

The Dignity for All Students Act



*“An Agent for
School Climate
Change”*

Huntington School District



No student shall be subjected to harassment, discrimination, or bullying by employees or students.



What is the Dignity Act?

IT'S THE LAW!

- Took effect July 1, 2012
- Addresses issues related to harassment and discrimination or bullying in schools—including Code of Conduct.

WHY ARE WE HERE TODAY?

1. To understand the Dignity Act.
2. To raise awareness and understanding of what's in our Code of Conduct.
3. To raise awareness and sensitivity to potential acts of discrimination and harassment directed at students that have a direct and negative impact on their school functioning.
4. To enable employees to prevent and respond to acts of discrimination and/or harassment.
5. ***To ensure that our school has a safe and supportive school climate!***

HUFSD Code of Conduct

- No student shall be subject to discrimination or harassment based on a person's actual or perceived **race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex** by school employees or students on school property, on a school bus, or at a school function.
- Now includes cyber-bullying
- Refer to Code of Conduct handout

DEFINITIONS

HARASSMENT

The creation of a hostile environment by:

- Conduct
- Verbal threats
- Intimidation or abuse

HARASSMENT

- Words or actions that have 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;
- OR that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Such conduct, verbal threats, intimidation or abuse includes, but is not limited to conduct, verbal threats, intimidation or abuse based on a person's ACTUAL or PERCEIVED:

- Race
- Color
- Weight
- National Origin
- Ethnic Group
- Religion
- Religious Practice
- Disability
- Sex
- Sexual Orientation
- Gender (which includes a person's actual or perceived sex, as well as gender identity and expression)

What is Bullying?

Unwanted, aggressive behavior between children, adults or child-adult interactions that involves a real or perceived power imbalance.

The behavior is **repeated**, or has the potential to be repeated over time.

- Imbalance of power
- Intent to cause harm
- Repetition

Conflict vs. Bullying

CONFLICT

- Equal power between the students
- Shows remorse.
- Modifies their behavior when they have hurt someone.
- Demonstrates ability to self-monitor.

BULLYING

- Imbalance of power between the students.
- Does not show remorse.
- Does not modify their behavior after they have hurt someone.
- Does not self-monitor.

Remember....

Students are learning from their experiences in school.

Don't call everything bullying.

EXAMPLES OF BULLYING

include but are not limited to:

- Verbal: Name calling, teasing, inappropriate sexual comments, taunting and threatening to cause harm.
- Social: Spreading rumors about someone, excluding others on purpose, telling other children not to be friends with someone and embarrassing someone in public.
- Physical: Hitting, punching, shoving, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things and making mean or rude hand gestures.

DEFINITION:

HAZING

- Person intentionally or recklessly engaging in conduct during the course of another person's initiation into or affiliation with any organization, which creates a substantial risk of physical injury to such other person or the third person, and thereby causes such injury.

What can I do to help a student who is being harassed or bullied?

When adults respond quickly and consistently to harassment or bullying behavior they send the message that it is not acceptable.

DO:

- Intervene immediately! It is okay to get another adult to help.
- Separate the children involved.
- Make sure everyone is safe.
- Meet any immediate medical or emotional needs.
- Stay calm. Reassure the children involved, including bystanders.
- Model respectful behavior when you intervene.

What can I do to help a student who is being harassed or bullied?

AVOID THESE COMMON MISTAKES:

- ❖ Don't ignore or minimize it! Don't think children can work it out without adult help.
- ❖ Don't immediately try to sort out the facts.
- ❖ Don't force other children to say publicly what they saw.
- ❖ Don't question the children involved in front of the other children.
- ❖ Don't talk to the children involved together, only separately.
- ❖ Don't make the children involved apologize or patch up relations on the spot.

Staff members need to be aware of micro-aggressions:

Brief, common place daily verbal behavior or emotional indignities that communicate hostile, degrading or negative slights.

Ex: Staff member says,

“You throw like a girl” or *“Boys don’t cry.”*

REPORTING

- You must orally report the incident to the principal within 1 day.
- Within 2 days, you must write up the incident and hand it in to the principal.

IN SUMMARY....

WE HAVE A LEGAL AND MORAL RESPONSIBILITY TO HELP MAINTAIN A CLIMATE OF

- SAFETY,
- RESPECT and
- SUPPORT

FOR ALL OF OUR STUDENTS.

Scenario #1

Annette is walking down the hallway and sees Kyle walking with Maria, Sarina and Joyce. Annette yells in a loud voice to Kyle, "You're so gay."

1) What protective class do they belong to? Circle one or more.

Race Color Weight National Origin Ethnic Group Religion
Religious Practice Disability Sexual Orientation Gender Identity Sex

2) Is this harassment, bullying or discrimination? _____

3) Who is the aggressor? _____

4) Who is the target? _____

5) How can you intervene? Make a list of possible options: _____

Scenario #2

Josh is an overweight, 12 year old who is in his gym class. You observe that the other children are ignoring him and not allowing him to participate.

1) What protective class do they belong to? Circle one or more.

Race Color Weight National Origin Ethnic Group Religion
Religious Practice Disability Sexual Orientation Gender Identity Sex

2) Is this harassment, bullying or discrimination? _____

3) Who is the aggressor? _____

4) Who is the target? _____

5) How can you intervene? Make a list of possible options: _____

Scenario #3

You escort a new ESL student, Miguel to his new class and the teacher states with a disgruntled look on her face, “Another ESL student. Don’t I have enough?”

1) What protective class do they belong to? Circle one or more.

Race Color Weight National Origin Ethnic Group Religion
Religious Practice Disability Sexual Orientation Gender Identity Sex

2) Is this harassment, bullying or discrimination? _____

3) Who is the aggressor? _____

4) Who is the target? _____

5) How can you intervene? Make a list of possible options: _____

Scenario #4

You work as a cafeteria aide when a few girls approach you requesting to change tables. They explain to you that they don't want to sit next to "that" group (6:1:1 special education class).

1) What protective class do they belong to? Circle one or more.

Race Color Weight National Origin Ethnic Group Religion

Religious Practice Disability Sexual Orientation Gender Identity Sex

2) Is this harassment, bullying or discrimination? _____

3) Who is the aggressor? _____

4) Who is the target? _____

5) How can you intervene? Make a list of possible options: _____

Scenario #5

You overhear another adult commenting to a special education student, Phillip who has been sent to the main office again, “Big surprise you are here again, we are going to put your name permanently on that chair.”

1) What protective class do they belong to? Circle one or more.

Race Color Weight National Origin Ethnic Group Religion

Religious Practice Disability Sexual Orientation Gender Identity Sex

2) Is this harassment, bullying or discrimination? _____

3) Who is the aggressor? _____

4) Who is the target? _____

5) How can you intervene? Make a list of possible options: _____

Scenario #6

Spencer is overheard saying to Latisha at the school dance, "You will never get a boyfriend, you're too dark."

1) What protective class do they belong to? Circle one or more.

Race Color Weight National Origin Ethnic Group Religion
Religious Practice Disability Sexual Orientation Gender Identity Sex

2) Is this harassment, bullying or discrimination? _____

3) Who is the aggressor? _____

4) Who is the target? _____

5) How can you intervene? Make a list of possible options: _____

