



Dignity for all Students Act DASA

Honesty

Tolerance

Personal responsibility

Respect for others

Observance of laws and rules

Courtesy

Dignity Act

Signed into law September 13, 2010 and
took effect July 1, 2012

Addresses issues related to harassment and
discrimination of students in schools by
employees or other students.



Code of Conduct

Required a Code of Conduct review and revision.

Code of Conduct provisions must prohibit discrimination or harassment against any student on school property or at a school function that creates a hostile environment, substantially interfere with educational performance and opportunities, or affect physical, emotional or mental well being.

Code of Conduct

Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived **race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex.**



Code of Conduct

Updated as appropriate

Posted on website

Provisions for responding to discrimination or harassment

Written in plain language, publicized and explained in an age appropriate manner to all students annually

Instruction in Civility, Citizenship, and Character Education

**Amendment to section 100.2(c) of the
Commissioner's Regulations, Relating
to Instruction to Raise
Awareness and Sensitivity
to Discrimination and
Harassment**

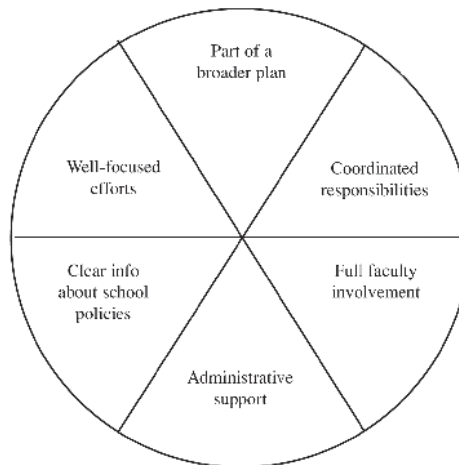
Infused throughout curriculum from K-12

Employee Training

Training to raise awareness of code of conduct.

To promote a positive school environment that is free from discrimination and harassment.

To discourage and respond to incidents of discrimination and/or harassment on school property or at a school



School Dignity Act Coordinator **(DAC)**

At least one employee in every school shall be designated as a DAC and thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex

Approved by the BOE

Name and contact information shared with parents, school staff, and students

DAC Signs

Be Part of the Change

See Something...

Say Something...

Dignity Act Coordinator

Jivanna Okolica

Room 213

255-8998

Dignity Act Coordinators

South Side High School	Ms. Nicole Knorr Mr. Ben Moss	255-5221 255-8825
South Side Middle School	Ms. Jivanna Okolica Ms. Shelagh McGinn	255-8978 255-8975
Covert Elementary School	Ms. Maureen Bedell Mr. Darren Raymar	255-8916 255-8916
Hewitt Elementary School	Ms. Lisa Panebianco Ms. Elizabeth Pryke	255-8913 255-8913
Riverside Elementary School	Ms. Lisa Panebianco Mr. Chris Zappia	255-8902 255-8902
Watson Elementary School	Ms. Sue Buckheit Ms. Jen Pascarella	255-8904 255-8904
Wilson Elementary School	Ms. Maureen Bedell Mr. James Duffy	255-8910 255-8910

Dignity Act Reporting

Material Incident of Discrimination & Harassment:
Means a single incident or a series of related incidents where a student is subjected to discrimination and/or harassment by a student and/or employee on school property or at a school function that creates a hostile environment by conduct, with or without physical contact and/or by verbal threats, intimidation or abuse, of such a severe or pervasive nature that...

Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or mental, emotional and/or physical well-being; or

Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Reporting

The type of bias involved

Whether the incident resulted from student and/or
employee conduct

Whether the incident involved physical conduct and/or
verbal threats, intimidation, or abuse

The location of the incident

Policy Review

- o Bullying/Cyberbullying: Peer Abuse 7370
- o Anti-Harassment in the School District 3420
- o Code of Conduct on School Property 3410
- o Sexual Harassment of Students 7551
- o Hazing of Students 7371
- o Equal Educational Opportunities 8130
- o Suicide 7540

Why DASA?

Heightened attention to youth violence and
school violence

Concern about tragic consequence

Recognition of the importance of early
intervention

Development of a research base on bullying

Maintain a culture of respect for one another

Harassment and Bullying

Premeditated or sudden activity

Subtle or easy to identify

One person or a group

Power imbalance

Intent to do harm

Threat of further aggression

Terror

Direct Bullying

Physical

Hitting, kicking,
shoving, spitting...

Verbal

Taunting, teasing,
racial slurs, verbal
sexual harassment

Non-verbal

Threatening, obscene
gestures

Indirect Bullying

Physical

Getting another person
to assault someone

Verbal

Spreading rumors

Non-verbal

Deliberate exclusion
from a group or activity
Cyber bullying



Cyber Bullying

Telephone

Cell Phone Messages

Emails

Web Sites

Bullying Affects Everyone:

Those who are bullied
Those who bully
Bystanders

Short and Long term Effects of Being Bullied



Lower self-esteem

Illness

Absenteeism

Depression & anxiety

Thoughts of suicide

Empowering the Bystander

Bystanders are important because:

Bullying most often takes place in front of peers.

It almost never happens when adults are watching.

Most bystanders want to do something to stop the bully.

Bullies like an audience. If the audience shows disapproval, bullies are discouraged from continuing.

However, bystanders, especially children, need to be empowered to act. The majority of children won't act for a variety of reasons, perhaps because they are afraid, confused or unsure of what to do.

Bystanders may experience...

Be afraid to associate with the victim for fear of either lowering their own status or of retribution from the bully and becoming victims themselves

Fear reporting bullying incidents because they do not want to be called a "snitch," a "tattler," or "informer"

Experience feelings of guilt and helplessness for not standing up to the bully on behalf of their classmate

Be drawn into bullying behavior by group pressure

Feel unsafe, unable to take action, or a loss of control

Bystanders

In addition to the terrible problems that bullying creates for those who are directly involved, student bystanders to bullying also experience feelings of fear, discomfort, guilt, and helplessness.

Empowering bystanders to take action might be the key to stopping bullies.

If you see something say something!

What can we do?

If your child bullies others...

Communicate directly to the child that you know they have been involved in a bullying act, that bullying is a serious issue, and that you will not tolerate any future bullying behavior.

Enforce family rules

Reinforce positive and kind behavior

Spend more time with your child

Monitor your child's activities

Build upon your child's talents

Help your child find more appropriate behavior patterns

Seek professional assistance if necessary

What can we do?

Understand the extent, seriousness and dynamics of bullying

Recognize and respond early and effectively to behaviors that can lead to bullying

Learn about new, effective strategies for controlling bullying

Prepare children to recognize and respond effectively to early bullying behavior

Teach children how everyone-bullies, victims, bystanders, and supportive adults-can help control bullying

Create an environment where everyone understands that bullying behaviors are unacceptable, harmful and preventable

Empower yourself and children to actively intervene to prevent and stop bullying

Teach responsible citizenship

Creating a Culture of Respect for One Another

How fortunate we are!

Rockville Centre and South Hempstead are
wonderful places to raise and educate children...

We share the responsibility for maintaining a
positive school and community environment

If you see something, say something!