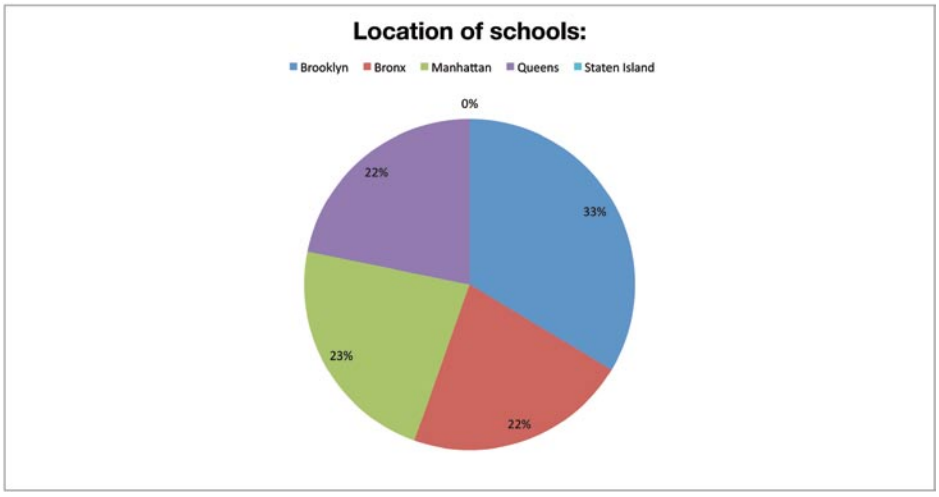
Numbers

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/ALeqM5gxmtlu3XkGzNbdSZznbjAy9l1algD9lOHJVG0?docId=D9lOHJVG0
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.nydailynews.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
4. Chancellor's Regulation A-832 can be viewed in full here: 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
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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