

Developing a Positive School Climate to Prevent Incidents

August 2018



New York State
Education Department



New York State
Center for School Safety
Providing support to schools,
families, and communities



Today's Topics

- School Safety in NYS: laws and regulations
- Implementation of the Dignity for All Students Act (DASA)
- School Safety and the Educational Climate (SSEC) Reporting
- Overview of School Climate: How Positive Climate Can Prevent Incidents



Technical vs. Adaptive Solutions

Technical Solutions

- Fixing or improving the current system
- Involve processes and procedures
- Use solutions that have worked for similar problems
- Usually a relatively quick fix
- Bring order and predictability

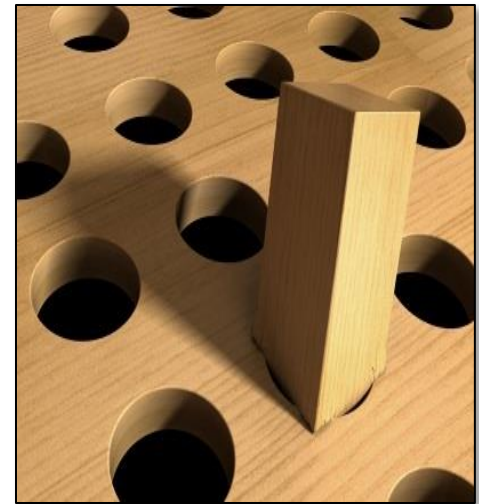
Adaptive Solutions

- Changing hearts and minds
- Involve people's needs and interactions
- Require new and different ideas
- Require ongoing attention and analysis
- Challenges the Status Quo



Leadership

“The most common cause of failure in leadership is produced by treating *adaptive challenges* as if they were *technical problems*,”



Ron Heifetz *The Practice of Adaptive Leadership*



Project SAVE Law



- Passed into law 2000
- Education Law Section 807 and 2801-a
- Commissioner's Regulations 155.17



Safe Schools Against Violence in Education Act (SAVE) - Project SAVE

Purpose:

- **prevent** or **minimize** the effects of violent incidents and emergencies
- facilitate the **coordination** of schools and school districts with local and county resources in the event of such incidents or emergencies.

Quick Guide to Emergency Response Planning

http://docs.wixstatic.com/ugd/10c789_731f37d8b971468f8f133160c435279e.pdf





Project SAVE: Overview

Quick Guide to Emergency Response Planning Requirements in Education Law §§2801-a, and Commissioner's Regulation 155.17

Teams Required	Plans Required
<ul style="list-style-type: none">• District-wide School Safety Team• Building Level Emergency Response Team• Emergency Response Team• Post-incident Response Team	<ul style="list-style-type: none">• District Wide Safety Plan• Building Level Emergency Response Plan



Project SAVE:

District Wide vs. Building Level Plans

District Wide School Safety Plans

- Comprehensive broad concepts, policies and procedures
- Outline strategies rather than provide details
- Focuses on district policy
- Includes DASA and Code of Conduct requirements
- Open for public review

Building Level Emergency Response Plans

- Detail specific response strategies
- Show how school personnel and students respond in their building to an emergency
- Details about evacuation and where students reassemble
- Information specific to emergency communication between staff, responders and family
- Confidential; are protected from disclosure

<https://safeschools.ny.gov/differences-between-district-wide-and-building-level-plans>

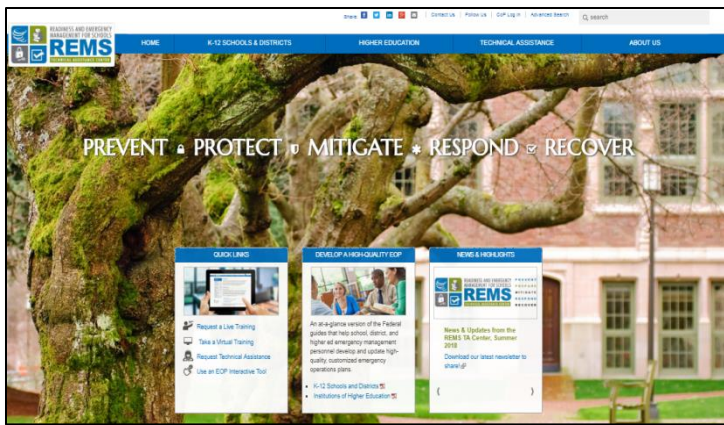




Project SAVE Resources for Professional Development

Readiness Emergency Management for Schools (REMS) TA Center

<https://rem.ed.gov/>



<https://rem.ed.gov/default.aspx>

REMS TA Center: Site Assess App for Schools

<https://rem.ed.gov/default.aspx>

DOWNLOAD SITE ASSESS



Start assessing the safety, security, accessibility, and emergency preparedness of your school's buildings and grounds.



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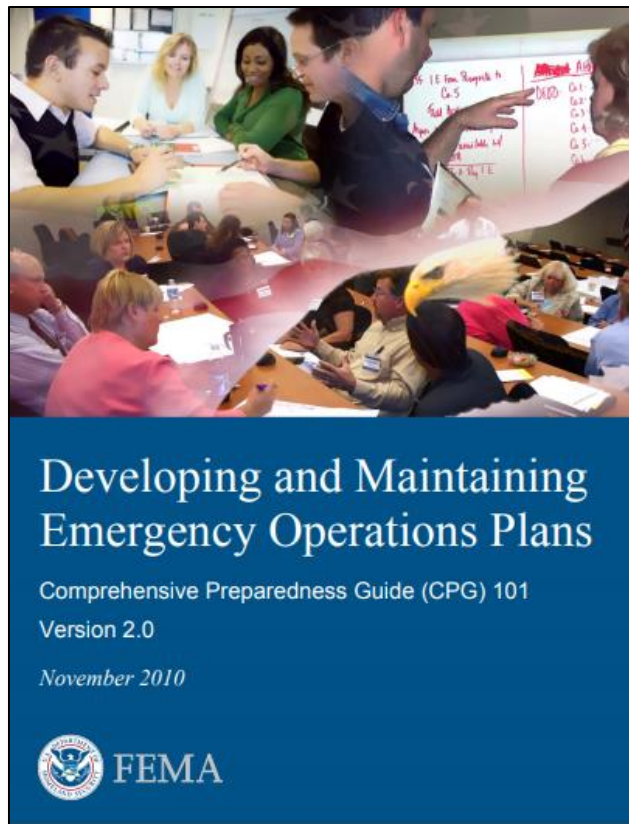


Project SAVE

Resources for Professional Development

Federal Emergency Management Agency (FEMA)

<https://www.fema.gov/media-library/assets/documents/25975>



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Resources for Professional Development

Multi-Hazard Emergency Planning for Schools

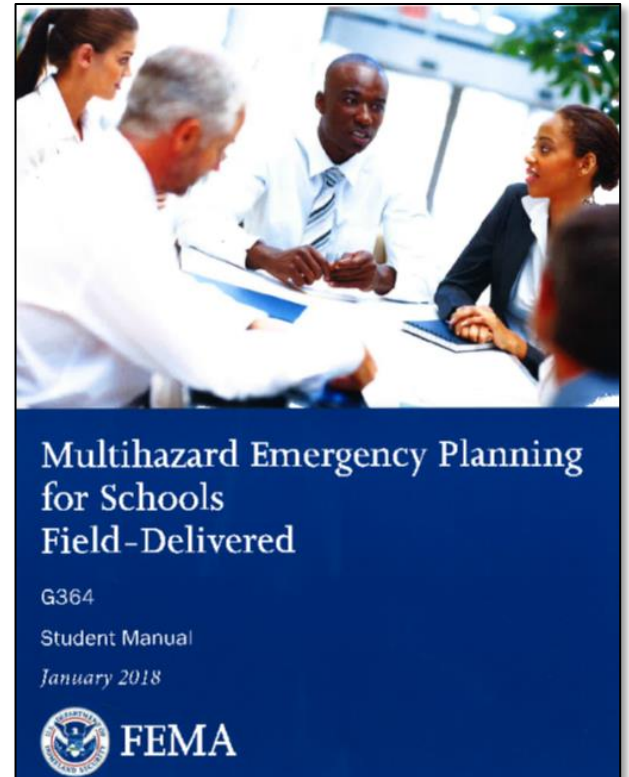
October 16- 18

Westchester County

Southern Westchester BOCES

*2018- 2019 training schedule
currently being developed*

Subscribe to NYSCFSS website



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Project SAVE

Resources for Implementation

NYSED

Website

<http://www.p12.nysed.gov/ss/ssae/schoolsafety/save/>

New York's
Safe Schools

<https://safeschools.ny.gov/>





Implementation Resources

REMS TA Center Protocols

- **Violent intruder tabletop exercise:**
https://rems.ed.gov/docs/repository/REMS_000048_0001.pdf
- **Lockdown drill observation form:**
https://rems.ed.gov/docs/2017Toolbox/NJ_Lockdown%20Drill.pdf
- **Lockdown drill checklist:**
https://rems.ed.gov/docs/repository/REMS_000067_0002.doc
- **Bus crash tabletop exercise**
https://rems.ed.gov/docs/2017Toolbox/IA_Bus%20Crash%20Tabletop.pdf

If you have developed a protocol for your school, you can share with others by uploading to REMS TA center website

<https://rems.ed.gov/ToolBox.aspx>





Project SAVE

- What was new information?
- What are you already doing?
- What is one next step for your district/school?







NYS Dignity for All Students Act (DASA)

Legislative Intent: “... To afford all students in public schools an **environment free of discrimination and harassment.**”

The purpose of this ... is to foster civility in public schools and to prevent and prohibit conduct which is inconsistent with a school’s educational mission.”

Ed. Law Article 2 Section 10





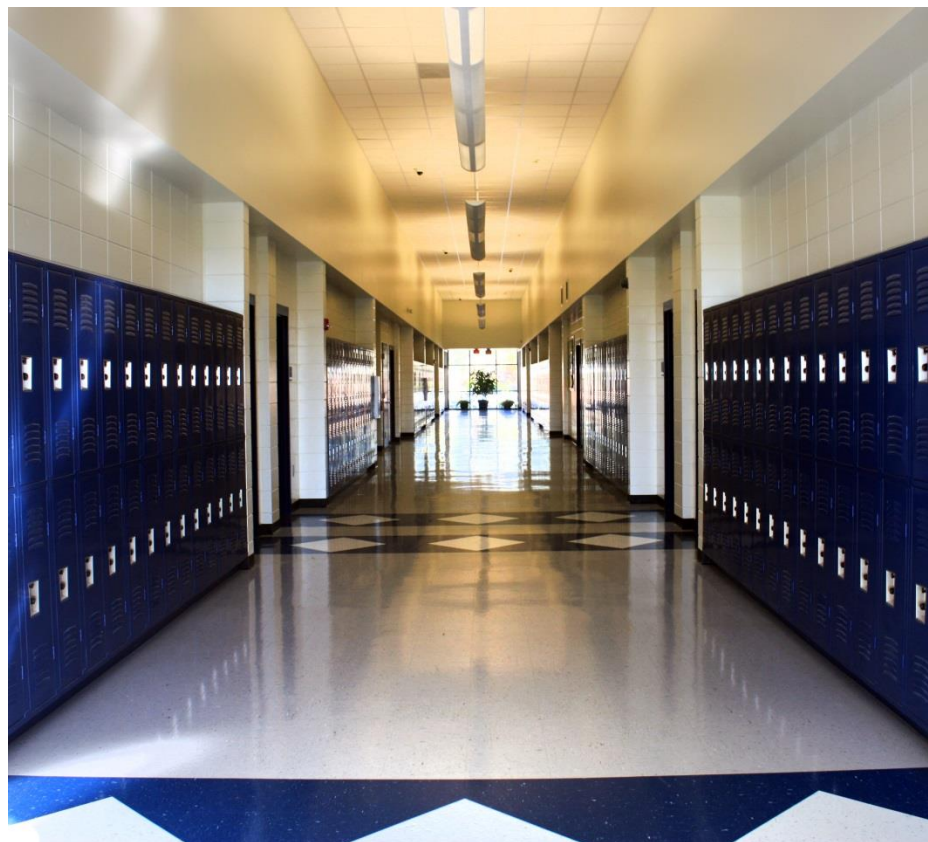
What DASA Requires of Schools

What DASA Requires of Schools/Districts¹

Each district must create policies, procedures, and guidelines intended to create a school environment that is free from harassment, bullying, and discrimination that include but are not limited to provisions which:

- Identify the principal, superintendent, or designee as the school employee charged with receiving reports of harassment, bullying, and discrimination (*i.e.*, the Dignity Act Coordinator);
- Enable students, family members, and others to make an oral or written report to school personnel;
- Require school employees to promptly notify an administrator or designee (*e.g.*, Dignity Act Coordinator) within one school day of witnessing or receiving a report of harassment, bullying, or discrimination, and to file a written report no later than two school days after such oral report/notification;
- Require principal, superintendent, or a designee (*e.g.*, Dignity Act Coordinator) to lead a thorough investigation of all reports of harassment, bullying, and discrimination that is completed promptly after the receipt of any written report.
- Require the school, when an investigation reveals such verified harassment, bullying, and/or discrimination to take prompt action(s) reasonably calculated to end harassment, bullying and discrimination, to eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and to ensure the safety of the student(s) against whom harassment, bullying or discrimination was directed;
- Prohibit retaliation against any individual who reports or assists in the investigation of harassment, bullying, or discrimination;
- Develop a school strategy to prevent harassment, bullying, and discrimination;
- Require principals to make a regular report to the superintendent regarding data and trends related to harassment, bullying, and discrimination;
- Require school/district administrators or designee(s) to promptly notify local law enforcement officials if it is believed that harassment, bullying and/or discrimination constitutes criminal conduct;
- Require that all school employees, students, and parents receive a written or electronic copy of the district's policies, including the process for reporting harassment, bullying, and discrimination, and the Dignity Act Coordinator's contact information at least annually;
- Ensure that a current version of the district's policies and procedures, including an incident report form, are maintained on the district's website.
- Make the contact information for the Dignity Act Coordinator visible within the school building, available at district and school-level administrative offices, posted on the District Web-site and listed in the Code of Conduct.
- Provide training to instructional and non-instructional staff that includes raising awareness and sensitivity to potential harassment, bullying, and discrimination and enables employees to prevent and respond to harassment, bullying, and discrimination.

¹Education Law, Article 2; CR 100.2 (kk) and (ii)





DASA Self Assessment



New York State Education Department (NYSED) New York State Center for School Safety (NYSCFSS)

DASA IMPLEMENTATION AND INCIDENT REPORTING SELF-ASSESSMENT

Please reflect on implementation of the Dignity for All Students Act (DASA) in your school:

A. DIGNITY ACT/RESPECT FOR ALL COORDINATOR				
Please answer the following questions about the <i>Dignity Act/Respect for All Coordinator</i> at your school.				
	YES	NO	Action is needed	Comments/Next Steps
1. Are you the Dignity Act/Respect for All Coordinator at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Our school designated at least one employee as Dignity Act/Respect for All Coordinator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The name and contact information for our school's Dignity Act/Respect for All Coordinator is listed on the district and/or school's website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The name and contact information for our school's Dignity Act/Respect for All Coordinator listed in the school's Code of Conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The name and contact information for our school's Dignity Act/Respect for All Coordinator is posted in highly-visible areas of each school building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The name and contact information for our school's Dignity Act/Respect for All Coordinator is available in the administrative office at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Persons in parental relation <i>annually</i> provided with the name and contact information for the school's Dignity Act/Respect for All Coordinator and the process for reporting incidents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Drafted by The New York State Center for School Safety
July 2018

1



Dignity Act Coordinator Poster

[Click on
Document
for link](#)





New for 2018

Amendment CR 100.2 kk



- illustrative examples
- gender includes gender identity and/or expression.
- Examples:
 - access to school facilities,
 - application of dress code
 - use of name(s) and pronoun(s)

Effective May 2018



Correcting Misconceptions

- DASA does not apply only to the protected categories; it applies to **ALL STUDENTS**
- Bullying does not have to be repeated; it can be a **SINGLE INCIDENT** that has the potential to occur more than once





DASA Resources

Beginning

- SSEC DASA Implementation FAQ's on NYSCFSS Web-site

<http://www.nyscfss.org/dasa-implementation-faqs>

- DASA PowerPoint

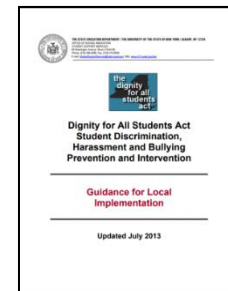
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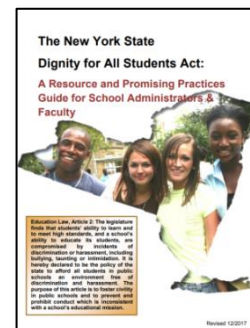
Advanced

- Local Implementation Guidance

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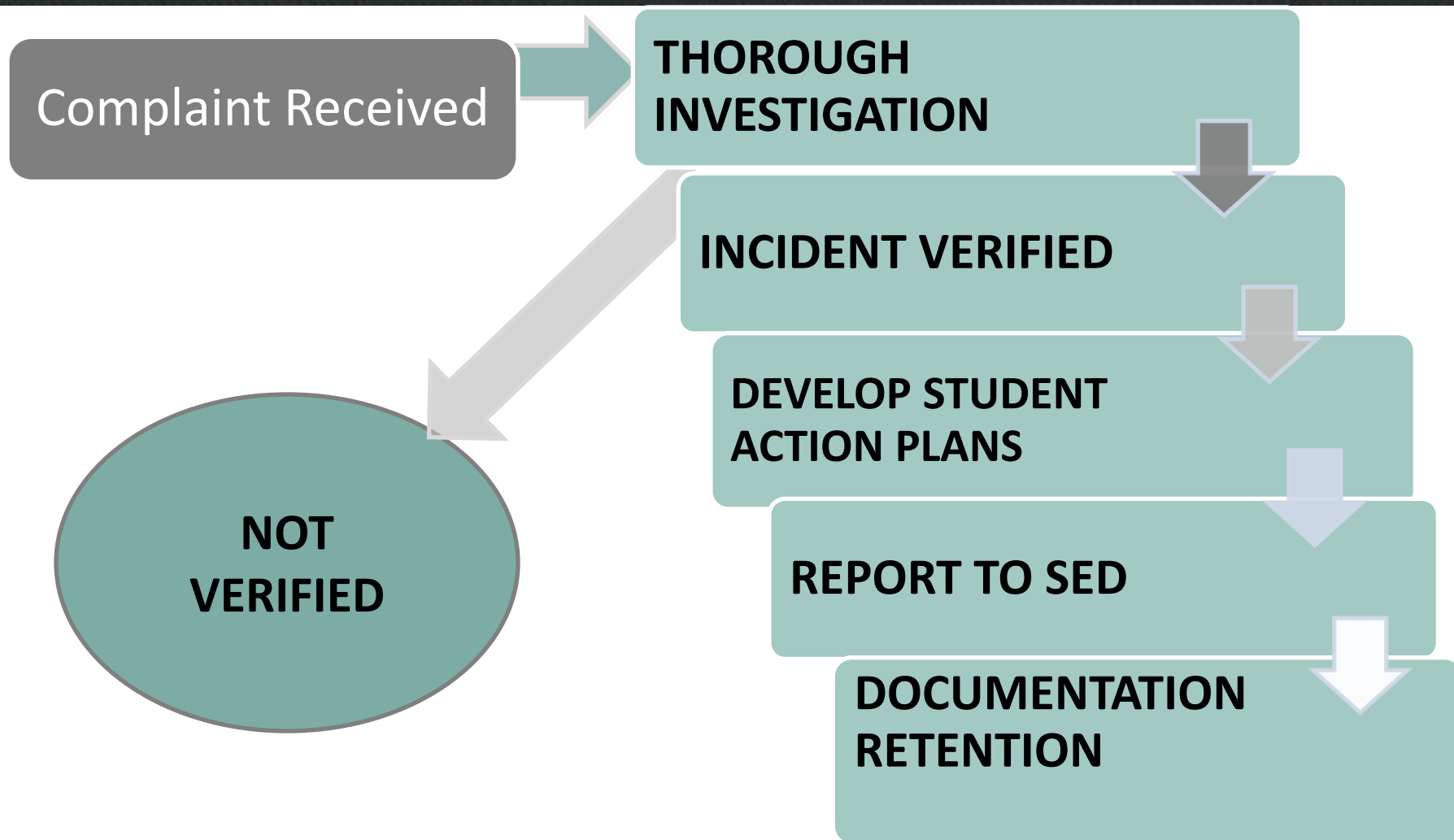
- Best Practices



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Responding to Incidents (RI)





Complaint

Complaint Received

RI Form Part 1: Complaint Form

SAMPLE Dignity for All Students Act (DASA)
INCIDENT REPORTING PROCESS
Bullying, Harassment and Discrimination – For District/School Files Only

PART 1. SAMPLE DASA COMPLAINT FORM

*This form must be posted on the District website and communicated to parents and students on an annual basis.
To be completed by person reporting the incident (or the person receiving the complaint and/or investigating the incident) and submitted to the Dignity Act Coordinator (DAC).*

School District: _____ School: _____
Dignity Act Coordinator: _____ Position: _____
Today's date: _____ Name of person reporting the incident: _____

Role of person reporting incident (Check one)
☐ Student Target ☐ Student (witness) ☐ Parent/Guardian ☐ Staff Member ☐ Other _____
Phone: _____ Email: _____

Name of target: (student being bullied, harassed, or discriminated against)

Name(s) of alleged offender(s): _____
Date(s) and time(s) of incident: _____

What was your involvement in the incident?
☐ I was directly involved in the incident ☐ I observed the incident ☐ I heard about the incident

Where did the incident happen? (Check all that apply)

<input type="checkbox"/> On school property	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> On a school bus	<input type="checkbox"/> Hallway	<input type="checkbox"/> Bathroom
<input type="checkbox"/> Classroom	<input type="checkbox"/> Gym	<input type="checkbox"/> Off school property	<input type="checkbox"/> Locker Room	<input type="checkbox"/> At a school function
<input type="checkbox"/> Electronic Communication:		<input type="checkbox"/> Other (describe): _____		

Type of incident (Check all that apply)

<input type="checkbox"/> Physical contact (kicking, punching, spitting, tripping, pushing, taking belongings)
<input type="checkbox"/> Verbal threats (gossip, name-calling, put-downs, teasing, being mean, taunting, making threats)
<input type="checkbox"/> Psychological (non-verbal actions, spreading rumors, social exclusion, intimidation)
<input type="checkbox"/> Abuse (actions or statements that put an individual in fear of bodily harm)
<input type="checkbox"/> Cyberbullying (misusing technology/social media to harass, tease, threaten, post pictures (sexting))
<input type="checkbox"/> Other (describe): _____

SAMPLE DASA INCIDENT REPORTING PROCESS
PART 1. SAMPLE DASA COMPLAINT FORM



Investigation

RI Form Part 2: Investigation Protocol

**THOROUGH
INVESTIGATION**
by DAC and/or designee

SAMPLE Dignity for All Students Act (DASA)
INCIDENT REPORTING PROCESS
Bullying, Harassment and Discrimination – For District/School Files Only

PART 2. SAMPLE PROTOCOL FOR DASA INCIDENT INVESTIGATION

To be completed by the DAC or person designated by the Principal to do the investigation.
A thorough investigation must be done. Attach more copies of this section for each interviewee.

Interviewee _____
Interviewer _____
Date _____

I am going to ask you some questions about a reported (identify the kind of) incident.
Please answer the questions the best you can. We will keep your answers anonymous as much as possible.

1. Briefly, please describe what happened:

2. Who was involved?
a. Who was the aggressor?
b. Who was targeted?
c. Were there bystanders/witnesses? If yes, who were they?

3. What did you see?

4. What did you hear?

5. What did you feel (physically)?

6. When did this start? How long has this been going on?

SAMPLE DASA INCIDENT REPORTING PROCESS
PART 2. SAMPLE Protocol for DASA Incident Investigation



Verification

**INCIDENT
VERIFIED**

Incident **NOT
VERIFIED;**
not reported to
SED
(retain notes)

RI Form Part 3: Incident Verification

The image shows a thumbnail of the 'RI Form Part 3: Incident Verification' form. The form is titled 'SAMPLE (Only for All Students Act (DASA) INCIDENT REPORTING PROCESS Bullying, Harassment and Discrimination - For Schools/School Sites Only)'. It includes a section for 'PART 3. SAMPLE DASA INCIDENT VERIFICATION AND PARENT NOTIFICATION' with instructions to document the school's investigation. The form contains several lines for 'Results of investigation' and checkboxes for 'Did the investigation verify that a material incident of bullying, harassment, and/or discrimination occurred?' and 'Were the parents of all involved students contacted?'. It also has fields for 'Contact with parents/guardians of target(s) (name and date)', 'Contact with parents/guardians of aggressor(s) (name and date)', and 'Contact with law enforcement?'.



Plans

RI Form – Parts 4 & 5

Part 4 – Student Action Plan for Target

Part 5 – Strategies for Working With Students Who Bully

**DEVELOP
Student
Action PLANS**



Reporting

RI Form – Part 6: Individual Incident Report (IIR)

Thumbnail image of the RI Form – Part 6: Individual Incident Report (IIR) form. The form is titled 'PART 6. Individual Incident Report (IIR) Form' and includes instructions for schools to report an incident or allegation. It contains sections for 'Category of Incident', 'Incident was related', 'Incident was', and 'The location of the incident'.

SSEC Summary Data Collection Form

Click
image
for link

Thumbnail image of the SSEC Summary Data Collection Form. The form is a large table with multiple columns and rows, containing various data fields for reporting incidents.

REPORT TO SED

Record verified incidents on SSEC
Summary Data Collection Form





Documentation Retention

- Keep all of the Forms Stored Together
- Forms stay at the school where the incident occurred.

Reports are to be kept until the youngest person involved is 27 years old.*

*Records Retention and Disposition Schedule ED-1

DOCUMENTATION RETENTION

POST-REPORTING





Professional Development Resource for SSEC Reporting

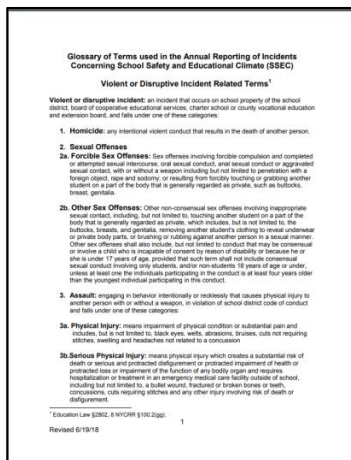




Resources for SSEC Reporting

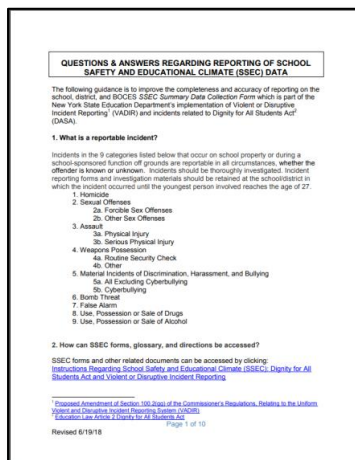
• Glossary

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• Q & A

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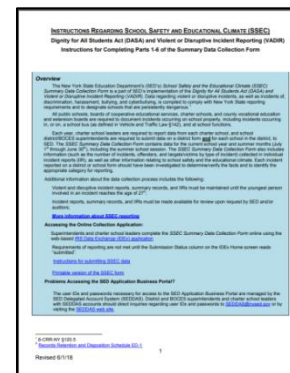
• SSEC Summary Data Collection Form

Click image
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• Instructions for SSEC Form

Click image
for link





Using SSEC Data to Reduce Incidents



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Using SSEC Data to Reduce Incidents

“Without data
you’re just
another person
with an opinion.”

W. Edwards Deming,
Data Scientist





Scenarios





DASA and Preventing Incidents

Legislative Intent: “... To afford all students in public schools an environment free of discrimination and harassment.

The purpose of this ... is to **foster civility** in public schools and to **prevent and prohibit** conduct which is inconsistent with a school’s educational mission.”

Ed. Law Article 2 Section 10





How can DASA Implementation Prevent Incidents?

DASA Legislation

- Require the school ... to take prompt actions reasonably calculated to ... **create a more positive school culture and climate ...**
- Include a **school strategy to prevent** harassment, bullying and discrimination

NYS Law Article 2 Chapter 13 1 (e) (g) https://www.lawserver.com/law/state/new-york/ny-laws/new_york_laws_education_title_1_article_2





School Climate



<https://www.youtube.com/watch?v=VxyxywShewI>



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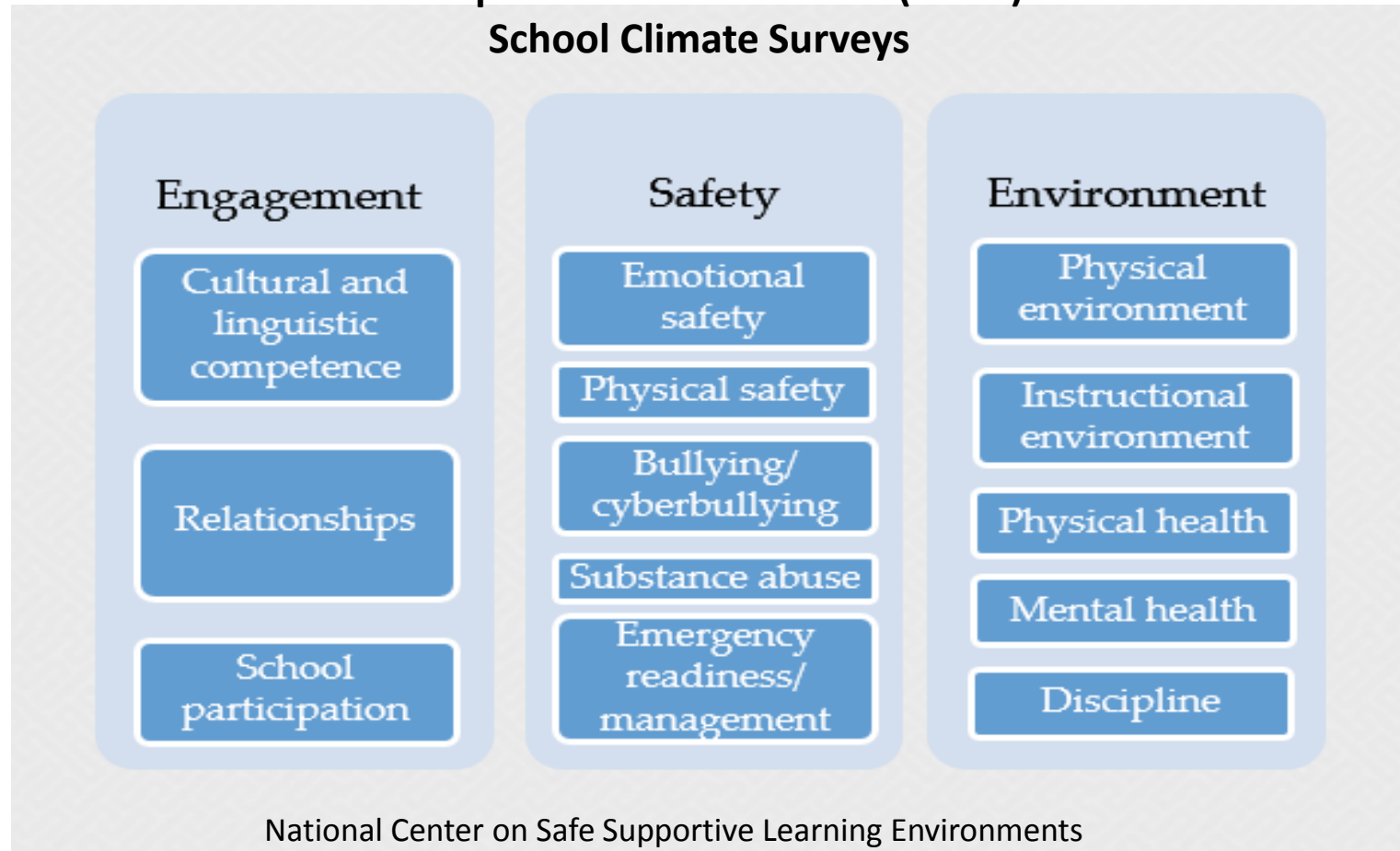
Domains of School Climate

- **Engagement:** includes relationships, respect for diversity, and school participation
- **Safety:** includes emotional and physical safety and reduction of substance abuse
- **Environment:** includes the physical, academic, and disciplinary environments and wellness



Domains of School Climate

US Department of Education (USDE) School Climate Surveys



National Center on Safe Supportive Learning Environments

<https://safesupportivelearning.ed.gov/edscls/measures>



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Positive School Climate

- Trusting and supportive relationships
- A common set of goals and norms
- A sense of collaboration and involvement
- A sense of connection and engagement

Creating and Sustaining a Positive and Communal School Climate by Allison Ann Payne, PhD, National Institute of Justice Report, February 2018, <https://www.ncjrs.gov/pdffiles1/nij/250209.pdf>



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A Positive School Climate

Increases

- Attendance
- Achievement
- Retention
- Graduation Rates
- Motivation to Learn
- Psychological well-being
- Teacher Retention



Decreases

- Absenteeism
- Suspensions
- Substance Abuse
- Bullying
- Negative effects of self-criticism and socioeconomic status on academic success
- Teacher Burnout





Student Experiences that Contribute to Poor School Climate

- Lack of connection
- Lack of safety (physical, emotional, social)
- Teasing, bullying, gangs
- Negative relationships with adults and peers
- Reactive punitive approaches to discipline



How can positive school climate prevent incidents?

Adults

- support diversity
- encourage communication
- intervene in conflicts
- work to prevent teasing and bullying



Enhancing School Safety Using a Threat Assessment Model An Operational Guide for Preventing Targeted School Violence, National Threat Assessment Center, July 2018, pg 19
https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf





How can positive school climate prevent incidents?

Students

- feel empowered to share concerns with adults
- without feeling ashamed or facing the stigma of being labeled a “snitch”



Enhancing School Safety Using a Threat Assessment Model An Operational Guide for Preventing Targeted School Violence, National Threat Assessment Center, July 2018, pg 19
https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf





What do you do when students report a potential incident?

Option: Multi-disciplinary Threat Assessment Team

- assess the threat
- intervene to keep students safe and
- provide support to students who are threatening to harm others and/or themselves.



A Retrospective Study of School Safety Conditions in High Schools Using the Virginia Threat Assessment Guidelines Versus Alternative Approaches by D. Cornell, P. Sheras, A. Gregory and X. Fan, 2009 Vol 24, No. 2, 119-129 School Psychology Quarterly
http://www15.uta.fi/arkisto/aktk/projects/sta/Cornell_Sheras_Gregory_Fan_2009_Retrospective-Study-of-School-Safety_Conditions-in-High-Schools.pdf





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Creating a Positive School Climate



Adaptive
Change



Why Measure School Climate?

- Provide Feedback
- Opportunity for group and individual reflection
- ORID: Focused Conversation Data Analysis
- Data Interpretation Guide from the USDoE



<https://safesupportivelearning.ed.gov/edscls/data-interpretation>



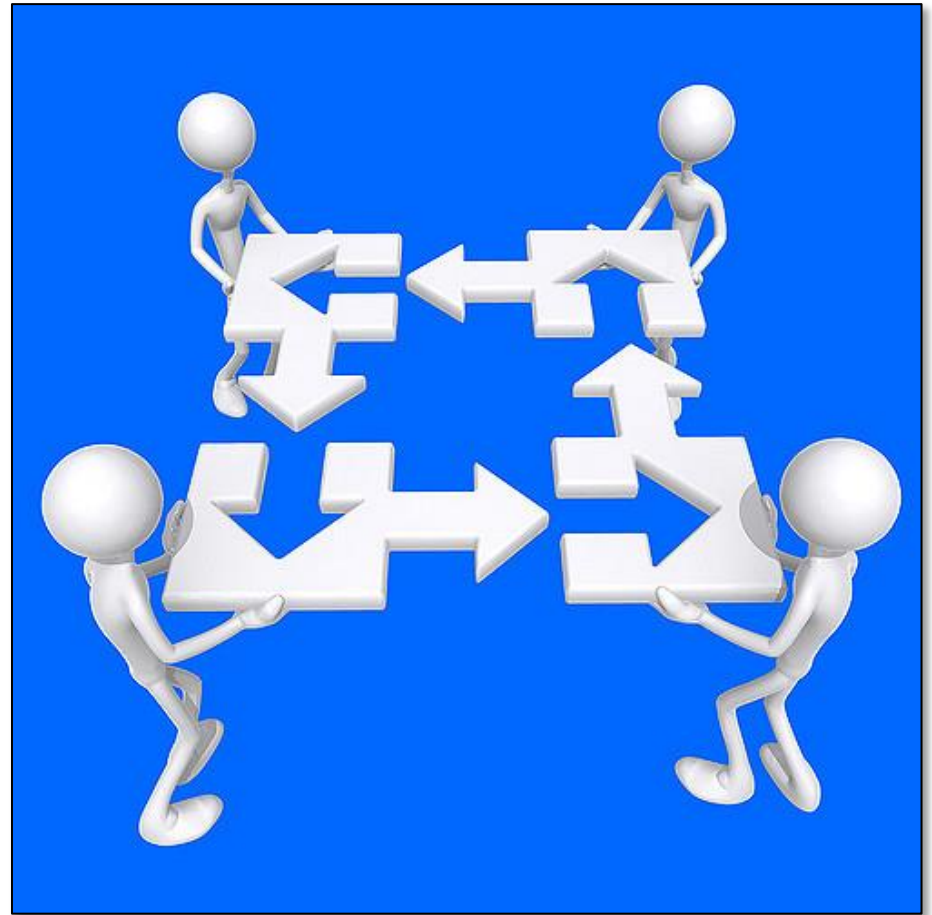
Using a Data Protocol

What results stood out?	Why?	What other data do you have? (behavior, attendance, academics, etc.)	Next steps
Encouraging:			
Concerning:			



Strategies for Creating a Supportive School Climate

Relationships





3 Questions for Changing School Climate



**With your elbow partner
and a second elbow partner group
please discuss the question:**

**1. What are you *already doing* to
create a positive school climate?**



3 Questions for Changing School Climate



**With your elbow partner
and a second elbow partner group
please discuss the question:**

**2. What is *one additional thing* you could do
to enhance school climate?**



3 Questions for Changing School Climate



**With your elbow partner
and a second elbow partner group
please discuss the question:**

3. What is one thing that you would recommend that *everyone do* to improve school climate?



Strategies To Create a Positive School Climate

- **Engagement:** includes relationships, respect for diversity, and school participation
- **Safety:** includes emotional and physical safety and reduction of substance abuse
- **Environment:** includes the physical, academic, and disciplinary environments and wellness



How do you respond to real life examples?

- Form Groups of 4 – 5
- 1. group facilitator, 2. scribe, 3. spokesperson, and 4. timekeeper
- Read example and write down initial response and share with the group
- Groups discuss
 1. What is the short-term response?
 2. What is the long-term response?



Take-aways

- One new idea



- One thing you will do back at your school





School Climate Survey Pilot Project

- Introduce the NYSED climate survey pilot project
- Solicit feedback/new ideas/success stories from any schools currently implementing climate surveys
- Ask for any participants
- For more information...





Thank you for participating

*Thank
You*



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Contact Information

NYSED Student Support Services

518-486-6090

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

Questions regarding DASA and SSEC **SSEC@nysed.gov**

Questions regarding School Climate Surveys **SchoolClimate@nysed.gov**

New York State Center for School Safety

844-509-7161

www.nyscfss.org

@NYSCFSS

