



DIGNITY FOR ALL STUDENTS ACT

# DASA

Chautauqua Lake Central School District

Guide 2018-2019

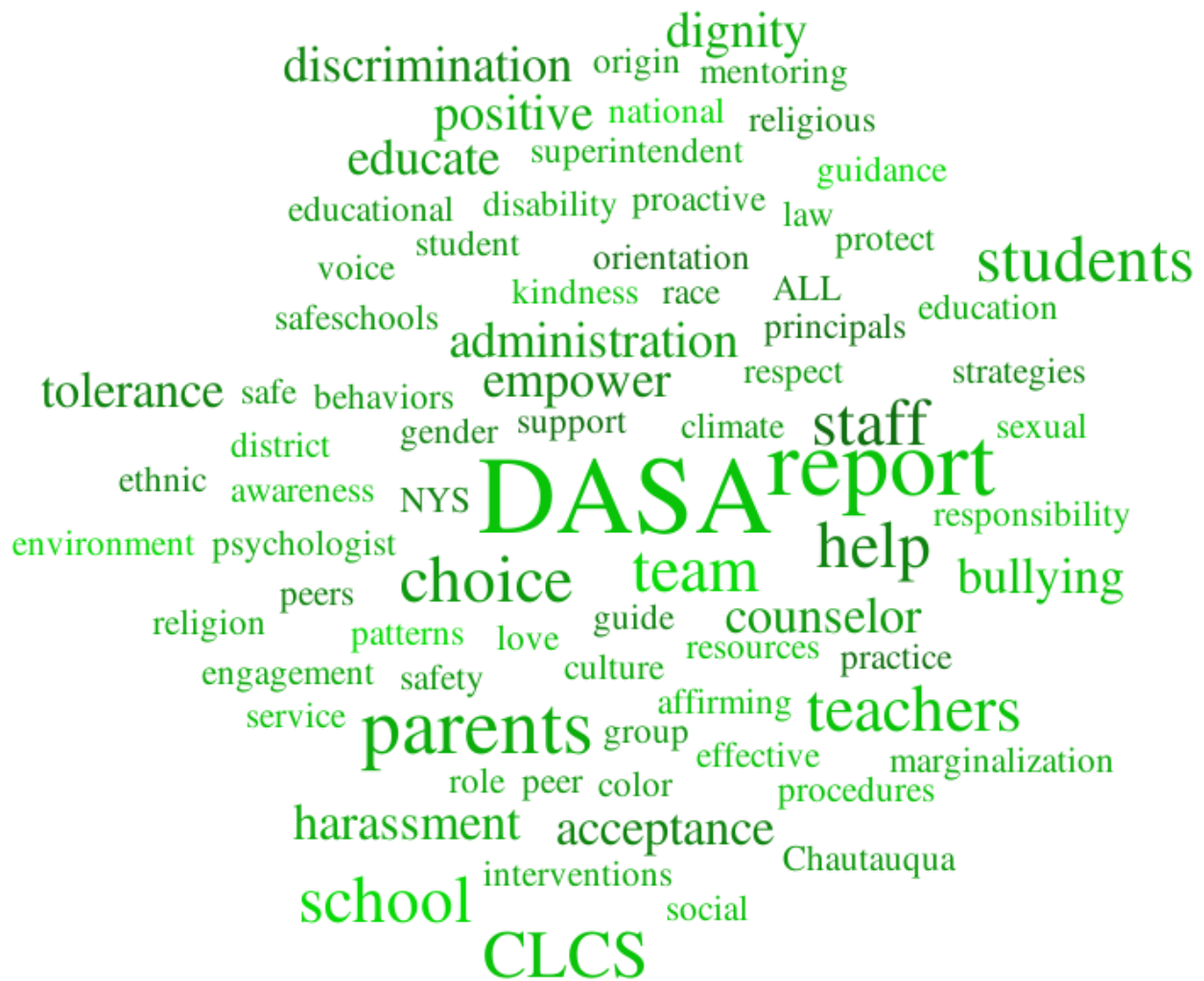


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## The Dignity for All Students Act (DASA)

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.



### New York's Dignity for All Students Act

The information below is available at: <http://www.p12.nysed.gov/dignityact>

**The Dignity for All Student's Act.**  
Effective July 1, 2012  
(Chapter 482 Laws of 2010)

**Curriculum:** Curriculum must include instruction that supports the development of a school environment free of discrimination and harassment.

**Code of Conduct:** The Code of Conduct must be amended to include provisions prohibiting discrimination and harassment against any student by employees or students, and provisions for responding to such acts.

**Reporting:** Material incidents of discrimination and/or harassment on school grounds or at a school function must be reported to NYSED annually.

**Dignity Act Coordinator:** At least one staff member at every school must be designated and 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.

**Employee Training:** Employees must receive training to raise awareness and sensitivity to potential acts of discrimination and/or harassment and to enable employees to prevent and respond to incidents of discrimination and harassment.

**Amendment to the Dignity Act Effective July 1, 2013**  
(Chapter 102 Laws of 2012)  
The following provisions are in addition to the original Dignity Act

**Cyberbullying:** Cyberbullying will be defined as harassment or bullying by any form of electronic communication, and include incidents occurring off school property that create or would foreseeably create a risk of substantial disruption within the school environment.

**Reports of Harassment, Bullying and Discrimination:** The principal, superintendent, or designee must be charged with receiving reports.

**Investigation of Reports:** The principal, superintendent, or designee must lead or supervise the prompt and thorough investigation of reports.

**Response to Verified Reports:** The school must take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, and ensure the safety of the student(s) toward whom harassment, bullying or discrimination was directed.

**Employee Reporting:** School employees who witness or receive a report of harassment, bullying or discrimination must notify the principal, superintendent or designee within one school day after witnessing the incident or receiving the report and must file a written report within two days thereafter.

*Amendment to the Dignity Act, cont.*

**Notification of Law Enforcement:** The principal, superintendent, or designee will be required to notify appropriate local law enforcement when they believe that any harassment, bullying or discrimination constitutes criminal conduct.

**Professional Certification:** Professionals applying for certificate or license, including but not limited to classroom teachers, school counselors, school psychologists, school social workers, school administrators or supervisors, and superintendents of schools, must complete training on the social patterns of harassment, bullying and discrimination, and strategies for effectively addressing exclusion, bias and aggression in educational settings.

**Curriculum:** Curriculum must include instruction in safe and responsible use of the internet and electronic communications, and emphasize discouraging acts of harassment, bullying and discrimination.

**Guidance and Educational Materials:** The State Education Department will provide guidance and educational materials, including best practices in addressing cyberbullying, and best practices in helping families and communities to work cooperatively with schools in addressing cyberbullying.

# Chautauqua Lake Central School District

## DASA Reporting

Chautauqua Lake Central School District is committed to providing a safe, supportive environment free from harassment, bullying or discrimination. We take very seriously our responsibility under the Dignity for All Students Act (DASA), which states:

“No student shall be subjected to harassment or bullying 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, or sex.”  
(State Education Laws of 2010, Effective: July 1, 2012)

We encourage the involvement of staff, students, parents and community members in our effort to maintain a safe and supportive school climate where all students can learn and focus in a respectful, welcoming, considerate, and caring environment.

### Reporting Incidents of Bullying, Harassment, or Discrimination:

If you believe that a student has been the target of harassment, bullying (cyberbullying) or discrimination, please submit a DASA Complaint Form. As an alternative, or in addition, you may also call our School Safety Tip Line, (716) 753-5803, to record a message up to two minutes in length. To share information of an urgent nature, please call directly to a school office and/or the local authorities.

You may complete the Complaint Form online at [www.clake.org](http://www.clake.org), locate the link for Bullying Resources and Dignity Act on the side of the home page. The electronic form is located in the middle of the page and a printable form can be found at the bottom of the page. The completed form is automatically directed to the Dignity Act Coordinator at the appropriate grade level. Or you can print a copy of the form and return it to any school office. A school administrator will review and respond to each incident in the context of the student Code of Conduct.

### Dignity Act Coordinators at Chautauqua Lake Central School:

*Kara Smith*, Elementary School Counselor (Pre-Kindergarten - grade 6 DASA Coordinator)  
716 753-5846

*Katrina Cummings*, School Psychologist (grades 7-12 DASA Coordinator)  
716 753-5849

Notice:

- All complaints will be treated in a confidential manner. Anonymous reports may limit the school’s ability to gather sufficient information necessary to respond to the complaint.
- False reporting of incidents may result in disciplinary consequences.
- Any reports made during summer months will be addressed as the school administrator is available.

# Chautauqua Lake Central School District Dignity for All Students Act – Complaint Management Process

Reporter or Complainant completes complaint form, disciplinary referral, or orally advises School Counselor of infraction

DASA Protected Classes:

- o Race
- o Ethnic Group
- o National Origin
- o Religion
- o Religious Practice
- o Disability
- o Gender
- o Sexual Orientation
- o Sex
- o Weight

A preliminary investigation will be done and the Four-Point Test will be applied to determine if a material incident of discrimination/harassment of a member of a protected class may have occurred.

4-Point Test

1. Did harm occur through an intentional act and was a protected class involved?
2. Is it unwelcome or unwanted?
3. Is it severe or persistent or pervasive?
4. Does the behavior interfere with study or school-related activity?

**Level 2**

Initiate and complete formal DASA Investigation and record keeping.  
Founded case of Discrimination/Harassment?



**Level 1**

Incident will be documented and will remain on file. Students reported may be called in for discussion with School Counselor to discuss DASA, CLCS Code of Conduct, and future consequences if behavior persists.

Implement and monitor remedy calculated to stop conduct

Inform complainant/reporter of outcome and remind them that any additional incidents should be reported immediately.

## Chautauqua Lake Central School District Dignity Act Procedure

New York State's Dignity for All Students Act (DASA) 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 vehicle/bus, and/or at a school function.

The Dignity Act states that it is the policy of the State of New York to afford all students in public schools an environment free of discrimination and harassment (Education Law §10). Educators are encouraged to incorporate into core subject areas the principles embodied by the Dignity Act: that no student shall be subject to harassment, bullying, or discrimination by employees or students and includes:

1. denial of access to school facilities including, but not limited to, restrooms, changing rooms, locker rooms, and/or field trips...
2. application of a dress code, specific grooming or appearance standards...
3. use of name(s) and pronoun(s) or the pronunciation of name(s)...
4. any other form of harassment, bullying, and/or discrimination... **based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes gender identity and/or expression), or sex.**



The Chautauqua Lake Central School District is committed to creating a learning environment that is safe and supportive of every student. In order to ensure such an environment, the district has implemented the following procedures:

- Dignity Act coordinators have been designated and their names displayed publicly.
- All district employees are trained annually to promote a school climate that is free of bullying. This includes all coaches, who are required to complete a DASA course for certification.
- All alleged incidents of bullying and/or harassment under DASA will be thoroughly investigated by the DASA coordinator or designee.
- All incidents are documented using the “DASA Complaint Form.”
- All staff must report incidents they observe or hear.
- Incidents must be reported orally to an administrator within one school day and in writing (via discipline report) within two school days.
- DASA coordinators must report data and trends related to bullying and harassment annually to the Superintendent.
- No retaliatory action will be taken against any person who, acting reasonably and in good faith, makes a report or initiates, testifies, participates, or assists in formal or informal proceedings.



## Chautauqua Lake Central School District Code of Conduct & DASA

According to the Chautauqua Lake Central School District Code of Conduct given to all CLCS students:

The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance, and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting, and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free from bullying, discrimination and/or harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission. Since cyberbullying is a form of bullying, the term, "bullying" as used in this policy will implicitly include cyberbullying even if it is not explicitly stated.

The District condemns and prohibits all forms of bullying, discrimination and/or harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex by school employees or students on school property and at school sponsored activities and events that take place at locations off school property. In addition, any act of bullying, discrimination and/or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process, may be subject to discipline.

- Discrimination and harassment means an intentional act against any student, by employees or students 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 nature 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 and/or physical well-being; or
  - b. Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.
- School property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, or at a school function.
- School function means a school-sponsored extracurricular event or activity, no matter where it takes place.



## Student Engagement & Programming at CLCS - DASA:

### Second Step PreK-5 (Kara Smith)

- Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step uses a holistic approach to create a more empathetic society by providing education surrounding social-emotional topics. Second Step also provides an environment for children to practice expressing themselves appropriately and effectively.

### CASAC Programming (Laurie Reynolds)

- In classrooms CASAC staff educate K-12 students about risky behaviors, goal setting, communication, relationship building, bullying prevention, conflict resolution and drug/alcohol awareness. Programs at CLCS include Too Good (K-12), Alcohol Literacy (8<sup>th</sup>), Prevention Plus Wellness (SPORT, 8<sup>th</sup>), Pre/Prom and Graduation presentations. In addition, CASAC offers several referrals to specific programs/counseling.

### Peer Mentoring Program (Jeannie Galbraith)

- The purpose of the Peer Mentoring Program at CLCS is to help 2<sup>nd</sup> - 5<sup>th</sup> grade students build positive peer relationships, learn effective communication and social skills and build self-esteem through supervised interactions with responsible 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. Topics such as friendship, emotions, behaviors, and bullying are addressed.

### Peer Education (Danielle Sadler)

- Peer Education programs and initiatives promote choosing kindness and inclusion among the students. Peer Educators encourage fellow students to create a positive community in and out of school.

### Career Development Course 6<sup>th</sup> (Kara Smith)

- This course addresses problem solving, conflict resolution, strength based assessment, leadership, and career exploration.

### Positive Behavioral Interventions and Supports (PBIS) K-12

- This school-wide behavior plan incentivizes positive behaviors and interactions using T-bird tickets. When children are seen being safe, responsible, and respectful they receive a ticket that they can later redeem for prizes. In grades K-6 the whole class works toward recognition for demonstrating Safety first, exhibiting Outstanding effort, Acting responsibly, and to showing Respect to all. While SOAR is a group recognition program, children can also be nominated

individually for the Top Flight Club. Students in the Top Flight Club receive recognition for behavior exemplifying the trait of the month.

#### **Principal Class Meetings 7-12**

- Students meet with the building principal for open discussions surrounding the DASA reporting process, Chautauqua Lake academic opportunities, school rules and procedures, upcoming events and individual questions or concerns.

#### **Student Administration 7-12**

- Student Administration meets with the Superintendent and building principal about climate and culture issues. As peer leaders, this group offers insight and input to achieve district goals and building priorities.

#### **Sources of Strength K-12**

- Th district is evaluating a return to this evidenced-based upstream prevention program that addresses critical areas of concern including suicide prevention, violence prevention, bullying prevention and substance abuse prevention. Training is provided to students, staff and administration to promote youth-adult connectedness and messaging about Hope, Help and Strength.

## CLCS Resource Staff:

- **Katrina Cummings, MS. Ed.**
  - School Psychologist, DASA Coordinator Secondary School
  
- **Kara Smith, MS. Ed.**
  - Elementary School Counselor, Second Step Teacher, DASA Coordinator Elementary School
  
- **Jason Richardson MS. Ed.**
  - Secondary School Counselor
  
- **Jessica Cowan MS. Ed.**
  - Secondary School Counselor
  
- **Karen Naeser, LCSW**
  - Mental Health Therapist, Chautauqua County Department of Mental Hygiene
  
- **Nicole Drozdiel, LMSW**
  - School Based Social Worker, Family Service of the Chautauqua Region
  
- **Catherine Rivera, MS. Ed.**
  - Intensive Case Manager, Family Service of the Chautauqua Region
  
- **Jeannie Galbraith, LMSW**
  - Community Care Specialist, Family Service of the Chautauqua Region & Chautauqua Tapestry. Peer Mentoring Program Facilitator

## CLCS Annual Staff Training for DASA

### ➤ Safe Schools Training

#### Course Category

Human Resources  
Information Technology  
Policy  
Policy  
Policy  
Policy  
Policy  
Social and Behavioral  
Social and Behavioral  
Social and Behavioral  
Social and Behavioral

#### Course Title

Diversity Awareness: Staff-to-Student  
Online Safety: Cyberbullying  
6110 - Code of Ethics for all District Personnel  
7532 - Bullying, Peer Abuse in the Schools  
7550 - Dignity for all Students Act  
CLCS - Code of Conduct  
CLCS - Mental Health in Students Training  
DASA Training Video  
Bullying: Recognition & Response  
Cultural Competence and Racial Bias  
Making Schools Safe for LGBT Students  
Transgender Awareness - New

## Resources:

### Websites:

- PACER National Bullying Prevention Center  
<https://www.pacer.org/bullying/>
- National Stop Bullying Resource  
<https://www.stopbullying.gov/>
- National PTA, Connect for Respect  
<https://www.pta.org/home/programs/Healthy-Lifestyles/Connect-for-RespectBullying>

### Book List Websites

- 14 Anti-Bullying Books  
<https://www.weareteachers.com/14-must-read-anti-bullying-books-for-kids/>
- Teens Against Bullying- Book List  
<https://www.pacerteensagainstabullying.org/take-action/book-list/>
- 11 Children's Books about Bullying, Teasing, and Empathy  
<https://www.familyeducation.com/life/dealing-bullies/lets-get-along-11-childrens-books-about-bullying-teasing-empathy>

### Documents:

- Dignity For All Students Act Guidance Document (pdf)  
<http://www.p12.nysed.gov/dignityact/documents/FINALDignityForAllStudentsActGuidanceDec2017.pdf>
- Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State (pdf)  
<http://www.p12.nysed.gov/sss/documents/SEDLguidelines.pdf>
- Student Action Plan Against Bullying  
<https://www.pacerteensagainstabullying.org/wpcontent/uploads/2014/04/StudentActionPlan.pdf>

**Agencies:**

- **Chautauqua Alcohol and Substance Abuse Council (CASAC)**  
501 W. Third Street, Suites 3 & 4, Sprinchorn Bldg, Jamestown, NY 14701  
(716) 664-3608
  
- **Chautauqua County Department of Mental Hygiene**  
2 Academy Street, Suite 201, Mayville, NY 14757  
(716) 753-4104
  
- **Chautauqua Tapestry**  
2 Academy Street, Suite 202, Mayville, NY 14757  
(716) 753-4507
  
- **Family Service of the Chautauqua Region**  
332 E 4th St, Jamestown, NY 14701  
(716) 488-1971

For additional information, resources or questions  
please contact any of the resource staff or the  
building principal at Chautauqua Lake Central  
School District: 100 N Erie St, Mayville, NY 14757 or  
by phone (716) 753-5808