

Respect For All: Bullying and Cyberbullying Parents as Partners



Parents as Partners

Students, **parents**, and school staff all have a role in making schools safe and must work together to achieve this goal.

School staff should keep parents informed of their child's behavior and engage **parents as partners** in addressing areas of concern.

Outreach to parents can include, but is not limited to, a phone call, an in person conference, and written communication.

RESPECT FOR ALL

Bullying and Cyberbullying

Agenda

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- Signs a Child is Bullying Others
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PRIMARY MESSAGE

All students deserve a safe, supportive school environment free of *bullying* and bias-based behavior.

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

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

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

What is Bullying?

Bullying is behavior that is intended to cause some kind of harm.

The person doing the bullying purposely says or does something to hurt the target of their behavior.

Bullying behavior always involves an imbalance of power (physical or social) or strength between the person doing the bullying and the target of the behavior.

The person doing the bullying may be physically bigger or stronger or may be older or have greater social status or social power than the person being targeted.

Harassment and/or bullying may take many forms and can be physical, non-verbal, verbal, or written

It may be a single incident or a series of related incidents.

Bullying Is Not Conflict

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

Power Imbalance



Looks can be deceiving.

What is Cyber-Bullying?

Written discrimination, harassment, intimidation and/or bullying includes electronically transmitted communications and cyberbullying (e.g., via information technology including, but not limited, to: internet, cell phone, email, personal digital assistant, wireless handheld device, social media, blogs, chat rooms, and gaming systems).

Signs a Child Is Being Bullied

Unexplainable injuries

Lost or destroyed clothing, books, electronics, or jewelry

Frequent headaches or stomach aches, feeling sick or faking illness

Changes in eating habits, like suddenly skipping meals or binge eating.
Kids may come home from school hungry because they did not eat lunch.

Difficulty sleeping or frequent nightmares

Declining grades, loss of interest in schoolwork, or not wanting to go to school

Sudden loss of friends or avoidance of social situations

Feelings of helplessness or decreased self esteem

Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

Signs a Child is Bullying Others

Gets into physical or verbal fights

Has friends who bully others

Is increasingly aggressive

Gets sent to the principal's office or to detention frequently

Has unexplained extra money or new belongings

Blames others for their problems

Doesn't accept responsibility for their actions

Is competitive and worries about their reputation or popularity

Why don't kids ask for help?

Bullying can make a child feel helpless. Kids may want to handle it on their own to feel in control again. They may fear being seen as weak or a tattletale.

Kids may fear backlash from the kid who bullied them.

Bullying can be a humiliating experience. Kids may not want adults to know what is being said about them, whether true or false. They may also fear that adults will judge them or punish them for being weak.

Kids who are bullied may already feel socially isolated. They may feel like no one cares or could understand.

Kids may fear being rejected by their peers. Friends can help protect kids from bullying, and kids can fear losing this support.

Addressing Bullying and Bias-Based Behavior

Each school is expected to promote a nurturing school culture that promotes positive interpersonal and intergroup relations and respect for diversity among students and between students and staff.

Schools should provide all students with a supportive and safe environment in which to grow and thrive academically and socially.

The ability of students to learn and meet high academic standards and the school community's ability to educate its students are compromised when students engage in discrimination or harassment, bullying, or intimidating behavior toward other students.

What are some examples of banned behaviors?

Physical violence; stalking;

Verbal or physical conduct that threatens another with harm;

Seeking to coerce or compel a student or staff member to do something; hazing;

Taunting; exclusion from peer groups designed to humiliate or isolate;

Using derogatory language or making derogatory jokes or name calling to humiliate or harass;

Making derogatory statements, using a name or pronoun or pronouncing a name, or engaging in hostile acts based on a student's race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight, or disability;

Written or graphic material, including graffiti, containing comments or stereotypes that are either posted, circulated or are written or printed on clothing or posted on the Internet (cyberbullying) that are derogatory of others; engaging in this behavior based on a person's race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight or disability.

Schools should prevent bullying behavior through:

- Implementation of **school-wide and classroom-based social and emotional learning strategies** and **positive approaches to discipline**;
- **Age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum**;
- **Creation of a school-wide and classroom climate that supports racial, cultural and other forms of diversity**, (i.e., clear communication of behavioral expectations, incorporation of lesson plans on prejudice reduction, modeling unbiased behavior, empathy development and cooperative learning); and
- **Encouragement of parent participation in bullying behavior prevention initiatives.**

Each school should intervene to put an end to bullying behavior (1 of 5):

- Immediate referral of the student harmed to appropriate support services in the school and community;
- Referral of those who caused harm to counseling to address underlying behavior and/or to administrators for appropriate discipline;
- **Notification of parents of all those involved;**
- **Ongoing actions intended to prevent recurrence, such as increasing adult supervision of an activity in which incidents have occurred and close monitoring of the security of those harmed.**
- **Development of an Individualized Support Plan (“ISP”)**
- **Reconvening an Individualized Education Program (IEP) meeting**
- **Participation in community service (with parental consent)**

Each school should intervene to put an end to bullying behavior (2 of 5):

Bullying and harassment can take many forms and includes behavior that targets students because of their **actual or perceived race, color, national origin, ethnicity, citizenship/immigration status, religion, creed, disability, sexual orientation, gender, gender identity, gender expression, or weight.**

These behaviors pose a serious threat to all students, and it is a school's responsibility to eliminate the hostile environment created by such harassment, address its effects, and take steps to ensure that harassment does not recur.

All reports of harassment, intimidation, discrimination, and/or bullying behavior will be investigated, and appropriate follow-up action will be taken.

Each school should intervene to put an end to bullying behavior (3 of 5):

Everyone in the school community—teachers, support staff, safety agents, cafeteria, custodial staff, bus drivers, school counselors, student support staff, students, and parents—needs to understand what bullying is and the NYCDOE rules that prohibit such behavior.

Clarifying school-wide rules that prohibit bullying and discrimination and discouraging bystander behavior (on-looking) are vitally important to helping students play a pivotal role in bullying prevention.

Each school should intervene to put an end to bullying behavior (4 of 5):

Integral to preventing student-to-student bullying and/or bias-based behavior is effective social emotional learning that helps students develop core competencies.

These fundamental life skills are: **recognizing and managing their own emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.**

Each school should intervene to put an end to bullying behavior (5 of 5):

Students who are able to recognize and manage their own emotions are better able to be assertive rather than aggressive or passive when they interact with their peers.

Students who develop caring and concern for others and establish positive relationships are less likely to engage in bullying or discriminatory behavior.

Additionally, students who have learned how to make responsible decisions and handle challenging situations ethically and constructively are less likely to be bystanders and more likely to act as allies if a peer is the target of harassment or bullying of any kind.

Reporting

Parents and students can report concerns regarding bullying behavior by

1. Notifying the school's Respect for All (RFA) liaison(s), a member of the child's school's administration, or any other school employee; or
2. Submitting online complaint (<https://www.nycenet.edu/BullyingReporting>) or emailing the Office of Safety and Youth Development (OSYD) at RespectforAll@schools.nyc.gov ; or
3. Calling **718-935-2288 Monday through Friday, from 9:00AM-5:00PM.**
4. **If the issue involves gender-based harassment, also emailing the DOE Title IX Coordinator at Title_IX_Inquiries@schools.nyc.gov ;**

*Parents should ask for the incident number from school administration for follow up. This is also known as Online Occurrence Reporting System (OORS) number.

What should your child do if you believe another student or a staff member has harassed, bullied or discriminated against your child or if you have witnessed such behavior?

A student may make a report of bullying, intimidation, discrimination or harassment by another student in writing or orally to the school staff members listed on your school's **Respect for All** posters which are displayed throughout your child's school or to any school staff member.

According to DOE Policy [CR A-830](#) a student may make a report of staff-to-student harassment, intimidation and/or bullying to the principal /designee or to the **Office of Special Investigations**, https://www.nycenet.edu/offices/osi/CPR_Form/form.aspx

A student may make a report of staff-to-student discrimination based on race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight, or disability to the principal/designee or to the Office of Equal Opportunity, <https://www.nycenet.edu/oeo>

Reports should be made as soon as possible after the incident so they can be effectively investigated and addressed.

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

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

Provides that each principal/designee must ensure that the name and contact information of the RFA liaison(s) are included on the school's website and shared with students and parents at least once per year, including but not limited to through electronic communication or sending such information home with students.
(Section V.C)

Posters in Schools with Name(s) of Respect for Liaison(s) and Sexual Harassment Prevention Liaison(s)

NYC PUBLIC SCHOOLS

RESPECT FOR ALL

THE NYC DISCIPLINE CODE PROHIBITS HARASSMENT, INTIMIDATION, DISCRIMINATION AND BULLYING BEHAVIOR



Students who believe they have been the victim of harassment, discrimination, intimidation and/or bullying by another student or by a staff member, and all students who see or know of such behavior, should report the incident to a school staff member immediately.

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

Staff members who witness or learn about harassment, discrimination, bullying and/or intimidating behavior will take appropriate action to intervene to stop such behavior, including promptly reporting the behavior to appropriate school staff within one school day.

Students who engaged in prohibited behavior are subject to appropriate intervention and disciplinary action consistent with the Citywide Behavioral Expectations to Support Student Learning (Discipline Code) and Chancellor's Regulation A-443.

Prohibited behavior includes, but is not limited to: physical violence; verbal or physical conduct that threatens another with harm; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory or discriminatory language to humiliate or harass. This policy is set forth in Chancellor's Regulations and the Citywide Standards of Intervention and Discipline Measures (The Discipline Code).

To report an Incident: If you need help because someone has discriminated against, harassed, bullied or intimidated you, or if you have concerns about such behavior, you can go to:

How to report or if additional assistance is needed,
Submit a complaint online at:
<https://www.nycenet.edu/bullyingreporting>
or •CALL: 718-935-2288 •EMAIL: RespectForAll@schools.nyc.gov



CHECK & RESPECT

THE NYC DISCIPLINE CODE AND CHANCELLOR'S REGULATION A-831 PROHIBIT SEXUAL HARASSMENT BY STUDENTS AGAINST OTHER STUDENTS

Sexual harassment includes unwelcome and uninvited sexual advances, requests for sexual favors, sexually motivated physical conduct and other verbal, non-verbal or physical conduct or communication of a sexual nature. It is a violation of DOE policy for students to engage in this behavior on school property or off-school grounds when the behavior disrupts or endangers the school community.

If you feel that you have been the victim of, or witnessed, such behavior by another student, please let your teacher, counselor, the school-designated staff member listed below or someone else on the school staff know. If you feel uncomfortable making a report to a school staff member, you may confidentially contact the Office of Safety and Youth Development by emailing your complaint to RespectForAll@schools.nyc.gov. You may also make a confidential written report. Copies of the complaint form and Chancellor's Regulation A-831 are available in the principal's office or on the DOE's website.

HOW TO REPORT OR IF ADDITIONAL ASSISTANCE IS NEEDED:

- ▶ Submit complaint online at www.nycenet.edu/bullyingreporting
- ▶ Call 718-935-2288
- ▶ E-mail: RespectForAll@schools.nyc.gov
- ▶ Scan QR code for complaint form



The staff member at our school designated to handle complaints of student-to-student sexual harassment is:

▶ _____



IGBTQ

LESBIAN GAY BISEXUAL TRANSGENDER GENDER EXPANSIVE QUEER OR QUESTIONING

All Students have a right to feel safe at school

Did you know?
Your school prohibits harassment, intimidation, discrimination & bullying.

If you feel you've been bullied or discriminated against in school because of your actual or perceived gender identity, gender expression, or sexual orientation, you have people you can talk to.



If you need help or have concerns, talk to your Respect for All liaison:

How to report or if additional assistance is needed, Submit a complaint online at: <https://www.nycenet.edu/bullyingreporting> or •CALL: 718-935-2288 •EMAIL: RespectForAll@schools.nyc.gov



Students who engaged in prohibited behavior are subject to appropriate intervention and disciplinary action consistent with the Citywide Behavioral Expectations to Support Student Learning (Discipline Code) and Chancellor's Regulation A-443.



Online Portal



Bullying Reporting

Select Language: العربية বাংলা 中文 English Français Kreyòl Ayisyen 한국어 Русский Español اردو

Report Student-to-Student Discrimination, Intimidation, and Harassment, Including Sexual Harassment and/or Bullying

Under DOE policy, students may not harass, intimidate, bully or sexually harass other students. Students may also not discriminate against or harass, intimidate or bully students on the basis of actual or perceived race, color, citizenship/immigration status, religion, creed, national origin, disability, ethnicity, gender, gender identity, gender expression, sexual orientation, or weight.

There are four ways to report this type of behavior:

- File a complaint online (click the **Get Started** button below)
- Notify a staff member at your school, including the Respect for All Liaison or Sexual Harassment Prevention Liaison, verbally or in writing
- Call 718-935-2288
- Email Respectforall@schools.nyc.gov

What You Can Report

You can report any discrimination, intimidation, harassment (including sexual harassment), and/or bullying that happens:

- in school
- online (cyberbullying) including websites and social media
- via phone, email or other digital means
- while on school buses
- while on school property
- while off school property when the behavior threatens or has the potential to threaten the safety or well-being of the school community

To report other types of misconduct or concerns, please visit our [Complaint Procedures page](#).

To report physical punishment or verbal abuse, file a complaint with the DOE Office of Special Investigations on the [OSI Reporting System](#). See Chancellor's Regulations A-420 and A-421 for more information.

Charter school, 3-K and Pre-K program use different processes for handling bullying complaints, but you can still file online here. After you file, your complaint will be forwarded to the charter school or 3-K/Pre-K program.

More Information

- [Chancellor's Regulation A-832 - Student-to-Student Discrimination, Harassment, Intimidation and/or Bullying](#)
- [Chancellor's Regulation A-831 - Student-to-Student Sexual Harassment](#)
- [Discipline Code](#)
- [Respect for All](#)

GET STARTED

A-832 Reporting Form



COMPLAINT/REPORTING FORM

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

Please complete form as clearly and with as much detail as possible and to the extent you have such information.

Reporter Information

Name:

School/DBN

Reason for Making this Report

Are you making this report because you were a victim of an incident of student-to-student discrimination, harassment, intimidation and/or bullying?

Yes No

Are you making this report because you witnessed an incident of student-to-student discrimination, harassment, intimidation and/or bullying?

Yes No

Are you making this report because an incident of student-to-student discrimination, harassment, intimidation and/or bullying was reported to you?

Yes No

If you answered "Yes" to the above question, please indicate the:

- Name/title of the person who reported it to you:
- Date you verbally reported incident to principal/designee or the Respect for All (RFA) liaison:
- Name of the principal/designee or RFA liaison to whom you reported the incident:

What happens after a report is made?

All reports of bullying, harassment, discrimination or intimidating behavior will be investigated. Students who engaged in prohibited behavior are subject to appropriate intervention and disciplinary action consistent with the Citywide Behavioral Expectations to Support Student Learning (Discipline Code) and Chancellor's Regulation A-443.

If the behavior constitutes criminal activity, the police will be contacted. Student support if appropriate, individual or group counseling, referral to an external agency and/or other interventions will be provided.

Retaliation

Retaliation against someone who reports an incident of harassment, bullying, intimidation or discriminatory behavior or who helps in an investigation is prohibited. Students who believe they have been retaliated against should immediately contact a school supervisor.

Confidentiality

It is the NYC Public Schools' policy to respect the privacy of all parties and witnesses to complaints brought under this policy. However, sometimes, we may need to share information in order to resolve a complaint. Therefore, information regarding a complaint may be disclosed in appropriate circumstance to individuals with the need to know or where required by law.

What help is available for students?

Both the student who is victimized and the student who engages in the prohibited behavior should be referred to separate school based counseling and/or separate, appropriate community-based agencies for counseling, support, and education.

What You Can Do About Bullying: If Your Child is the “Bully”

Involve your child in making amends or repairing the situation. The goal is to help them see how their actions affect others. For example, your child can:

Write a letter apologizing to the student who was bullied.

Do a good deed for the person who was bullied or for others in your community.

Speak with their school counselor or administrator.

Work with your child’s school if you think additional referrals or resources are needed.

Sometimes children bully to fit in. Your child can benefit from participating in positive activities. Involvement in sports and clubs can enable him/her to take leadership roles and make friends without feeling the need to bully.

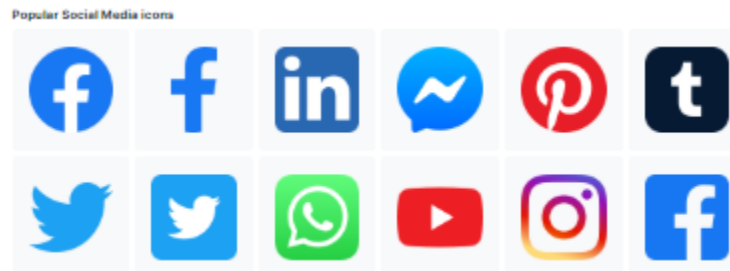
Other times kids act out because something else—issues at home, stress—is going on in their lives. They also may have been bullied. They may be in need of additional support, such as [mental health services](#)

Parent Responsibilities

Make sure your child acts responsibly. This includes knowing and understanding the Discipline Code, [Internet Acceptable Use and Safety Policy](#) (IAUSP), and [Social Media Guidelines for Students 12 and Younger](#) or [13 and Older](#).

Keep track of your children's online use when they are not in school—including mobile apps, online games, and other social media

Share values with your children and talk with them about what is—and is not—acceptable online behavior.



Student Responsibilities

Follow all school and class rules for using technology

Act responsibly to all—both online and face-to-face

Collaborate in positive ways that help you learn

Use technology to support an inclusive school community

Only use accounts that belong to you.

Protect passwords—don't share them with others

Don't automatically save passwords on school devices

Don't give out personal information online without your parent's permission

Have permission from a parent before meeting anyone in person that you have met only online

Families, Students, and Social Media

Create Your Digital Image

Post Responsibly

Consider the Consequences

Cyberbullying

Create Your Digital Image

To control their own digital images, young people have four basic tools: matching their personal image with their online image, being positive, being the best person they can be, and knowing their audience.

Google yourself, your child, and other friends and family. What are the results? Are you surprised by any posts? Does someone else come up? What can people do to separate their names online (for example, use a middle name)? Click on an image or website you are not sure of to find out the original source. Did a friend or family member post something without you knowing about it?

Remind your child that many people are possible audience members online. What would they like their teacher to see? How about a middle school/high school or college they want to go to? What if something they posted became a big news story? Discuss what they can do to correctly manage their online image.

Headline Exercise

If your child was the subject of a newspaper article, what would they want the headline to read? Write the headline. Talk about what the headlines of friends, families and famous people might be.

You can also watch the ["One Sentence Project" video](#)([Open external link](#)) to hear how other students have answered this question.

One Sentence Project Video



Post Responsibly

As a parent, you play a key role in ensuring your child is posting correctly and protecting their personal info online. The DOE Internet Acceptable Use and Safety Policy tells parents that they are responsible for teaching their set of family values to their children.

This is your responsibility even when your child is doing homework or any school assignment. You can help your child post in ways that best shows the values of your family.

Pay attention to where your child goes online. You may want to think about using parental controls or safe searching on certain sites.

Talk with your child about sites or searches that you believe are unsafe or risky.

Also, speak to your child about what they should do if they find a bad site.

Consider the Consequences of Your Online Actions

It's important for students to think through the effects of their online behavior.

They also must be careful about both the websites they visit and who they are talking with online.

Students don't always realize that what they do outside of school can have effects at school. This is especially true online.

Talk to your child about not sharing passwords with friends and make sure you both know how to prevent computers you share with others from automatically saving passwords. (For example, always log off when you have finished using a site – don't just close the browser.)

Let your children know that they can be held responsible for another person's actions when that person uses their online accounts to post information or buys something.

Schools should notify parents each year about school or classroom-based social media activities. If you haven't heard anything, talk to your child's teacher, and your child.

Be Aware of Your Child's Behavior Online

You may want to “friend” or “follow” your child.

Some families keep a copy of their child's online usernames and passwords; others have a place where all family passwords are kept in case of emergency.

Set rules for what behavior is allowed online for your family and talk about the Student Social Media Guidelines at home.

You may also want to buy filtering software or set up a program to track computer and cell phone use.

Take Threats of Cyberbullying Seriously

Cyberbullying is the use of electronic technologies to hurt or harass others.

Examples include creating or forwarding mean or hurtful text messages or emails, posts that are not true and create rumors, and embarrassing photos.

Some signs of cyberbullying (both being bullied, and bullying) are: removing themselves from daily activities, getting upset when online or texting, quickly closing out of sites when an adult walks by, or avoiding questions about what she is doing on the computer.

Discuss strategies to give students ideas about what to do when someone they know is being targeted, or if they are being targeted themselves.

Role Play Being an Upstander/Ally

When your child sees that someone they knows is not being treated with respect, encourage them to support the victim.

They can do that by privately telling the victim that they are sorry for what the victim is going through or by speaking up publicly.

Try to find real examples of this from your life or in the media.

Talk with your child about the different ways they might respond.

Next do a role play to act out how this might work.

Removing Offensive Posts

- Act quickly – the less time this material remains online, the better for your children.
- Encourage students to use reporting features on the site
- FACEBOOK
 - <https://www.facebook.com/help/174210519303259?helpref=search>
 - Help Center: www.facebook.com/help
 - Here are reporting instructions:
<https://www.facebook.com/help/171757096241231>
- INSTAGRAM: <https://help.instagram.com/519598734752872>
- SNAPCHAT: <https://storage.googleapis.com/snap-inc/privacy/lawenforcement.pdf>
- Inform school administration for assistance

Escalation Assistance from Superintendent and Family Support Coordinator

- You believe school staff retaliated against you or your child for making a prior A-831 (student-to-student sexual harassment) or A-832 Complaint (student-to-student discrimination, harassment, intimidation and/or bullying) at the same school; or
- Your child has been the victim of two or more A-831 or A-832 Complaints in the same school year that were determined to be material incidents (i.e., violations of Chancellor’s Regulations A-831 or A-832); or
- You did not receive a Notice of Determination from the school within 10 school days of the school’s receipt of the open A-831 or A-832 Complaint.

Request for Escalation Staff Assistance Form

The list of superintendents and their Family Support Coordinators can be found on the [Superintendents page](#) of the DOE website.

Escalation Staff Assistance Request Form 2020-2021

You may seek assistance from escalation staff to coordinate the completion of an open investigation of a complaint of student-to-student harassment, discrimination, intimidation and/or bullying (A-832 Complaint), including sexual harassment (A-831 Complaint) if:

- You believe school staff retaliated against you or your child for making a prior A-831 or A-832 Complaint at the same school; or
- Your child has been the victim of two or more A-831 or A-832 Complaints in the same school year that were determined to be material incidents (i.e., violations of Chancellor's Regulations A-831 or A-832); or
- You did not receive a Notice of Determination from the school within 10 school days of the school's receipt of the open A-831 or A-832 Complaint.

Please complete the form and email it to the [Family Support Coordinator](#) for the superintendent that oversees your school. The list of superintendents and their Family Support Coordinators can be found on the Superintendents page of the DOE website. You can also find your Family Support Coordinator on your school's webpage, which can be located with the [Find A School tool](#).

Student Information

Last Name:

First Name:

Middle Name:

Student ID # (if known):

Date of Birth (mm/dd/yyyy):

Home Address (House number, Street name, Apt. #, City, State, Zip):

Home Phone:

Number:

Name of School:

Parent/Guardian Information

Last Name:

First:

Name:

Relationship to Student:

Home Address (House number, Street name, Apt. #, City, State, Zip):

Home Phone Number:

Work Phone:

Number:

Email Address:

NYC DOE Resources

[Respect for All: Fostering Anti-Bullying Practices](#)

[Discipline Code \(Grades 6 - 12\) \(Open external link\)](#)

[Discipline Code \(Kindergarten-Grade 5\) \(Open external link\)](#)

[Respect For All Handouts](#)

[Digital Citizenship](#)

[Internet Acceptable Use Policy](#)

Contact

Please email RespectForAll@schools.nyc.gov