

Dignity Act Coordinators for S-VE and Reporting Procedures:

The Dignity Act requires that all schools have at least one staff-person designated as the Dignity Act Coordinator. The Dignity Act Coordinator is responsible for addressing reports of potential harassment and/or discrimination. If you have concerns about an incident of possible harassment or discrimination, please contact our S-VE Dignity Act Coordinators.

Coordinators:

- ◆ **Elementary School:**
Mr. Matt Stroup
Mr. Mike Chaffee
- ◆ **Middle School:**
Mr. Eric Knolles
Mr. Lawrence Bleck
- ◆ **High School:**
Mrs. Melissa Jewell
Mr. James Howey

Reports can be made in the following manner:

1. On the S-VE District website:

www.svecsd.org

Go to home page and click on Dignity for All on the banner located on the left.

2. Call the main office of the appropriate building:

- ◆ **Elementary School:** 607-589-7110
- ◆ **Middle School:** 607-589-7120
- ◆ **High School:** 607-589-7140

For additional information related to the NYS Dignity for All Students Act please refer to:

<http://www.p12.nysed.gov/dignityact/>

Please also refer to the Spencer Van Etten School District Code of Conduct, which is located on our district website at:

www.svecsd.org

Hard copies of our District's Code of Conduct can also be obtained by contacting the main office of each building in the district.

To obtain a *plain language* copy of the Code of Conduct, please refer to the appropriate building Student/ Parent Handbook on the SVE website.

Dignity for All Students

2017-2018





Dignity for All Students – DASA

Important Aspects of DASA:

- ◆ The New York State Dignity for All Students Act was signed into law on September 13, 2010 and is in effect for all public schools as of July 1, 2012.
- ◆ The intent of the Dignity Act is to provide all students in New York State public schools a learning environment that is free of discrimination and harassment.
- ◆ The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- ◆ School property includes the school building, athletic playing fields, playground, parking lots, and school bus. School functions include school-sponsored extra-curricular events and activities.

Why is the Dignity Act Important ?

Students who experience harassment and/or discrimination may also experience problems with grade failure, behavioral problems, poor attendance, and social problems with peers because of the difficulty that they are experiencing. The Spencer Van Etten School district takes these issues seriously and are committed to safeguarding the rights given to all students under state and federal law, as well as promoting a safe, healthy, orderly and civil school environment. The S-VE School administration, faculty, and staff are committed to creating and maintaining a safe learning environment for all of our students.



DASA Key Definitions:

Race—groups to which individuals belong, identify with, or belong in the eyes of the community. This term is a social or mental construct used to describe geographically local or global human population groups distinguished as a more or less distinct group by genetically transmitted physical characteristics.

Color—the apparent pigmentation of the skin, especially as an indication or possible indication of a person's race

Weight—aside from its meaning in the physical sciences, when used in weight discrimination, the term is used to refer to a person's "size"

National origin—a person's country of birth, country of origin, or their ancestors' country of birth or origin

Ethnic group—a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and/or ideology that stresses ancestry

Religion—religious or spiritual belief or preference

Religious practice—practices and observances including attending worship services, praying at prescribed times, wearing religious garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression, or refraining from certain activities

Disability—a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevents the exercise of a normal bodily function or activity

Harassment—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; or 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

Discrimination—the practice of unfairly treating a person or group of people differently from other people or groups of people

Bullying— an act of repeated aggressive behavior in order to intentionally hurt another person, physically or emotionally. The behavior is repeated, deliberate, and creates a real or perceived power imbalance.

Sex—the biological and physiological characteristics that define men and women

Gender—a person's actual or perceived sex and includes a person's gender identity or expression

Sexual Orientation—a person's actual or perceived heterosexuality, homosexuality, or bisexuality