Objectives for today:

• Meet the training requirements established through legislation
• Understanding the law and implications for school staff
• Highlight alignment to PBIS
• Understand common criterion for identifying and responding to “harassment-related” behavior
• Summarize Youth At-Risk student survey
• Highlight next steps
Tyler Clementi: Gay Rutgers University freshman who committed suicide after his roommate streamed live video of a sexual encounter between Tyler and another man.

Phoebe Prince: 15 year old South Hadley Middle School student who moved from Ireland. Called “Irish slut, Irish whore” by classmates. Also was subjected sexual harassment. Committed suicide.

It Gets Better Campaign

About the It Gets Better Project

The It Gets Better Project was created to show young LGBT people the levels of happiness, potential, and positivity their lives will reach – if they can just get through their teen years. The It Gets Better Project wants to remind teenagers in the LGBT community that they are not alone — and it WILL get better.

Growing up isn’t easy. Many young people face daily tormenting and bullying, leading them to feel like they have nowhere to turn. This is especially true for LGBT kids and teens, who often hide their sexuality for fear of bullying. Without other openly gay adults and mentors in their lives, they can't imagine what their future may hold. In many instances, gay and lesbian adolescents are taunted — even tortured — simply for being themselves.

http://www.whitehouse.gov/blog/2010/10/21/president-obama-it-gets-better
The Dignity for All Students Act

- The Dignity for All Students Act (DASA) amends NYS Education Law, effective July 1, 2012, to put in place procedures for the creation of school environments free of discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.
The Dignity for All Students Act

Goals:

• Prohibits harassment\(^1\) and/or discrimination by employees or students on school property or at school functions.

• Foster civility in public schools and prevent conduct inconsistent with the school’s educational mission.

\(^1\) The DASA provides no guidance in connection with actions occurring off-campus.
The Dignity for All Students Act

Prohibits:

- Harassment
- Discrimination
- Bullying
- Taunting
- Intimidation

Based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex
The Dignity for All Students Act

Requirements:
• Revise Policies and Code of Conduct
• Train personnel in schools in awareness, sensitivity, and appropriate responses
• K-12 instruction in civility, citizenship, and character
• At least one staff member in each school trained in human relations and to be a contact person in reports of harassment and discrimination
• Establish a district-wide reporting system
The Dignity for All Students Act

Requirements:

• All adults are responsible “...for addressing harassment-related incidents about which they know or reasonably should have known.”
Harassment

Definition: The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse 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.
Bullying

What is Bullying?
Intentional, repeated acts of verbal, physical, or written aggression by a peer (or group of peers) operating from a position of strength or power with the goal of hurting the victim physically or damaging status and/or social reputation.

Types of Bullying…

Physical bullying
• Punching, shoving, acts that hurt people

Verbal bullying
• Name calling, making offensive remarks

Indirect bullying
• Spreading rumors, excluding, ganging up

Cyber bullying
• Sending insulting messages or threats by email, text messaging, chat rooms

Reporting Procedures

• Procedure
  • Staff member receiving information prepares a written record of the details (Incident Report Form) and notifies administration.
  • Assure parents and/or students reporting an incident that such information is taken seriously.
  • Investigation: Meet with victim, offenders, and any witnesses.
  • Follow-up with students and parents.
  • Assign consequences and/or appropriate interventions.
  • Document

• Incident Report Form
  • Date and Time
  • Reported To…
  • Names of Victim(s) and Offender(s)
  • Location
  • Incident Description
  • Communication/Documentation
  • Student Action/Consequences
Prevention & Intervention

• Focus on school climate
• Assess bullying/harassment at your school
• Increase supervision where bullying/harassment is likely to occur
• Provide professional development for faculty and staff on bullying/harassment identification and prevention
• Establish school rules and policies related to bullying and harassment
• Staff address bullying/harassment in an appropriate and consistent manner
• Focus school time on educating students about bullying and harassment
School Climate and Culture

School climate refers to the quality and character of school life. It is based on patterns of students’, parents’ and school personnel’s experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.
PBIS and DASA

- A requirement of the Dignity For All Students Act is teaching civility, citizenship, and character education.

- PBIS sets high expectations for school behavior, instructs and models positive behaviors, and responds when students need assistance. Each building has a PBIS framework in place.
Four PBIS Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES
Questions to Consider?

• Do students use the same definition of “bullying” that we do?
• Do students understand what “harassment” really means?
• How do we partner with parents when it comes to social networking sites?
• Do our stakeholders know the difference between conflict and bullying?
Common Understanding

- Spencerport faculty and staff need to follow a consistent approach when identifying and responding to “harassment-related” behavior.
Level I: Minimal

A behavior that conflicts with social norms and expectations of the school community. These are low level behaviors that require an adult response and opportunity for explicit teaching/practice of appropriate behaviors.

Example behaviors:

- Teasing
- Intimidating eye contact or posturing
- Inappropriate physical contact
- Gossiping
- Purposeful sarcasm
Level I: Possible Responses

- Environmental modifications: seating, proximity, grouping of students, increased adult presence
- Direct conversations (teachable moment, planned interrupting of aggression in a socially competent way, class meeting)
- Parent contact expressing concern for child’s social interactions (not punitive)
- Modeling and practicing expected behavior, not framed as a punishment
- Reinforce positive behaviors as they are observed
- Facilitate and encourage positive social relationships among students
- Access current students, groups/leaders to serve as “social mentors”
Level II: Moderate

Direct or indirect behavior with intent to harm, which may require support and/or collaboration with additional staff (includes repeated Level I behaviors).

Example behaviors:

• Spreading rumors
• Name calling and taunting/teasing
• Making up lies or trying to ruin a reputation
• Trying to or excluding someone
• Intimidation
• Telling information shared in confidence,
• Physical behaviors (pushing, shoving, kicking, etc....)
Level II: Possible Responses

• Student support group intervention
• Meeting with parents
• Consultation with additional support staff
• Team meeting
• Restorative practices/making amends/community service
• Possible mediation
**Level III: Severe**

Ongoing direct or indirect behavior with intent to harm, which requires intensive support by or collaboration with additional staff and/or community resources.

Example behaviors:
- Severe behaviors that threaten the immediate safety of self and/or others and that require an immediate response
- Physical aggression toward peers/teachers
- Imminent physical aggression
- Harassment/other behaviors that create a hostile environment that can be considered discrimination
Level III: Possible Responses

- Administrative involvement
- Analysis/evaluation of the behavior
- Counseling evaluation
- Parent conference
- Team meeting
- Crisis management
- Targeted support plan
- Family Support Center
- Seek community resources
### 2011 Monroe County Youth Risk Behavior Survey

#### Electronic Bullying and Safety:

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q64</td>
<td>In the past 12 months, another student teased, threatened, or spread rumors about them through texting, social networking, instant messaging, emails or blogs (electronically bullied)</td>
<td>19.1</td>
</tr>
<tr>
<td>Q65</td>
<td>Used the Internet or cell phone text messaging to harass or embarrass someone that they were mad at one or more times in the past year</td>
<td>25.6</td>
</tr>
<tr>
<td>Q66</td>
<td>Someone on the Internet tried to get them to talk about sex when they didn’t want to in the past year</td>
<td>15.0</td>
</tr>
<tr>
<td>Q67</td>
<td>Used a cell phone, computer or other electronic device to send nude or semi-nude pictures of yourself or someone else in the past 30 days</td>
<td>16.9</td>
</tr>
<tr>
<td>Q68</td>
<td>Used a cell phone, computer or other electronic device to receive nude or semi-nude pictures of someone else, in the past 30 days</td>
<td>21.0</td>
</tr>
</tbody>
</table>
### Mental Health:

<table>
<thead>
<tr>
<th>Students Reported They:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q20 Felt so sad or hopeless almost every day for two (2) or more weeks in a row that</td>
<td>27.5</td>
</tr>
<tr>
<td>they stopped doing their usual activities</td>
<td></td>
</tr>
<tr>
<td>Q21 Seriously considered attempting suicide in the past year</td>
<td>12.7</td>
</tr>
<tr>
<td>Q22 Made a specific plan about how they would attempt suicide in the past year</td>
<td>10.8</td>
</tr>
<tr>
<td>Q23 Attempted suicide in the past year</td>
<td>7.0</td>
</tr>
<tr>
<td>Q24 Attempted suicide in the past year that resulted in an injury that needed treatment</td>
<td>2.6</td>
</tr>
<tr>
<td>by a doctor or nurse</td>
<td></td>
</tr>
<tr>
<td>Q25 Ever hurt themselves on purpose by cutting, burning, or bruising for example,</td>
<td>18.4</td>
</tr>
<tr>
<td>without the intention of committing suicide (self-injury)</td>
<td></td>
</tr>
</tbody>
</table>
## Developmental Assets:

<table>
<thead>
<tr>
<th>Students Reported They:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q85 Strongly agree or agree with the statement “My family gives me help and support when I need it”</td>
<td>84.1</td>
</tr>
<tr>
<td>Q86 Strongly agree or agree with the statement “In my family there are clear rules about what I can and can not do”</td>
<td>83.7</td>
</tr>
<tr>
<td>Q87 Know of one or more adults (other than their parents) they can go to and discuss important questions about their life</td>
<td>84.1</td>
</tr>
<tr>
<td>Q88 Strongly agree or agree with the statement “I get a lot of encouragement at my school”</td>
<td>68.2</td>
</tr>
<tr>
<td>Q91 Talked with a teacher or other adult in their school during the past 12 months about a personal problem they had</td>
<td>32.9</td>
</tr>
</tbody>
</table>
Next Steps...