

The Dignity for All Students Act (DASA Workshop Booklet)



This three-hour in-person workshop, along with the three-hour online portion, fulfills the New York State Education Department mandate for the six hours of harassment, discrimination and bullying prevention training for pre-service teachers applying for certification, effective July 2013.



The Dignity for All Students Act

DASA Three-Hour In-Person

Resource Booklet

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The Dignity for All Students Act

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

This brochure presents an overview of the basic requirements under the Dignity Act. It is by no means a comprehensive resource. Further information about the Dignity Act and associated Regulations of the Commissioner of Education are available at:

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

Updated June 2013
**New York State
Education Department**

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New York's Dignity for All Students Act

Amendments effective July 1, 2013



New York's Dignity for All Students Act

The Dignity for All Students Act Effective July 1, 2012

(Chapter 482 Laws of 2010)

Curriculum: Curriculum must include instruction that supports the development of a school environment free of discrimination and harassment.

Code of Conduct: The Code of Conduct must be amended to include provisions prohibiting discrimination and harassment against any student by employees or students, and provisions for responding to such acts.

Reporting: Material incidents of discrimination and/or harassment on school grounds or at a school function must be reported to NYSED annually.

Dignity Act Coordinator: At least one staff member at every school must be designated and trained to handle human relations in the areas of: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

Employee Training: Employees must receive training to raise awareness and sensitivity to potential acts of discrimination and/or harassment and to enable employees to prevent and respond to incidents of discrimination and harassment.

Amendment to the Dignity Act Effective July 1, 2013

(Chapter 102 Laws of 2012)

The following provisions are in addition to the original Dignity Act.

Cyberbullying: Cyberbullying will be defined as harassment or bullying by any form of electronic communication, and include incidents occurring off school property that create or would foreseeably create a risk of substantial disruption within the school environment.

Reports of Harassment, Bullying and Discrimination: The principal, superintendent, or designee must be charged with receiving reports.

Investigation of Reports: The principal, superintendent, or designee must lead or supervise the prompt and thorough investigation of reports.

Response to Verified Reports: The school must take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, and ensure the safety of the student(s) toward whom harassment, bullying or discrimination was directed.



Amendment to the Dignity Act, cont.

Employee Reporting: School employees who witness or receive a report of harassment, bullying or discrimination must notify the principal, superintendent or designee within one school day after witnessing the incident or receiving the report and must file a written report within two school days thereafter.

Notification of Law Enforcement: The Principal, Superintendent or designee will be required to notify appropriate local law enforcement when they believe that any harassment, bullying or discrimination constitutes criminal conduct.

Professional Certification: Professionals applying for certificate or license, including but not limited to classroom teachers, school counselors, school psychologists, school social workers, school administrators or supervisors, and superintendents of schools, must complete training on the social patterns of harassment, bullying and discrimination, identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing exclusion, bias and aggression in educational settings.

Curriculum: Curriculum must include instruction in safe and responsible use of the Internet and electronic communications and emphasize discouraging acts of harassment, bullying and discrimination.

Guidance and Educational Materials: The State Education Department will provide guidance and educational materials, including best practices in addressing cyberbullying, and best practices in helping families and communities to work cooperatively with schools in addressing cyberbullying.

SUNY CORTLAND DASA TRAINING

COURSE OBJECTIVES

As a result of completing both parts of this hybrid course, participants will be able to:

1. Understand the intent components, and operational definitions present in the Dignity Act.
2. Develop and enhance awareness and sensitivity to the range of experiences of the specific student populations as named in the Dignity Act.
3. Understand how school climate and culture have an impact on student achievement and behavior.
4. Understand bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.
5. Enhance the understanding of diversity and multi-cultural environments and examine personal biases.
6. Articulate the Reporting Requirements for Educators as specified in the Dignity Act.

OBJECTIVES FOR THE FACE-TO-FACE PORTION OF THE COURSE

Section 1: Understanding Diversity, Multi-cultural Environments, and Examining Personal Biases.

Upon completion of Section 1, participants will be able to:

1. List the attributes of a culturally sensitive and diverse classroom.
2. Explain the role of diversity in multi-cultural environments.
3. Examine their own identities to make inferences about how personal privileges, vulnerabilities, and experiences can influence their perceptions, biases, and behavior toward others.
4. Explore cultural biases depicted in media and discuss the ways in which media promotes bullying of diverse populations.

Section 2: Developing Sensitivity to the Experiences of Specific Student Populations

Upon completion of Section 2, participants will be able to:

1. Describe the parameters used to define membership 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 sex.
2. Describe differences in the incidence of bullying and harassment experienced by youth based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex.
3. Describe how social patterns of harassment, bullying and discrimination impact all students and families covered under The Dignity Act.
4. Summarize the needs of student populations that are most often targeted for bullying and harassment.
5. Summarize the research behind bullying behaviors in students who target others.
6. Describe the different roles involved in bullying and harassment.
7. Match appropriate intervention and prevention strategies to specific roles involved in bullying and harassment.
8. Identify resources for supporting students who are targeted for bullying, harassment, and discrimination specifically because of their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex.

Section 3: Understanding How School Climate and Culture Impact Student Achievement and Behavior – Part 2

Upon completion of Section 3, participants will be able to:

1. Describe the attributes [“the look and feel”] of a positive school culture and climate.
2. Summarize the academic, physical, and emotional benefits of a positive climate for students.
3. Discuss actions of teachers that might negatively influence school climate and increase the occurrence of bullying, harassment, and discrimination.
4. Summarize evidence-based strategies across multiple socio-ecological levels for cultivating a positive school environment.
5. Foster a physically and emotionally safe learning environment in the classroom by matching intervention and prevention strategies to specific risk profiles.

Section 4: Intervention and Prevention Strategies

Upon completion of Section 4, participants will be able to:

1. Implement strategies to prevent bullying, cyberbullying, harassment and discrimination in multiple settings (classroom, hallway, lunchroom, playground, etc.)
2. Employ the On-the-Spot intervention steps to intervene when they witness an incidence bullying, cyberbullying, harassment and discrimination.
3. Intervene appropriately when a student reports an incidence bullying, cyberbullying, harassment or discrimination to them.
4. Provide support to a student who has become a target of bullying or harassment.
5. Communicate and work with families of victims and aggressors.
6. Summarize strategies for including parents and guardians in the prevention of bullying.
7. Summarize strategies for including parents and guardians in supporting who are bullied.
8. Identify community-based resources and referrals for continued support.
9. List informational resources and sources for professional development about bullying, cyberbullying, harassment and discrimination.

Creating a Safe and Respectful Environment in Our Nation's Classrooms
Creating a Supportive Classroom Climate
Module 2 Handout 7.

Strategies for Creating a Supportive Classroom

Engagement: A process of events and opportunities that lead to students gaining the skills and confidence to cope and feel safe in school.

- Be a role model-Treat all students and colleagues respectfully.
- Be proactive-Teach the difference between respectful debate and intolerant dialogue and name calling.
- Be available-Check in with students regularly to see how they're doing. Let them know you're available to talk.
- Listen-Engage students in conversation about what's happening in their lives and actively listen.
- Be positive-Encourage and model positive thinking while also providing positive strategies for dealing with adversity.
- Have fun-Humor and having fun are great ways to have personal connections and help students feel like they're part of a positive climate and culture.

Teach more inclusively-Integrate examples of people from different backgrounds into lessons, stories, and discussions. Use inclusive language, and avoid organizing the classroom by gender or stereotypes.

REMEMBER: Be discreet and maintain confidentiality. Never put individual students on the spot by asking them to talk about their heritage, religion, sexual orientation, etc., unless they want to share with the class. Don't announce when a student is having problems, but, rather, help each student privately whenever possible.

Safety: The security of the school setting and school-related activities that encompasses emotional and physical safety.

- Intervene-Step in to help during problematic situations. Students prefer that teachers actively use their power as adults and professionals to identify concerns and offer solutions.
- Make a safe, bully-free culture the "norm" — Talk about bullying on a regular basis.
- Encourage students to do what they love-Special activities, interests, and

hobbies can boost confidence, help young people make friends, and protect them from bullying behavior.

- Keep communication open-Make time for daily conversations about students' lives and feelings, and ask a variety of questions. Talk about bullying with them. If concerns come up, be sure to respond.

Stay on top of things- Read and learn about bullying. Create supportive ground rules for your classroom

- Use positive terms-Tell students *what* to do, not just *what not* to do.
- Teach positive relationship skills-Encourage them to be successful!

Environment: All aspects of a school that promote student safety and student health.

- Walk your talk-Weave positive behaviors into daily interactions with students and colleagues. Follow the rules yourself. Show students respect.
- Set a positive tone in your classroom-Manage student behavior well, demonstrating appropriate boundaries and expectations for positive relationships.
- Examine your own beliefs-Become more aware of your own assumptions, biases, or stereotypes. Do you expect boys to act one way and girls another? Challenge these assumptions, and intervene when you hear others doing the same.
- Treat students fairly-Work directly both with students who are being bullied and students who are bullying others.
- Establish a culture of respect for differences-Make everyone feel they belong, and talk about differences in respectful and informative ways.
- Engage parents and youth-Work together to send a unified message against bullying.
- Create a safe environment-Have classroom meetings. Work with students to create and launch an awareness campaign in their classroom and school.

Learn more about the materials used in this handout at:

- *Ready, Set, Respect! GLSEN's Elementary School Toolkit* (GLSEN, 2016)
- Welcoming Schools: A Project of the Human Rights Campaign Foundation (<http://www.welcomingschools.org/>)
- <http://www.stopbullying.gov/>
- *The Right to Be Safe: Putting an End to Bullying Behavior* (Meehan, 2011)
- *Ten Things Students Wish Teachers Knew About Name-Calling and Bullying* (Anti-Defamation League, 2018)

"Walking the Talk" Makes a Difference in Bullying Prevention (Hirschstein et al., 2007)

For additional copies of this handout or additional information on bullying and supportive classroom climate, visit

<http://safesupportiveschools.ed.gov/index.php?id=01> .

HOW TO PREVENT BULLYING

Parents, school staff, and other caring adults have a role to play in preventing bullying. They can:

- [Help kids understand bullying](#). Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.
- [Keep the lines of communication open](#). Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.
- [Encourage kids to do what they love](#). Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behavior.
- [Model how to treat others](#) with kindness and respect.

Help Kids Understand Bullying

[Kids who know](#) what bullying is can better identify it. They can talk about bullying if it happens to them or others. Kids need to know ways to safely stand up to bullying and how to get help.

- Encourage kids to [speak to a trusted adult](#) if they are bullied or see others being bullied. The adult can give comfort, support, and advice, even if they can't solve the problem directly. Encourage the child to [report bullying](#) if it happens.
- Talk about [how to stand up to kids who bully](#). Give tips, like using humor and saying "stop" directly and confidently. Talk about what to do if those actions don't work, like walking away
- Talk about strategies for staying safe, such as staying near adults or groups of other kids.
- Urge them to [help kids who are bullied](#) by showing kindness or getting help.
- Watch the short [webisodes](#) and [discuss them - PDF](#) with kids.

Keep the Lines of Communication Open

Research tells us that children really do look to parents and caregivers for advice and help on tough decisions. Sometimes spending 15 minutes a day talking can reassure kids that they can talk to their parents if they have a problem. Start conversations about daily life and feelings with questions like these:

- What was one good thing that happened today? Any bad things?
- What is lunch time like at your school? Who do you sit with? What do you talk about?
- What is it like to ride the school bus?
- What are you good at? What would do you like best about yourself?

Talking about bullying directly is an important step in understanding how the issue might be affecting kids. There are no right or wrong answers to these questions, but it is important to encourage kids to answer them honestly. Assure kids that they are not alone in addressing any problems that arise. Start conversations about bullying with questions like these:

- What does “bullying” mean to you?
- Describe what kids who bully are like. Why do you think people bully?
- Who are the adults you trust most when it comes to things like bullying?
- Have you ever felt scared to go to school because you were afraid of bullying? What ways have you tried to change it?
- What do you think parents can do to help stop bullying?
- Have you or your friends left other kids out on purpose? Do you think that was bullying? Why or why not?
- What do you usually do when you see bullying going on?
- Do you ever see kids at your school being bullied by other kids? How does it make you feel?
- Have you ever tried to help someone who is being bullied? What happened? What would you do if it happens again?

Get more ideas for [talking with children – PDF](#) exit disclaimer icon about life and about bullying. If concerns come up, [be sure to respond](#).

There are simple ways that parents and caregivers can keep up-to-date with kids’ lives.

- Read class newsletters and school flyers. Talk about them at home.
- Check the school website
- Go to school events
- Greet the bus driver
- Meet teachers and counselors at “Back to School” night or reach out by email
- Share phone numbers with other kids’ parents

[Teachers and school staff](#) also have a role to play.

Encourage Kids to Do What They Love

Help kids take part in activities, interests, and hobbies they like. Kids can volunteer, play sports, sing in a chorus, or join a youth group or school club. These activities give kids a chance to have fun and meet others with the same interests. They can build confidence and friendships that help protect kids from bullying.

Model How to Treat Others with Kindness and Respect

Kids learn from adults' actions. By treating others with kindness and respect, adults show the kids in their lives that there is no place for bullying. Even if it seems like they are not paying attention, kids are watching how adults manage stress and conflict, as well as how they treat their friends, colleagues, and families.

Content last reviewed on September 08, 2017

How to Prevent Bullying. (2017, September 8). Retrieved March 13, 2019, from <https://www.stopbullying.gov/prevention/index.html>

WORKING IN THE COMMUNITY

Bullying can be prevented, especially when the power of a community is brought together. Community-wide strategies can help identify and support children who are bullied, redirect the behavior of children who bully, and change the attitudes of adults and youth who tolerate bullying behaviors in peer groups, schools, and communities.

- [The Benefits of Working Together](#)
- [Potential Partners](#)
- [Community Strategies](#)
- [Additional Resources](#)

The Benefits of Working Together

Bullying doesn't happen only at school. Community members can use their unique strengths and skills to prevent bullying wherever it occurs. For example, youth sports groups may train coaches to prevent bullying. Local businesses may make t-shirts with bullying prevention slogans for an event. After-care staff may read books about bullying to kids and discuss them. Hearing anti-bullying messages from the different adults in their lives can reinforce the message for kids that bullying is unacceptable.

Potential Partners

Involve anyone who wants to learn about bullying and reduce its impact in the community. Consider involving businesses, local associations, adults who work directly with kids, parents, and youth.

- Identify partners such as mental health specialists, law enforcement officers, neighborhood associations, service groups, faith-based organizations, and businesses.
- Learn what types of bullying community members see and discuss developing targeted solutions.
- Involve youth. Teens can take leadership roles in bullying prevention among younger kids.

Community Strategies

Study community strengths and needs:

- Ask: Who is most affected? Where? What kinds of bullying happen most? How do kids and adults react? What is already being done in our local area to help?
- Think about using opinion surveys, interviews, and focus groups to answer these questions. [Learn how schools assess bullying.](#)

- Consider open forums like group discussions with community leaders, businesses, parent groups, and churches.

Develop a comprehensive community strategy:

- Review what you learned from your community study to develop a common understanding of the problem.
- Establish a shared vision about bullying in the community, its impact, and how to stop it.
- Identify audiences to target and tailor messages as appropriate.
- Describe what each partner will do to help prevent and respond to bullying.
- Advocate for [bullying prevention policies](#) in schools and throughout the community.
- Raise awareness about your message. Develop and distribute print materials. Encourage local radio, TV, newspapers, and websites to give public service announcements prime space. Introduce bullying prevention to groups that work with [kids](#).
- Track your progress over time. Evaluate to ensure you are refining your approach based on solid data, not anecdotes.

Additional Resources

- [The Office of Juvenile Justice and Delinquency Prevention’s \(OJJDP’s\) Model Programs Guide \(MPG\)](#)^{PDF} contains information about evidence-based juvenile justice and youth prevention, intervention, and reentry programs.
- [The Youth.gov Program Directory](#)^{PDF} features evidence-based programs whose purpose is to prevent and/or reduce delinquency or other problem behaviors in young people.
- [Three Bold Steps for School Community Change: A Toolkit for Community Leaders](#)^{PDF} (Safe Schools/Healthy Students). This kit shows how partnerships with people from different parts of a community can create positive, lasting change for students.
- [Striving to Reduce Youth Violence Everywhere \(STRYVE\)](#)^{PDF} is a national youth violence prevention effort. STRYVE Online helps communities with access to information and tools, effective strategies, training and technical assistance, and online community workspaces.

Content last reviewed on September 28, 2017

How to Prevent Bullying. (2017, September 28). Retrieved March 13, 2019, from <https://www.stopbullying.gov/prevention/index.html>



*Information for Teachers
and Other School Staff*

Fostering School Connectedness

Improving Student Health and Academic Achievement

Students feel more connected to their school when they believe that the adults and other students at school not only care about how well they are learning, but also care about them as individuals. Young people who feel connected to school are more likely to succeed academically and make healthy choices.

All school staff, including teachers, principals, counselors, social workers, nurses, aides, librarians, coaches, nutrition personnel, and others, can have an important and positive influence on students' lives. The time, interest, attention, and emotional support they give students can help them learn and stay healthy. This fact sheet provides guidance for fostering school connectedness and creating a more welcoming and supportive school environment for all students.

Why is school connectedness important for your students?

School connectedness is an important factor in both health and learning. Students who feel connected to their school are

- More likely to attend school regularly, stay in school longer, and have higher grades and test scores.
- Less likely to smoke cigarettes, drink alcohol, or have sexual intercourse.
- Less likely to carry weapons, become involved in violence, or be injured from dangerous activities such as drinking and driving or not wearing seat belts.
- Less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts.



**Centers for Disease
Control and Prevention**
National Center for HIV/AIDS,
Viral Hepatitis, STD, and
TB Prevention



What steps can teachers and school staff take to increase school connectedness?

School Connectedness: Strategies for Increasing Protective Factors Among Youth (Division of Adolescent and School Health, CDC, 2009) summarizes the research on school connectedness and describes six science-based strategies that can foster it. The chart below outlines those six strategies and lists specific actions under each that you can take to enhance the connections at your school.

Strategies and Actions Teachers and Other School Staff Can Take to Increase School Connectedness

ACTIONS	Strategy 1	<i>Create processes that engage students, families, and communities and that facilitate academic achievement.</i>
	<ul style="list-style-type: none"> • Brainstorm and get involved in taking steps to improve the school climate and students' sense of connectedness to school. Involve diverse groups of school staff, students, and families in these efforts. • Help plan school policies and activities with teams of students, faculty, staff, and parents. • Encourage students to talk openly with school staff and parents. Involve students in parent-teacher conferences, teacher evaluation, curriculum selection committees, and school health teams. 	
	Strategy 2	<i>Provide opportunities for families to be actively involved in their children's academic and school life.</i>
<ul style="list-style-type: none"> • Engage parents in meaningful ways in school activities, such as school health teams, tutoring, mentoring, or assisting with grant writing. Identify special opportunities for parents with limited resources or scheduling difficulties to participate in or contribute to classroom or extracurricular activities. • Seek opportunities for parents and students to share their culture with others in school. • Communicate regularly with families about school and classroom activities and policies by e-mail, letters, or updates on the school's Web site. • Translate materials into languages spoken in students' homes. • Establish regular meetings with parents to discuss their children's behavior, grades, and accomplishments. Request interpreters as needed to ensure clear communication and to avoid misunderstandings arising from language barriers. 		
Strategy 3	<i>Provide students with the academic, emotional, and social skills they need to engage in school.</i>	
<ul style="list-style-type: none"> • Provide opportunities for students to improve their interpersonal, stress management, and decision-making skills. • Foster critical and reflective thinking, problem solving, and working effectively with others. • Allow and encourage students to identify, label, express, and assess their feelings. • Use classroom and extracurricular activities to explore and discuss empathy, personal strengths, fairness, kindness, and social responsibility. • Use interactive, experiential activities, and help students personalize the information they learn. • Encourage students to be involved in service learning, peer tutoring, classroom chores, teacher assistance, extracurricular activities, sports programs, and creative projects. Provide public recognition for students' accomplishments in these areas. • Correct inaccurate perceptions about what are "normal" behaviors among students. For example, compare the number of students who actually smoke cigarettes or drink alcohol with the perception that "everyone is doing it". • Help students identify their career and personal goals and map out the steps they can take to meet them. 		

Strategy 4 Use effective classroom management and teaching methods to foster a positive learning environment.

- **Clearly communicate** expectations for learning and behavior that are developmentally appropriate and applied equitably. **Describe** the goals of the lesson and relate them to your students' lives and the real world.
- **Ensure** lessons are linked to standards and that student learning is sequential and builds upon prior lessons.
- **Be flexible** with instructional strategies to allow for teachable moments and personalization of lessons.
- **Use** student-centered pedagogy and appropriate classroom management and discipline strategies that meet students' diverse needs and learning styles.
- **Engage** students in appropriate leadership positions and decision-making processes in the classroom and school.
- **Establish** a reward system for both academic and extracurricular achievements, but also **encourage** the intrinsic rewards of learning and excelling in extracurricular programs.
- **Fairly enforce** reasonable and consistent disciplinary policies.
- **Encourage** open, respectful communication about differing viewpoints.
- **Advocate** for class-size reduction to ensure more time for individualized assistance.

Strategy 5 Participate in professional development opportunities to enhance your abilities to meet the diverse needs of your students.

- **Further** develop your expertise in child and adolescent development, and **share** lessons learned with other school staff to increase understanding about the needs of the students.
- **Participate** in professional development opportunities on implementing required school curricula, using effective teaching methods, and organizing the classroom and school to promote a positive environment.
- **Attend** workshops and trainings on communicating effectively with and involving parents in school activities, and **share** ideas for involving parents with other staff at your school.
- **Request** materials, time, resources, and support to use the skills you learn in training.
- **Form** learning teams to observe experienced teachers who effectively manage classrooms and facilitate group work.
- **Coach** or **mentor** other teachers and staff to develop effective teaching techniques and classroom management strategies, and **engage** in creative problem-solving.

Strategy 6 Promote open communication, trust, and caring among school staff, families, and community partners.

- **Communicate** expectations, values, and norms that support positive health and academic behaviors to your peers throughout the school community.
- **Provide** opportunities for students of all levels to interact, develop friendships, and engage in teamwork.
- **Support** student clubs and activities that promote a positive school climate, such as gay-straight alliances and multi-cultural clubs.
- **Create opportunities** for students to partner with and help adults, such as internships and service learning projects.
- **Commit to** and **model** respectful behavior toward principals, other teachers, and school staff.
- **Challenge** all school staff to greet each student by name.
- **Encourage** teachers, counselors, health service professionals, coaches, and other school staff to build stronger relationships with students who are experiencing academic or personal issues.
- **Request** access to a school counselor, psychologist, or other expert for consultations or student referrals when needed.





School Connectedness Is Especially Important for At-Risk Youth

School connectedness is particularly important for young people who are at increased risk for feeling alienated or isolated from others. Any student who is “different” from the social norm may have difficulty connecting with other students and adults in the school, and may be more likely to feel unsafe. Those at greater risk for feeling disconnected include students with disabilities, students who are lesbian, gay, bisexual, transgender, or question their sexual orientation, students who are homeless, or any student who is chronically truant due to a variety of circumstances. Strong family involvement and supportive school personnel, inclusive school environments, and curricula that reflect the realities of a diverse student body can help students become more connected to their school.

What should be considered when planning for action to improve school connectedness?

A team effort is needed to improve school connectedness. Your team should involve those in the school along with individuals, groups, and organizations outside the school. Your team needs to be committed and involved in planning, implementing, and evaluating actions that can improve students’ health and education outcomes.

Some actions will require small changes in how your school works and can be done easily. Others might require more time, money, or administrative change. Schools and school districts should determine which actions are most feasible and appropriate, based on the needs of the school and available resources.



Resources

School Connectedness: Strategies for Increasing Protective Factors Among Youth
www.cdc.gov/HealthyYouth/AdolescentHealth/connectedness.htm

Student Health and Academic Achievement
www.cdc.gov/HealthyYouth/health_and_academics/index.htm

FindYouthInfo.gov
www.findyouthinfo.gov

Enhancing Student Connectedness to Schools
<http://csmh.umaryland.edu/resources.html/caring%20connectedness%20brief.pdf>

School Connectedness: Improving Students’ Lives
<http://cecp.air.org/download/MCMonographFINAL.pdf>

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention
National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
Division of Adolescent and School Health
www.cdc.gov/HealthyYouth

July 2009

General Resources for In-Class and On-Line Sessions:

Module #1 / Session #2

1. Dignity for All Students Act
<http://www.p12.nysed.gov/dignityact>
2. Stop Bullying Now
<https://www.stopbullying.gov/>
3. NYS Center for School Safety
<https://www.nyscfss.org/>
4. Ed Change and Multicultural
<http://www.edchange.org/multicultural/activityarch.html>
5. Training Toolkit: Creating a Safe and Respectful Environment in our Nation's Classrooms
www.pdesas.org/module/content/resources/25852/view.ashx
6. Bullying Prevention Program
<http://bullyfree.com/free-resources/facts-about-bullying>
7. DASA Training Information Applicants for Certification
www.highered.nysed.gov/tcert/certificate/dasa-applicant.html

Module #2 / Session #2

1. National School Climate Center
<https://www.schoolclimate.org/>
2. National School Climate Center's Bully Bust
<https://www.bullybust.org/>
3. Gay, Lesbian, Straight Education Network
<https://www.glsen.org/>
4. Blum, L.M. Best Practices for Effective Schools. Johns Hopkins Urban Health.
http://urbanhealth.jhu.edu/media/best_practices/inbrief_effective_schools.pdf
5. Blum, R. Best Practices: Building Blocks for Enhancing School Environment. Johns Hopkins Bloomberg School of Public Health
http://www.coloradofederation.org/wp-content/uploads/2015/07/46_Best_Practices_School_Building_Blocks_for_Enhancing_School_Environment_Military_Child_Initiatives1.pdf
6. Blum, R. School Connectedness: Improving students' lives. John Hopkins Bloomberg School of Public Health.
<https://www.casciac.org/pdfs/SchoolConnectedness.pdf>
7. CDC. School Connectedness: Strategies for Increasing Protective Factors Among Youth
<https://www.cdc.gov/healthyouth/protective/pdf/connectedness.pdf>

Module #3 / Session #2

1. "11 Facts About Bullying," 2013. Do Something.
<http://dosomething.org/tipsandtools/11-facts-about-school-bullying>
2. Eyes on Bullying, 2008. Eyes on Bullying • Education Development Center, Inc. • 43 Foundry Avenue • Waltham, Massachusetts 02453-8313 • USA
<http://eyesonbullying.org/>
3. Bullying in Schools: What You Need to Know, Langan, Paul, 2011.
<https://www.amazon.com/Bullying-Schools-What-Need-Know/dp/1591942497>
4. Sears-Anti-bullying Statistics, 2013.
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