

## Local Law 51- Reporting on student-to-student bullying, harassment, intimidation, and discrimination

Pursuant to Local Law 51 of 2018, the Department of Education is required to provide reports on student-to-student bullying, harassment, including sexual harassment, intimidation, and discrimination twice a year (May 31 and November 30). Per legislation and in accordance with the Family Educational Rights and Privacy Act (FERPA), any value from one (1) to five (5) has been redacted.

Admin District	2025 Complaints JAN- JUNE	2025 Material Incidents JAN-JUNE	Race	Ethnicity or National Origin or both	Religion	Gender	Weight	Gender Identity/expression	Disability	Sexual Orientation	Grand Total
1	107	73	15	R	R	R	R	R	R	R	27
2	820	518	67	27	28	20	17	14	10	25	145
3	253	141	20	R	R	R	9	R	R	R	43
4	239	137	16	R	R	7	11	R	R	7	41
5	111	57	R	R	R	R	R	R	0	0	14
6	203	130	11	R	R	R	R	R	R	7	22
7	257	189	17	R	R	R	6	R	R	6	40
8	343	201	12	6	R	7	9	7	R	R	41
9	309	198	13	R	R	R	R	R	R	R	28
10	562	354	36	15	R	7	17	R	R	7	75
11	488	334	31	8	6	10	16	R	0	8	R
12	273	142	6	R	0	R	R	R	0	6	16
13	242	160	10	R	R	R	R	R	R	7	29
14	176	111	11	R	0	R	R	R	R	R	25
15	341	209	33	R	R	10	12	6	R	8	70
16	81	57	6	R	0	R	R	R	0	R	13
17	186	110	R	R	0	R	6	R	R	6	22
18	128	72	R	R	0	R	R	R	0	R	13

19	214	136	R	R	R	R	R	R	R	R	18
20	589	341	41	16	13	9	22	R	R	15	99
21	585	334	69	23	18	6	27	6	R	12	R
22	271	151	28	14	R	R	11	R	0	8	54
23	83	31	R	R	0	R	R	R	0	R	R
24	715	462	73	29	9	24	33	13	6	18	152
25	792	522	83	39	16	10	53	9	22	19	199
26	473	295	64	15	R	R	22	0	7	6	108
27	557	347	49	10	R	R	17	R	R	11	78
28	455	303	38	10	10	13	17	R	R	7	80
29	368	228	8	R	R	9	12	10	R	R	34
30	555	355	25	19	14	11	23	R	11	13	88
31	989	626	119	61	16	11	42	9	14	30	224
32	108	67	8	0	0	0	R	0	0	R	13
75	278	156	11	6	R	0	R	R	7	R	21
79	36	14	0	R	0	0	R	0	0	R	R
<b>Grand Total</b>	<b>12,187</b>	<b>7,561</b>	<b>937</b>	<b>354</b>	<b>175</b>	<b>199</b>	<b>418</b>	<b>129</b>	<b>131</b>	<b>264</b>	<b>2,030</b>

## Resources and Supports to Schools

During the 2024-2025, the DOE continued to provide resources and supports to schools with respect to preventing, reporting, and addressing incidents of student-to-student discrimination, harassment, intimidation and/or bullying, including sexual harassment including:

- Anti-bullying training modules for supportive and inclusive learning environments:
  - Training for students, aimed at empowering them to become upstanders who report bullying rather than bystanders
  - Training materials and resources for school staff to address bullying, harassment, and biased-based behavior towards various populations
  - Training for central and school staff addressing system enhancements and policy changes outlined in Chancellor's Regulation A-832 (school policies about student-to-student discrimination, harassment, intimidation, and/or bullying, including sexual harassment)
    - Note: all principals confirmed in SY24-25 that they completed and provided training required pursuant to Chancellor's Regulation A-832.
  - Age-appropriate student-to-student sexual harassment prevention presentations (based on policies outlined in Chancellor's Regulations A-831) for school staff to share with elementary, middle, and high school students.
  - Training for school-based Sexual Harassment Prevention (SHP) Liaisons on student-to-student sexual harassment in accordance with the requirements of Chancellor's Regulation A-831
  - Online behavior and digital citizenship curriculum and education for educators, as part of the requirements outlined in the Children's Internet Protection Act
  - Training for school staff on LGBTQ+ inclusion
  - Training in bullying prevention and intervention in a social-emotional learning and restorative justice framework for school-based staff
    - Training in restorative circles on racial equity and community building
    - Strategies and tools for confronting bias
  - Training for Central and School Staff on reporting requirements and investigating potential material incidents.
- Designation of at least one District Respect for All Liaison (staffed within NYCPS Superintendent's office) for each district school, who is responsible for supporting schools with bullying allegations, classroom management, and developing and sustaining systems to ensure a positive school environment.
- Annual deployment of the Online Complaint Reporting System for parents, students, and other individuals (other than staff) to submit complaints of student-to-student discrimination, harassment, intimidation, and/or bullying, including sexual harassment, as well as enhancements to OORS/SOHO.
  - Close monitoring of bias-based bullying incidents and investigations

- Title IX Liaisons aligned with Superintendent's teams who conducted investigations and provided support to schools regarding Title IX incidents
- Cultural Responsiveness and Schoolwide Positive Behavior Supports for students involved in one or more Material Incident Violations Checklist guide, including the implementation of an Individualized Support Plan.
- Enhancements to the Online Occurrence Reporting System (OORS) for schools to identify missing requirements more readily, such as Supports & Interventions and Written Notice of Determination dates. OORS now also allows for the documentation of Supports & Interventions for witnesses and groups (class/grade/school).
- Resources such as the [Frequently Asked Questions](#) and [the RFA webpage](#) which are available for students and parents on how to report incidents, the investigation process, and supports and interventions to prevent and address student-to-student sexual harassment and student-to-student gender-based harassment, bullying, intimidation, and/or discrimination.
- Escalation assistance for families is available on the [RFA webpage](#).

### Description of Trends Reflected in Data Reported

- Out of all complaints, 31% were for middle schools, 26.2% were for high schools, 20.3% were for elementary, and 13.6% were for K-8.
- Of all the material incidents, 33.4% were for middle schools, 27.2% were for high schools, 16.1% were for elementary, and 13.9% of K-8.
- Out of all the incidents that were biased, only 20.4% occurred in high schools.

### Recommendations

Based on the data trends identified above, NYCPS recommends the following:

1. NYCPS should ensure that each school implements the [Kindness over Bullies Anti-bullying Campaign](#) - which equips and supports schools through a comprehensive implementation guide to hold schoolwide anti-bullying assemblies/events, complete anti-bullying pledge letters, increase communications to families, expand staff professional development and connect all students and families to their schools designated primary RFA Liaison.
2. NYCPS should continue to invest in and expand Restorative Practices programming in middle and high schools to positively impact school climate, culture, and behavioral outcomes. Restorative practices strengthen students' social-emotional competencies, repair harm from past incidents, and proactively prevent behaviors such as bullying, harassment, intimidation, and discrimination, ultimately fostering safe, respectful, and inclusive learning environments. By prioritizing these approaches, schools can promote equity and belonging for all students.

3. NYCPS should expand upon existing support provided to schools by training superintendent teams to build capacity in training school-based staff on bullying policies and procedures. Additionally, schools should continue to use practices that are trauma-informed and strengthen SEL in addressing behavior, which impacts school climate, including bullying, harassment, intimidation, and discrimination.

4. NYCPS should ensure that every school will have access to mental health support, either through access to mental health clinics or by adding social workers to superintendent teams to support school climate. Schools should identify children who need additional support by offering social emotional screeners to every student and they should organize school teams and structures to ensure that students are matched with appropriate support services depending on their needs.

5. NYCPS will continue to offer schools with low bullying student survey scores training on appropriate online student behavior with the knowledge and tools needed to navigate and promote a healthy digital environment.

6. NYCPS will work with elementary schools and offer SEL programming and training to schools with high bullying school survey results.

### Schools who completed training pursuant to Chancellor's Regulations A-832

- All principals have confirmed in their Consolidated Plan that training required pursuant to Chancellor's Regulations A-832 was completed for SY24-25.