

DASA: PROTECTING STUDENTS AND RECOGNIZING RISKS

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WORKSHOP OBJECTIVES:



- 1. Understand the parameters of DASA, who is protected and where students are covered.**
- 2. Identify risk factors for students.**
- 3. Develop skills for understanding the reporting and investigation process.**

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DIGNITY FOR ALL STUDENTS (DASA)

- What is DASA:
 - NYS Legislation Passed in 2010, went into practice in 2012 (Section 801-a of New York State Education Law)
 - Protect students in school
 - Give schools more ability to address issues
 - In conjunction with SAV schools Act and CAR
 - Amended to include Cyberbullying 2013
 - Missed opportunity



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REQUIRED TRAINING

- New York State Department of Education requires all persons who are pursuing NYS Teacher Certification, Administration Certification or Coaching Certification
- Requirements for certification are 6 hours of DASA training,
- All school staff must receive DASA training once a year



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WHAT DASA REPRESENTS TO STUDENTS

Synopsis of the law:

- “No student shall be subjected to harassment by employees or students on school property or at school functions; 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 (including gender identity or expression), or sex by school employees or students on school property or at a school function.”

Where are students protected?

- **In the chat box, provide an example of where you feel students would be protected under DASA in New York State Schools**



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CATEGORIES OF PROTECTION UNDER DASA

Material incidents of harassment, bullying and /or discrimination include, but are not limited to, threats, intimidation or abuse based on a person's actual or perceived...

- **Race**
- **Color**
- **National Origin/ Ethnicity**
- **Religion**
- **Religious Practice**
- **Sex**
- **Disability**
- **Sexual Orientation**
- **Weight**
- **Gender**
- **Gender Identity or Expression**

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BREAK OUT ROOMS

Share who you are and your experience with students being targeted by bullying, harassment or discrimination

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BULLYING FACTS

How Many

- **One out of every five (20.2%) students report being bullied. (National Center for Educational Statistics, 2019)**

Where

- **A slightly higher portion of female than of male students report being bullied at school (24% vs. 17%). (National Center for Educational Statistics, 2019)**

Why

- **The reasons for being bullied reported most often by students include physical appearance, race/ethnicity, gender, disability, religion, sexual orientation. (National Center for Educational Statistics, 2019)**

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CYBERBULLYING STATS

- One in five (20.9%) tweens (9 to 12 years old) has been cyberbullied, cyberbullied others, or seen cyberbullying. (Patchin & Hinduja, 2020)
- 49.8% of tweens (9 to 12 years old) said they experienced bullying at school and 14.5% of tweens shared they experienced bullying online. (Patchin & Hinduja, 2020)



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WHAT IS BULLYING, HARASSMENT AND DISCRIMINATION?

- **Bullying¹** generally involves the following characteristics:
 - Imbalance of power
 - Intent to cause harm
 - Repetition (or the potential to be repeated)
- **Harassment²** does not have to include intent to harm or be directed at a specific individual or involve repeated incidents.
- **Discrimination³** is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.

- 1 http://www.p12.nysed.gov/dignityact/documents/DignityForAllStudentsActGuidance_POSTING.pdf
- 2 <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>
- 3 <https://www.apa.org/topics/racism-bias-discrimination/types-stress>

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CONSEQUENCES OF LABELS

- **Bully / Perpetrator**
- **Victim/ Target**
- **Advocate/ Defender**
- **Witness/ Bystander**



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The most productive people
know how to take breaks.



5 Minute Break

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CODE OF CONDUCT VS. DASA

DASA

- Based on 11 categories
 - Race
 - Color
 - National Origin/ Ethnicity
 - Religion
 - Religious Practice
 - Sex
 - Disability
 - Sexual Orientation
 - Weight
 - Gender
 - Gender Identity or Expression

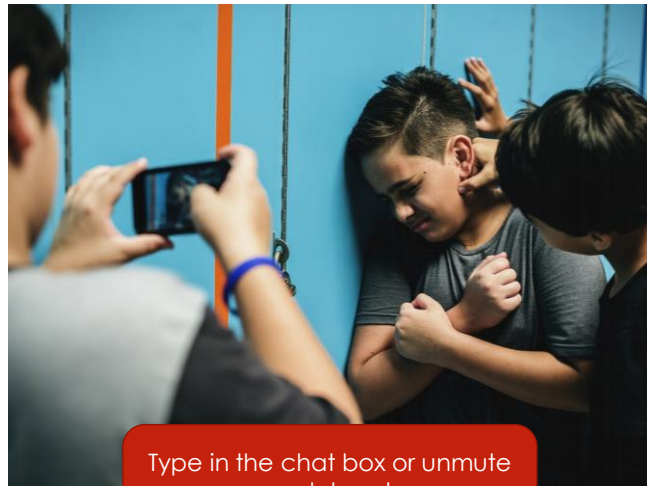
Code of Conduct

- School Rules
- Bullying not based on DASA groups

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WARNING SIGNS OF BULLYING OTHERS

- **What are behavioral and/ or emotional indicators that someone is participating in bullying?**
- **What types of children are more likely to bully others?**



Type in the chat box or unmute and share!

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Characteristics of Students Who Bully

- Aggression
- Manipulation
- Lack of empathy
- Blames others
- Doesn't take responsibility for actions or behaviors
- Exposed to bullying or aggression at home
- Concerned about reputation
- Feels justified



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TWO TYPES OF STUDENTS THAT BULLY OTHERS

Students who are popular, well-connected to their peers

- Social power
- Unguided leadership qualities
- Concerns about popularity or reputation
- Like to dominate and be in charge of others
- May have experienced bullying or had unrealistic expectations and pressure

Students who are isolated from their peers and may have other social-emotional problems

- May have experienced bullying
- Low self-esteem or image
- Unable to identify with other's feelings or emotions or circumstances
- Mental Health concerns

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WARNING SIGNS THAT SOMEONE IS BEING BULLIED

- **What students are more vulnerable to being targeted by bullying behaviors**
- **What are some of the emotional or behavioral signs that a student is being bullied.**

Type responses in the chat box or unmute and share!

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CHARACTERISTICS OF STUDENTS WHO ARE BULLIED

- **Emotional**
- **Physical**
- **Social**
- **Academic**
- **Attendance**



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REPORTING BASICS

How to Report

- **Complete the schools reporting form**
- **Where to locate forms: school website or office staff**
- **What to include**
- **Anonymous vs Reporter identified**

Who can report and to whom?

- **Anyone can report staff, teachers, administrators, janitors, aids, students, parents, bus drivers, community members, etc.**
- **Building DASA Coordinator or designee**



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NYSED DASA LINK- TAKE A LOOK AT RESOURCES

<http://www.nysed.gov/bilingual-ed/dignity-all-students-act-dasa-translated-resources>

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REPORTING PROCESS

Starting the Process

- School staff: Oral report, followed by written report in 48 hours.
- Parents, students, community members: written report

School Response

- DASA coordinator initiates investigation
- Works with response team to assure safety of all students
- Works with response team to develop plan to prevent reoccurrence

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SAMPLE REPORTING FORM



- Date of incident
- Name of target
- Name of perpetrator
- Name of any witnesses
- Location
- What happened.
- Use specifics, provide details, if inappropriate language was used, record that too.

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PRACTICE: SHOULD IT BE REPORTED?

Have the Reporting form available: Scenario Example

Who was the target?

Who was the perpetrator?

Is this situation a DASA issue or code of conduct?

How would you support the student?

Do you have to prove it is bullying, harassment or discrimination?

Challenge question: Is there ever a reason to not report or not tell the parents about the situation?

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SCHOOL CLIMATE

- The quality and character of school life as perceived by individuals within the school community
- School Climate affects the way members of the school community function and get along
- Perceptions of school climate vary from one person to the next and over time
- Individual attributes and behavior
- Relationships and social interactions
- Academic and class environment
- School environment and climate

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QUESTIONS, CONCERNS AND CHECK INS

- Any questions?
- Any concerns about reporting?
- Any thing we did not cover?



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THANK YOU FOR ATTENDING AND PARTICIPATING IN TODAY'S WORKSHOP

If you have more questions, please contact me at
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