

The Dignity for ALL Students Act

A Training Session for
Dignity Act Coordinators

OCTOBER 2024



New York State
Center for School Safety



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



Welcome!
We are glad you're here

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JEN ELLIOTT

MATERIALS WERE DEVELOPED BY THE NYS CENTER FOR SCHOOL SAFETY

The New York State Center for School Safety is a contracted technical assistance center of the New York State Education Department (NYSED) Office of Student Support Services, operated by Measurement Incorporated.

Materials were revised in October 2024

The slide presentation cannot be edited or modified without permission from the NYS Education Department.

A decorative background on the left side of the slide featuring several hanging incandescent light bulbs. One bulb is illuminated, casting a warm glow, while the others are unlit. The background is a gradient of blue and grey.

Session Objectives

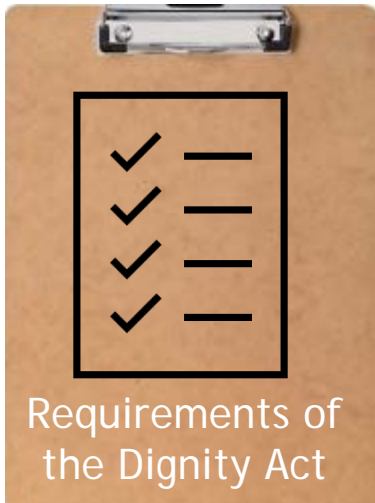
Participants will:

- ❖ Understand the regulatory requirements of the Dignity Act
- ❖ Learn more about the role of a Dignity Act Coordinator
- ❖ Identify key resources to guide effective implementation of the Dignity Act

Dignity for ALL Students Act

Session Agenda

| | |
|-----------|---|
| Section 1 | Introductions and Overview of the Dignity Act |
| Section 2 | Preparation for Implementation |
| Section 3 | The Dignity Act Coordinator |
| Section 4 | Receiving Complaints |
| Section 5 | Conducting Investigations |
| Section 6 | Post-Investigation |
| Section 7 | Resources and Tools |



Activities to
discuss and share



Consider
district
policies &
procedures

As we move through this session,
please consider:



What is
something
I **already** do?



What was **new**
information?



What is **one
more thing**
I can do?

Working Agreements

- Your voice is important, and your engagement benefits everyone!
- This is a safe space to wonder aloud.
- Openly expressing curiosity and asking questions invites good thinking.
- Make space, take space.
- Actively participate with camera on, contribute to conversations, use the chat.

Norms for Active Participation

*Join the
conversations*

*Share your
experiences*

*Learn from
one
another*

*Cameras
on*

*Jot down
thoughts and
ideas*

*Consider what
you will take back
to your school*

The Dignity for ALL Students Act




A Training Session for Dignity Act Coordinators

SESSION DATE



Note Catcher

The Dignity for All Students Act: Training for Dignity Act Coordinators
November 2023

| | | | |
|--|--|---|--|
| My role in implementing the Dignity for ALL Students Act | |  | |
| Brag & Share! I do this well... | | Something I already do | |
| Grow! I want to learn more about, or improve... | | | |
| Students might be reluctant to report incidents. I can... | |  | |
| Staff might be reluctant to intervene. I can... | | New information | |
| When I receive and respond to complaints, I can provide a supportive response by... | | | |
| New ideas for <u>conducting an investigation</u> ... | |  | |
| New ideas for <ul style="list-style-type: none"> Ending the harassment, bullying, and/or discrimination, Eliminating any hostile environment, Creating a more positive school culture and climate, prevent recurrence of the behavior, and Ensuring the safety of the student. | | One more thing I can do | |

Session Materials

- PowerPoint Slides
- Note Catcher
- *Optional: District Policies*

Dignity for ALL Students Act

Section 1 Introductions Overview of the Dignity Act

Introductions

Name, district, one **AWESOME** thing about your school



15 seconds





What is **your** role
in implementing
the Dignity for
ALL Students Act?

Dignity for ALL Students Act



Brag & Share!

What do you do well in your role as a Dignity Act Coordinator?



Grow!

What do you want to learn more about, or improve?

The Dignity for ALL Students Act

is a New York State law

The legislation can be found in

[NYS Ed Law Article 2, Chapter 16, Sections 10 - 16](#)

Part 100 Regulations of the Commissioner of Education specify requirements for elementary, middle, and secondary school programs in NYS.

The Dignity Act regulations can be found:

[NY CRR 100.2 \(JJ\) and \(kk\)](#)

Each district develops district-specific policies and procedures.

Policies should be available on district websites.

Citations are included in this presentation.

Information was prepared in October 2024. Check for any updates.





The Dignity for ALL Students Act Legislative Intent

"... To afford all students in public schools **an environment free of discrimination and harassment.**"

"The purpose of this...is to **foster civility** in public schools and to **prevent and prohibit conduct** which is inconsistent with a school's educational mission."

[NYS Ed Law Article 2 Section 10](#)





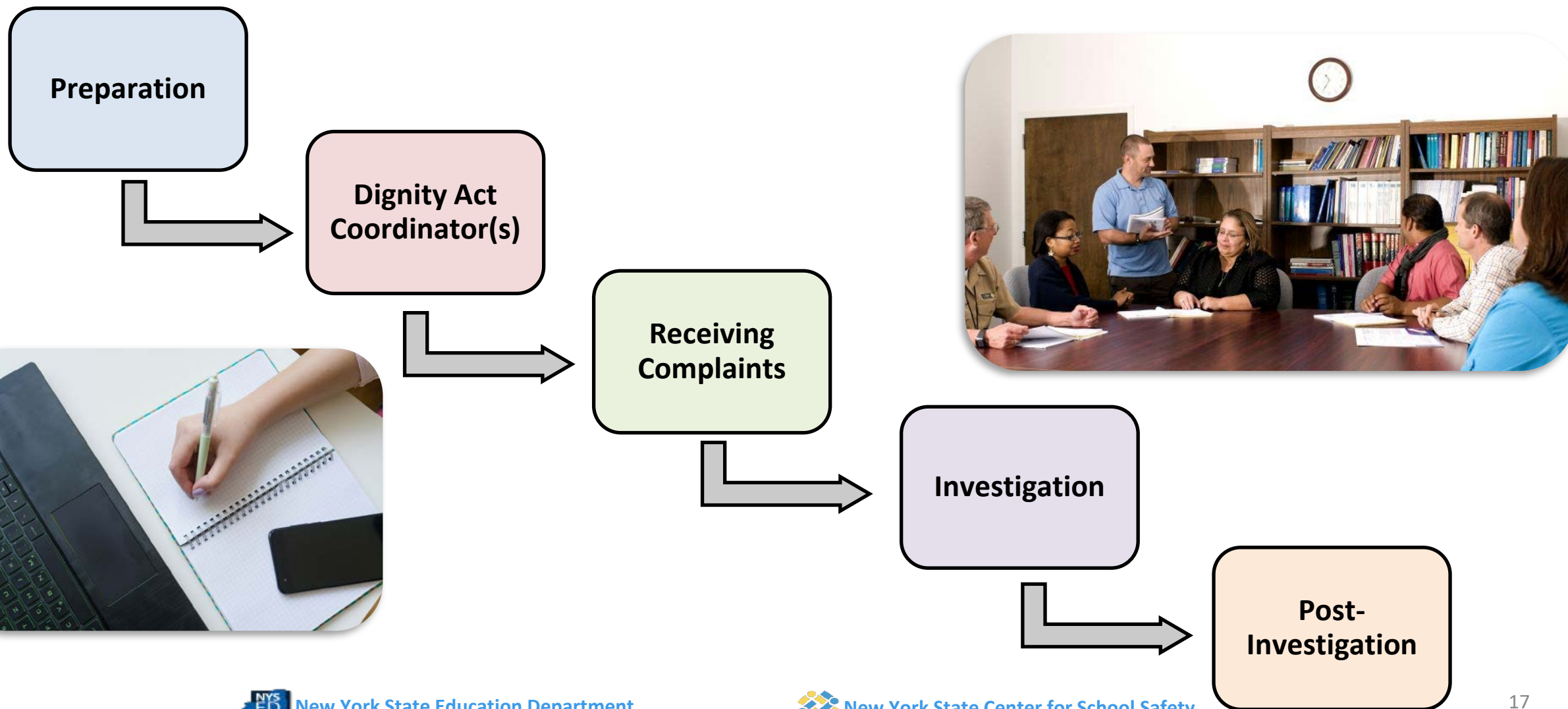
The Dignity for ALL Students Act Legislative Intent

What do you notice about the
language used in the
legislative intent?

What language is **not** included?



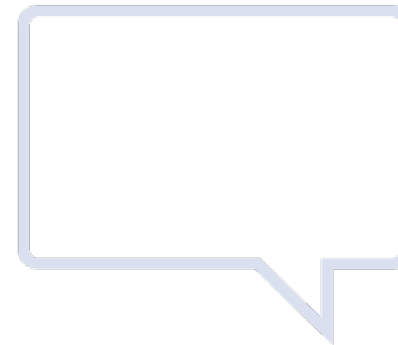
Implementation Requirements of the Dignity for ALL Students Act



Dignity Act Implementation

Technical Requirements

Adaptive Challenges



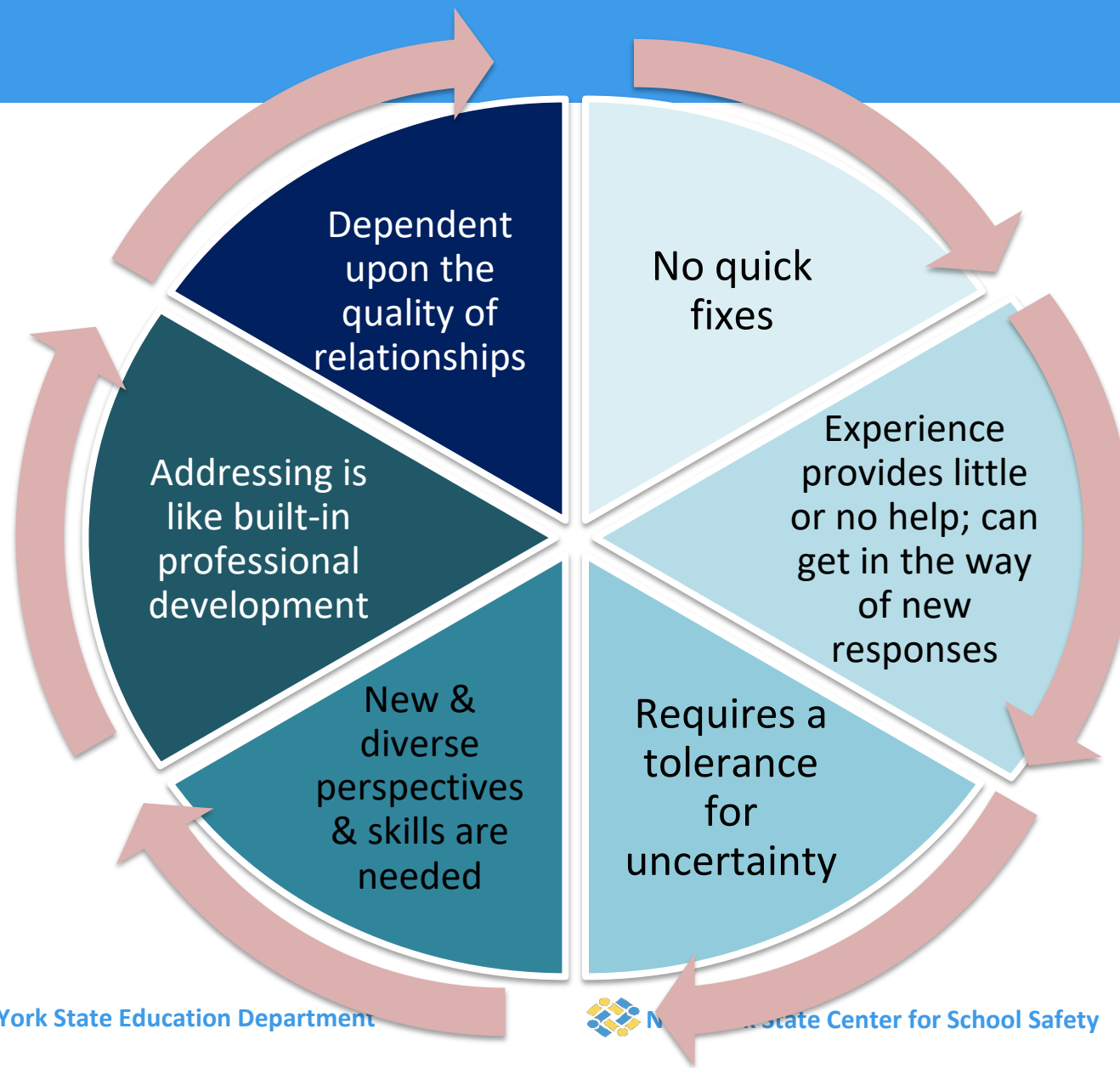


The Dignity for ALL Students Act Technical Requirements

- ✓ Examples: completing a form, publishing a policy, posting information on a website
- ✓ Problems that can be fixed by proven methods or strategies
- ✓ Previous experience and knowledge can be very useful



Adaptive Challenges of Implementation





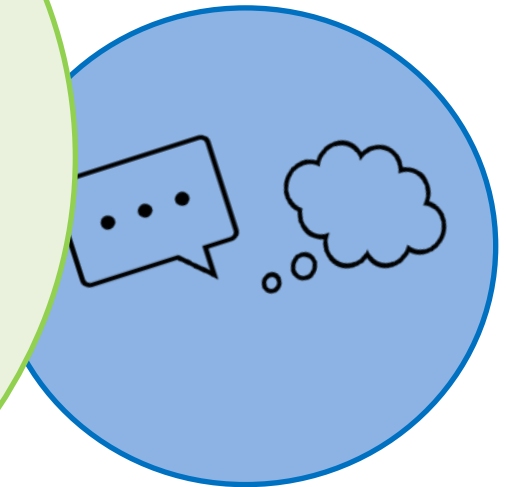
The Dignity for ALL Students Act

Where technical and adaptive overlap:

Receiving & Responding to Complaints

Conducting Investigations and Interpreting Complaints

Post-Investigation Actions





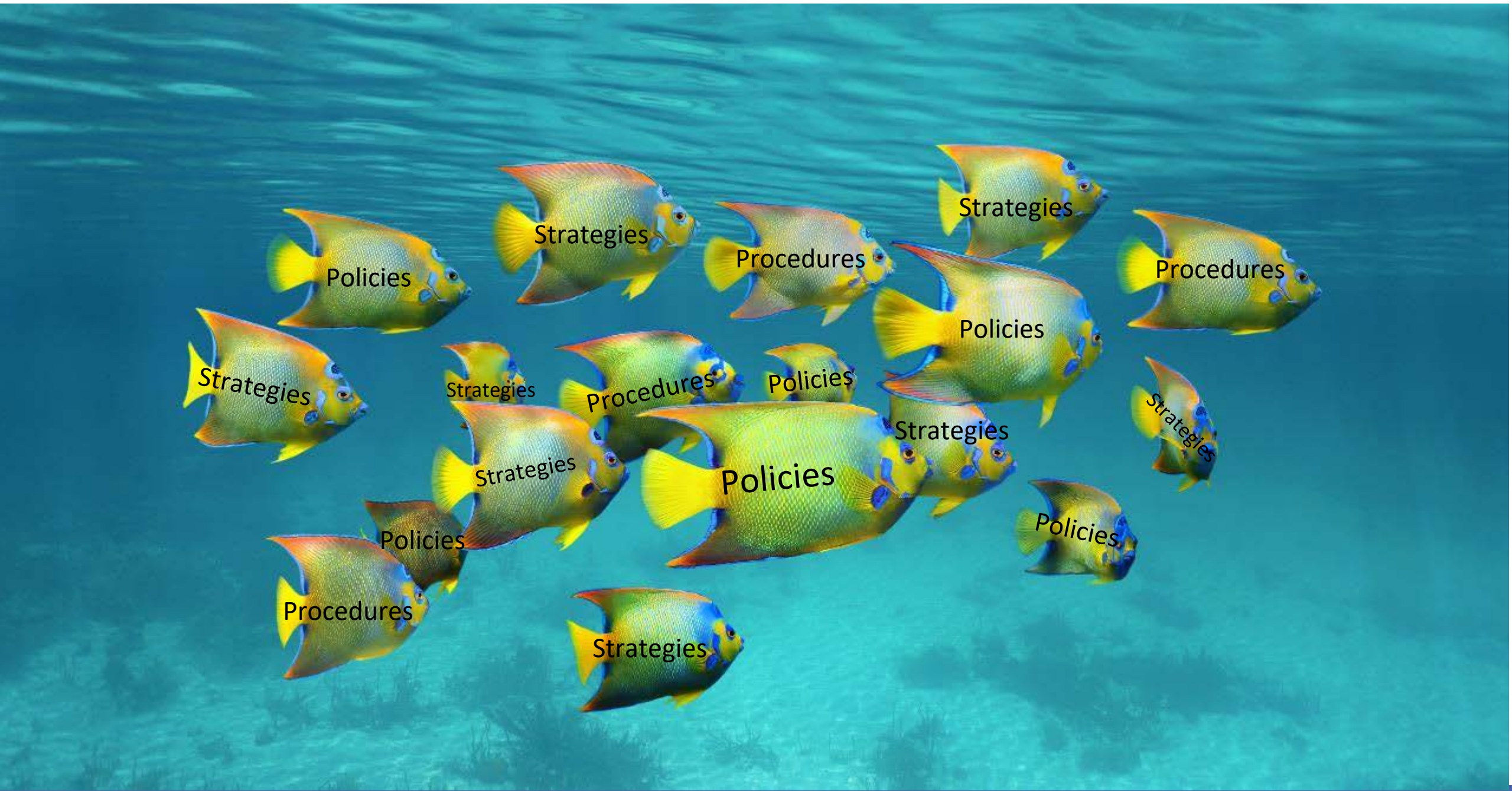
The Dignity for ALL Students Act

Adults set the tone for:

- ❖ Receiving complaints
- ❖ Conducting investigations
- ❖ Post-investigation actions



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Reporting of Incidents

Making a **report**, about an incident to the Dignity Act Coordinator at the school.

Also referred to as *filing a complaint*.

Each school submits an annual **report** to NYSED on the *total number of material incidents* during the school year via the School Safety and Educational Climate (SSEC) reporting form.

Dignity for ALL
Students Act

Section 2 Preparation for Implementation



Implementation of the Dignity for ALL Students Act

Preparation

- Develop policies, procedures, guidelines to create a school environment that is free from harassment, bullying and discrimination
- Develop a schoolwide prevention strategy
- Provide staff training: prevention & response
- Share policy and contact information with staff, students, and families

CR 100.2(jj)(2),(3)

True or False



The Dignity Act **only** applies to students in a protected class.

False

Acts of harassment and bullying **shall include, *but not be limited to***, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

NYS Ed Law Article 2 Section 11
CRR 100.2 (jj)(1)(viii)(d)

Dignity *worthy of esteem and respect*

for

ALL *each and every*

Students



This Photo by Unknown Author is licensed under CC BY

Hallmarks of an environment that honors dignity:

- ❖ Respect is unconditional
- ❖ Dignity and respect not merit based
- ❖ All identities accepted and affirmed
- ❖ Schools are places where all students feel they belong

True or False



Cyberbullying incidents outside of school do not require a response by the school.

False

"Harassment" and "bullying" shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, **including cyberbullying...**

Includes acts that occur on school property, at a school function, or **off school property** that 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.**

NYS Ed Law Article 2 Section 11
CRR 100.2 (j)(1)(viii)(c),(d)

Policy & Procedures Check:

How familiar are you with your district's Dignity for All Students Act policies and procedures?

How are the policies shared with staff, caregivers, and students?

What training is provided to staff?



Dignity for ALL
Students Act

Section 3

The Dignity Act Coordinator



Implementation of the Dignity for ALL Students Act

Dignity Act Coordinator(s)

- Designate the person(s) who will receive complaints
- Provide them with training
- Share their contact information with staff, students, and families:
 - ✓ On the website
 - ✓ In the Code of Conduct, and in the plain language summary
 - ✓ In highly-visible areas of school buildings
 - ✓ In district and school offices
 - ✓ Provided to parents/persons in parental relation at least once per school year

NYS Ed Law Article 2 Section 13
CRR 100.2 (jj)(4)

True or False



The Dignity Act Coordinator must be the building principal.

False

At least one employee in every school shall be designated as a Dignity Act Coordinator.

Each Coordinator shall be **employed** by the school district, BOCES or charter school, and be licensed and/or certified as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, or superintendent of schools.

The principal, superintendent **or the principal's or superintendent's designee** is identified as the school employee charged with receiving reports of harassment, bullying and discrimination.

NYS Ed Law Article 2 Section 13

CRR 100.2 (jj)(4)



The Dignity for ALL Students Act

The Dignity Act Coordinator

Why might staff other than the principal be effective as a Dignity Act Coordinator?

True or False



The Dignity Act requires a disciplinary response.

False

The Code of Conduct must include provisions for responding to acts of harassment, bullying, and/or discrimination which:

Incorporate a progressive model of student discipline that includes **measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline.**

Considers the nature and severity of the behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, **and**

the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed.

Responses shall **end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.**



Scenario 1

A white male student tells one of his teachers that he thinks he is being cyberbullied.

Specifically, other male students have been saying that he has a “punchable face” on Snapchat. This student now feels afraid to attend some of his classes, and has been skipping to avoid these students.

| Objectives |
|---|
| What reporting responsibilities does this teacher have? |
| Could this be a material incident under the Dignity Act? |
| What might be an educational response/approach to address the root of the incident? |

Policy & Procedures Check:

*How is name and contact information for your
Dignity Act Coordinator(s) shared with:*

Staff?

Caregivers?

Students?

*Are you sharing the information in various ways
throughout the school year?*



Dignity for ALL
Students Act

Section 4 Receiving Complaints



Implementation of the Dignity for ALL Students Act

Receiving Complaints

- Complaint form should be easily accessible
- Students, families, and others can make verbal **or** written reports
- School employees notify the Dignity Act Coordinator within **one school day** of witnessing or receiving a report and file a written report no later than **two school days** after such oral report/notification

True or False

Complaints can only be submitted by a student who was targeted or school staff.

False

Policies and procedures intended to create a school environment that is free from harassment, bullying and discrimination, include:

Enabling students and parents to make an oral or written report of harassment, bullying or discrimination to teachers, administrators and other school personnel.

NYS Ed Law Article 2 Section 13



Sources of Reports/Complaints of Bullying or Harassment

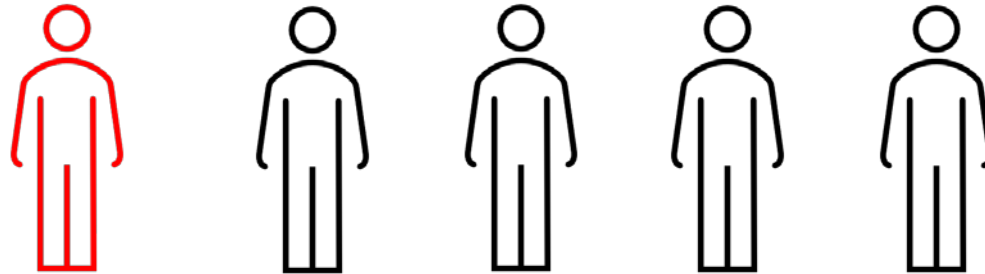
- ☐ Direct Observation
- ☐ Student Complaint/Report
- ☐ Caregiver Report
- ☐ Bystander Report
- ☐ Anonymous Reports
- ☐ Surveys & Focus Groups





Bullying is in the Blind Spot of Adults

In 2022, nearly **20% of students** ages 12–18 reported being **bullied at school** during the school year.



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2022. (This table was prepared September 2023.), table [230.40](#).



Why might a student targeted by bullying be reluctant to report it?



Lack of trust in school staff

Signals low status

Risks greater harm from peers

Signals their failure to deal with it by themselves

Often feel like they deserve mistreatment; don't want to draw attention to themselves



How can
receiving complaints
build a supportive school
climate?

If we don't receive complaints,
what does that tell us?

True or False

When presented with a report, staff can decide it isn't bullying & decline the complaint.



False

The principal, superintendent or their designee leads or supervises the thorough investigation of **all reports** of harassment, bullying and discrimination, and ensures that such **investigation is completed promptly** after receipt of any written reports.

NYS Ed Law Article 2 Section 13
CR 100.2(kk)(2)



Technical Reporting Requirements for School Employees

If school employees witness or receive a verbal or written report of harassment, bullying, and/or discrimination they are required to:

- ✓ **Orally** report the incident(s) within one school day to the principal, superintendent or his/her designee; and
- ✓ Report it **in writing** within two school days after making an oral report.

[CR 100.2\(kk\)\(2\)](#)



Why might staff be reluctant to intervene?



Question their own skills



Assume consequences must be applied



Assumptions about students



Could create more issues and paperwork



Worry about being challenged





Receiving & Responding to Reports/Complaints



- ❖ Listen. Listen. Listen.
- ❖ Withhold judgment.
- ❖ Welcome and affirm complaints.
- ❖ Express concern for student safety.
- ❖ Express determination to keep students safe.
- ❖ Explain steps that will be taken.
- ❖ Inform that caregivers may need to be notified.



Scenario 2

A student comes to you in distress. They have recently requested to be identified by pronouns and a name that better fits their gender identity.

The student claims a group of students were intentionally and repeatedly using their **dead name*** and incorrect pronouns, and have been doing so since the beginning of the year.

Students and teachers who witnessed the incident say that this was not malicious but, in fact, an honest mistake.

Objectives

Should a complaint form be filled out?

What (if anything) can be done to support the student?

What info might you need to determine if this is a material incident?

What might be an educational response/ approach to address the root of the incident?

**The birth name of a transgender person who has changed their name as a part of their transition*



Policy & Procedures Check:

Where is your complaint form posted?

How does your school communicate essential information internally?

How does your school communicate with students & caregivers?

How does your school's messaging encourage students to feel safe & empowered to report incidents?





Let's take a
5 minute break

Dignity for ALL
Students Act

Section 5 Conducting Investigations



Implementation of the Dignity for ALL Students Act

Investigation

- Conduct a thorough and prompt investigation
- Take prompt actions to **end** harassment, bullying and discrimination, **to eliminate** any hostile environment, create a more **positive school culture and climate**, **prevent recurrence** of the behavior, and to **ensure the safety** of the student(s) against whom harassment, bullying or discrimination was directed

What is the purpose of an investigation?

The purpose of an investigation is to:

- Assess the impact of the incident on the student who was targeted.
- Determine if the incident is a material incident of harassment, bullying, or discrimination.
- Provide support to student(s) involved in the incident.



Investigating and Interpreting Complaints: Assessing the Impact of the Incident

- ❖ Context is not just important - *it's everything.*
- ❖ Perceptions and intentions must be taken into account.





Investigating and Interpreting Complaints: Assessing the Impact of the Incident

Continuum of Offensiveness:



Continuum of Intent:





Investigating and Interpreting Complaints: Assessing the Impact of the Incident

Orchids

Very special
conditions



Tulips

Typical conditions



Dandelions

Any
conditions



Is Your Child an Orchid, a Tulip or a Dandelion?

Highly sensitive children, like orchids, thrive in the right environment, experts say.

The New York Times



Investigating and Interpreting Complaints: Assessing the Impact of the Incident

Fearful/School Avoidance

Anxious for most of the school day

Anxious in certain locations and at certain times

Anxious in presence of person who mistreated

Anxious only at the time of the incident



Determining Material Incidents: Technical Definitions

Harassment or bullying: the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either

- 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, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or
- b. reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.

[CR 100.2\(kk\)\(1\)\(viii\)](#)



Determining Material Incidents: Technical Definitions

- c. Includes acts that occur on school property, at a school function, or off school property where such act create 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.
- d. Threats, intimidation or abuse shall include verbal and non-verbal actions.
- e. Emotional harm...means harm to a student's emotional well-being through the creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

[CR 100.2\(kk\)\(1\)\(viii\)](#)



The Dignity for ALL Students Act

NYS Definitions

What key terms are included in the definition of harassment or bullying?

- conduct or by threats, intimidation or abuse
- interfering with a student's educational performance, opportunities or benefits
- emotional and/or physical well-being
- emotional harm
- physical injury
- cause a student to fear for his or her physical safety
- substantial disruption within the school environment
- might reach school property
- verbal and non-verbal
- hostile school environment
- unreasonably and substantially interfere with a student's education



Determining Material Incidents: Technical Definitions

Material incident of harassment, bullying, and/or discrimination

A **single verified incident** or a **series** of related verified incidents where a **student** is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function.

Or, **off school property** where such acts create 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.

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 practice, disability, sexual orientation, gender or sex.

[CR 100.2\(kk\)\(1\)\(ix\)](#)



The Dignity for ALL Students Act NYS Definitions

What key terms are included in the definition of material incident?

- single verified incident or a series of related verified incidents
- On or off school property
- include, *but is not limited to*

True or False

An investigation must determine a “perpetrator” or “aggressor” for it to be material.

False

An investigation *might not* determine who caused the incident.

- ❖ The investigation should seek to determine **the impact of the incident** on the student who was targeted and provide a **trauma-informed and supportive response**.
- ❖ Alone, a disciplinary response for the aggressor does not **prevent recurrence or ensure the safety of the student who was targeted**.

Consider: Cyberbullying incidents, offensive graffiti



True or False

Bullying and harassment must be severe and pervasive to be a material incident.

False

A material incident of harassment, bullying, and/or discrimination means a **single verified incident or a series** of related verified incidents.

CR 100.2(kk)(1)(ix)



True or False

If students are friends,
the incident can't be bullying.

False

Sometimes bullying behavior comes from the last person we may expect. Relationships can change.

Consider the impact of the incident on the student.



True or False



There must be an imbalance of power for an incident to be a material incident.

False

While many incidents of bullying involve an imbalance of power, the NYS definitions for bullying, harassment, and discrimination **do not** include an imbalance of power.

The criteria for designating a material incident **does not** include an imbalance of power.



The Dignity for ALL Students Act

Conducting Investigations

How can your investigation:

- ☐ Assess the impact of the incident?
- ☐ Determine if it is a material incident?
- ☐ Provide support to student(s)?

- What questions can you ask?
- How and where can you ask these questions?
- What tone can you take to create a supportive interview?
- What actions can you take after the interview?



The Dignity for ALL Students Act Conducting Investigations

What is your reaction
to these words?

Which convey a
criminal justice mindset?

Which convey an
educational mindset?

Victim

Student who was targeted

Perpetrator

Student who caused an incident

Offender

Student who caused an incident

Allegation

Impact of an incident

Aggressor

Discipline

Punishment

Consequences

WORDS
MATTER



“IF A CHILD DOESN'T KNOW HOW TO READ, WE TEACH.

IF A CHILD DOESN'T KNOW HOW TO SWIM, WE TEACH.

IF A CHILD DOESN'T KNOW HOW TO MULTIPLY, WE TEACH.

IF A CHILD DOESN'T KNOW HOW TO DRIVE, WE TEACH.

IF A CHILD DOESN'T KNOW HOW TO BEHAVE, WE.....
PUNISH.

WHY CAN'T WE FINISH THE LAST SENTENCE AS
AUTOMATICALLY AS WE DO THE OTHERS?”

JOHN HERNER

When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee **shall take prompt action**, consistent with the district's code of conduct including but not limited to the provisions of clause (l)(2)(ii)(h) of this section (see slide 29), reasonably calculated to:

- End the harassment, bullying, and/or discrimination,
- Eliminate any hostile environment,
- Create a more positive school culture and climate, prevent recurrence of the behavior, and
- Ensure the safety of the student.

CR 100.2(kk)(2)(iv)



The Dignity for ALL Students Act Conducting Investigations

How can we...

- End the harassment, bullying, and/or discrimination;
- Eliminate any hostile environment;
- Create a more positive school culture and climate, prevent recurrence of the behavior; and
- Ensure the safety of the student?

CR 100.2(kk)(2)(iv)

True or False

If an investigation determines the incident is not material, there is no further action.

False

Action steps can still be taken to support students *regardless of the outcome of an investigation.*

If a complaint has been made, there is an underlying issue that should be addressed.

All students deserve to feel safe and supported in their school environment, and there are action steps that can be taken to ensure the student's safety.

Consider how staff members will be informed about the situation.





Providing Support to Students

- ✓ Express concern for student who was targeted privately
- ✓ Regular check-ins
- ✓ Increased supervision
- ✓ Speak privately to the student who possibly bullied
- ✓ Increase staff awareness
- ✓ Provide clear directions for how to report additional incidents
- ✓ Enlist support from other students
- ✓ Communicate plan to protect and support student who was targeted





Providing Support to Students



- ✓ Engaging staff to know what to look for and how to respond
- ✓ Preventative actions during less structured times (passing, lunch, locker room, special classes, recess, dismissal, etc.)
- ✓ Counseling sessions and follow up meetings
- ✓ Teaching alternative behaviors
- ✓ Consequences
- ✓ Classroom and whole-school prevention for behavioral support and to improve school climate
- ✓ Relationship building activities
- ✓ Empowering adult & student bystanders

True or False

Parents/guardians should only be informed about material incidents.

False

Effective communication and relationship building with parents/caregivers is an essential component of supporting students.

When caregivers hear that an incident is unfounded, or not a material incident, they may interpret this as the school saying the incident didn't occur.

Consider how your communication with caregivers conveys the reassurances that students are safe, and the school and staff are doing everything possible to ensure student safety.

Staff can practice **TEA** time (**T**hank caregivers for their involvement, **E**mpathize, **A**sk how to support the student).



With students, with staff, with families

Methods

Frequency

Type(s) of
Information

Tone

Communicate
Communicate
Communicate Again

Provide
Translation



Scenario 3

A student is brought into your office. She was seen by several adults and students in the building pushing another student in the locker and punching them in the face.

This student has been in your office before to report the other student and their friends of taunting her for weeks, pulling at her traditional clothing, and calling her racial slurs.

Objectives

Create a communication plan for the caregivers of all students involved that accounts for:

- ✓ The initial investigation
- ✓ What if it is found to be a material incident?
- ✓ What if it is not found to be a material incident?
- ✓ Next steps and supports

What role might your Code of Conduct play in this scenario?

What might be an educational response/approach to address the root of the incident?

Policy & Procedures Check:

Does your district policy establish clear and consistent timeline for conducting investigations?

Do you have methods for communicating with students & caregivers throughout the investigation?

What is the intended outcome of an investigation?

How are investigations conducted?

Does your school have an interview protocol to conduct investigations?



Dignity for ALL
Students Act

Section 6 Post Investigation



Implementation of the Dignity for ALL Students Act

Post-Investigation

- Report data and trends to the Superintendent
- Report material incidents annually to NYSED on the SSEC Form
- Ensure records are retained until the youngest student involved is 27 years old

(Records Retention and Disposition Schedule LGS-1)



The Dignity for ALL Students Act Technical Requirements for SSEC Reporting

A2 ✕ ✓ *f_x* Part 1:Dignity for All Student Act (DASA) and Violent and Disruptive Incident Reporting (VADIR)*

| | A | B | C | D | E | F | G | H | I | J | K | L | M |
|----|---|---|-------------|-------------------|------------|-----------------------|---------------------------------|-------------------|----------------|----------------|---|-------------------------------------|--|
| 2 | Part 1:Dignity for All Student Act (DASA) and Violent and Disruptive Incident Reporting (VADIR)* | | 1. Homicide | 2. Sexual Offense | 3. Assault | 4. Weapons Possession | and Bullying (DASA) | | 6. Bomb Threat | 7. False Alarm | School Violence (Other than Bomb Threat or False Alarm) | 9. Use, Possession or Sale of Drugs | 10. Use, Possession or Sale of Alcohol |
| 3 | | | | | | | 5a. All Excluding Cyberbullying | 5b. Cyberbullying | | | | | |
| 4 | Report the total number of incidents. Count each incident only one time regardless of the number of offenders or targets/victims involved. For incidents that fit more than one category, choose the most serious. | | | | | | | | | | | | |
| 5 | Total Number of Incidents | a | | | | | | | | | | | |
| 6 | Report if the offense listed in row (a) was related to a bias. * Note that if appropriate, an incident may be reported for more than one bias (duplicated count). For example, if an Assault was related to the Victim/Target's Religion and Gender, it should be reported in both rows. See directions for additional information. | | | | | | | | | | | | |
| 7 | Total Number of Biased-Related Incidents | b | | | | | | | | | | | |
| 8 | Race | c | | | | | | | | | | | |
| 9 | Ethnic Group | d | | | | | | | | | | | |
| 10 | National Origin | e | | | | | | | | | | | |
| 11 | Color | f | | | | | | | | | | | |
| 12 | Religion | g | | | | | | | | | | | |
| 13 | Religious Practices | h | | | | | | | | | | | |
| 14 | Disability | i | | | | | | | | | | | |
| 15 | Gender | j | | | | | | | | | | | |
| 16 | Sexual Orientation | k | | | | | | | | | | | |
| 17 | Sex | l | | | | | | | | | | | |
| 18 | Weight | m | | | | | | | | | | | |
| 19 | Other | n | | | | | | | | | | | |
| 20 | Report the number of incidents in row (a) that were gang/group related. | | | | | | | | | | | | |

True or False

If we resolve the issue, we don't have to report it on the SSEC Reporting Form.

False

If your responsive actions are successful in supporting the student(s), the incident is still reportable on the SSEC Summary Data Collection Form.



True or False

Only incidents involving students in a protected class are reported on SSEC.

False

SSEC Reporting Tips:

- The Dignity for ALL Students Act applies to **all** students, not only those in a protected class. All material incidents are reported.
- The **total number** of material incidents of discrimination, harassment, and bullying are reported on the SSEC form.
- From this total number of material incidents, you are also reporting *if the incident involved bias*.

Source: SSEC Forms, Guidance, and Instructions



Policy & Procedures Check:

How does your school maintain records (complaint forms, investigative notes, etc.)?

Does your school have a system for tracking the number of complaints & the number of material incidents?

Does your school examine or use this data?

How does your school report the total number of material incidents to the Superintendent?

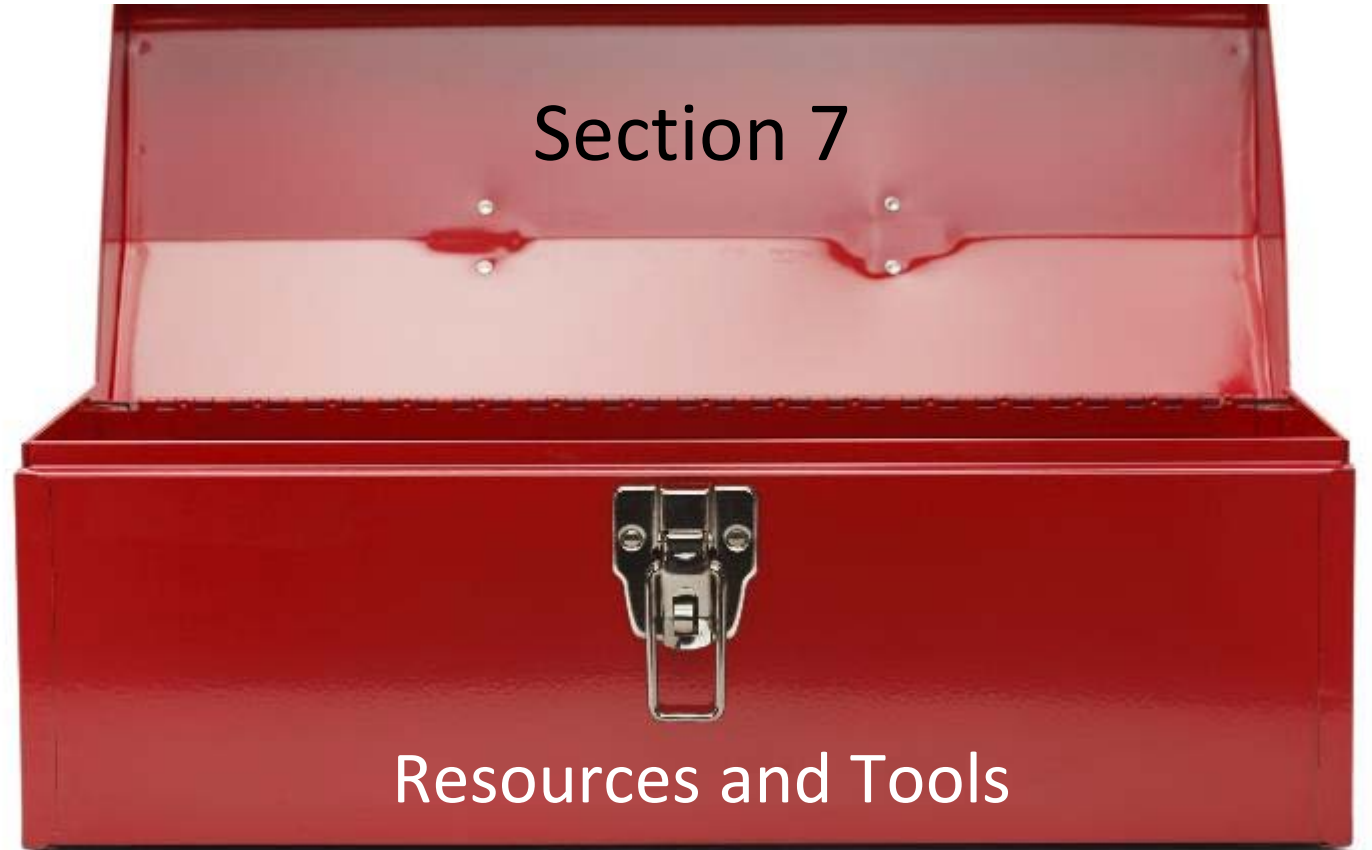
Do you communicate and follow up with students and caregivers after the investigation?



Dignity for ALL Students Act

Section 7

Resources and Tools





How Educators Can Respond to Bullying from [StopBullying.Gov](https://www.stopbullying.gov)



This short video from StopBullying.gov provides ideas for how staff can respond to bullying and can be used in your school training program.

<https://www.youtube.com/watch?v=Uzx6Defq8k>

Dignity for All Students Act - DASA Resources

New York State's Dignity for All Students 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.

Dignity Act Implementation Resource List

October 2022



Dignity Act Information Guide



This Information Guide presents an overview of the basic requirements of the Dignity for All Students Act.

August 2022

Dignity for All Students Act: Tool for Training School Employees

Click on the icon below to view.



Please use this as a guide for developing your training process.

August 2022

Dignity for All Students Act: Implementation FAQs



Answers to Frequently Asked Questions about DASA

DASA Responding to Incidents SAMPLE Forms 1-6 Updated August 2022

DOWNLOAD WORD VERSIONS of the DASA Responding to Incidents SAMPLE Forms 1-6 below:



[Sample Responding to Incidents Checklist Cover Page](#)

[PART 1 Sample DASA Complaint Form](#)

[PART 2 Sample Protocol for DASA Incident Investigation](#)

[PART 3 Sample Incident Verification and Parent Notification](#)

[PART 4 Sample Targeted Student Action Plan Template](#)

[PART 5 Sample Strategies for Working with Students who Bully](#)

[PART 6 Sample Individual Incident Report IIR Form](#)

[PDF of Sample Forms 1 - 6](#)

Dignity Act and SSEC Self Assessment

Click on the icon below to view.



October 10, 2018

Visit the Center for School Safety website for resources to support implementation of the Dignity for ALL Students Act.

NYSCFSS.org

<https://www.nyscfss.org/the-dignity-for-all-students-act>

The Center for School Safety website also has resources to support a positive school climate and information for Parents and Guardians:

<https://www.nyscfss.org/school-climate>

<https://www.nyscfss.org/parent-information>

Help **STOP** Bullying

Let's Talk

Dignity Act Coordinator Name

Email

Phone Number

Room #

Dignity Act Coordinator

SOMEONE WHO YOU CAN TRUST



This poster is one way you might provide contact information for your Dignity Act Coordinator.

 **The New York State Center for School Safety** [Follow @NYSCFSS](#)
Providing support to schools, families, and communities

[Parent Information](#) [Dignity for All Students Act](#) [SSEC](#) [School Climate](#) [School Safety in NY](#) [Professional Development](#) [Supportive Environments](#) [Contact Us](#)

DASA Training for School Employees *Updated August 2022*

View this video and download the PDF of this PowerPoint below.

 **The New York State Center for School Safety**
Providing support to schools, families, and communities

The Dignity for All Students Act (DASA)

Tool for Training School Employees,
Instructional, and Non-Instructional Staff

Please use this as a guide for developing your training process

August 2022



This short video can be used as a guide for developing staff training on the Dignity Act.



Climate Connection: Supporting Students Involved in Bullying Dignity for ALL Students

October 2022

Supporting Students Involved in Bullying

CLIMATE CONNECTION
Information and strategies
linking Climate and School Safety.

Climate Connection is a monthly publication of the NYS Center for School Safety.

October is Bullying Prevention Month

The NYS Center for School Safety offers [resources and trainings](#) to support implementation of New York State's Dignity for All Students Act, creating safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying. Despite our efforts, bullying and cyberbullying remain a significant problem as reported by students on the 2019 Youth Risk Behavior Survey.

Here we focus on strategies and resources to help schools support students who are the targets of bullying and those who bully. However, it should be noted that these strategies are not only applicable in incidences in which bullying is founded but anytime there is conflict between students. Such situations present an opportunity to acknowledge and repair harm, and support the emotional and social development of all students involved.

Impact of Bullying on Targeted Students

Students who experience bullying or other forms of mistreatment by their peers may exhibit a range of negative feelings, such as anger, fear, anxiety and depression. As illustrated by the image below, their emotional response may be limited to the event or may persist for an extended period of time. Similarly, their response may be limited to the peer(s) who bullied or mistreated them, or it may be generalized to the environment in which the incident occurred, such as school. When helping students process the event, understanding how they feel is important. However, it is also helpful to explore when and where they experience the most uncomfortable emotions. Understanding the extent and intensity of a student's response helps adult caregivers identify strategies to support wellness and a sense of safety, as well as mitigate some of the other potential effects of bullying, such as physical complaints (headache, stomachache, etc.) and drop in academic performance and poor attendance.

1 in 6 NYS students, grades 9 - 12, in the previous year experienced cyberbullying (text or social media)

21% 21 percent of all surveyed students reported being bullied on school property in the previous 12 months.

1 in 3 students identifying as Lesbian, Gay or Bisexual reported being bullied on school property.

Visit CDC's Youth Risk Behavior Survey Explorer [website](#) for more information.

During incident of mistreatment

Around student(s) who mistreated

Certain times and/or locations

Most of the school day/ environment

Avoidant of school

New York State Center for School Safety For additional resources and professional development related to school safety and climate, visit [nyscfss.org](https://www.nyscfss.org)

The Center for School Safety has two issues of the Climate Connection that can provide more information or used as an article study.

<https://www.nyscfss.org/climate-connection>

September 2023

Dignity for ALL Students

CLIMATE CONNECTION
Information and strategies
linking Climate and School Safety.

Climate Connection is a publication of the NYS Center for School Safety.

The Dignity for All Students Act, often referred to as "The Dignity Act" or "DASA," is a [NY state law](#) intended to create a learning environment free of bullying, harassment and discrimination for all students. This is not an easy task. Implementation requires policies and procedures as well as intentional actions to create a safe and supportive school climate where all students know they are valued members of the school community.

PREVENTION AND RESPONSE

Effective prevention strategies must be undertaken **before** an incident occurs and should involve the entire school community – administration, staff, students, and caregivers – in schoolwide climate initiatives, relationship building activities, and actions to empower adult & student bystanders. To create a supportive climate, school staff must purposefully consider the words and actions they take when they receive a complaint, investigate, and provide support after the investigation. Our team at the NYS Center for School Safety is pleased to offer [resources](#) to support implementation of the Dignity for All Students Act. In this issue of Climate Connection we focus on strategies for conducting investigations after a complaint has been submitted to the school.

Implementation of the Dignity for All Students Act

Preparation

- Develop policies, procedures, guidelines to create a school environment that is free from harassment, bullying and discrimination
- Develop a schoolwide prevention strategy
- Provide staff training prevention & response
- Share policy and contact information with staff, students, and families

Dignity Act Coordinator(s)

- Designate the person(s) who will receive complaints
- Provide them with training
- Share their contact information with staff, students, and families

Receiving Complaints

- Complaint forms should be made accessible
- Students, families, and others can make oral or written reports
- School employees notify the Dignity Act Coordinator within **one school day** of receiving or receiving a report and file a written report no later than **five school days** after such oral report or written report

Investigation

- Conduct a thorough and prompt investigation
- Take prompt actions to end harassment, bullying and discrimination, to eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and to ensure the safety of the student(s) against whom harassment, bullying or discrimination was directed

Post-Investigation

- Report data and trends to the Superintendent
- Report material incidents annually to NYSED on the SDEE Form
- Review results are retained until the youngest student involved is 21 years old

New York State Center for School Safety For additional resources and information visit [nyscfss.org](https://www.nyscfss.org)



Implementation of the Dignity for ALL Students Act


| New York State Center for School Safety | | |
|--|--|---|
| DIGNITY FOR ALL STUDENTS ACT Implementation Resource List OCTOBER 2022 www.nyscfss.org | | |
| Implementation Each district must implement policies, procedures, and guidelines intended to create a school environment that is free from harassment, bullying, and discrimination, that include but are not limited to provisions which: | | |
| Requirement | Considerations | Resources to Support Implementation |
| Develop a school strategy to prevent harassment, bullying, and discrimination. | <p>The Dignity for All Students Act was established to protect all students from harassment, bullying, and discrimination.</p> <p>All students are protected, not only those who are in a protected class.</p> <p>Prevention starts before an incident occurs. Consider schoolwide climate initiatives, relationship building activities, and how you empower adult & student bystanders.</p> | <ul style="list-style-type: none">• The 10 Essentials for Improving School Climate (video series)• School Safety & Climate Workshop Series 2022• NYSED Social Emotional Learning Guide to Systemic Whole School Implementation• Understanding the CROWN Act and Preventing CROWN Act Incidents |
| Provide training to instructional and non-instructional staff that includes raising awareness and sensitivity to potential harassment, bullying, and discrimination and enables employees to prevent and respond to harassment, bullying, and discrimination. | <p>Training for staff should include prevention and response strategies.</p> <p>Ensure that your students, staff, and families are aware of who is/are your Dignity Act Coordinator(s), how they access the complaint form, and how they can report incidents (including how an anonymous complaint is made).</p> <p>Ensure that the process for submitting complaints is easily understood by students, staff, and families.</p> | <ul style="list-style-type: none">• DASA Information Guide• The Dignity for All Students Act: Tool for Training School Employees – updated August 2022• Climate Connection: Supporting Students Involved in Bullying, October 2022 |
| Require that all school employees, students, and parents receive a written or electronic copy of the district's policies, including the process for reporting harassment, bullying, and discrimination, and the Dignity Act Coordinator's contact information at least annually. | | |

The Dignity Act Implementation Guide provides information on the requirements of implementation, considerations for your team, and resources to support implementation.




Implementation of the Dignity for ALL Students Act

DIGNITY FOR ALL STUDENTS ACT (DASA)



New York State's Dignity for All Students Act (DASA) seeks to provide the State's 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.

This Information Guide presents an overview of the basic requirements under DASA, but it is by no means a comprehensive resource. Further information about DASA and associated Regulations can be found at: www.p12.nysed.gov/dignityact





KEY COMPONENTS

Employee Training: Employees should be provided with training to promote a positive school environment that is free from harassment, bullying and/or discrimination. The training should raise awareness and sensitivity to potential acts of discrimination or harassment and to enable employees to prevent and respond to incidents of discrimination and harassment. CRR 100.2 (dd)(2)(iii)

Dignity Act Coordinator (DAC): At least one staff member at every school shall be designated and trained to recognize, reduce, and address social patterns of harassment, bullying, and discrimination. The name and contact information of this staff member must be shared with all school personnel, students, and families. CRR 100.2 (jj)

Code of Conduct: Codes of Conduct shall include provisions prohibiting harassment, bullying, cyberbullying, and/or discrimination against any student, by employees or students, as well as provisions for responding to such acts. CRR 100.2 (l)(2)(b)

Curriculum: Curriculum must include instruction that supports the development of a school environment free of discrimination and harassment. CRR 100.2 (jj)(3)(v)

 New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

This Information Guide provides a general overview of the Dignity Act and can be used as an informational resource in your training programs.



The Dignity for ALL Students Act: Self-Assessment

New York State Education Department (NYSED) New York State Center for School Safety (NYSCFSS)

DASA IMPLEMENTATION AND INCIDENT REPORTING SELF-ASSESSMENT

Please reflect on implementation of the Dignity for All Students Act (DASA) in your school:

A. DIGNITY ACT/RESPECT FOR ALL COORDINATOR

Please answer the following questions about the Dignity Act/Respect for All Coordinator at your school.

| | YES | NO | Action is needed | Comments/Next Steps |
|--|--------------------------|--------------------------|--------------------------|---------------------|
| 1. Are you the Dignity Act /Respect for All Coordinator at your school? | <input type="checkbox"/> | <input type="checkbox"/> | N/A | |
| 2. Our school designated at least one employee as Dignity Act/Respect for All Coordinator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. The name and contact information for our school's Dignity Act/Respect for All Coordinator is listed on the district and/or school's website. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. The name and contact information for our school's Dignity Act/Respect for All Coordinator listed in the school's Code of Conduct. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. The name and contact information for our school's Dignity Act/Respect for All Coordinator is posted in highly-visible areas of each school building. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. The name and contact information for our school's Dignity Act/Respect for All Coordinator is available in the administrative office at the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. Persons in parental relation and students are annually provided with the name and contact information for the school's Dignity Act/Respect for All Coordinator and the process for reporting incidents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. The district or school has provided additional training to the Dignity Act/Respect for All Coordinator on human relations, role of the Dignity Act Coordinator, DASA requirements, and DASA implementation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

October 2018

1

The Self-Assessment tool can assist you in determining if technical requirements are met and adaptive challenges are considered.



The Dignity for ALL Students Act: Sample Forms

SAMPLE Dignity for All Students Act (DASA)
Responding to Incidents
Bullying, Harassment and Discrimination -- For District/School Files Only

| SAMPLE DASA INCIDENT REPORTING AND INVESTIGATION COMPLETION INCIDENT REPORTING AND INVESTIGATION COMPLETION CHECKLIST | | |
|--|--|----------|
| <small>The following section is for documenting completion of the school's incident investigation process. This should be completed by the school leader and/or designee (i.e. Dignity Act Coordinator) upon completion of the incident investigation and reporting process.</small> | | |
| <small>Use this page as a summary/cover page.</small> | | |
| Date of Incident: | | |
| Form completed by: | | |
| Were the following forms completed? | | Comments |
| <input type="checkbox"/> | Part 1. DASA Complaint Form | |
| <input type="checkbox"/> | Part 2. Protocol for DASA Incident Investigation | |
| <input type="checkbox"/> | Part 3. DASA Incident Verification and Parent Notification | |
| <input type="checkbox"/> | Part 4. Targeted Student Action Plan Template | |
| <input type="checkbox"/> | Part 5. Strategies for Working with Students Who Bully | |
| <input type="checkbox"/> | Part 6. Individual Incident Report (IIR) Form | |

The sample forms include:

- Sample Complaint Form
- Sample Protocol for Investigation
- Sample Incident Verification and Parent Notification Form
- Sample Targeted Student Action Plan
- Strategies for Working with Students Who Bully
- Individual Incident Report (IIR) for SSEC reporting

The forms provide examples.

They are available in Word so you can enhance and modify as needed.



Updated Guidance from NYSED 2023

The Dignity for All Students Act: Guidance on Online Complaint Submission Forms, July 2023

Many educational agencies use online forms such as Microsoft or Google Forms, which provide parents and students with a convenient way to file a written report or complaint. Due to two recent data incidents pertaining to online DASA forms, I want to remind educational agencies that the best practice before using such forms is to review the privacy settings and controls ...

READ MORE

Reminder to check privacy settings on forms available on your website
July 2023



STATE OF NEW YORK
OFFICE OF THE ATTORNEY GENERAL

LETITIA JAMES
ATTORNEY GENERAL



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

DR. BETTY A. ROSA

Commissioner of Education
President of the University of the State of New York

August 9, 2023

Dear Colleagues,

The New York State Office of the Attorney General (“OAG”) and the New York State Board of Regents (“Board” or “SED”) write to inform Local Education Agencies (“LEAs”) of their obligation to place dignity, inclusion, and respect at the center of their educational decisions. These principles, embedded in law, are the wellspring from which sound decisions of educational policy flow. Through this joint guidance, the OAG and SED reaffirm New York’s commitment to ensuring that all students have full educational opportunity by supporting LEAs’ development and implementation of policies and practices that advance the principles of diversity, equity, and inclusion (“DEI”).

Guidance to Promote Diversity, Equity, and Inclusion in New York Public Schools
August 2023

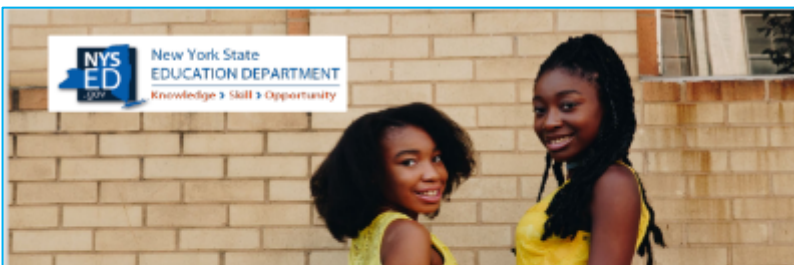
For more information on Diversity, Equity, and Inclusion (DEI) Policy & Guidance:

<https://www.nysed.gov/diversity-equity-inclusion/policy-and-guidance>





Updates Commissioner's Regulations: April 2021



Understanding the CROWN Act

In 2019, the [Dignity for All Students Act](#), or DASA, updated the definition of race that includes traits such as hair texture and protective hairstyles in order to protect students regardless of how they choose to wear/style their hair. Creating a Respectful and Open World for Natural Hair (CROWN) Act on hair texture and protective hairstyles. While DASA aims to learn in schools free of discrimination, harassment, and those rights include self-expression through hair.

Simply put, the CROWN Act protects students' right to wear their hair as they desire, without the threat of racial discrimination, harassment, and inclusion in opportunities inside and outside of the classroom. Administrators can work to create a culturally responsive school environment that reflects the diversity of its students, including their hair. The enactment of the CROWN Act helps schools to engage students, staff, and the community in their codes of conduct and dress codes to include the Commissioner's Regulations regarding DASA (19 NYCRR § 100.2).

Under DASA and the CROWN Act, schools are required to:

- teaching staff and other school personnel understand that formal dress codes that prohibit or restrict students' natural hair texture and protective hairstyles is prohibited;
- school personnel understand that, given their inherent position of authority over students, they are responsible for preventing racial discrimination and supporting all students' access to school, participation in activities, and inclusion for opportunities inside and outside of the classroom; and
- the CROWN Act helps to promote school belonging and engagement for all students; reduces disparities in school discipline; increases educational engagement and academic success; and protects students, regardless of gender or gender identity.

Office of Student Support Services | 518-486-6090 | sssc@nysed.gov



Preventing CROWN Act Incidents

These briefs aimed at supporting the implementation of the New York State Dignity for All Students Act (DASA) or Creating a Respectful and Open World for Natural Hair (CROWN) Act. The first brief, released by the NYS Education Department (NYSED) in October of 2020, expanded the Dignity for All Students (DASA) to include traits such as hair texture and protective hairstyles, and provided resources to help introduce the topic at every grade level.

Successfully implementing the CROWN Act in DASA policy and practice is based on natural hair texture and protective hairstyles in school dress codes, training and education of staff, students and school climate with culturally aware and responsive learning.

Dress Code Policies

Incidents that inadvertently cause or contribute to the exclusion of students based on their hair texture and protective hairstyles. The CROWN Act presents

both the opportunity and the responsibility for schools to review and revise district dress code policies to eliminate and explicitly prohibit policing of hair styles and texture and to create universal policies that are youth-driven and inclusive of different cultures and traditions.

As schools undertake the process of reviewing and updating their school code of conduct and dress code for compliance with the CROWN Act, keep in mind that section 100.2 (1)(2)(iii)(a) of Commissioner's Regulations requires each Board of Education, charter school, BOCES and the Chancellor of the NYC Department of Education, to annually review, update and submit their code of conduct to NYSED via the annual [School Safety and Educational Climate \(SSEC\) data collection](#). (cont'd)

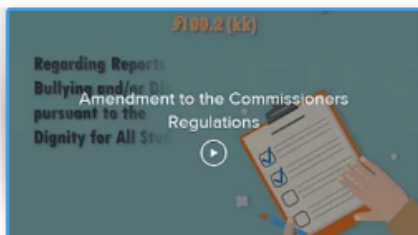
NYSED prepared materials to support schools in understanding
The CROWN Act
(Create a Respectful and Open World for Natural Hair)
and for preventing CROWN Act incidents.





Update and NEW Resource: Commissioner's Regulation 2018

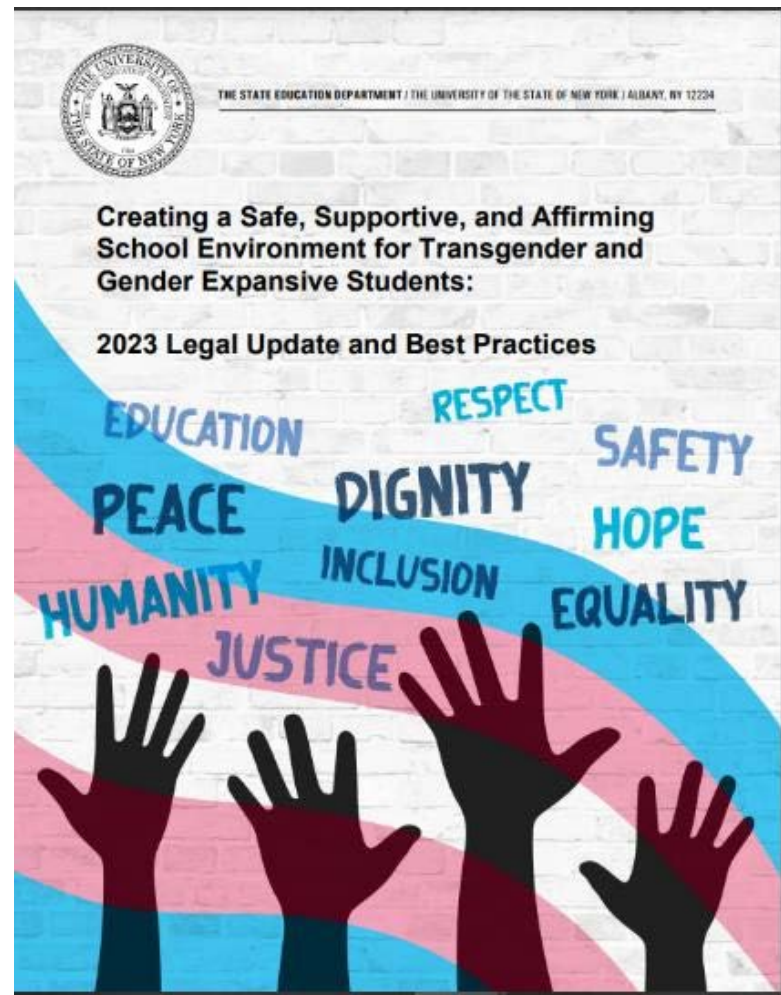
Illustrative Examples of Bullying, Harassment and/or Discrimination: Gender, including Gender Identity and/or Expression, May 2018



Click on the Icon to view.

The Center for School Safety has a short video explaining the examples of incidents involving gender, gender identity, and/or expression.

NYSED's 2023 resource includes information to support understanding of gender and gender identity, terminology, examples of personal stories, and resources for educators.



Student Support Services

Expanded Learning
Opportunities

School Climate & Safety

Behavioral Supports and
Interventions in Schools

▶ The Dignity for All Students Act
(DASA)

The Safe Schools Against Violence
in Education Act (SAVE)

School Culture and Climate

The Dignity for All Students Act (DASA)

- Laws and Regulations
- News
- Resources

The Dignity 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.



Visit the NYSED Dignity for All Students Act webpage for resources and to check for any new information.

<https://www.nysed.gov/student-support-services/dignity-all-students-act-dasa>



Dignity for ALL Students



What is
something
I already do?



What was new
information?



What is one
more thing
I can do?

Thank you for joining us today!

Please complete our feedback survey!



<https://measurement.welcomesyourfeedback.com/cfss1008>





Where do we go from here?

Provide information about how you will share resources, information, and how you will follow up with participants



New York State
Center for School Safety



New York State Center for School Safety

844-897-9567

www.NYSCFSS.org

nyscenterforschoolsafety@measinc.com

@NYSCFSS on X (formerly Twitter)



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New York State Education Department

Office of Student Support Services

SSEC@nysed.gov

518-486-6090

<https://www.p12.nysed.gov/sss/>