

DASA

Dignity for All Students Act

New York State's Dignity for All Students Act (DASA) prohibits actions—such as aggression, threats and intimidation—that interfere with another student's educational performance both at school and district events or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property.

District Responsibilities

- *Designate a DASA Coordinator- Tanya Thompson
- *Amend Code of Conduct to include DASA (pg. 36)
- *Make Information visible and attainable- web
- *Provide Employee Training
- * State Reporting

Faculty Responsibilities

- *Promote a positive school environment sensitive to diversity and tolerance.
- *Instruct on civility, citizenship, and character education
- *Report any incidents of bullying or harassment verbally (24 hrs) and in writing (48hrs)

Coordinator Responsibilities

- *Attend Training and stay abreast of new legislation
- *Prepare/provide information to faculty, staff, students and community.
- * Receive, investigate, and document all reports
- * Take all actions necessary to ensure safety and eliminate hostility
- *Consult with Administration
- *Communicate investigation outcomes to appropriate parties
- *Compile and report data annually to NYSED

Key Definitions/Words: Pervasive/ Persistent

The **Dignity for All Students Act** defines **bullying/harassment** as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyberbullying, that **has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being**; conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or 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.

Bullying: any action that is taken towards another with the **intention** to cause physical, social or emotional harm; to include physical aggression, social humiliation, cyber-attacks, isolation, verbal assaults, threats, intimidating behaviors or other acts that could interfere with one's academic performance, mental and or physical well-being.

Harassment: actions taken towards another based on any characteristic, including but not limited to a person's actual or perceived:

- Race
- Color
- Weight
- National origin
- Ethnic group
- Religion
- Religious practice
- Disability
- Sexual orientation
- Gender (including gender identity and expression).

Gender identity is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth. Gender expression is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

DASA Reporting/Investigation Process

Report is submitted verbally and in writing when the nature of one's behavior towards another/others is considered pervasive or persistent and would reasonably cause substantial interference with a student's educational performance, opportunities, mental, emotional and or physical well-being.

5 Factors- Checklist:

___ Did harm occur through an intentional act?

___ Was act committed based on discrimination/ intolerance or bias?

___ Is it pervasive and/or persistent?

___ Does it substantially interfere with the student's academic, emotional, social and/or physical wellbeing?

___ Is act cause of fear or significant stress?

DASA Coordinator conducts **preliminary** investigation and refers to the 5 factors checklist to determine if the incident constitutes a **formal** investigation.

YES: based on 5 factors checklist

NO: Based on 5 factor checklist

Initiate and complete formal DASA Investigation
Compile all documentation
Coordinate with Administration to determine appropriate means of resolution
Contact Authorities if necessary
Communicate in writing and/or personally with parents and appropriate parties

Complete preliminary investigation
Discuss DASA with student and the consequences of repeated actions
Apply code of conduct/consequences if applicable
Compile and file all documentation
Communicate in writing/personally with appropriate parties