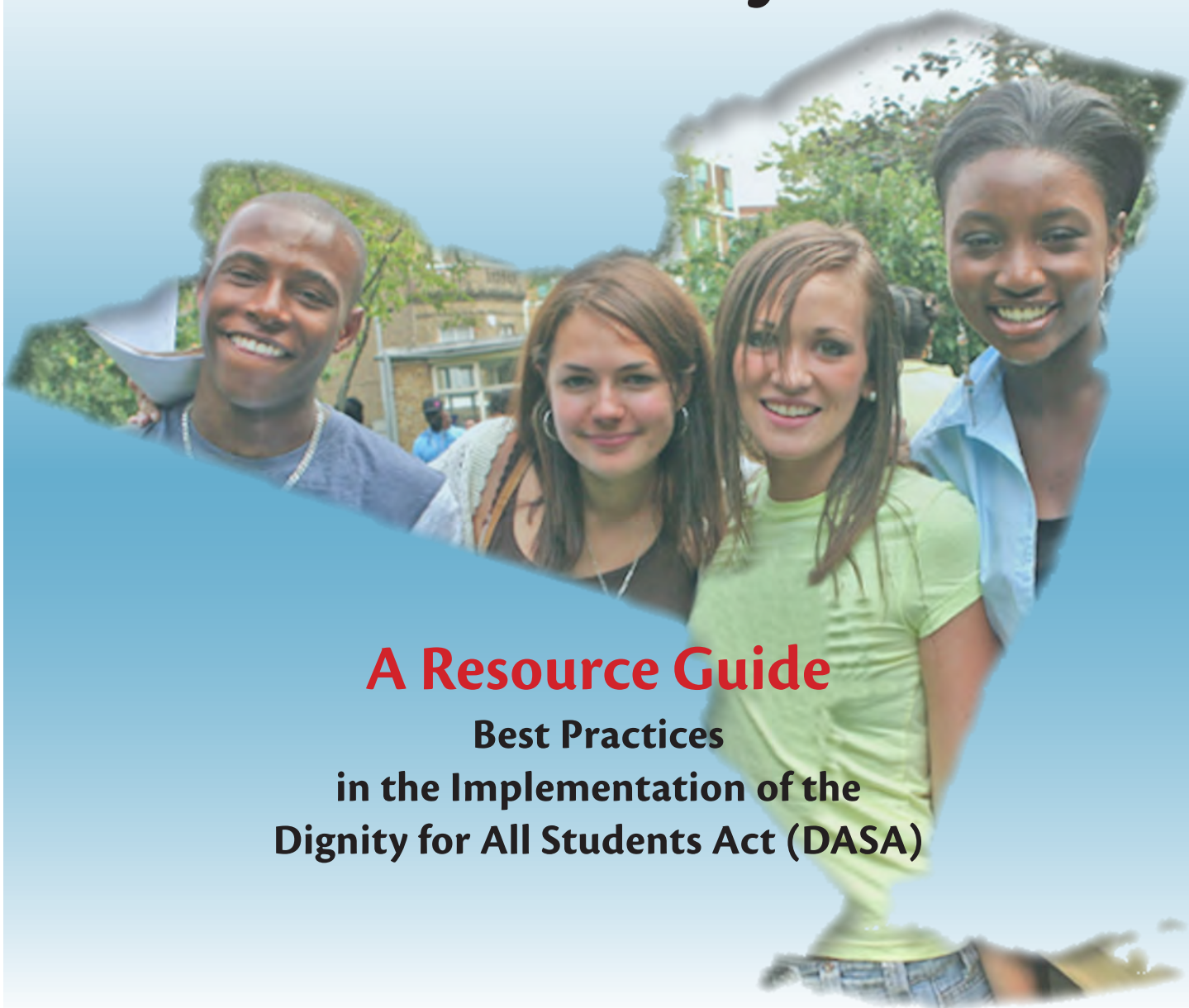


Caring, Compassionate School Culture for All



A Resource Guide Best Practices in the Implementation of the Dignity for All Students Act (DASA)



May 2018

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It's been five years since the Dignity for All Students Act (DASA) was enacted by the New York State Legislature and implemented throughout public schools in New York State. With this in mind, this timely conference was organized with the intention to bring together teachers, administrators and parents from Suffolk County school districts as well as representatives from the Suffolk County Interfaith Anti-Bias Task Force to see what we have learned about DASA and share what has worked well. Over 75 individuals met on October 27, 2017 at the Edward J. Milliken Technical Center in Oakdale to conduct this important review and to set their sights on creating a caring culture for all in the years ahead. This document is a collection of the information shared and discussed at this conference and will serve as a resource for schools and community groups as they continue this important implementation process.

Special thanks to those individuals who served as facilitators for this special event. They are listed by the conference topic.

- **Training – Staff and Students:** Tom Burger, School Social Worker, Eastern Suffolk BOCES
- **Informing – Parents, Students and Staff:** Dan Wald, Assistant Principal, Hauppauge UFSD
- **Prevention – Creating a Caring Culture:** Susan Schnebel, Superintendent, Islip UFSD
- **Response to Events – Investigations:** Faye Robin, Suffolk County Interfaith Anti-Bias Task Force
- **Response to Violations:** Catherine Taldone, Director of School and Community Partnerships, Three Village CSD

Our thanks to one and all for a very successful conference experience. We hope you find this additional material of value to you as you continue your work to implement this important initiative.

- Rev. JoAnn Barrett, Co-Chair, Suffolk County Interfaith Anti-Bias Task Force
- Dawn Lott, Executive Director, Suffolk County Human Rights Commission
- Julie Lutz, Chief Operating Officer, Eastern Suffolk BOCES
- Lars Clemensen, Superintendent, Hampton Bays UFSD, President Suffolk County School Superintendents Association
- Rabbi Steven A. Moss, Co-Chair, Suffolk County Interfaith Anti-Bias Task Force
- Suffolk County Interfaith Anti-Bias Task Force



The Suffolk County School Superintendents Association, Eastern Suffolk BOCES, and the Suffolk County Interfaith Anti-Bias Task Force Present:

Caring, Compassionate School Culture for All Best Practices in the Implementation of the Dignity for All Students Act (DASA)

Five Years Later - What Have We Learned About What Works Well?

1. Training – Staff and Students
2. Informing – Parents, Students, and Staff
3. Prevention – Creating a Caring Culture
4. Response to Events – Investigations
5. Response to Violations



This will be a forum for sharing what works and for learning from others. An executive summary of the information presented and received will be generated for each area. You will leave with tools that you can implement and use to enhance your processes.

Audience: Dignity Act Coordinators and District DASA Coordinators who are prepared to share district and building best practices and can be effective turnkey trainers of the information received

Date: Friday, October 27, 2017

Time: 9:00 a.m. to 12:00 noon

Location: Edward J. Milliken Technical Center
375 Locust Avenue, Oakdale, NY 11769

To Register: Click here to register: <http://www.webreg.esboces.org>

Eligible for CTLE Hours



Caring, Compassionate School Culture for All
Best Practices in the Implementation of the
Dignity for All Students Act (DASA)

Edward J. Milliken Technical Center, Oakdale, NY
October 27, 2017
9:00 a.m. – 12:00 p.m.

AGENDA

9:00 a.m. – 9:30 a.m.	Welcome Background and Conference Goals Video Introduction	Dr. Julie Davis Lutz Chief Operating Officer Eastern Suffolk BOCES
9:30 a.m. – 11:30 a.m.	Break-Out Sessions	
	9:35 a.m. – 10:10 a.m.	Session 1
	10:15 a.m. – 10:50 a.m.	Session 2
	10:55 a.m. – 11:30 a.m.	Session 3
11:30 a.m. – 12:00 p.m.	Report Out of Big Ideas	
	Facilitators	
12:00 p.m.	Closing Remarks	
	Mr. Lars Clemensen Superintendent Hampton Bays UFSD	

Dignity for All Students Act



No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex by school employees or students on school property or at a school function.

TELL SOMEONE...

The Dignity Act Coordinators

The Dignity Act

What Have We Learned About What Works Well : Training Staff and Students

Facilitator: Tom Burger

Training opportunities shall be provided to all employees, including, but not limited to teachers, administrators, monitors, aides, bus drivers, coaches, custodians, cafeteria staff, and hall monitors.

Such training shall:

- Raise awareness and sensitivity to potential acts of harassment, bullying and discrimination directed at students.
- Address the social patterns of harassment, bullying and discrimination, the identification and mitigation of such acts, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.
- Enable employees to prevent and respond to incidents of harassment, bullying and/or discrimination.
- Make school employees aware of the effects of harassment, bullying, cyberbullying, and/or discrimination of students.
- Ensure the effective implementation of school policy on school conduct and discipline
- Include safe and supportive school climate concepts in curriculum and classroom management.

Training

NOTE: Section 100.2(jj) of the Commissioner's Regulations holds that on or before July 1, 2013, each school district and each charter school shall establish policies, procedures and guidelines for its school or schools to implement, commencing with the 2013-2014 school year and continuing in each school year thereafter, Dignity Act school employee training programs to promote a positive school environment that is free from harassment, bullying and/or discrimination; and to discourage and respond to incidents of harassment, bullying and/or discrimination on school property or at a school function, or off school property pursuant to sub-clause (1)(viii)(c)(iii) of this subdivision. Such policies, procedures and guidelines shall be approved by the board of education, trustees or sole trustee of the school district (or by the Chancellor of the city school district, in the case of the City School District of the City of New York), or by the board of trustees of the charter school.

The board recognizes that professional development is needed in order to implement an effective harassment, bullying and discrimination prevention and intervention program. The Superintendent and the District Professional Development Team shall incorporate training to support this program in the annual professional development plan, and provide additional training as needed. Training opportunities shall be provided to all employees, including, but not limited to teachers, administrators, monitors, aides, bus drivers, coaches, custodians, cafeteria staff, and hall monitors.

Such training shall:

- Raise awareness and sensitivity to potential acts of harassment, bullying and discrimination directed at students.
- Address the social patterns of harassment, bullying and discrimination, the identification and mitigation of such acts, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.
- Enable employees to prevent and respond to incidents of harassment, bullying and/or discrimination.
- Make school employees aware of the effects of harassment, bullying, cyberbullying, and/or discrimination of students.
- Ensure the effective implementation of school policy on school conduct and discipline
- Include safe and supportive school climate concepts in curriculum and classroom management.

In compliance with Education Law §13(3), at least one licensed and/or certified staff member at every school must be thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, and gender identity and expression), and sex. This staff member should be referred to as the Dignity Act Coordinator (DAC). The person designated as the DAC must be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, or superintendent of schools.

DIGNITY FOR ALL STUDENTS ACT : IMPLEMENTATION SELF ASSESMENT CHECKLIST

REQUIRED Policy Development

Completed

- 1 The board of education and the trustees or sole trustee has developed policies and guidelines intended to create a school environment that is free from discrimination and harassment.

- 2 The Dignity Act policy includes guidelines to be used in school training programs to discourage the development of discrimination or harassment **and** raise the awareness and sensitivity of employees to potential discrimination or harassment.

- 3 The Dignity Act policy includes guidelines to be used in school training programs to enable employees to **prevent and respond to** discrimination or harassment.

- 4 The Dignity Act policy includes guidelines relating to the development of **non-discriminatory instructional and counseling** methods.

- 5 In accordance with the Dignity Act policy, **at least one employee at every school, must be designated as the Dignity Act Coordinator.**
The Dignity Act Coordinator must be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

- 6 An age-appropriate version of the Dignity Act policy, written in plain language, is included in the district's or BOCES' code of conduct (COC) and the charter school's disciplinary rules and procedures, or, if applicable, its COC.

- 7 Provide copies of a summary of the COC to all students at a school assembly held at the beginning of the school year.

Recommended Policy Development

- 8 All administrative staff understand the intent, purpose and requirements of the Dignity Act, including what their schools need to do to be in compliance with it.

- 9 All administrative staff meet, at least annually, with staff and students to provide an overview of the Dignity Act policy.

- 10 Constituent groups, including, but not, limited to, administration, staff, parents, students, and community members have an opportunity to provide their input on the Dignity Act policy.

Required Policy Implementation

- 11 All students are informed annually of the behavioral expectations in the COC.

- 12 Training is developed or selected and STAFF trained to raise their awareness and sensitivity to potential discrimination or harassment and prevent and respond to discrimination or harassment.

Recommended Policy Implementation

Completed

- 13 All staff, volunteers and students are informed of the Dignity Act policy and its implementation process.
- 14 School-wide support systems are identified to support students who have experienced discrimination and/or harassment, including, but not limited to, school-wide prevention and intervention programs and school and classroom activities.
- 15 School-wide support systems are identified to teach students alternatives to discriminatory and/or harassing attitudes and/or behaviors, including, but not limited to, school-wide prevention and intervention programs and school and classroom activities.
- 16 Training is developed or selected and STUDENTS are trained on how to raise the awareness and sensitivity to potential discrimination and harassment.
- 17 Training is developed or selected and STUDENTS are trained on how to prevent acts of discrimination and harassment. .
- 18 Training is developed or selected and STUDENTS are trained on how to respond to acts of discrimination and/or harassment.

Required Policy Follow Up and Response

- 19 Staff are aware that, under federal civil rights laws and regulations, students are protected from harassment by school employees, other students and third parties. Staff further understand that some student misconduct that falls under the district's Dignity Act and/or anti-bullying policy also may implicate responsibilities under one or more of the federal civil rights laws enforced by OCR.
- 20 Staff who know or reasonably should know of possible harassment, must take immediate and appropriate action to investigate or otherwise determine what occurred.
- 21 When harassment has occurred, staff must take prompt and effective steps reasonably calculated to end it, eliminate any hostile environment and prevent it from reoccurring. Staff must further understand that these steps must be taken (1) regardless of whether the student, who is the object of the harassment, makes a complaint, asks the staff and/or school to take action or identifies the harassment as a form of discrimination and; (2) even if the misconduct is also covered by the district's Dignity Act and/or anti-bullying policy.

Completed

22 Disciplinary measures and/or administrative action are taken as appropriate to address incidents of discrimination and/or harassment.

23 Staff follow-up with identified responses intended to create a school environment that is free from discrimination and/or harassment and to support a safe and supportive school environment.

Recommended Policy Follow Up and Response

24 Students who have witnessed acts of discrimination and/or harassment report such incidents to the Dignity Act Coordinator or other school staff.

25 School-wide prevention, intervention, and classroom programs are used to teach students alternatives to discriminatory and/or harassing attitudes and/or behaviors.

26 School-wide prevention, intervention, and/or classroom activities are used to support students who have experienced discrimination and/or harassment.

27 Opportunities are provided for staff to evaluate and implement the Dignity Act policy.

28 Opportunities are provided for parents/guardians to comment and/or evaluate the Dignity Act policy.

Dignity Act FAQ's

Who does staff report an alleged DASA incident to?

Any staff member who is witness to, or receives a complaint of harassment, discrimination, cyber bullying, or bullying must fill out an Incident/Follow-up Action Report and return it to the Building Administrator.

Who decides if an incident is a Dignity Act Incident?

The Building Administrator- will review the Incident/Follow-up Action Report and determine if it should be designated to the Primary DAC or a DAC designee by checking the box on the Incident/Follow-up Action Report.

Does the incident/complaint fall under the Dignity Act?

If you answer yes to the following questions, YES it does.

- Is it student to student harassment, discrimination, cyber bullying, or bullying?
- Does it create a hostile environment?
- Is it employee to student harassment discrimination, cyber bullying, or bullying?
- Is it severe, persistent or pervasive, not casual or isolated?
- Is it characteristic of the targets, race; ethnicity; religion; gender; non-conforming; etc.
- Using a reasonable person standard, ("that of a reasonable person of like age, intelligence, and experience under like circumstances") would be upset, fearful etc.?
- Do the circumstances affect the school climate? (Harassment does not have to actually be directed to a specific individual in order to negatively affect school climate.)

What are the Resolution and recommended actions?

- Completed the Dignity Act Documentation Form and return it to Administrator/ Primary DAC. (Include all documentation, evidence and/or relevant paperwork).
- Create a written ACTION PLAN designed to eliminate the hostile environment and prevent repetition of the problem; plan must name specific employee to implement and monitor the plan.
- Programs actions must be reasonably calculated to prevent reoccurrence of the prohibited behaviors and ensure that the targeted student(s) can fully partake in all activities and educational benefits.
- Re-direction or remediation for the aggressor; follow-up with entire class or grade when necessary.
- Specific employees must be designated to monitor ACTION PLANS and follow up to assure there has been no retaliation or repetition of negative behaviors.

Definitions

- Race: a group of persons related by common descent or heredity. An arbitrary classification of modern humans, sometimes, especially formerly, based on any or a combination of various physical characteristics, as skin color, facial form, or eye shape, and now frequently based on such genetic markers as blood groups.
- Color: the natural appearance of the skin
- Weight: a system of units for expressing heaviness or mass
- National Origin: National origin is the lineage background that an individual belongs to by ethnic group or race or by family ancestral heritage.
- Ethnic group: people of the same race or nationality who share a distinctive culture
- Religion: the body of persons adhering to a particular set of beliefs and practices, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs.
- Religious practice: to follow or observe habitually or customarily: *to practice one's religion*.
- Disability: The term "disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function.... orthe term shall be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.
- Gender: actual or perceived sex and shall include a person's gender identity or expression.
- Sexual Orientation: actual or perceived heterosexuality, homosexuality or bisexuality. A person's sexual orientation is defined by the gender to which he or she is sexually attracted.
- Sex: either the male or female division of a species, especially as differentiated with reference to the reproductive functions.

Bullying

Bullying has been **described** by the USDE as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building or places like a playground or bus, while a child is traveling to or from school or on the Internet. Children who are bullied and those who bully others could have serious, lasting problems. Additionally, according to the USDE, bullying generally involves the following characteristics:

An Imbalance of Power: Children who bully use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

The Intent to Cause Harm: The person bullying has a goal of causing harm.

Repetition: Bullying behaviors generally happen more than once or have the potential to happen more than once.

Examples of bullying include, **but are not limited to**:

Verbal: Name-calling, teasing, inappropriate sexual comments, taunting, and threatening to cause harm.

Social: Spreading rumors about someone, excluding others on purpose, telling other children not to be friends with someone, and embarrassing someone in public.

Physical: Hitting, punching, shoving, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things, and making mean or rude hand gestures.

Points to consider:

1. The person bullying has a goal of causing harm?
2. Is the behavior unwanted, aggressive and involves a real or perceived power imbalance?
3. The behavior is repeated, or has the potential to be repeated, over time?
4. Does the behavior occur before and after school hours, in a school building or places like a playground or bus, while a child is traveling to or from school or on the Internet?

YES OR NO

Cyberbullying

Cyberbullying is described by the U.S. Department of Education as bullying that occurs through the use of electronic technology, such as cell phones, computers, and tablets. It can also involve the use of communication tools, such social media sites, text messages, chat and websites.

Cyberbullying can be understood in a variety of ways, but all include the following: it is deliberate; harmful; uses electronic technologies; and is usually repeated over time. An imbalance of power is usually involved, but may be more difficult to describe since it may come from having proficiency with technology, or due to having possession of some information or content that can be used to harm someone else.

The most common forms of cyberbullying include the following behaviors; however, this list is not exhaustive.

- Flaming:** Online fights using electronic messages with angry and vulgar language.
- Harassment:** Repeatedly sending offensive, rude and insulting messages.
- Cyber-stalking:** Repeatedly sending message that include threats of harm or are highly intimidating; engaging in other online activities that make a person afraid for his or her safety.
- Denigration:** “Dissing” someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships.
- Exclusion:** Intentionally excluding someone from an online group, like a “buddy list” or a game.
- Trolling:** Intentionally posting provocative messages about sensitive subjects to create conflict, upset people, and bait them into “flaming” or fighting.
- Impersonation:** Breaking into someone’s account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person’s reputation or friendships.
- Outing and trickery:** Sharing someone’s secrets or embarrassing information online. Tricking someone into revealing secrets or embarrassing information, which is then shared online.
- Sexting:** Is the slang term for the use of a cell phone or other similar electronic device to distribute pictures or video of sexually explicit images. It can also refer to text messages of a sexually-charged nature.
- Happy Slapping:** Is when an unsuspecting victim is physically attacked, in person, as an accomplice films or take pictures of the incident. The image or video is then posted online or distributed electronically. Often the attackers will say it was only a prank or joke; hence the term “happy slapping”.
- Bash boards:** Are online bulletin boards where people post anything they choose. Generally, the postings are mean, hateful and malicious
- Text wars:** Text Wars or attacks are launched by several people against one victim, who receives hundreds of emails or text messages. Besides the emotional toll it can take on the victim, the victims' cell phone charges can be costly.

Points to consider:

The incident that occurred on or off the school campus

- ✓ would reasonably be expected to cause disruption at school
- ✓ cause students to fear for their safety,
- ✓ interfere with their mental or emotional health or
- ✓ interfere with school performance

Discrimination

Discrimination is **not** specifically defined in the Dignity Act. However, for reference purposes, it should be noted that Education Law §§3201 and 3201-a prohibit discrimination in the form of denial of admission into or exclusion from any public school on the basis of race, creed, color, national origin, or and gender.

Points to consider:

1. Is the student being denied admission into or excluded from any public school on the basis of: race, creed, color, national origin, or and gender?

YES OR NO

Harassment:

The Dignity Act (Education Law §11[7]) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct, verbal threats, intimidation or abuse, includes, but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived:

Race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

Points to consider for harassment:

1. Is the behavior related to a person's actual or perceived:

Race, Color, Weight, National Origin, Ethnic Group, Religion, Religious Practice, Disability, Sex, Sexual Orientation, Gender (which includes a person's actual or perceived sex, as well as gender identity and expression).**

**Remember the behavior is not limited to this list which basically creates a grey area to include things like height, appearance, behavior, interests, etc.

2. Does or could the behavior unreasonably or substantially interfere with the students:
 - ✓ educational performance
 - ✓ opportunities or benefits
 - ✓ or mental, emotional or physical well-being

OR

3. Does or could the behavior reasonably cause or would reasonably be expected to cause a student to:
 - ✓ fear for their physical safety

YES OR NO

Hazing

The Penal Law defines hazing as a person intentionally or recklessly engaging in conduct during the course of another person's initiation into or affiliation with any organization, which creates a substantial risk of physical injury to such other person or a third person and thereby causes such injury (Penal Law §120.16).

Under the Penal Law, it is also considered hazing, even when physical injury does not occur, if a person intentionally or recklessly engaged in conduct during the course of another person's initiation into or affiliation with any organization, which created a substantial risk of physical injury to such other person or a third person (Penal Law §120.17).

Points to consider:

1. Did the person intentionally or recklessly engaged in behavior that was considered an initiation into any group or organization?
2. Did the person intentionally or recklessly engaged in the behavior as part of an affiliation to any group or organization?
3. Did the behavior create a substantial risk of physical injury to other person or a third person and thereby cause such injury?*

**It is also considered hazing, even when physical injury does not occur

YES OR NO

Sexual Harassment

The Equal Employment Opportunity Commission (EEOC) is the federal agency charged with enforcing Title VII.

According to the EEOC Sexual Harassment is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when: submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, or submission to or rejection of such conduct is used as the basis of employment decisions affecting such individual, known as "quid pro quo sexual harassment",
or
such conduct has the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile or offensive working environment, "known as hostile environment sexual harassment" (Title VII, sec.701-102-166).

Points to consider:

Quid Pro Quo Sexual Harassment: (this for that / power imbalance)

1. Does the behavior involve unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature?
2. Does the behavior involve submission to such conduct :
 - a. a term or condition of an individual's employment ?**
 - b. submission to or rejection of such conduct is used as the basis of employment decisions affecting the individual ?**

** submission to such conduct is made, either explicitly or implicitly.

Hostile Environment Sexual Harassment:

3. Does the behavior have the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile or offensive working environment?

YES OR NO



**Riverhead Central School District
DASA Complaint Form**

Targeted Student Information <i>(Complete a form for each targeted student)</i>		
Student ID#	Name:	Grade:
School: Riverhead High School		

Complaint Information	
Date of Incident:	Location of Incident:
Date Incident Reported to School:	Complaint Source <i>(person making the complaint):</i>

Alleged Offender(s) Information		
Student ID# <i>(if applicable)</i>	Name(s) of Alleged Offenders	Position <i>(Student, Teacher, Security, etc.)</i>

Witness Information		
Student ID# <i>(if applicable)</i>	Name(s) of Witness (es)	Position <i>(Student, Teacher, Security, etc.)</i>

Incident Type <i>(check all that apply)</i>
1(a) Occurred on school property
1(b) Occurred at a school function off school property
2(a) intimidation or abuse but no verbal threat or physical contact
2(b) verbal threats but no physical contact
2(c) physical contact but no verbal threat
2(d) both verbal threat and physical contact
3(a) involved only student offender(s)
3(b) involving only employee offender(s)
3(c) involving both student and employee offenders

Other Incident Types		
Written Aggression <i>(pen and paper)</i>		Cyber-bullying
Sexting		Other

Nature of Incidents of Discrimination and/or Harassment <i>(check all that apply)</i>		
(a) Race		(b) Ethnic Group
(c) National Origin		(d) Color
(e) Religion		(f) Religious Practice
(g) Disability		(h) Gender
(i) Sexual Orientation		(j) Sex
(k) Weight		(l) Other



**Riverhead Central School District
DASA Complaint Form**

Summary of Complaint/Incident (include names, dates, times and other specific information)	

Was this complaint confirmed as an incident of Discrimination and/or Harassment?	
Yes	No (If No, explain why below)

Action Taken as the Result of This Incident (Check all that apply)			
	Administrative Conference		Disciplinary Action
	Building Based Counseling		Privileges Lost
	Referrals/Resources to Parents/Guardians		Detention
	Parents or Guardians Contacted (Required)		In-School Suspension
	Behavior Plan		Out of School Suspension
	Stay Away Contract		Superintendent's Hearing
	Schedule Modification		Police Contacted
	Other:		Other:

School Safety Plans developed? (Please attach)	
Safety Plan for Target	Safety Plan for Aggressor

Staff Members Involved in This Investigation	Staff Member's Title

***Please return a completed copy to your building DASA Coordinator ASAP.**



**Riverhead Central School District
DASA Complaint Form**

Targeted Student Information *(Complete a form for each targeted student)*

Student ID#	Name:	Grade:
School: Riverhead High School		

Complaint Information

Date of Incident:	Location of Incident:
Date Incident Reported to School:	Complaint Source <i>(person making the complaint):</i>

Alleged Offender(s) Information

Student ID# <i>(if applicable)</i>	Name(s) of Alleged Offenders	Position <i>(Student, Teacher, Security, etc.)</i>

Witness Information

Student ID# <i>(if applicable)</i>	Name(s) of Witness (es)	Position <i>(Student, Teacher, Security, etc.)</i>

Incident Type *(check all that apply)*

<input type="checkbox"/>	1(a) Occurred on school property
<input type="checkbox"/>	1(b) Occurred at a school function off school property
<input type="checkbox"/>	2(a) intimidation or abuse but no verbal threat or physical contact
<input type="checkbox"/>	2(b) verbal threats but no physical contact
<input type="checkbox"/>	2(c) physical contact but no verbal threat
<input type="checkbox"/>	2(d) both verbal threat and physical contact
<input type="checkbox"/>	3(a) involved only student offender(s)
<input type="checkbox"/>	3(b) involving only employee offender(s)
<input type="checkbox"/>	3(c) involving both student and employee offenders

Other Incident Types

<input type="checkbox"/>	Written Aggression (pen and paper)	<input type="checkbox"/>	Cyber-bullying
<input type="checkbox"/>	Sexting	<input type="checkbox"/>	Other

Nature of Incidents of Discrimination and/or Harassment *(check all that apply)*

<input type="checkbox"/>	(a) Race	<input type="checkbox"/>	(b) Ethnic Group
<input type="checkbox"/>	(c) National Origin	<input type="checkbox"/>	(d) Color
<input type="checkbox"/>	(e) Religion	<input type="checkbox"/>	(f) Religious Practice
<input type="checkbox"/>	(g) Disability	<input type="checkbox"/>	(h) Gender
<input type="checkbox"/>	(i) Sexual Orientation	<input type="checkbox"/>	(j) Sex
<input type="checkbox"/>	(k) Weight	<input type="checkbox"/>	(l) Other



**Riverhead Central School District
DASA Complaint Form**

Summary of Complaint/Incident (include names, dates, times and other specific information)	

Was this complaint confirmed as an incident of Discrimination and/or Harassment?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>(If No, explain why below)</i>

Action Taken as the Result of This Incident (Check all that apply)		
<input type="checkbox"/>	Administrative Conference	<input type="checkbox"/>
<input type="checkbox"/>	Building Based Counseling	<input type="checkbox"/>
<input type="checkbox"/>	Referrals/Resources to Parents/Guardians	<input type="checkbox"/>
<input type="checkbox"/>	Parents or Guardians Contacted (Required)	<input type="checkbox"/>
<input type="checkbox"/>	Behavior Plan	<input type="checkbox"/>
<input type="checkbox"/>	Stay Away Contract	<input type="checkbox"/>
<input type="checkbox"/>	Schedule Modification	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>

School Safety Plans developed? (Please attach)	
<input type="checkbox"/> Safety Plan for Target	<input type="checkbox"/> Safety Plan for Aggressor

Staff Members Involved in This Investigation	Staff Member's Title

***Please return a completed copy to your building DASA Coordinator ASAP.**

Investigation and Follow-up

The Dignity Act requires that the **principal, superintendent or the principal's or superintendent's designee** lead or supervise **the thorough investigation of all reports of harassment, bullying, and discrimination**, and ensure that such investigation is completed promptly after receipt of any written reports of harassment, bullying, and discrimination (Education Law §13[1][d]).

The following guidance, *Creating a Safe and Respectful Environment in Our Nation's Classrooms: Understanding and Intervening in Bullying Behavior* was developed by the U.S. Department of Education National Center on Safe Supportive Learning Environments (NCSSLE) (9) with input from Barbara-Jane Paris (www.bjparis.org). The following module entitled Responding to and Reporting Bullying Behavior provides suggestions which may assist school administrators in fulfilling this vital role.

"It is important to respond to reports of bullying whether you witness the behavior or a student reporting it to you. It is also important to respond appropriately to a situation. In some cases, it is possible that what occurred is not bullying, but in order to respond appropriately you need to carefully research and document allegations. To help ensure a safe orderly environment while responding to and then following up on incidents, your school's policies and procedures should always guide you. Whether a bullying incident is witnessed or reported by a student, you can follow these simple guidelines called The Five Rs..."

Respond:

When bullying is reported to you or witnessed by you, you must respond and intervene immediately, making sure that everyone is safe. Model respectful behavior when you intervene and reassure the student who has been bullied that what has happened is not his or her fault. Ask the student, "What do you need from me?" This may help you determine some of your next steps, including what kind of follow-up is needed.

Research:

It is important to document what the allegations are and to try to capture information from as many sources as possible, including bystanders, about what happened. Using their exact language, write down exactly what students say happened. It may also be helpful to try to find out whether anything happened that might have led to the incident. An important part of your research is to determine whether the incident was indeed bullying or another kind of negative or aggressive interaction.

Record:

Good documentation will provide what is needed to write a thorough, accurate, and helpful report. Collect and save everything in a folder. In some cases, like cyberbullying, there may be things like text messages, pictures, or e-mails that should be copied and saved for attachment to the report.

Report:

Just like responding to the incident itself, writing and filing a formal report of a bullying incident should always be guided by your school's policies, Student Code of Conduct and the commissioner's regulations. Your school will probably have its own forms for writing and filing a report. After thorough research and while reviewing your school's Student Code of Conduct, this report is where you would make a determination as to whether an incident is bullying or some other form of behavior.

Revisit:

After a plan has been developed for both the student who was bullied and the student engaged in bullying behavior, it will be important for you to follow-up with each student to check and see how things are going. You want to find out if anything has changed, if the plans put into place are working (or not), and if anything else needs to be done. Follow-up gives you a chance to gather more information, and it lets all of the students involved know that there is continued adult support for them.

(NOTE: Refer to Education Law §13[1] and the relevant provisions of Commissioner's regulations for specific responsibilities required by New York State Law.)

DASA Investigation Check List

Definitions: **Primary DAC's:** Building Principal
Assistant Principal(s)
Building Coordinator(s)

DAC Designee: All Mental Health providers designated by BOCES Board of Directors

The following steps should be followed to insure that the Dignity Act requirements are met with diligence and consistency in all BOCES programs. In each building an Administrator and /or Coordinator(s) are the Primary DAC's . The Primary DAC can designate the investigation process to a DAC Designee who will complete the Dignity Act Documentation Form.

The following responsibilities are indicated by the highlighted staff member in each section/step.

First: **Any staff member**- who is witness to, or receives a complaint of harassment, discrimination, cyber bullying, or bullying must filled out an Incident/Follow-up Action Report and return it to the Building Administrator.

Second: **Building Administrator**- will review the Incident/Follow-up Action Report and determine if it should be designated to the Primary DAC or DAC designee by checking the box on the Incident/Follow-up Action Report.

Step 1: Does the incident/complaint fall under the Dignity Act?

- Is it student to student harassment discrimination, cyber bullying, or bullying?
- Does it create a hostile environment?
- Is it employee to student harassment discrimination, cyber bullying, or bullying?
- Is it severe, persistent or pervasive, not casual or isolated?
- Is it characteristic of the targets, race; ethnicity; religion; gender; non-conforming; etc
- Using a reasonable person standard, ("that of a reasonable person of like age, intelligence, and experience under like circumstances") would be upset, fearful etc.?
- Do the circumstances affect the school climate? (Harassment does not have to actually be directed to a specific individual in order to negatively affect school climate.)

Step 2: Report alleged Crimes to Law enforcement

- The Dignity Act **requires** the principal, superintendent or designee to notify promptly the appropriate law enforcement agency when s/he has reason to believe the incident(s) constitute criminal conduct.

Step 3: Take immediate action to address safety concerns

Third: **DAC or DAC Designee** - will use the Dignity Act Documentation Form and fill it out completely and return to the **Building Principal and the Primary DAC** for review and signatures.

Step 4: Determine investigation strategy and document all information and Complete Dignity Act Documentation Form.

- Conduct the investigation promptly and maintain paper trail.
- Complete Dignity Act Documentation Form.
 - Follow all directions on Dignity Act Documentation Form.
- Respect privacy, confidentiality and protect against retaliation.
- Review multiple records (student discipline, report cards, anecdotal records, nurse's records, guidance records, attendance records etc.).
- Is this an isolated event or repeated?

Step 5: Resolution and recommended actions

- Completed the Dignity Act Documentation Form and return it to Administrator/ Primary DAC
- Include all documentation, evidence and/or relevant paperwork.
- Create a written ACTION PLAN designed to eliminate the hostile environment and prevent repetition of the problem; plan must name specific employee to implement and monitor the plan.
- Programs actions must be reasonably calculated to prevent reoccurrence of the prohibited behaviors and ensure that the targeted student(s) can fully partake in all activities and educational benefits.
- Re-direction or remediation for the aggressor; follow-up with entire class or grade when necessary.
- Specific employees must be designated to monitor ACTION PLANS and follow up to assure there has been no retaliation or repetition of negative behaviors.

Step 6: Range of intervention strategies (Ideas/suggestions..this list is not exhaustive)

- Counseling for target
- Counseling for aggressor
- Student safety plan
- Student Contract
- Increased supervision
- Suspension, (In and or out of school)
- Regular observation of aggressor (or target)
- Transfer, or change of school assignment for the aggressor
- Etc...

Step 7: Monitor the action plan to be sure it is working.

QUESTIONS AND POTENTIAL OUTCOMES TO FACILITATE "BEST PRACTICES FOR INVESTIGATIONS OF A DASA REPORT"

A. BEFORE WE CAN EVEN BEGIN TALKING ABOUT THE INVESTIGATIVE PROCESS WE NEED TO UNDERSTAND THE SCHOOL CLIMATE AND CULTURE:

1. WHAT ARE THE GUIDING PRINCIPLES IN YOUR SCHOOL FOR HOW PEOPLE TREAT EACH OTHER? ARE THERE POLICIES, PROCEDURES AND GUIDELINES OUTLINED IN THE CODE OF CONDUCT AND/OR SCHOOL MISSION STATEMENT THAT IDENTIFY YOUR SCHOOL AS FREE FROM HARASSMENT, BULLYING, DISCRIMINATION AND CYBERBULLYING?

IF YOU HAVE CREATED A CULTURE OF COMPASSION THESE INCIDENTS WILL BE RARE OCCURRENCES AND THE OUTCOME WHILE DISCIPLINARY SHOULD ALSO BE A LEARNING EXPERIENCE.

2. WHAT IS YOUR UNDERSTANDING OF THE PURPOSE OF DASA? IS DASA FLAGGED IN THE STUDENT INFORMATION SYSTEM?
3. WHERE DO STUDENTS, TEACHERS, STAFF AND PARENTS FIND THIS INFORMATION? HAVE THESE PRINCIPLES BEEN CLEARLY POSTED, EXPLAINED AND UNDERSTOOD BY ALL STAKEHOLDERS?
4. WHAT IS THE PURPOSE OF DISCIPLINE IN THE SCHOOL SETTING? AT THE CONCLUSION OF THE INTERVIEW PROCESS, THE DASA TEAM WILL REVIEW ALL FINDINGS OF THE INTERVIEWS AND WILL RENDER A DECISION.

RESTORATIVE APPROACH TO DISCIPLINE LOOPS BACK TO FUNDAMENTAL QUESTIONING OF WITNESSES. INSTEAD OF ASKING WHO IS TO BLAME AND HOW MISBEHAVIOR WILL BE PUNISHED, RESTORATIVE APPROACH ASKS:

- a. WHAT HAPPENED?
- b. WHO WAS HARMED OR AFFECTED BY BEHAVIOR?
- c. WHAT NEEDS TO BE DONE TO MAKE THINGS RIGHT?
- d. HOW CAN PEOPLE BEHAVE DIFFERENTLY IN THE FUTURE?

B. THE INVESTIGATIVE PROCESS:

1. WHO ARE THE SCHOOL PERSONNEL INVOLVED IN THE DASA TEAM?
2. HOW MANY INVESTIGATORS ARE USED? IS THERE CONSISTENCY? HOW IS THIS ESTABLISHED?
 - a. TEAM APPROACH USING STUDENT SUPPORT SERVICES, TEACHERS, PARENTS AND STUDENTS TO FILL IN THE PICTURE OF WHAT IS HAPPENING. ALSO WITNESSES BOTH STUDENT AND ADULT.

- b. IS A STANDARDIZED GUIDELINE USED FOR ALL INVESTIGATIONS? INSURE THAT ALL INTERVIEWS ARE APPROPRIATELY DOCUMENTED.
- 3. WHO IS THE DESIGNEE THAT RECEIVES DASA INCIDENT REPORTS?
- 4. WHAT IS THE TIMELINE FOR REPORTING, WRITING THE INCIDENT REPORT AND BEGINNING THE INVESTIGATION?
 - a. A DASA REPORT IS MADE WITHIN 1 DAY TO PRINCIPAL OR DASA COORDINATOR, FOLLOWED BY NO MORE THAN 2 DAYS TO SUBMIT WRITTEN INCIDENT REPORT FOLLOWING ORAL COMPLAINT.
 - b. THE INVESTIGATION BEGINS PROMPTLY AND A DECISION IS MADE BY DASA COORDINATOR AND PRINCIPAL.
- 5. WHAT IS THE SCHOOL'S RELATIONSHIP WITH LAW ENFORCEMENT IN TERMS OF DASA?

C. CONDUCTING THE INVESTIGATION:

- 1. HAS A DASA INCIDENT REPORT BEEN FILLED OUT AND FILED? IS IT SIGNED?
- 2. HOW IS CONFIDENTIALITY MAINTAINED THROUGHOUT THE PROCESS?
 - a. INSTRUCT STAFF NOT TO DISCUSS INCIDENTS WITH ONE ANOTHER OUTSIDE THE CONTEXT OF THE ACTUAL INVESTIGATION. HALLWAYS HAVE EARS!
 - b. INTERVIEWEES SHOULD BE TOLD THAT THE INFORMATION PROVIDED WILL BE KEPT CONFIDENTIAL TO THE EXTENT PERMITTED, BUT THERE MAY BE INSTANCES WHERE THE SCHOOL IS REQUIRED BY LAW TO SHARE THE INFORMATION ON A NEED TO KNOW BASIS.
- 3. WHAT ARE YOUR THOUGHTS ON PARENT CONTACT? WHEN SHOULD IT BE MADE? SHOULD IT BE MADE FOR ALL WITNESSES INCLUDING ACCUSER?
- 4. AGREE THAT YOU ARE LOOKING AT BEHAVIOR NOT THE COMMITTER OR THE ALLEGED OFFENSE.

- a. QUESTIONING GOALS AND PURPOSE – LOOK FOR CLARIFICATION, AGREEMENT, PERSPECTIVE, USE DATA, FACTS AND EXPERIENCES.

- b. WHAT ARE THE KEY QUESTIONS YOU ARE TRYING TO ANSWER?

- c. AFTER READING THE REPORT, HAVE STUDENT TELL HER STORY – WHO, WHAT, WHERE, WHEN, WHY, AND HOW. INTERVIEWER MAY ASK QUESTIONS TO HELP GUIDE STUDENT.

WHAT WAS SAID AND DONE? WHAT WAS THE MOTIVE OR INTENT? IS THIS AN ANGRY MISGUIDED JOKE OR A THREAT? IS THIS A ONE TIME OCCURRENCE OR IS THERE A PATTERN OF BEHAVIOR? QUESTIONS SHOULD BE FRAMED SO THEY ARE OPEN ENDED – “HAVE YOU HEARD JOHN CALLING ANY OF THE GIRLS NAMES?” REVIEW AND SEEK CLARIFICATION OF STUDENT FINDINGS

5. BEGIN WITH STUDENT WHO MADE THE INCIDENT REPORT, EITHER WRITTEN OR ORAL INTERVIEW STUDENT OR GROUPS OF STUDENTS OR THE ADULT ABOUT WHOM THE REPORT IS BEING MADE, IF THE REPORT IS ORAL, HAVE STUDENT MAKE A WRITTEN AND SIGNED STATEMENT.

ALL INTERVIEWS MUST BE CONDUCTED INDIVIDUALLY – THIS IS AN INVESTIGATION NOT A PEER MEDIATION OR CONFLICT RESOLUTION. THE APPROACH IS HUMANE AND EACH INTERVIEWEE IS ENTITLED TO DUE PROCESS AND DIGNITY

- a. WHO DOES THIS INTAKE? - STUDENT IS ENTITLED TO DUE PROCESS AND DIGNITY AS WELL. INITIAL INTERVIEW SHOULD BE DONE BY DASA LEAD PERSON.
- b. DID THIS STUDENT KNOW ABOUT THE CODE OF CONDUCT?
- c. WAS DASA INFORMATION PROVIDED TO STUDENT DURING THEIR STUDENT ORIENTATION
- d. IS THE STUDENT AWARE OF A CLEAR SET OF STANDARDS FOR BEHAVIOR?
- e. **DUE DILIGENCE INCLUDES INSURING COMPASSION – WHAT DOES THIS MEAN?**
 11. EXPLAIN THE NATURE OF THE INVESTIGATION AND THAT THE OUTCOME SHOULD BE ONE WHERE ALL STUDENTS AND STAFF LEARN MORE ABOUT WHAT DIGNITY, OPENMINDEDNESS AND NON JUDGEMENT MEANS.
 22. CONSIDER THE FEELING OF THE WITNESS.
 33. SHOW CONFIDENCE IN FINDING THE TRUTH.
 44. WHAT DOES IT MEAN TO REVICTIMIZE A STUDENT DURING THE INVESTIGATION?
 - aa. DO NOT EMBARRASS OR CALL UNDUE ATTENTION TO WITNESS. AVOID PERPETUATING GOSSIP AND RUMORS.
 - bb. INTERVIEWS SHOULD TAKE PLACE BEFORE OR AFTER SCHOOL, OR DURING LUNCH, STUDY HALL OR AN ELECTIVE SUBJECT WHERE SIGNIFICANT WORK WILL NOT BE MISSED
 - cc. STUDENTS SHOULD NEVER BE TAKEN OUT DURING CLASS TIME, ONLY BEGINNING OR END OF PERIOD
 - dd. AVOID SARCASM, LOSS OF TEMPER, HUMILIATION, PROFANITY, PUBLIC REPRIMANDS, THREATS AND BLUFFS, FAVORITISM, DELAY TACTICS, INCONSISTENCES.

**QUESTIONS FOR BEST PRACTICE FOR THE INVESTIGATIVE PROCESS
ASSOCIATED WITH DIGNITY FOR ALL STUDENTS ACT**

1. What are the guiding principles in your school for how people treat each other?
2. Are there policies, procedures and guidelines outlined in the code of conduct and/or mission statement that identify your school as free from harassment, bullying, discrimination and cyberbullying? Describe them.
3. How is DASA integrated into the Code of Conduct and the SIS? How do you insure integrity in record keeping?
4. Where do students, teachers, staff and parents find DASA information?
5. Have principles been clearly posted, explained and understood by stakeholders? How do you insure comprehension?
6. What is the purpose of discipline in your school setting? Does learning happen? Are all stakeholders in a better place at the conclusion?
7. Who are the school personnel involved in the DASA team?
8. How many investigators do you use for an investigation?
9. How is consistency in interviewing established?
10. What is your timeline for reporting, writing the report and beginning the investigation?
11. How is confidentiality maintained throughout the investigative process?
12. How is parent contact handled for both the investigative process and the outcome?
13. What are your goals and purpose in questioning?
14. Can you describe your investigative sequence?
15. How do you eliminate revictimization of the student and associated witnesses?
16. How is the investigative process concluded?

Action Plan

Date Began: _____

Date Discontinued: _____

Name: _____

Homeroom Teacher _____

Action Plan Monitor: _____

Counselor: _____

Interventions/Contacts: (Individuals informed of the situation)

- Administration Teachers Nurse Support staff Bus Drivers
 Guidance TA/Paras Individual Aid Police Notification District Notification
 Probation Notification Parents/Persons in parental relation notification: Phone Conference Letter
-

Support Intervention Options: (check all that apply)

Increase Supervision: Classroom Hallway Cafeteria Arrival/Dismissal

Monitor Check-in: 2 x Daily 1 x Daily Weekly Monthly

Change Seat Assignment: Classroom Lunch Bus

Schedule/Class Change Alternative Dismissal Alternative Transition Time

Hallway Shadow Hallway Escort Counseling and Skill Building

Review Code of Conduct Other: _____

Signatures:

Administration: _____
Date

DASA Coordinator: _____
Date

Homeroom: _____
Date

Counselor: _____
Date

Action Plan Monitor: _____
Date

Parent _____
Date

Student: _____
Date

School Safety Plan for Aggressor

After interviewing student, this plan can be used as an educational/remedial response to assist the aggressor in changing behavior. It can be reviewed and modified at a later date after consultation with student, parent, and school staff.

Name: _____ Grade: _____ Date: _____

A. Intervention Options

Effective Dates: _____ to _____

Notification of Teachers Notification of Parents Notification of Police

Specify: _____

• Increased Supervision:

Class Cafeteria Hall Recess Bathroom Dismissal time
 Bus Event/function Other _____

• Change seat assignment Class Cafeteria Bus

Notification of bus driver Bus suspension

Locker change Hallway escort Alternate dismissal time/site _____

• Schedule / Classroom change _____

• Administrative check-in

Name: _____ Role: _____

Daily Weekly Times: _____

B. Review of Rules/Responsibilities/Code of Conduct

Delivered by: _____ Dates _____, _____, _____

Individual Group Classroom 1 session 2 sessions 3 sessions

C. Additional Education/Skill Building/Remediation

Ex: ★ Problem solving ★ Anger management ★ Nonverbal behaviors ★ Self-regulation

★ Impulse control ★ Coping skills for stress ★ Cooperation/working in groups

★ Social Decision-making ★ Communication skills ★ Managing emotions ★ More _____

Delivered by: _____ Dates _____, _____, _____

Individual Group Classroom 1 session 2 sessions 3 sessions

D. Additional Intervention Options

Alternative bathroom assignment (where) _____

Alternative route/entry (list where) _____

Alternative transition times

Specific _____

Classes only suspension

Separate setting

__ All __ Lunch __ Specific classes _____

Effective Dates: _____ to _____

Review Date: _____ → Reviewed on _____ → Reviewed on _____

Completed by: _____
Name, title Date

I agree to the above plan I do not agree to the above plan

Reasons:

Student Signature: _____ Date: _____

I agree to the above plan I do not agree to the above plan

Reasons:

Parent Signature: _____ Date: _____

Additional Notes (use reverse if needed):

School Safety Plan for Target

After interviewing targeted student, this plan can be used as an immediate protective response. It can be reviewed and modified at a later date after consultation with student, parent, and/or school staff.

Name: _____ Grade: _____ Date: _____

Where is student feeling unsafe? *Circle all that apply*

Bus Recess Classroom Hall (where/when) _____
 Cafeteria Bathroom Walking Home Specials (list) _____
 Online Other (describe) _____

A. Support Intervention Options Effective Dates: _____ to _____

- Identify supportive adults @ school:

Name: _____ Role: _____

Name: _____ Role: _____

- Check-in with trusted adult(s):

Name: _____ Role: _____

Daily Weekly Times: _____ Hall Pass for check-in/safety

Notification of teachers Increased Supervision: Classroom Hallway Recess

Notification of Bus Driver Other Site(s): _____

Bus Buddy Lunch Buddy Hallway Buddy

• Change Seat Assignment in Classroom Cafeteria Bus

• Classroom Change Alternative Route/Entry

• Alternative Transition Times All Specific (list) _____

Alternative Bathroom (list where): _____

B. Education / Skill Building (list with who) _____

Ex: ★ Problem solving ★ Assertiveness training ★ Nonverbal behaviors ★ Positive Self-Talk

 ★ Communication skills ★ Social decision-making ★ More.....

Next Review Date: _____

Completed by: _____ Date: _____

Name, title

School Safety Plan for Target

P. 2

I agree with the above safety plan. I understand that I may ask for a review at any time. I understand that the administration will be implementing aggressor interventions as needed.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

I am not in agreement with the safety plan, reasons noted below.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Additional Notes (use reverse if needed):

THIS SCHOOL WELCOMES

YOU

students of all religions or no religion

students of all races, ethnicities and nationalities

students who are LGBT

students of all body types

students with diverse abilities

students of all socio-economic backgrounds

students of all family structures

students who are English language learners

TEACHING
TOLERANCE



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- Cyberbullying is one of the biggest issues. Many incidents are occurring outside the school day via social media and then carrying over into the school day. Technology is a concern for staff/administration as they may not be familiar with all social media apps. Recommendation was made to have the district's technology staff involved.
- Many expressed parents need to be educated more on bullying awareness and prevention. Evening workshops are offered in districts for parents, some shared attendance is poor. Parents need to be further educated on age-appropriate conflict vs. bullying. Although all incidents/complaints are addressed, not all incidents are deemed bullying. Parents are getting frustrated with staff when disciplinary action is not taken. Parents need to be made aware all staff is working collaboratively to address concerns, and due to confidentiality outcomes cannot be discussed.
- Districts should post DASA procedures, policies and forms on the district's website for parents to access.
- Dan will email Powerpoint presentation.
- Suspensions were discussed. A recommendation was made to have students sit with a counselor upon his/her return from suspension to address the behaviors associated with the bullying incident.
- All shared their district has programs in place to raise awareness for students and staff (i.e., assemblies, character education, incorporating bullying, values and principles into curriculum, clubs, guest speakers, professional development yearly for staff, etc.)
- Inquiries were made for bullying programs. Concern was expressed regarding lack of bullying resources offered at the high school level. Most programs are effective for elementary and middle school. Recommendation was made for the Suffolk County Stop Bullying Program and Coach John R. Wooden Program.
- PTA representative shared parents feel "schools" are not responding to their concerns. They feel they are being ignored. Conversation ensued that district personnel is addressing all concerns, however information cannot be shared with parents due to confidentiality. She further expressed that it is perceived that districts may not be deeming incidents as bullying to avoid state reporting.

DASA Best Practices Workshop

Friday, October 27, 2017

PREVENTION: CREATING A CARING CULTURE

Facilitators: Susan Schnebel, Superintendent of Schools & Chad Walerstein, Elementary Principal, Islip Union Free School District

Throughout years in education, one thing that never changes is human nature. One thing that has changed, however, is that we are more aware of bullying now than we were in the past. This issue has also become increasingly litigious. No matter who you are in a school district, part of your role is to build a positive atmosphere. We must be proactive – spend an hour preventatively, as opposed to nine hours dealing with a bullying issue.

Below are some suggestions shared by the facilitators and participants during the workshop sessions:

Islip:

- Those who are bullied are more likely to require counseling, and many times, they turn to drugs/alcohol. Islip High School has a mentoring program partnering students with staff members. Planned activities are scheduled to promote the relationships, along with regular ‘touch base’ meetings. Nicole Hall, Guidance/Substance Abuse Counselor, oversees this program. She may be contacted at nhall@islipufsd.org.
- Also at Islip High School, a Restorative Justice program utilizing learning lesson materials has been instituted for first offenses. The approach is two-fold, as the student learns about the regulations and effects of bullying while building a relationship with an administrator.
- Our Advisory Program at Islip Middle School addresses such topics as bullying and the role of the bystander through formatted teacher-created lesson plans. IMS TV runs appropriate YouTube videos as well as student-created ones.
- Assembly programs that focus on overcoming adversity and making positive choices with a positive attitude. One example is Rohan Murphy (<http://www.rohanmurphy.com/>), who is a physically handicapped wrestler.
- Monthly character traits reviewed in elementary buildings.

- Kindness Rocks: Students at Islip High School painted rocks and signed a pledge during Red Ribbon Week. The decorative rocks will be displayed in the building's courtyard.
- Various activities to promote positive choices, kindness, tolerance, etc.: Kind-a-Saurus, Positive Pinwheels, guest speakers, and more (*see attached articles from www.islipufsd.org*)
- Positive Behavior Referrals (*see attached*)
- Good News Call of the Day – Principal receives referral (*see attached*) from any staff member (teacher, aide, monitor, custodian, etc.) and calls home to report the good behavior to parent. School Twitter account also promotes this using #goodnewscalloftheday
- Character Cards – sent home or to staff/others (*see attached*)
- Islip's legal counsel attended GSA Club meeting to discuss student's rights under the law.
- Coming Out Day – students sign a mural to support GSA peers
- Child-friendly version of Seven Habits of Highly Effective People: Seven Habits of Happy Kids (<http://www.theleaderinme.org/the-7-habits-for-kids>) by Sean Covey. Each teacher has a classroom copy of the book to read aloud. Principal visits each classroom to explain each month's habit and these are also shared with parents through the building newsletter and reinforced in the classrooms and building at large. (*see attached school expectations based on these habits*)
- MS/HS – Positive post-it notes on student lockers
- HS-to-HS – Islip and Amityville High School partnered to widen student perspective on diversity (*see attached article*)
- Too Good for Drugs: Evidenced-based program which includes lessons on bullying (<https://www.toogoodprograms.org/>)
- New students transitioning to next level (grade 5 to 6; 8 to 9) met with applause by upperclassmen. Islip second graders go school t-shirts as they paraded the hallways the first week of school.
- Be inclusive with clubs, e.g. ENL students are invited to attend after school MakerSpace activities. Islip has also set up STAR, a club for ELLs.

Participant Suggestions:

- Words of Wisdom Program (<https://www.projectwisdom.com/>) offers a binder with character traits for PA announcements for all grade levels, as well as lesson plans and ideas for the classroom

- Suffolk County Sheriff's G.R.E.A.T. (Gang Resistance Education And Training) Program is a free character education program that aims to prevent bullying, youth crime, violence, drug use, and gang involvement (<http://www.suffolkcountyny.gov/sheriff/CommunityPrograms/TheGREATProgramGangResistanceEducation.aspx>)
- At new entrant enrollment, have staff members review the district's Code of Conduct, website, DASA, school protocols, etc. in an inviting setting, so parents and students are aware of expectations and resources.
- Horizons (<http://www.smithtownny.gov/horizons>) through the Town of Smithtown offers expertise in substance abuse.
- Deer Park Schools has an RTI plan that includes Second Step (<http://www.secondstep.org/>), a social-emotional learning program.
- A quick way to push out positive communications – www.smore.com
- Harborfields has "Write about Right" opportunities for elementary students to write about character traits. The work is shared during lunch time.
- The Anti-Defamation League's No Place for Hate school designation (<http://newyork.adl.org/noplacementforhate/>) is a self-directed program in which stakeholders take the lead in improving and maintaining school climate with specific criteria in order to earn the recognition.

Appropriate Voice Levels

The following are the four levels students can use around the building.

4 - Playground/outdoor voices

3 - Conversation volume

2 - Whispers/inside voice

1 - Silence/listening



Is It

BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that is

RUDE.

When someone says or does something *intentionally* hurtful and they do it once, that is

MEAN.

When someone says or does something *intentionally* hurtful and they *keep doing it* – even when you tell them to stop or show them that you are upset – that is

BULLYING.

Positive Behavior Referral

Student Name: _____

Referring Teacher: _____

Behavior Trait(s) Seen:

_____ Citizenship

_____ Positive Attitude

_____ Compassion

_____ Responsibility

_____ Enthusiasm

_____ Self-Control

_____ Gratitude

_____ Teamwork

_____ Hard Work

_____ Other (please indicate below)

_____ Honesty

Additional Comments: _____

Teacher Signature: _____ **Date:** _____



Maud S. Sherwood Elementary School
301 Smith Avenue
Islip, NY 11751

Maud S. Sherwood Elementary School
301 Smith Avenue
Islip, NY 11751

Sherwood Elementary School Pride

Commit to
Character

Integrity	Responsibility	Cooperation	Caring	Respect
Optimism	Honesty	Empathy	Courage	Inclusiveness

Sherwood Elementary School Pride

Commit to
Character

Integrity	Responsibility	Cooperation	Caring	Respect
Optimism	Honesty	Empathy	Courage	Inclusiveness

I am so proud of

because...

I am so proud of

because...

PROGRAM EXAMPLES

Islip and Amityville High Schoolers Forge Bonds

Forty students from Islip High School visited Amityville High School on Dec. 7, getting to know their peers in another district as part of Amityville's Cultural Exchange program. The purpose of the initiative is to establish new friendships and create bonds between students from different schools.



Led by coordinator Jason McGowan, the students breakfasted together and participated in icebreakers to start the day, then paired up. Each Islip student was brought by their Amityville partner to the latter's classes throughout the day. The event concluded with lunch and a debriefing session.

Amityville's students will in turn visit Islip in the spring.

Amityville and Islip Enjoy Cultural Exchange

In an effort to expose students to diversity among their peers, 40 students from Amityville Memorial High School visited Islip to participate in a cultural exchange program. Islip's high schoolers had previously visited Amityville for a similar event in December 2016.

To kick off the cultural exchange, the Amityville and Islip students enjoyed a breakfast and participated in various icebreaker activities. Students from the two schools were paired, and the Amityville students shadowed the Islip students and attended classes throughout the day. The event concluded with both sets of students sharing their experiences with the group.



Wing Debuts Kind-a-saurus Concept

In an effort to prominently recognize especially caring students, Wing recently unveiled its new Kind-a-saurus mural and concept, part of the school's ongoing character education program.

To be named a "Kind-a-saurus," the student must be nominated by a staff member. The criteria include being involved in a situation where the student showed empathy and kindness towards someone else, and possessing a good record of always treating others with respect. The honored students will receive certificates, they will be recognized during morning announcements and board of education meetings, and dinosaur-shaped cutouts with their names will be displayed on the mural.



The first three recipients, for January 2017, were kindergartner Logan Velez and first-graders Vareesha Baloch and Saya Rodriguez.

Pinwheel Posing for Peace at Wing

The entire student body at Wing gathered at the school's playground on Sept. 21, wearing white clothing and holding pinwheels they decorated as part of the annual Pinwheels for Peace project for the International Day of Peace. Joined by the school's staff, they posed together to celebrate their creativity and peacefulness.



"The Pinwheels for Peace Project began in 2005, and we were proud to participate this year in school," said Wing social worker Allison Siegel. "On the International Day of Peace, everyone in the world thinks about making good choices, being kind and respectful to others. We celebrated it by decorating our own pinwheels, childhood symbols that reminds us of a time when things were simple, joyful and peaceful, and by talking about being kind, caring and respectful to others in our school and our community."

Honesty and Respect at Wing Town Meeting



Kindergartners and first-graders at Wing Elementary focused on themes of honesty and respect during February, leading to a special visit from the "Truth Fairy" during the school's monthly Town Meeting character education event. The students sang a town meeting song and discussed different ways to show respect.

"The Truth Fairy taught us that honesty and respect are the keys to friendship," said school social worker Allison Siegel.

"We also made boomerangs in our classes to learn about the boomerang effect for respect. When you throw a boomerang, it comes back to you – just like respect. If



you treat people with respect, they will be respectful in return.”

Middle Schoolers Hear Holocaust Survivor’s Memorable Message



Holocaust survivor Werner Reich recently shared his experiences and offered wise solutions to bullying and intolerance in a memorable, moving talk with students at the middle school.

The May assembly was part of the school’s annual Holocaust remembrance, which it has been holding in various forms for the past 20 years, forming part of the character education program as well as part of Islip’s studies on World War II, civics and citizenship. The program began with now retired teachers Adina Karp and Paul Tapogna, who brought in Holocaust survivor Max Tempkin and his wife Steffi to speak to the students. After about a dozen years, Tempkin was no longer able to attend, and teachers Rich Napolitano and Erica Rinear made arrangements through the Holocaust Memorial and Tolerance Center in Nassau County to have Reich take over the presentations.

Reich, a Smithtown resident and retired industrial engineer, was a prisoner at several infamous concentration camps between the ages of 15 and 17. His ordeal began when his family was forced to move from Berlin to Zagreb, Yugoslavia in 1933. When the Nazis invaded Yugoslavia, Reich was forced to live in hiding for two years before being found, arrested and sent to the Terezin camp in 1943. He was transferred to Auschwitz in 1944, where he was tattooed with a number and barely avoided the gas chambers. After a winter death march, Reich was sent to the Mauthausen camp, where he was eventually liberated by American troops on May 5, 1945.



In his discussion, he pointed out parallels between past atrocities and modern bullying behaviors, and urged each student to be a JUST person, an acronym he devised that stands for “judge situation, understand problem, solve and take action.”

“The one thing that always stands out to me about Mr. Reich is the idea of acceptance not tolerance,” said Assistant Principal James Cameron. “His message to the students is to be accepting of others, not tolerant. When you are tolerant of people, you may at times become intolerant. When you accept others, you are more at peace with who and what they stand for.”



“That message is a powerful one in today’s climate of bullying and prejudice,” added eighth-grade social

studies teacher Michael Argenziano. "Mr. Reich uses his experiences to connect the students to the how and why an event like the Holocaust did happen and can happen again. He is current, and changes his presentation each time he visits, but the heart of the message always rings loud and clear."

Middle Schoolers Attend Verga's Civil Rights Lecture

Five middle school students, accompanied by teacher Darien Logan, attended a March 30 talk hosted by the Historical Society of Islip Hamlet and featuring Christopher Verga, a writer and American history lecturer at Suffolk County Community College. The free event was held at the Islip Public Library.



Verga utilized images from local historical societies, private collections and the African American Museum of Nassau County to create the book "Civil Rights on Long Island," published last October by Arcadia. His other works include a monthly column in Greater Bay Shore and the forthcoming book "Bay Shore." His interactive lecture detailed historic race relations and struggles for equality across Long Island.

Learning Compassion in Islip's Makerspace



School librarian Gina Seymour runs a unique MakerCare program at the high school, dedicated to nurturing philanthropic qualities while benefiting both local and global organizations. Collaborating with service-based clubs in the school and cultivating partnerships with outside agencies, the students carry

out hands-on service projects, taking an active role in making a difference in their community and the world.

Participants in the program, now in its third year, include those who need service hours or who want to make a difference; and members of clubs such as Interact, SADD, Maker Club; Heidi Stevens' sewing class; as well as Commack Road Elementary School students involved through their library program.

"Maker activities for children foster valuable learning opportunities," said Seymour. "In our school makerspaces, students learn about science, technology, engineering and even artistic expression. This seems like a lot, and yet there's even more that students can learn in a makerspace – namely, compassion and empathy. Maker education need not be limited to STEM or STEAM but can embrace the whole child. As a make and donate program, MakerCare fosters civic engagement among our students."

The MakerCare program has encompassed a wide variety of projects. Earlier in the school year, students made dog toys for the Town of Islip Animal Shelter using tennis balls recycled from the high school tennis team and fabric rope made from recycled T-shirts.

"Dogs are often bored being kenneled all day, and joy can be brought to them by creating these simple toys," said Seymour. "All of the necessary supplies were derived from recycled materials as we emphasize environmental sustainability as well as helping others. "

Students in Stevens' sewing class learned how to sew a basic straight stitch by making catnip toys for the animal shelter. The class also sewed dresses for African schools through the Little Dresses for Africa program.

In other projects, Habitat for Humanity Club adviser Sue Riche and art teacher Lorraine Knoblauch were in the makerspace with students, working on decorative wood plaques to be donated to Habitat for Humanity, while Islip's KIC Club helped make skeins of "plarn" – yarn made from plastic bags – to be crocheted into sleep mats for the homeless.

Community organizations in need of a donation or that would like to make a donation can contact Seymour at gseymour@islipufsd.org or call Islip High School Library at 631-650-8336.

No Excuses: From Ordinary to Extraordinary



In recognition of Red Ribbon Week, the middle school welcomed inspirational athlete, motivational speaker and double leg amputee Rohan Murphy.

During his presentation, Murphy demonstrated a few of his wrestling moves, encouraged the students to chase their dreams, and spoke about the importance of making good life choices and his life motto, "No excuses."

"Every single day in this world, ordinary people accomplish extraordinary things," he said. "That's what I wanted for myself. I wanted to do something remarkable, amazing, extraordinary."

According to the National Family Partnership's website, which sponsors the national event, Red Ribbon Week serves as a catalyst to mobilize communities to educate youth and encourage participation in drug prevention activities. The PTA, Stands of Excellence Committee and student government sponsored the assembly program.



"We brought in guest speaker Rohan Murphy to cover the areas of making positive choices as they apply to kindness and compassion, as well as peer pressure for drugs," said social worker and student government co-adviser Shari Pennington. "We want our students to understand that their choices can determine whether they are successful in their lives."



MS Mani Mondays for Kindness

The middle school introduced some compassionate excitement on two Mondays during March, with students' pinkies painted blue as part of "Mani for a Cure to Bullying." Sponsored by the school's Art Club and student government with the support of the PTA, Mani Mondays promoted kindness and empathy among the community.



At the March 9 and 23 events, manicure stations were set up during lunch periods outside the school cafeterias, and the middle schoolers had the opportunity to have their pinkie nails painted with blue nail polish to show support for kindness to all students, and to act as volunteer manicurists.

"I think it's a great way to show support for anti-bullying," said eighth-grader Kerry Monahan, a member of student government who volunteered to paint nails at the event. "It's so simple and anyone can do it."

"The intention of the event was for students to stand up for kindness and compassion and let people know that it's not OK to bully others," said student government advisers Sue Lange and Shari Pennington. "The event was a huge success and we had an excellent turnout, with many students excited to show their support. Students are becoming educated and aware that what they say and do does truly impact other people's lives."



IHS and IDEA Task Force to Host 'No More Victims' on Oct. 15

Islip High School and the Islip Drug Education Awareness – Compass IDEA Task Force Coalition invite the community to All Access Productions' anti-bullying presentation of "No More Victims" on Wednesday, Oct. 15. The unique musical follows the day in the life of four high school students, giving the audience a glimpse into their public personas and private struggles. According to All Access Productions website, the musical addresses key issues including "bullying, cyber bullying, teen violence, teen suicide, peer pressure, poor self image, the struggle to 'fit in,' high expectations by adults and peers and the silent suffering of the forgotten." The performance will feature modern, hip-hop and Broadway-style dance, live singers, actors and interactive video segments, and will be held at Islip High School, 2508 Union Blvd., at 7 p.m.








Islip Honors Hispanic Heritage



In recognition of Hispanic Heritage Month, the district honored five Hispanic, Hispanic heritage and Hispanic American students who have demonstrated civic and community engagement at different levels.

High school senior Brianna Sanchez, middle school eighth-grader Desiree Pagan, Commack Road fifth-grader Nicole Matute, Sherwood fifth-grader Jose Ruiz Segura and Wing kindergartner Jayden Guevara-Jandres were recognized at the Oct. 24 Board of Education meeting, held at the middle school library. In attendance to congratulate the honorees were Suffolk County legislators Tom Cilmi and Monica Martinez.



Sherwood Expectations	Being Proactive Self-Discipline	Beginning With the End in Mind Responsibility	Putting First Things First Accountability	Thinking Win-Win Respect	Seek First to Understand, Then to be Understood Kindness	Synergize Collaboration
Classroom/ Special Areas 	<ul style="list-style-type: none"> Be mindful of personal space Walk safely Be mindful of teacher directions Be on time to school 	<ul style="list-style-type: none"> Do my best work Be prepared with all supplies Understand that I am responsible for my actions/words Stay up to date on assignments 	<ul style="list-style-type: none"> Complete all assignments in a timely manner Follow my daily schedule Set priorities and do your best work 	<ul style="list-style-type: none"> Raise my hand to be recognized Use appropriate voice volume Respect others' property Respect school property 	<ul style="list-style-type: none"> Share Always be helpful to your peers and other school staff Use positive language Be accepting of others 	<ul style="list-style-type: none"> Work well with your peers in groups Assist classmates as needed Stay on task Value other people's strengths and learn from them
Cafeteria 	<ul style="list-style-type: none"> Be mindful of personal space Walk safely Stay in your seat to eat Be mindful of directions from monitors and kitchen staff 	<ul style="list-style-type: none"> Clean up your table when finished eating Keep your own place in line 	<ul style="list-style-type: none"> Make sure you pay for food items 	<ul style="list-style-type: none"> Be mindful of using appropriate language 	<ul style="list-style-type: none"> Only eat/drink what is yours Use appropriate table manners 	<ul style="list-style-type: none"> Allow classmates to sit with you Talk to your classmates
Hallway 	<ul style="list-style-type: none"> Be mindful of personal space Walk safely and quietly Use your "Quiet Coyote" 	<ul style="list-style-type: none"> Keep the hallways clean Speak at an appropriate volume if you must speak 	<ul style="list-style-type: none"> Walk with a purposeful pace 	<ul style="list-style-type: none"> Be mindful of classes going on around you Follow the directions of all school staff 	<ul style="list-style-type: none"> Be mindful of hallway property and bulletin boards Use respectful language 	<ul style="list-style-type: none"> Be mindful of personal space Be mindful of your space in line
Bathroom 	<ul style="list-style-type: none"> Wash your hands with soap 	<ul style="list-style-type: none"> Use the bathroom only when necessary Report any damage or vandalism to school staff 	<ul style="list-style-type: none"> Use the restroom in a timely manner and return to class 	<ul style="list-style-type: none"> Respect others' privacy Respect others' property Respect school property 	<ul style="list-style-type: none"> Wait your turn patiently 	<ul style="list-style-type: none"> Help us keep all bathrooms clean and in good condition
Bus 	<ul style="list-style-type: none"> Stay seated in your seat when bus is moving Follow all bus driver rules Keep food/drinks in your backpack 	<ul style="list-style-type: none"> Cross street at bus stop safely Report any damage or vandalism to school staff Keep bus aisle clear 	<ul style="list-style-type: none"> Be responsible for your belongings Watch for your bus 	<ul style="list-style-type: none"> Be mindful of your voice level Be mindful of personal space Use appropriate language 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Return and found items to bus driver or main office 	<ul style="list-style-type: none"> Assist other students when they need help Allow others to sit with you
Assembly 	<ul style="list-style-type: none"> Stay seated Follow the directions of teachers/presenters 	<ul style="list-style-type: none"> Be a positive audience member Report any damage or vandalism to school staff 	<ul style="list-style-type: none"> Pay attention to the presentation/show 	<ul style="list-style-type: none"> Be mindful of your voice level Use appropriate applause when applicable 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Return and found items to teacher or main office 	<ul style="list-style-type: none"> Allow the presenter to complete their presentation
Recess/Playground 	<ul style="list-style-type: none"> Be mindful of personal space Use all equipment properly 	<ul style="list-style-type: none"> Dress appropriately for the weather Report any damage or vandalism to school staff Line up when directed 	<ul style="list-style-type: none"> Be responsible for your property Stay in your assigned area Follow all directions from monitors/teachers 	<ul style="list-style-type: none"> Be mindful of using appropriate language 	<ul style="list-style-type: none"> Play fairly with others Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> Take turns on equipment Help us keep all equipment clean and in good condition Practice good sportsmanship

Executive Summary Report for Response to Events –

Friday, October 27, 2017

By Faye E. Robins, facilitator

Each of the three groups that met for 35 minutes each, had many similar best practices. Highlighted here are the major points that were discussed during our brief time together. Districts were encouraged to email artifacts and descriptions of best practices for investigations when they returned to their home district to be included in this resource manual.

1. The importance of a team approach for investigations was established. Utilizing administration, pupil personnel and the DASA coordinator. Smithtown school district described their DASA team as including the social worker and the school psychologist. They also have pamphlets describing the DASA investigation. Smithtown School District meets once a year to discuss the process of DASA and they have forms that they created for them to properly do the investigation. The information Smithtown uses is from the firm of Neil Katz and Michael Grimaldi. Smithtown also has a video that they present to all teachers with regards to DASA.
It was agreed that documentation of all interviews is critical in the investigative process.
2. The Assistant Principal in Islip indicated they have a technique to question things so that students tell the truth. They rely on students to be honest and by asking open ended questions they generally arrive at the truth.
3. It was agreed that the purpose and goal of questioning is getting to the truth of a situation and educating all parties concerned. It is not always discipline. **Due diligence in an investigation includes insuring compassion for the reporter, the student alleged to have committed the infraction and the witnesses. The outcome should always be one where all students and staff learn more about what dignity, open-mindedness and non judgement means. We never want to revictimize a student or create new victims in the process of the investigation as a result of our questioning techniques.**
4. Revictimization is avoided by not embarrassing or calling undue attention to a witness and avoiding perpetuating gossip and rumors. Also, it is critical that the investigator avoid sarcasm, loss of temper, humiliation, profanity, public reprimands, threats and bluffs, favoritism, delay tactics and inconsistencies as strategies for gleaning the truth.
5. Confidentiality in the investigative process is critical so that all parties being interviewed are being respected. Included in this is the importance of never mentioning witness names. Conversation also arose regarding the community and lack of confidentiality in the “nail place,” and in the halls teacher to teacher. It was agreed that the team approach might include a meeting with teachers emphasizing the importance of confidentiality. It was agreed that teachers are obligated to intervene and document a situation if they hear students discussing the issue with each other. It was further noted, that even in the event of a “FOIL” request, student names should not be included.
It is critical to insure that a child feels safe throughout the process – no matter their role in the investigation. Steps should be taken to always have an action plan that insures such safety.
6. Difficulty arises as to when to interview students in the school day. Pulling students out of class brings attention to a situation. It is suggested that arrangements be made with the teachers to send students down before class begins (when they see them at the door) or at the end of class. Many participants indicated that students are asked to see the “nurse.” Using lunch and/or recess are also good options.
7. Parent contact was discussed around the table. The results varied from district to district. Some districts contact the parents before a child is spoken to, others give students a choice and one district only calls when the student is the primary witness. Some schools contact parents after the interview has occurred. It was agreed, that it is important to “keep parents in the loop.” It was further noted that many of the DASA reports that come in from parents are simply done to insure that their children are safe.
8. It was pointed out that all parents understand the investigative process and that while discipline may not be an outcome of the findings of the investigation, there is always education that is taking place to improve the lives of all children and their decision making skills.

Caring, Compassionate School Culture for All: Best Practices in the Implementation of the Dignity for All Students Act (DASA)

RESPONSE TO VIOLATIONS

Cathy Taldone, Facilitator

Three Village Central School District DASA Coordinator

1. How has DASA evolved in your school/district over the last five years?

- Districts were initially reactionary, now they are proactive
- There is a better understanding of the definition of bullying
- Training of students, staff and parents has resulted in a better understanding of the complaint process, documentation, investigation and outcomes
- Much more information is available to the public today than five years ago; districts are informing parents, students and staff through their websites, publications and training programs
- Consistent procedures have been developed and are imperative so that everyone follows same protocol

2. How do your goals align with your practices regarding this area?

- Consistent policy and procedures
- A number of districts utilize their SRO as a preventative measure
- Progressive consequence/discipline scale is reported to be effective
- Counseling is a proactive measure and is an important response to violations for both bully and victim
- Prevention is critical beginning at elementary level

3. How does your DASA work in this area integrate with your mission statement and the elements that support it such as the code of conduct, student information system, and restorative justice, levels of confidentiality and integrity, and humanity?

- INTEGRITY: Restorative Approach-focus on harm done- examples: students in grades 3-6 teach a lesson to peers relating to the bullying incident as a consequence, students write reflection pieces, students view videos on teaching tolerance, and other educational material related to the bullying incident, and counseling always important for bullying behavior and for the victim
- Positive discipline is effective
- CODES OF CONDUCT: Consistency in application of discipline according to codes of conduct, consequences are more severe for repeat offenders
- HUMANITY: Character education programs are in place in all districts on an on-going basis (not just one time events), to support creating a climate of kindness, tolerance and to make schools a place where all students belong.

Examples: PBIS (Positive Behaviors Interventions and Support) working well in many districts, Focus on the Up- stander Programs, Bullying Prevention and Awareness programs, push-in curriculum led by DASA coordinators/social workers , Cultivating Kindness activities throughout the year, Peer Leadership Activities, Buddy Benches, parent workshops, SC Police precinct provides anti-bullying program, Mindfulness programs etc.

- Prevention and support measures: educate students on how not to be a victim of bullying, why bullies bully, the effects of bullying, impact and harm, how to implement stay away plans, check-in plans, and increase social skills. Districts may provide a shadow for a student, counseling for both perpetrator and victim, and a change in schedule to insure safety.
- CONFIDENTIALITY: Balancing FERPA regulations and trying to have the parent understand that it was in fact addressed in a confidential and respectful way can be a challenge. Parents hear rumors about other student's discipline and are not satisfied with how the district handled it.

4. What direction do you see yourself and your DASA team moving as you continue to do the work in this area? Are there additional concerns to address- social media, transgender issues, parent support staff training, web site information, agenda book updates, etc.?

- Centralized documentation of complaints whether substantiated or not is needed to track both the alleged bully and alleged victim: one district creates a spreadsheet with students involved in incidents so that when a name is entered twice it is flagged for review
- Better use of the student management system to document incidents or keep records of bullying behaviors between building and grade levels
- Interpretations of the investigations of violations need to be addressed for consistency
- Gang affiliations have made it difficult to report bullying due to intimidation
- Funding is needed to assist with building tasks when investigations take administration and staff away from every day educational leadership responsibilities. Perhaps stipends for staff to work outside hours to conduct thorough investigations as they take an enormous amount of time.
- Challenges: Sometimes the victim is found to be the bully, larger bullying situations are easier to address and the little incidents are more difficult, recruiting bystanders to become up-standers, encouraging parents to speak up sooner and not wait for the situation to become worse, developing trust between parents and the district so that disclosure is possible, preventing the rumor mill from undermining confidentiality
- Increase bullying education into the curriculum, incorporating the education every day so that bullying is not an option

A PROACTIVE APPROACH

Embracing the notion that proactive teaching methods are often the best safeguard against destructive decisions, each of the district's schools has adopted the PBIS (Positive Behavioral Interventions and Supports) model of sensitivity and tolerance training. Looking to create an environment where bullying and harassment are not tolerated, this program has provided the foundation for creating a culture of understanding and acceptance.

Additionally, in support of the PBIS initiative, recognized bullying prevention programs and initiatives have been put into place at each of the district's eight school buildings. These include:

Rachel's Challenge at Arrowhead & Arrowhead CARES (Compassionate, Accepting, Respectful, Embracing and Sharing)

Nassakeag CARES (Compassionate, Accepting, Respectful, Embracing and Successful)

Be Inspired at Murphy

Stand Together at Gelinas

Setauket ROCKS (Responsible, Open-minded, Cooperative, Kind and Safe)

Ward Melville Patriot PRIDE (Peace, Respect, Integrity, Dependability, Encouragement)

Minnesauke STARS (Sharing, Trustworthiness, Acceptance, Responsibility, Service)

Mount SCORES (Self-controlled, Caring, Open-minded, Responsible, Encouraging and Safe)

Student awareness of the topic is also heightened through the use of colorful bullying prevention posters and banners, as well as during in-school character education programs and initiatives.

HERE TO HELP

Any student who feels that his or her rights under DASA have been compromised is encouraged to seek help from the building's DASA coordinators, who are trained in how to address this topic.

Ward Melville HS

Principal – Alan Baum, 730-4900
Social Worker – Glenda Gregory, 730-4917
Social Worker – Tinamarie Rickmers, 730-4915

The Three Village Academy

Principal – Gustave Hueber, 730-5052
Psychologist – Mary Lynch, 730-5055

P.J. Gelinas JHS

Principal – William Bernhard, 730-4700
Social Worker – Pam Roberts, 730-4745

R.C. Murphy JHS

Principal – Vinny Vizzo, 730-4800
Social Worker – Debbi Rakowsky, 730-4848

Arrowhead Elementary

Principal – Marisa Redden, 730-4100
Social Worker – Judy Forgione, 730-4134

Minnesauke Elementary

Principal – Brian Biscari, 730-4200
Social Worker – Leia Woodruff, 730-4223

W.S. Mount Elementary

Principal – Kathryn White
Social Worker – Sherry Lennon, 730-4326

Nassakeag Elementary

Principal – Gail Casciano, 730-4400
Social Worker – Michelle Virga, 730-4428

Setauket Elementary

Principal – Kristin Rimmer, 730-4600
Social Worker – Kristine Sheiffele, 730-4630

For more information and additional resources, visit the Bully Prevention & Dignity Act tab on the district website, www.threevillagecsd.org.

UNDERSTANDING DASA



*The New York State
Dignity for All
Students Act*

District DASA Coordinator
Catherine Taldone
730-4595 58

WHAT IS THE DIGNITY ACT?

The New York State Dignity for All Students Act (Dignity Act or DASA) took effect July 1, 2012 and was established to provide a school environment free of discrimination and harassment. Amended on July 1, 2013, the act now includes the term bullying and prohibits acts of cyberbullying. **DASA states that no students shall be subjected to harassment by employees or students, nor shall any student be subjected to discrimination based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or sex.** The law applies to school property and any school-sponsored function or activity. Under this law, school districts are responsible for preventing, monitoring and addressing bullying through staff training to raise awareness and sensitivity of school employees to issues of harassment and discrimination, sensitivity and tolerance curricula for students, and reporting acts of bullying to the New York State Education Department through the defined reporting system.

TVCS D BULLYING PREVENTION TASK FORCE

The district has always maintained a commitment to ensuring students feel supported and secure in their learning environments. Following the creation of DASA, the district established a bullying prevention task force, which is an instrumental part in implementing the law's mandated regulations, including, but not limited to, updating the district's bullying policy and regulations and providing professional development to staff members as required by law.

DEFINITION OF BULLYING

The Three Village Central School District defines bullying as intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and typically is repeated. Bullying differs from conflict. Bullying involves a power imbalance element wherein one or more students target a student who has difficulty defending him or herself. Bullying can take many forms.

Examples of Bullying:

- Verbal – name calling, teasing
- Social – spreading rumors, leaving people out on purpose, breaking up friendships
- Physical – hitting, punching, shoving
- Cyberbullying – using the Internet, mobile phones, or other digital and electronic technologies to harm others

An act of bullying may fit into more than one of these groups.

KNOWING THE DIFFERENCE: BULLYING VS. CONFLICT

Too often, incidents between individuals are labeled as bullying when, in fact, they are occurrences of everyday conflict. As children and adults deal with conflict to varying degrees every day, it is important to distinguish between the two. When assessing a situation, remember:

Bullying is intentionally harmful behavior that occurs repeatedly over time. It is characterized by an imbalance of power and has ongoing effects on the target. Bullies are not remorseful for their actions and show no effort to solve the problem.

Normal social conflict will occur among friends occasionally. These are often accidental, not serious, and leave both parties with an equal emotional reaction. Remorse is shown and effort will be put into solving the problem.

REPORTING INCIDENTS

In accordance with the district's updated code of conduct and DASA policy (#0115), schools are required to investigate any potential incident of bullying in grades K-12 and document findings in an incident report. Material incidents of discrimination and/or harassment that "substantially interfere with the educational process" are required to be reported to NYSED. The district's building-level DASA coordinators, along with districtwide DASA Coordinator Catherine Taldone, are responsible for overseeing this process.

IF YOU SEE SOMETHING, SAY SOMETHING

While the district strongly encourages individuals to report instances of bullying to administrators – in particular the DASA coordinators listed on the back – it understands that some families and students may feel more comfortable reporting these incidents confidentially. The district's Safe School Helpline is available for residents to use to report any facts, remarks or actions that could jeopardize the safety of students, staff or the schools. Reports can be made day or night and are kept anonymous. Additionally, information can be reported via text message by entering the number 66746, then typing in the word "TIPS."

Phone: 1-800-4-1-VOICE, ext. 359

Website: www.safeschoolhelpline.com

**Advocacy Groups &
Government Agencies**

Human Rights and Discrimination

Human Rights Commission (631) 853-5480

Civil Rights

N.Y. Civil Liberties Union (212) 607-3300

Disabilities

Office for People with Disabilities (631) 853-8333

Domestic Violence

VIBS (631)360-3730

VIBS HOTLINE (631)360-3606

Housing

Long Island Housing Services (631) 567-5111

Gay & Lesbian

LI Gay and Lesbian Youth (631) 665-2300

Gender

Mid-Suffolk NOW (631) 234-4747

Suffolk County Women's Services (631) 853-4738

Race

NAACP

Brookhaven Town (631) 928-5174

Central Long Island (631) 789-1406

Eastern Long Island (631) 287-7346

Huntington (631) 425-2640

Islip Town (631) 348-4781

Religion

Anti-Defamation League (212) 885-7700

L.I. Council of Churches (631) 727-2210

General

Anti-Bias Hotline (631) 466-4516

Bias Help Hotline 1-877-END-BIAS

National AIDS Hotline 1-800-CDC-INFO

**Town Anti-Bias
Task Forces**

Babylon

Afreen S. Rizwan
Chief Deputy Town Attorney (631) 957-3029
arizwan@townofbabylon.com

Brookhaven

Nayyar Imam, Chair (631) 374-4269
nayyariman@aol.com

East Hampton

Audrey Gaines
Audreygns@yahoo.com

Islip

Rabbi Dr. Steven A. Moss (631) 793-5488
samoss@optonline.net

Riverhead

Connie Lassandro (631) 727-3200
abtf@townofriverheadny.gov x303

Smithtown

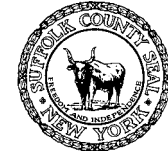
Marc Hensen (631) 670-9007
ninegnus@earthlink.net

Southampton

James Banks, Chairperson (631) 702-1922
Tharris@southamptonny.gov

Southhold

Carolyn Peabody
carolyn.peabody@stonybrook.edu



Steven Bellone
Suffolk County Executive

**SUFFOLK COUNTY
INTERFAITH
ANTI-BIAS
TASK FORCE**

Co-Chairs

Rev. JoAnn Barrett

Rabbi Dr. Steven A. Moss

Dear Fellow Residents,

The Suffolk County Interfaith Anti-Bias Task Force was established by the County Executive in 1991 to be a proactive agency in promoting tolerance and understanding. It is composed of concerned citizens who work together to address issues of prejudice and discrimination.

We seek to bring our neighbors together through various cultural and educational events. Many of these are planned in cooperation with other advocacy and government agencies.

In addition, each year at our Spring Convocation, we recognize individuals and school groups that distinguish themselves through their promotion of racial, ethnic and religious understanding.

Our strength lies in the Town Anti-Bias Task Forces that address local issues. They are listed in this brochure. You are encouraged to contact them if you have issues of prejudice and discrimination that should be addressed. You are also encouraged to join them in their work!

Lastly, it is our hope that this brochure will provide you with some important resources and tools to help us in our mission.

Rev. JoAnn Barrett, Co-Chair
Rabbi Steven Moss, Co-Chair

MISSION STATEMENT

Intolerance and prejudice against persons because of their race, ethnicity, age, disability, gender or sexual orientation tear at the fabric of a democratic and pluralistic society. Acts of violence based on such bias further alienates individuals and groups and serves to rob us of the crucial sense of security we all require in order to live, work and play or pray in our communities. In consideration of the destructive effects of prejudice and racism in our communities and in order to address this ongoing problem, the Suffolk County Inter-Faith Anti-Bias Task Force has been created.

The Task Force is a non-partisan group that is a sub-committee of the Suffolk County Human Rights Commission. The Task Force is comprised of concerned citizens, government officials, representatives of the Hate Crimes Unit of the SCPD, people from the field of education, clergy, and representatives of the town Task Forces all of whom work together to address the issue of prejudice and racism in any segment of our county. The Task Force will work to prevent and combat prejudice and racism and diffuse their destructive effects in several ways, including but not limited to:

1. Reaching out in an impartial manner to bring together involved parties for dialogue;

2. Developing a network of local clergy and community representatives to develop responsible leadership, working in partnership with the Task Force.
3. Working with and through appropriate County channels to reduce the economic and societal pressures which lead to bias, hatred and misunderstanding.

To Report Bias Incidents Call 911

Police agency responsible for investigating bias incidents:

**Hate Crimes Unit
Suffolk County Police Department
7th Precinct
1491 William Floyd Parkway
Shirley, NY 11967**

General Number (631) 852-6323

The Dignity for All Students Act

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

The Dignity Act was signed into law on September 13, 2010 and took effect on July 1, 2012.

For Additional Information and updated resources please visit the New York State Education Department Website at www.p12.nysed.gov/dignityact/

For a Resource and Promising Practices Guide for School Administrators and Faculty click below.
<http://www.p12.nysed.gov/dignityact/documents/FINALDignityForAllStudentsActGuidanceDec2017>