

Responding to Bullying, Bias, and Discrimination

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Vision

Building on a tradition of academic excellence and success for every student, we cultivate passionate learners and informed global citizens who actively influence their world.

Agenda

- ❑ Students' rights
- ❑ Preventative measures
- ❑ Overview of state law and key terms
- ❑ Steps of an investigation
- ❑ Scenarios/Practice
- ❑ Feedback/Sharing Out



What is DASA?

The Dignity for All Students Act, or DASA, is a New York State law intended to create a learning environment free of discrimination and harassment for all students. The law states that no student shall be subjected to discrimination, harassment, or bullying (including cyberbullying) by employees or students on school property, or off school property at a school function, electronically, and when the act may create a risk of substantial disruption at school.



“The legislature finds that students’ ability to learn and to meet high academic standards, a school’s ability to educate its students are **compromised by incidents of discrimination or harassment** including bullying, taunting, or intimidation...”

New York State Ed. Law Article 2 § 10



Effects of bullying and harassment

- Prevalence :
 - 1 in 5 kids experience bullying (NCES, 2019)
 - More than 1/3 of adolescents reporting bullying report bias- based school bullying (CDC, 2019)
 - 9 out of 10 LGBTQ+ students experience harassment in school (NCES, 2019)
- Effects:
 - Students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school. (CDC, 2019)
 - 5.4 million students skip school at some point each year due to bullying (NCES, 2019)

“It is hereby declared to be the policy of the state to afford all students in public schools an environment free of discrimination and harassment. The purpose of this article is to foster civility in public schools and to prevent and prohibit conduct which is inconsistent with a school’s educational mission.”

New York State Ed. Law Article 2 § 10



Creating a welcoming and affirming environment

Preventative Measures in Ardsley Schools:

**Social Emotional
Learning**

CR-SE Framework

Staff Development

Guidance Lessons



Parents and Families as Partners

**If in doubt,
PLEASE
REACH OUT!**



Talking with your child
about online safety is
the best way to keep
them safe.

Educate yourself

Talk with your child

**Encourage safe
bystander/upstander
behaviors**

**Report incidents to
the school**



5 D's of Bystander Intervention righttobe.org

RIGHT
TO
BE

THE 5Ds OF BYSTANDER INTERVENTION

DISTRACT

TAKE AN INDIRECT APPROACH TO DE-ESCALATE THE SITUATION

SAY:
Excuse me, do you
know where the bus
stop is?



Start a conversation with the person being harassed or find another way to draw attention away from them. Ask them for directions or the time, or drop something.

RIGHT
TO
BE

THE 5Ds OF BYSTANDER INTERVENTION

DELEGATE

GET HELP FROM SOMEONE ELSE

SAY:
Excuse me! This
person is being
harassed. Can you
help?



Find someone in a position of authority - like a bus driver, flight attendant, security guard, teacher, or store manager - and ask them for help. Check in with the person being harassed. You can ask them if they want you to call the police. Only call the police if they explicitly ask you to, as not everyone feels safer when police are involved.



5 D's of Bystander Intervention

DOCUMENT

ALWAYS ask the person who was harassed what they want to do with the footage. **NEVER** post it online or use it without their permission.

Keep your attention on the person being harassed - **make sure anything you do is focused on supporting them.**

DIRECT

Assess your safety first.
Speak up about the harassment.
Be firm and clear.

SAY:
That's inappropriate
Leave them alone.



You can also talk to person being harassed about what's going on.
Ask: "Are you okay? Should I get help? Should we get out of here?"

DELAY

After the incident is over, check in with the person who was harassed

You can also say: "Can I sit with you? Can I accompany you somewhere? What do you need?"



Online Safety Resources

Be involved - Keep your computer use in an open area - Set rules and warn about dangers
Monitor computer activity - Define the types of websites or games they can access and why they are appropriate or not - **Keep lines of communication open** - *Let your child know that they can approach you with any questions or concerns about behaviors or problems they may have encountered on the computer*
- Consider partitioning your computer into separate accounts -

Consider implementing parental controls - You may be able to set some parental controls within your browser. For example, Internet Explorer allows you to restrict or allow certain websites to be viewed on your computer, and you can protect these settings with a password. To find those options, click Tools on your menu bar, select Internet Options, choose the Content tab, and click the Enable... button under Content Advisor.

<https://www.schools.nyc.gov/learning/digital-learning/applications-and-platforms/tools-for-keeping-children-safe-online>



<https://www.nationalcac.org/social-media-toolkit-internet-safety/>





Online Safety Additional Resources

Start an open, two-way conversation with your child.

Password-protect or control access to your child's app store and gaming downloads.

Set time and area limits for use of devices and set device check-in times.

Set all apps, games, and devices to private.

Turn off location data services on social media and nonessential apps.

Talk about data permanency. Online data can last a lifetime.

Create an agreement with your child regarding online behavior.

Know your child's friend lists. Remove strangers.

Warn your child that they should never leave a game to chat with someone they don't know on a different platform.

www.dhs.gov/know2protect



Prevent Bullying & Cyberbullying Resources

**Prevention:
Learn how to
identify
bullying and
stand up to it
safely**

Become an upstander

**How to Prevent
Cyberbullying:**

A Guide for Parents,
Caregivers, and Youth

stopbullying.gov



Review: What is DASA?

D_____

A_____

S_____

A_____



Review: What is DASA?

Dignity for

All

Students

Act



History and Purpose of DASA

Since 2012, New York State has provided an official framework for how schools respond to negative behavior, such as bullying, harassment, intimidation, taunting, or discrimination.

DASA, outlines requirements for reporting and investigation, requires staff training on prevention and intervention, and identifies related communications for notifying parents and students about DASA-related topics.

According to the New York State Education Department, the aim of DASA is **not to increase punishment**, but rather to **foster social interaction among students as a way to maintain a safe learning environment** that results in less bullying, an increased ability to identify individual students who are being bullied, and an instilled responsibility to inform the necessary authorities when a peer is a victim of bullying, harassment, or discrimination.



Who is protected under DASA?

DASA protects **ALL students** and explicitly mandates the reporting of all incidents of harassment, bullying, and/or discrimination based on, but not limited to, a person's

- race
- color
- weight
- nationality
- ethnicity
- religion
- disability
- sexual orientation
- gender (which includes gender identity and/or expression)
- sex

NYS Ed. Law Article 2 § 11

What if the harm was allegedly done by a school employee? Would DASA still apply? 18



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- religion
- disability
- sexual orientation
- gender (which includes gender identity and/or expression)
- sex

This includes any act(s) of harassment, bullying, cyberbullying, and/or discrimination of students by other students as well as school personnel.



History and Amendments of DASA

Key Amendments

- **Cyberbullying**: added in 2013, means harassment or bullying that occurs through any form of electronic communication. Education Law 11(8)
- **Gender Identity and/or Expression**: DASA was amended in 2018 to specify that gender includes gender identity and/or expression.
- **The CROWN Act**: DASA was amended in 2021 to add the following definitions for the terms race and protective hairstyles to be consistent with The CROWN Act: Race shall include traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. Protective hairstyles shall include, but not be limited to, such hairstyles as braids, locks, and twists.

Ongoing Refinements

The Dignity Act continues to evolve, with periodic reviews and updates to ensure it remains effective in addressing discrimination, harassment, and bullying in schools across New York State.



What is harassment and bullying?

The creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that

(a) 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;

(b) reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety;

(c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or

(d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Discrimination or harassment within the meaning of this policy shall include a single severe incident or multiple incidents that are pervasive in nature that creates a hostile environment or reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety.

Review: How do we explain harassment, bullying and cyberbullying?

WHAT IS HARASSMENT?

Harassment is the creation of a hostile environment by conduct or verbal threats, intimidation, or abuse.

WHAT IS DISCRIMINATION?

Discrimination is the denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person's actual or perceived membership in a certain group or category.

WHAT IS BULLYING/CYBERBULLYING?

Bullying is unwanted, intentional, aggressive behavior that involves a real or perceived power imbalance. The behavior can be repeated, or has the potential to be repeated. Cyberbullying is bullying that takes place through the use of electronic devices/technology.



Where can acts of harassment or bullying occur?

- On school property
- At a school function
- Off school property

Where such acts create or would foreseeably create a risk of sustainable disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

Cyberbullying occurs when harassment or bullying happens through any form of electronic communication.



What does bullying or harassment look like?

Bullying can take many forms, including:

- Physical abuse: biting, hitting or pushing
- Verbal taunting: teasing, name calling, or offensive jokes
- Social exclusion: leaving students out or isolating students
- Written harassment: graffiti, drawings, notes, or photos, texts, emails, or other social media



What off-campus bullying or harassment can occur?

Cyberbullying occurs when harassment or bullying happens through any form of electronic communication.

What different forms can cyberbullying take?

What different communication/apps/etc. might be used?



How do I know if my child is being bullied or harassed?

Some children may not share instances of bullying with adults. Signs that your child is being harassed can include:

- Change in behavior
- Injuries, marks, or bruises
- Lost or destroyed possessions
- Complaints of headaches or stomach aches
- Difficulty sleeping
- Low grades or loss of interest in school
- Faking sick or avoiding school



It is important to remember that all children will respond to bullying differently.



How to report an incident

Does anyone know where they would go to report what they believe is a DASA incident?



How to report an incident: ardsleyschools.org

HOME

DISTRICT INFO

BOARD OF EDUCATION

COMMUNITY

PARENTS

FACULTY

DEPARTMENTS

ATHLETICS

CAPITAL PROJECT

SUPERINTENDENT SEARCH

Family Math Night

Search...



ESD
PARENT
PORTAL



DIRECTORY



MY
SCHOOL
BUCKS



PARENT
TEACHER
ASSOCIATION



ANONYMOUS
ALERTS



Anonymous Alerts



Report Bullying,
Harassment, or Civil
Rights (DASA)



Ardsley District
Emergency Guide



Share a Shining Moment



Access to LocalLive
School Events

ardsleyschools.org Report Bullying



How to file a DASA report

DASA

This form needs to be printed, filled out and emailed or delivered to the DASA coordinator at your school

DASA Complaint Intake Bullying, Harassment and Discrimination

Directions: This form is to be completed by a **DASA complainant**. The complainant must review and affirm the accuracy of the information recorded on this form. Affirmation must be declared in the form of the complainant's signature. **Please return this form to your school's DASA Coordinator.**

Name _____

Grade _____ Building _____

Teacher _____

What is the basis of the alleged violation? (Check only those categories that apply to your complaint.)

<input type="checkbox"/> Weight	<input type="checkbox"/> Religious Practice	Other: (list)
<input type="checkbox"/> Color	<input type="checkbox"/> Ethnic Group	
<input type="checkbox"/> Gender	<input type="checkbox"/> Disability	
<input type="checkbox"/> Race	<input type="checkbox"/> Religion	
<input type="checkbox"/> Sexual Orientation	<input type="checkbox"/> National Origin	
<input type="checkbox"/> Sex		

Who do you believe committed a violation against you? (Include names, titles, and locations of each person.)

Name of Person	Grade	Class/Period	Site
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Did the alleged violation occur within the past 12 months? ☐ YES ☐ NO

When did the alleged violation occur? Date: _____ Time: _____ AM ___ PM ___

Where did the alleged violation occur? Location: _____



How to report an incident

What if you want to report an incident anonymously?



How to report an incident **anonymously**

HOME DISTRICT INFO BOARD OF EDUCATION COMMUNITY PARENTS FACULTY DEPARTMENTS ATHLETICS CAPITAL PROJECT

SUPERINTENDENT SEARCH

Family Math Night

Search...

ESD PARENT PORTAL

DIRECTORY

MY SCHOOL BUCKS

PARENT TEACHER ASSOCIATION

ANONYMOUS ALERTS

Anonymous Alerts

Report Bullying, Harassment, or Civil Rights (DASA)

Ardley District Emergency Guide

Share a Shining Moment

Access to LocalLive

ardsleyschools.org Anonymous Alerts






How to report an incident **anonymously**

Anonymously Report

Screenshot of anonymous alerts communication

Select a language ▼

Anonymous Alerts 


Step 1 of 2:

Students or parents in the school community can anonymously submit any suspicious activity, bullying or other student related issues to a school administrator(s). We encourage you to report important issues. Once you complete the contact form below, you will receive a confirmation that your information has been submitted to the school district.


False reporting will be taken seriously to the full extent of the law.

This system will be monitored between the hours of 7:45 am to 5 pm during the school year. Any reports submitted outside of these hours or during holidays will be responded to during the following normally scheduled school day.


Please do not use this system for issues requiring immediate assistance.
If this is an emergency requiring immediate assistance, please call 911.

 Submitter Type:


Select Submitter Type ▼

 *School:

Select a School ▼

 Location:





Select Location ▼

 *Report Incident:

Please describe the events (Be specific - include date, time, specific location, victim(s) and person(s) involved)

Please describe the events (Be specific - include date, time, specific location, victim(s) and person(s) involved)

Characters Remaining: 300

    Click to add photo/screenshot/video

32



How to report an incident **anonymously**

Anonymity

Screenshot of anonymous alerts communication

You have the choice of remaining anonymous or revealing your information. Either way, you can receive a reply.

TO BE REPLIED TO ANONYMOUSLY:

To be anonymously contacted by your school, enter your email or cell phone number below. It will not be seen by any school staff member as all information you submit is encrypted, private, and anonymous.

* Enter your email

* Confirm your email

Or

* Enter Cell Phone

TO REVEAL YOUR INFORMATION:

If you would prefer to reveal your contact information, enter it below:



* Enter your name

* Enter your email

Or

* Enter Cell Phone

If you are unwilling to submit your information in either of the sections and you wish to submit a report, please utilize the Anonymous Alerts App.



Submit



Meet Our Team

*If in doubt,
PLEASE
REACH OUT!*



Dr. Bradshaw

**District Dignity
Act Coordinator
and Civil Rights
Compliance
Officer**



Ms. Babb

**DASA
Coordinator
CRS**



Ms. Goldenberg

**DASA
Coordinator
AMS**



Mr. Carlson

**DASA
Coordinator
AHS**



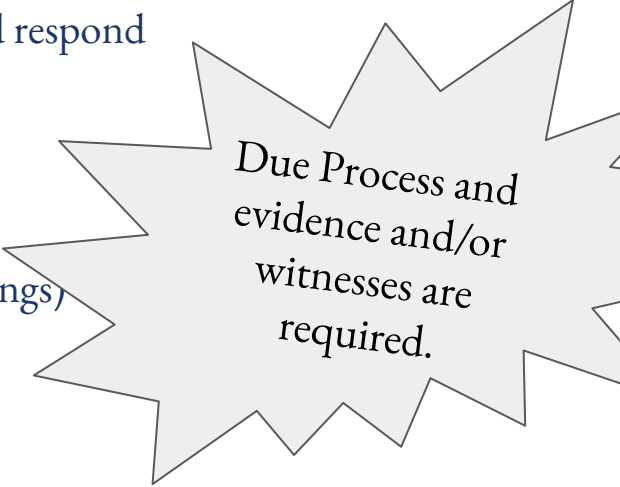
How does an investigation occur?

DASA Coordinator or Administrator typically leads the investigation:

- Team approach is recommended to collect information
- School resource officers and mental health professionals also advise and respond

Interview all involved (target, aggressor, witnesses):

- Separately – this is not mediation or conflict resolution
- Use a calm, problem-solving, investigative approach to find out:
 - a. What exactly was said and done (save evidence, including recordings)
 - b. Motive/intent (anger, misguided joke, threat of harm to safety)
 - c. Relationship and past history (one time occurrence or repeated)
 - d. Impact or perceived impact on school functioning
- Contact persons in parental relation of all students interviewed



Due Process and
evidence and/or
witnesses are
required.



What is a material incident?

After investigating an incident, the Dignity Act Coordinator or school leader must make a determination as to whether the incident is “material.” A material incident under DASA is:

- An act or series of acts by a student and/or employee on school property, or at a school function
- Creates a hostile environment by conduct
 - with or without physical contact, and/or
 - verbal threats, intimidation or abuse
 - Conduct of such a severe or pervasive nature that it has the following effect:
 - unreasonably and substantially interferes 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



Material incidents are reported to NYSED.



How are consequences decided?

Consequences are most effective when they directly address the problem and the context.

The most effective approach considers the following:

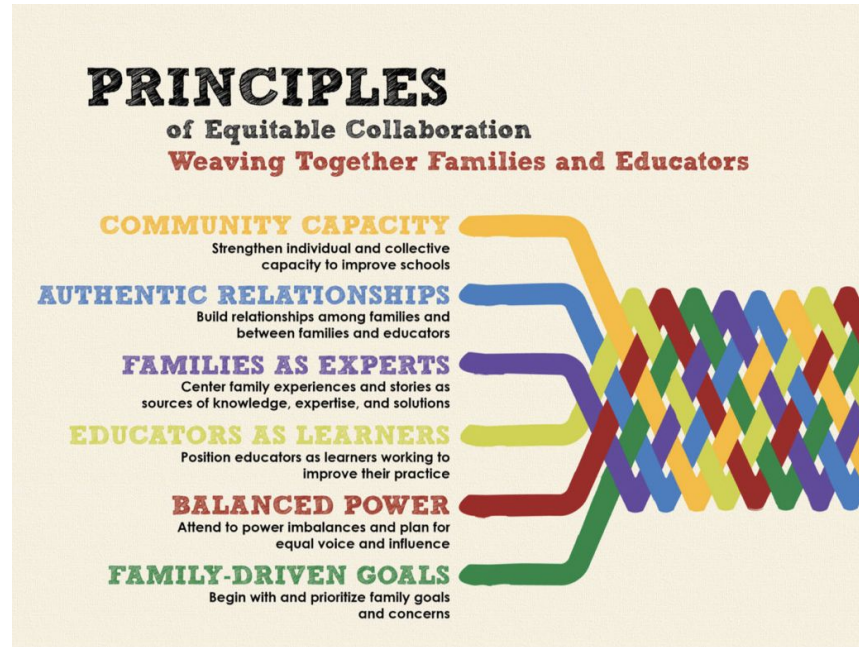
- Student's age and developmentally-appropriate conduct
- Specific offense and circumstances of incident
- Student's prior disciplinary record
- Input from persons in parental relation, teachers, mental health professionals, as appropriate
- Disability status (determine whether behavior is directly related to disability)

The district may NOT share information about other children such as consequences or disability status.



Safety Plan

In a material incident, although consequences for the aggressor cannot be discussed with the victim's family, a safety plan should be created and shared with the family.





Safety Plan: DASA Coordinator

Plan for change

- Restorative practices; positive intervention supports

Provide support to students and persons in parental relation involved

- Counseling, conflict resolution, mediation

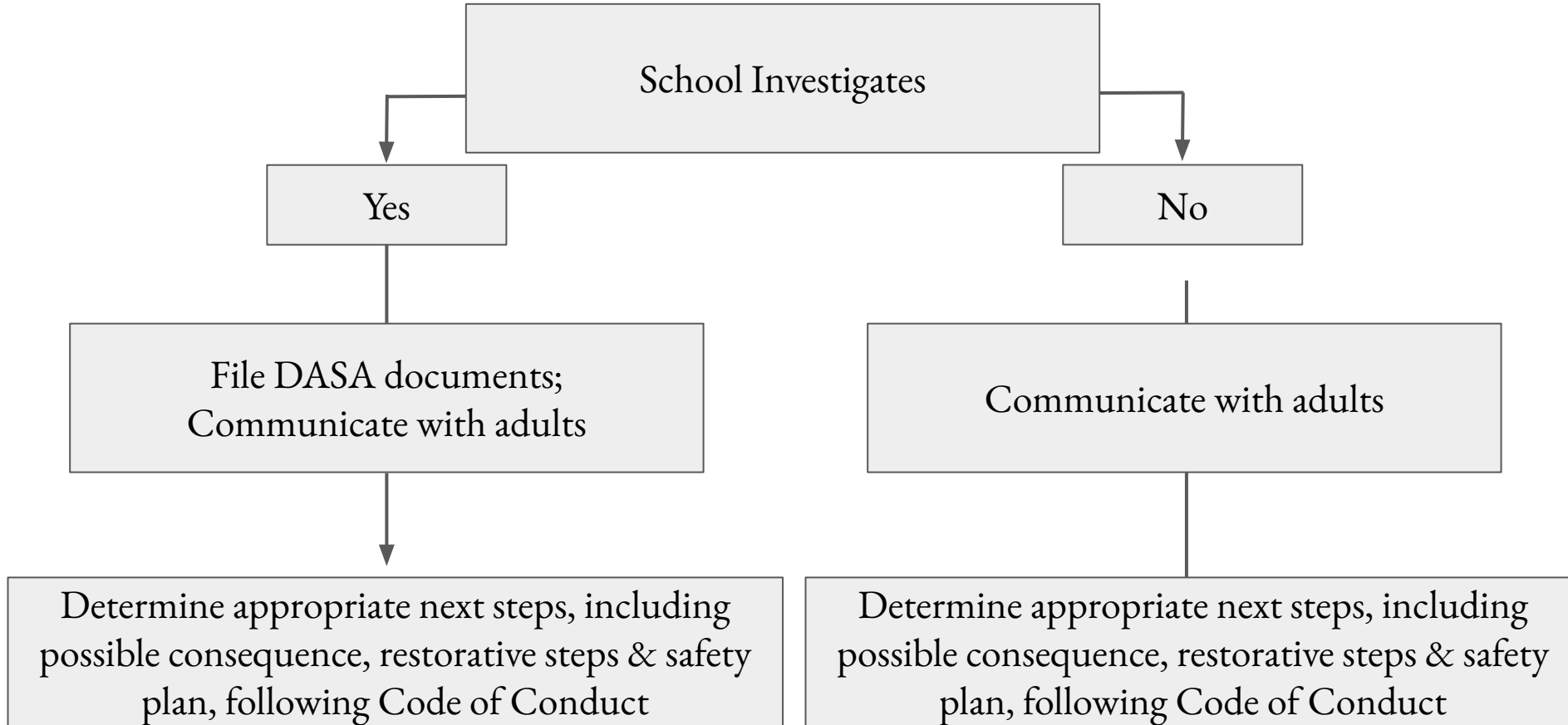
Take actions to improve school climate

- MTSS, teach character education, review Panorama data

Board of Education's Role:

Develop, refine, review and revise school policy

Does this incident qualify as a DASA incident?





Scenario

Student reports to you a suspicion of weapon possession.
What do you do?

Timely reporting

Enough specificity for an investigation to occur

Is this DASA?



SCENARIOS

Go to one of the tables to discuss:

- My child witnessed or experienced _____ at/on _____ (location). They reported it to _____. What are the appropriate next steps for me? For my child?
- How will the school respond to this action?
 - Timeline
 - Notifications
 - Actions



Parent Questions with slide(s) responding

- What I can do if my children or I witness harassment, bias, or discrimination? *See slides 10-11, 28-34.*
- What should a parent do if their child is being bullied? *See slides 28-34.*
- How does the district inform families about incidents of bias? *It depends on the scope of the incident.*
- How can I address bullying on the school bus? *Report the incident. See slides 28-34*
- What is the process of investigating an adult reported for racial bias against a child? *See slide 35.*
- What is the range of responses a parent/caregiver should expect? Timeline? *See slides 37-40.*
- Will I get a reply if I use Anonymous Alerts to report an incident? *See slide 33.*
- What if bullying takes place off campus? On social media? *See slides 23, 25, 28-34.*
- How does the school prevent retaliation for reporting an incident? *Retaliation is forbidden by district policy and state law.*
- How does the school prevent bullying at recess? *Adults monitor recess.*
- How can students protect themselves from bullying? What does the school do to prevent it? *See 8, 14.*
- What data exists on incidents of bullying and bias in our schools? What trends exist? What does the district do with that data? *See slide 36. Founded cases are reported to annually to NYSED.*



Report Out and Feedback



<https://tinyurl.com/DASA-feedback>



REMEMBER ...

**If in doubt,
PLEASE
REACH OUT!**



Dr. Bradshaw

**District Dignity
Act Coordinator
and Civil Rights
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Ms. Babb

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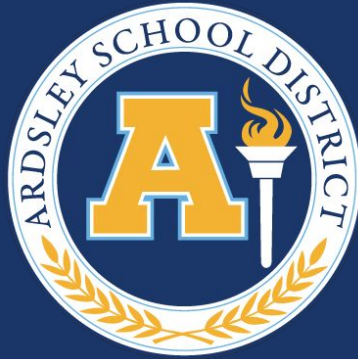
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Thank you!