



Steven Bellone
County Executive

The Suffolk County Human Rights Commission



2018 Annual Report

Rabbi Dr. Steven A. Moss
Chairperson

Dawn A. Lott, Esq.
Executive Director

COUNTY OF SUFFOLK



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STEVEN BELLONE
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RABBI DR. STEVEN A. MOSS
CHAIRPERSON

County Executive Steven Bellone
Members of the Suffolk County Legislature
County Attorney Dennis Brown
People of Suffolk County

The Suffolk County Human Rights Commission is proud to present the Annual Report for 2018, specifying the accomplishments and achievements of the Commission. We hope that this report will elucidate the magnitude, relevance, and significance of the work the Commission performed throughout the year.

This report illustrates the methodology and protocols of the Commission and mentions the community outreach and education efforts by the Commission. It also includes some statistical data that indicates the volume of complaints received, and conciliations achieved and organized by the protected category and jurisdictional area.

This year, our nation was riveted by a surge of horrific acts of gun violence. The mass shootings at Marjory Stoneman Douglas High School, Thousand Oaks, and True Life Congregation are just a few that drew national and local demand for stricter laws to prevent those targeted, including the Jewish community, from senseless, biased acts of hatred. In November 2018, Commissioner Dr. Gary Mar, in collaboration with Stony Brook University, organized the program “A Matter of Saving Lives: Adopting Evidence-Based Solutions to Stopping Gun Violence in Our Schools” in hopes of identifying practical resolutions. As a demonstration of its commitment to promoting human rights, the Commission participated in several community outreach projects at various locations throughout the County, including Longwood Middle School, Brentwood Public Library, and Touro Law Center.

The Commission is proud of its record of service to the residents of Suffolk County, which is provided in a timely, efficient, professional, and compassionate manner. In 2018, the Human Rights Commission assisted over 3,500 individuals, almost 30% more individuals than in previous years, and investigated 251 newly filed complaints of unlawful discrimination. Further, 278 cases were closed, which is a record high for the Commission.

In 2018, the Commission continued its mission of community enrichment, education and outreach by attending and hosting numerous community workshops like presentations on different protected categories across different high schools and the Brentwood Public library and Touro Law Center. The Commission boasted its motto at several gatherings, including Unity Day and Ward Melville Patriot Pride Day, and organized several staff training sessions at different centers.

The Commission owes its success to the dedicated Commission Members and staff, and the continued support of Suffolk County Executive Steve Bellone and members of the Legislature, without whom we would not have achieved all that we did.

Suffolk County has much progress to make before we successfully eliminate intolerance, bigotry, discrimination. We owe it to each other as a community and a society to help those who cannot help themselves and create a warm, welcoming and wholesome environment free of hate where we all feel safe.

We hope that you continue to support the Commission as we remain steadfast in our commitment to justice, equality, and human rights for all.

Respectfully Submitted,

Rabbi Steven A. Moss

Rabbi Dr. Steven A. Moss
Chairperson



Dawn A. Lott
Executive Director

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THE SUFFOLK COUNTY HUMAN RIGHTS COMMISSION

Dawn A. Lott, Esq., Executive Director
Lorena Gonzalez, Sr. Investigator
James L. Kokindo, Jr., Investigator
Jennifer Rodriguez, Spanish-Speaking Investigator

www.SuffolkCountyNY.Gov/Departments/HumanRightsCommission



MISSION STATEMENT

It shall be the duty of the Commission . . .

To foster mutual respect and understanding among all groups in the community, regardless of race, creed, color, national origin, sex, age, disability, marital status or sexual orientation.

To make such studies in any field of human relationship in the community as, in the judgment of the Commission, will aid in effectuating its general purposes and, where desirable, to make the results of such studies public.

To inquire into incidents of tension and conflict among or between various groups arising out of race, creed, color, national origin, sex, age, disability, marital status or sexual orientation and to take such action as may be designated to alleviate such tensions and conflicts.

To conduct and recommend such educational programs as, in the judgment of the Commission, will increase goodwill among inhabitants of the community and open new opportunities into all phases of community life for all inhabitants.

To receive, accept, use, administer, and expend public grants and private gifts, donations, or bequests and other payments, goods, and services when authorized by local law or resolution of the County Legislature.

To investigate complaints and to report them to the New York State Division of Human Rights and/or to other public bodies so empowered, and investigate such cases alleging unlawful discrimination practices under Article 15 of the New York State Executive Law and related anti-discrimination laws.

To issue and promulgate such rules and regulations as it shall deem necessary and appropriate for the purpose of establishing procedures for the enforcement of Human Rights Local Law.

THE WORK OF OUR AGENCY

There are two key methods the Suffolk County Human Rights Commission (SCHRC) uses to further its mission to prevent and eliminate unlawful discrimination, and to promote goodwill among the county's increasingly diverse residents.

First, the Commission attempts to conciliate or resolve every complaint of discrimination filed to the benefit of all parties concerned. Where conciliation or early resolution is not possible, the Commission's highly trained investigators act diligently to gather evidence to support a finding on the merits. By maintaining working relationships with other agencies that enforce anti-discrimination legislation at the state and federal levels, duplication of services is avoided. Suffolk County residents do not have to travel into New York City to file a federal charge, because they can file both a state and federal charge right here at the SCHRC offices in Hauppauge or Riverhead.

It is vitally important to have effective local enforcement of anti-discrimination laws by a staff familiar with local issues and concerns. The importance of providing personal and timely service to those in distress, many of whom have lost their livelihoods, cannot be underestimated. The Commission prides itself not only on its ability to process complaints within a concise timeframe, but also on its impartiality, level of professionalism, and the thoroughness of its investigations.

The second way we further our mission is through community outreach and by providing technical assistance to organizations and individuals to encourage voluntary compliance with the law. The Commission actively works to promote positive intergroup relations and to prevent racial tensions and community conflict related to bigotry and intolerance. We continue to work closely with businesses, government agencies, schools, private organizations, and community groups to foster equal opportunity. We provide training on various topics related to discrimination and the human rights law and staff is available to help employers and business owners who contact us with questions related to discrimination, to assist them in understanding how to remain in compliance with the law.

THE INVESTIGATIVE PROCESS

INTAKE

The first step in the process is Intake. Individuals who believe that they have been discriminated against may telephone, write, email, or come into our office and speak to an investigator about their situation. An extensive intake interview is conducted to obtain all the pertinent facts, explain our process and advise the complainant of available options.

Unlike some other government agencies, the Suffolk County Human Rights Commission is a neutral fact-finding agency and is not an advocate for those who have filed charges. While the Commission respects the fact that those individuals who make allegations believe they have been discriminated against, in order for the Commission to determine probable cause, there must be evidence to show that the alleged discriminatory basis was the reason for the respondent's actions. The complainant's belief alone is not sufficient to establish that.

INFORMAL INQUIRY

Often, a situation arises that is not within SCHRC's area of jurisdiction. In those situations, our staff members carefully evaluate the information and make appropriate referrals to other agencies that can better serve the individual's immediate needs.

In other instances, the problem can be resolved without the need for a formal complaint. A great number of our cases never have to go to a formal filing. At the local level, we have the flexibility to attempt to clarify the situation and/or to settle the matter by sending a letter of inquiry to the respondent and subsequent conversations with both parties. This method is very effective in weeding out complaints that have little or no merit or which turn out to be non-jurisdictional. On the other hand, cases that present strong evidence early on to substantiate the complainant's allegations can often be settled quickly, to the benefit of both parties.

COMPLAINT FILED

When the situation cannot be resolved informally, or when the individual wishes to file a formal complaint, the intake investigator will secure all relevant information available from the individual and draft a formal complaint for the complainant's notarized signature. Depending upon the circumstances of the complaint, these formal charges may be filed under local, state, and/or federal law. The complaint is served on the respondent by mail, along with a request for necessary records and documentation.

RESPONDENT'S ANSWER and COMPLAINANT'S REBUTTAL

The respondent has fifteen days (or ten days if Complaint is filed with the Commission) to file a formal answer to the charges. The Commission will grant reasonable extensions of time under certain circumstances.

Once received, the answer filed by the respondent is usually sent to the complainant, along with a request for their written rebuttal. If the complainant has difficulty, they are encouraged to meet with the investigator to give a verbal rebuttal. The rebuttal process can also be undertaken by telephone or by e-mail.

INVESTIGATION

Every complainant is offered the opportunity to show that the alleged discriminatory basis was the reason for the respondent's actions. However, the Commission ultimately determines the level of investigation necessary to address the issues raised.

The investigation includes securing relevant documents and obtaining other pertinent data necessary to address the charges. Relevant witnesses are contacted and interviewed about the circumstances surrounding the complaint. Their statements can be a valuable tool in ascertaining the validity of a charge.

Although the Commission has subpoena power, this power is rarely, if ever, used. In our experience, most respondents are cooperative and those that are not usually send the requested documents once they learn that a subpoena will be forthcoming if they do not.

FACT-FINDING CONFERENCE

In some cases, the next step of the investigation is a two party fact-finding conference. At the conference, the Commission identifies disputed points and determines what additional evidence is necessary to resolve those issues. A fact-finding conference is not a formal hearing, but the parties are informed that all information gathered at the conference will be used to evaluate the merits of the complaint. Attorneys from both sides are permitted to be present, but may not answer questions for their clients, who are expected to respond directly to the Commission's questions.

In some instances, the investigation produces sufficient evidence through site visits, witness interviews and documentary evidence, rendering a fact-finding conference unnecessary.

VOLUNTARY SETTLEMENT

The Commission always encourages early and ongoing settlement efforts, which benefit both parties. The respondent benefits by avoiding lengthy, potentially expensive litigation, which can run into hundreds of thousands of dollars, even if they prevail. The complainant receives the benefit of settlement without having to wait years for resolution of their complaint. They also avoid the expense of attorney's fees and avoid the risk of losing the case and getting nothing in the end.

RECOMMENDED FINDING

When the investigation is completed, the information that has been gathered is carefully analyzed and documented, and the investigator prepares an investigative report along with recommended findings.

FINDINGS

The executive director reviews the file and the investigative report, and if she agrees with the findings, she signs off on the report. The Commission's recommended findings are then submitted to the NY State Division of Human Rights, who will either concur or reverse the findings of the Commission. (It is very rare that the state does not concur with our findings.) If the State Division concurs with our "no probable cause" finding, then the case is closed. If they concur with a "probable cause" finding, the case is scheduled for a formal public hearing before an administrative law judge. The administrative law judge has the authority to compel the respondent to make restitution to the complainant, in whatever amount the judge deems appropriate.

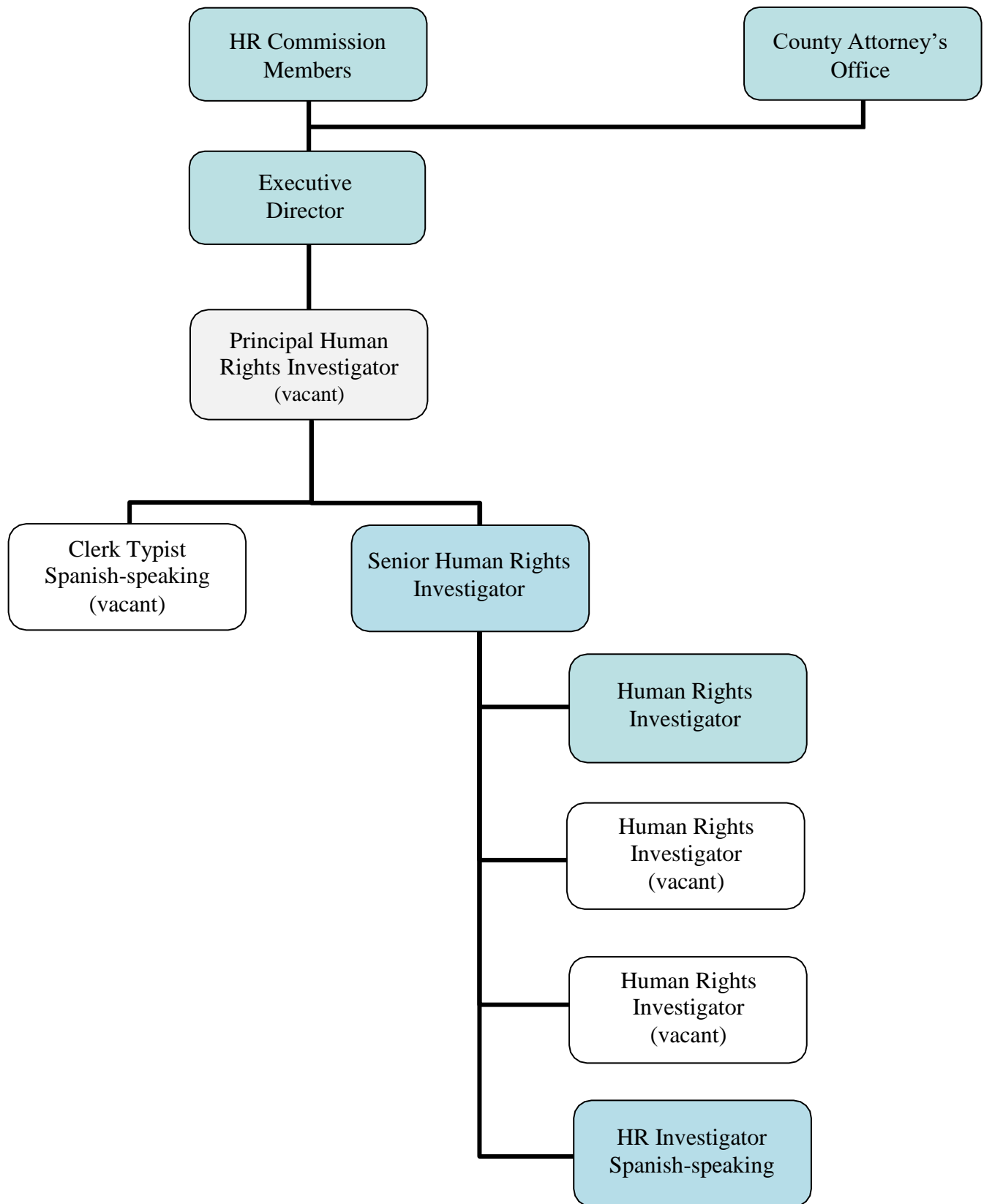
In cases including housing matters filed under the county's local law, however, the Commission issues the final determination. Where probable cause has been determined, a hearing before an administrative law judge will be held at the county level, and fines may also be imposed.

APPEAL

If it is determined that there is no probable cause to believe that an unlawful act of discrimination has occurred, then the complaint is dismissed and the party is provided with information explaining the timeframes and process for filing an appeal in court.

Suffolk County Human Rights Commission

Organizational Chart



COMMISSION MEMBERS

The Suffolk County Human Rights Commission was created in 1963 pursuant to New York State's General Municipal Law. The Commission has a paid staff including an Executive Director and Investigators who carry out the investigations and other work of the agency. It also consists of fifteen Commission members, whose role is to set policy for the agency and to advocate for equality for all Suffolk residents. These fifteen dedicated individuals, who are appointed by the County Executive and approved by the Suffolk County Legislature, volunteer their time to serve on the Commission for three-year terms. Many members have served several consecutive terms, and each has remained active and committed.

We are proud of the talented and diverse group of individuals who make room in their busy lives to commit themselves to the work of human rights.

RABBI STEVEN A. MOSS, Ph.D., CHAIRPERSON, was appointed to the Human Rights Commission in 1992. Rabbi Moss has served at the B'nai Israel Reform Temple in Oakdale as its spiritual leader since 1972. He was initially appointed Chairperson of the County's Anti-Bias Task Force by former County Executive Patrick Halpin, and has been appointed Chair (and later Co-Chair) of the Task Force for each of the subsequent years by County Executives Robert Gaffney and Steve Levy. He serves as Chief of Chaplains for the Suffolk County Police Department, the Chiefs of Police Association, the Police Association, and serves as chaplain to many local hospitals and senior facilities. He received his undergraduate degree from New York University, and his graduate degrees and ordination from the Hebrew Union College in New York. He was the recipient of the District Attorney's Distinguished Citizen Award, and Chaplain of the Year 1987 and Rabbi of the Year 2007 awards, given by the New York Board of Rabbis. In 2009, he received the Lehman-LaGuardia Award for Civic Achievement. In 2003, he was appointed to the Board of the Suffolk Center on the Holocaust, Diversity, and Human Understanding. He is the longest sitting member of the Islip Town Board of Ethics. He is Chair of the Islip Town Anti-Bias Task Force and Chair of the Suffolk Center for the Holocaust, Diversity and Human Understanding.

LYNDA PERDOMO-AYALA, LMSW, VICE CHAIR, was appointed to the Commission in 2002 and was elected Vice Chair in 2003. She is a graduate of Adelphi University, the School of Social Welfare at Stony Brook University, and holds a certification in conflict resolution from Cornell University. Ms. Perdomo-Ayala is the Administrator to the Department of Pharmacological Sciences at Stony Brook University's Medical Center. At Stony Brook, she also serves as advisor to the Latin American Student Organization, is a member and Chair of the advisory board of the Latin American and Caribbean Studies Center, is a member of the Multicultural Woman's Alliance and serves as a member of the University's President and Provost Diversity Council. She has worked extensively in

the community as a member of the National Association of Puerto Rican and Hispanic Social Workers, the National Conference of Puerto Rican Women, Inc., and the Suffolk County Executive's Hispanic Advisory Board, and she is a board member, former President, of the Victims Information Bureau of Suffolk, Inc. Ms. Perdomo-Ayala has received numerous awards and honors, including the "Woman of Distinction" Award from La Union de Mujeres Americanas in Ponce, Puerto Rico, and a Certificate of Appreciation from the Bethel AME Church of Setauket for her outstanding service and commitment to the community. In 2011, she was honored with a Special Recognition Award by Adelante of Suffolk County, Inc., for their 45th Puerto Rican/Hispanic Day Parade. She received recognition from Stony Brook University for her 29 years of service to the institution, and in October, 2013 she was honored by the SUNY Chancellor with the Chancellor's Award for Excellence in Professional Service in the State University system. She was a recipient of the New York State Social Worker of the Month Award, was named Local Hero by Bank of America, Distinguished Social Worker by the National Association of Social Workers, and the Latino Social Work Task Force. In May 2013 she was inducted into the Class of 2013 – Top Advocates for Latino Empowerment on Long Island. In addition, she represents the Human Rights Commission on the Suffolk County Women's Advisory Commission serving the women of Suffolk County. She is an educator, mentor, and a committed activist for all underserved communities, and as Vice Chair of the Commission, she heads its Administrative Committees which oversees the heads of the following committees: Justice, Awards Dinner, Education, Employment, Health, Housing, Immigration and Junior Human Rights.

MICHELLE BONNIE CANNON, M.A., was appointed to the Commission in September 2012. A graduate of Howard University, Ms. Cannon is the Executive Director of the Bridgehampton Child Care & Recreational Center. She has served as Director since 2007. She also served a six-year term as Trustee on the Southampton Village Board. She was the first African-American elected as Trustee in the Village of Southampton. Ms. Cannon is active in the community and has served on several community and civic boards. She currently serves as Chairperson on the Town of Southampton Housing Authority Board. She also is a member The League of Women Voters, NAACP (Eastern Long Island Branch), Jack & Jill of America (Suffolk County Branch) and serves on the Commission's Awards, Education, Housing and Social Media Committee.

RACHEL LEE DAVIS, appointed to the Commission in 1998, served as Vice Chair for over two years. She earned a B.S. Degree from Alcorn State University, Mississippi, an M.A. Degree, Secondary Education, from New York University; and holds NY State Certification in Health Education, Science, and Social Studies. Mrs. Davis has a record of service with the American Cancer Society, the Muscular Dystrophy Foundation, the Heart and Diabetes Associations, and the Uganda Children's "Tour of Light" which raises money for AIDS awareness. She is the Founding Vice Chair of The Witness Project L.I., Breast Cancer in African American Women, L.I. Cancer Care, and also a Trustee of SUNY's Old Westbury College Foundation, Inc., founder/first President

of Eastern Shore, The Links, Inc.; co-founder/first President, Sigma Psi Omega, Alpha Kappa Alpha Sorority, Inc.; past board Chair of Benincasa Family Services, Inc., Amityville, N.Y.; a member of the NAACP; and founding officer of the Coalition of 100 Black Women Suffolk County. She has received numerous awards for leadership and humanitarian services, including the Dr. Martin Luther King, Jr. Memorial Meritorious Service Award, First Baptist Church of Riverhead; “Paving the Way To Success”, A Leader Making A Difference, American Diabetes Association; Partners in Preaching Leadership, Sisters of St. Dominic, Amityville, N.Y.; Outstanding Woman in the Town of Babylon; Frederick Douglas Memorial Award, Islip Chapter L.I. Council of African American Republicans; the 2007 Dr. Martin Luther King Jr. Drum Major Award, and the National Outstanding Secondary Educators of America Award. She was elected 2007 trustee of Stillman College, Tuscaloosa, Alabama; received the 2009 Suffolk County Republican Women’s Political Volunteer Award; and the 2010 New York State Senate’s Woman of Distinction Award. Mrs. Davis is an active member of St. Mary’s Church in Amityville, and is a member of the Commission’s Administration of Justice, Awards, Education, Housing and Health Committees.

MICHELE T. DEL MONTE was reappointed to the Commission in April 2002, having previously served from 1993 to 1997. Ms. Del Monte’s background, training and experience are in public policy, health sciences, education and human services – including advocacy on aging, disability, health, housing and poverty issues. She has served on the Board of the Middle Country Library Foundation, Renewal Resources Board, and the Long Island Task Force on Literacy. In 2006, working with other advocates, helped establish a Network of Women with Disabilities to increase access to health care through print material, health literacy, and physical accessibility to health providers’ offices. Ms. Del Monte is an active member of the Commission’s Awards, Education, Family, Women and Children’s Human Rights, Health, Housing, Immigration and Junior Human Rights Committees, and chairs the Employment Committee. Ms. Del Monte is a past member of the Insurance Committee of the Suffolk County Minority Health Action Coalition; the Diversity Committee of the Association of Fund Raising Professionals of LI; and, the Suffolk County Women’s Advisory Council. Ms. Del Monte is a member of the Community Leaders Advisory Committee of the Stony Brook University Medical Center, and the President’s Multi-Cultural Advisory Council at SUNY Stony Brook. In September 2010, Ms. Del Monte became a Literacy Volunteer and recently joined the Steering Committee of the Community Family Literacy Project of the Mastic, Moriches and Shirley Community Library.

MARK J. EPSTEIN, ESQ. was appointed to the Commission in 2008. Mr. Epstein is a partner in the law firm of Pazer, Epstein & Jaffe, and P.C. He earned a B.S. degree from The American University and his J.D. from New York Law School. He is admitted to practice law in New York, New Jersey and the District of Columbia. His memberships include the Suffolk County Bar Association, Nassau County Bar Association, New York County Lawyers Association, American Association for Justice, Huntington Lawyers Club, Jewish Lawyers of Nassau County and he sits on

the Board of the New York State Trial Lawyers Association. He is Chair of the Long Island Rail Road Commuters Council, the Permanent Citizens Advisory Committee to the MTA and Chair of the Suffolk County Jewish Advisory Board. Mr. Epstein is also a member of the Long Island Association and the Huntington Township Chamber of Commerce. He is a strong advocate of civil and human rights and has been awarded the B'nai B'rith Humanitarian Award. From 2011 to 2016 he was named New York Super Lawyers and was ranked the Top 100 Trial Lawyers from 2011 to 2016 by the National Trial Lawyers. Mr. Epstein co-chairs the Commission's Administration of Justice Committee and serves on the Awards and Jr. Human Rights Commission Committees.

AUGUSTUS G. MANTIA, M.D., appointed to the Commission in 1998, is an Associate Professor of Medicine, Family Practice and Psychiatry at Stony Brook University. Dr. Mantia has had a clinical practice in the Smithtown Community for over 30 years, and he is a strong proponent of equality in health care. In 2005, Dr. Mantia, in conjunction with Stony Brook University and the First Baptist Church of Riverhead, received a grant from the W.K. Kellogg Foundation for Project Care, a program to develop computer home monitoring for chronic medical conditions. Dr. Mantia was also appointed to the NY State Department of Health's Medicaid Advisory Committee by the NY State Senate and Governor George Pataki. Dr. Mantia volunteers his time to serve his community as the Hauppauge Volunteer Fire Department's Surgeon who oversees all medical response and protocols for the Emergency Medical Response Teams and defibrillator programs. In July 2008, Dr. Mantia was appointed as a Deputy Fire Coordinator-Medical Doctor for the County of Suffolk. In 2008, he was also selected for appointment to the position of Critical Incident Police Surgeon for the Suffolk County Police Department. His appointment followed successful completion of critical training in FEMA Incident Management, Weapons of Mass Destruction, Police Department field operations and protocols, and certification as a Field Physician by the Suffolk County Department of Health Division of EMS. Dr. Mantia has been acknowledged as a "Hometown Humanitarian" by the Suffolk County Legislature and was named the 2012 Physician of Excellence by the Suffolk Regional Emergency Medical Services Council. Dr. Mantia serves as Chair of the Commission's Awards, Health and Housing Committees.

GARY R. MAR, Ph.D., was appointed to the Commission in 2005. Professor Mar is a member of the Philosophy Department at Stony Brook University, where he was the catalyst for the donation of the Charles B. Wang Asian American Center, which at the time was the largest donation in the history of the public education system in New York State. As the founding director of the Asian American Center Bridge, Dr. Mar has been an advocate for Asian American Studies, a sponsor of over fifty conferences and special events promoting education about the contributions of Asian Americans to the arts, academia, and as activists for social justice national and internationally. As a member of the American Philosophical Association, Professor Mar was instrumental in the formation of the Committee on Asian and Asian-American Philosophers and Philosophies. As a member of the Philosophy Department at Stony Brook University, Professor Mar logic, critical

thinking, philosophy of mathematics, philosophy of religion, philosophy of language, and philosophical issues in Asian American history. Gary Mar has been the recipient of the Outstanding Professor Award from the Alumni Association, the Chancellor's and President's Award for Excellence in Teaching, and the Chancellor's and President's Award for Excellence in University Service. He has won a Pew Scholars Fellowship as well grants from the Allstate Foundation and the Organization Chinese Americans to conduct workshops on hate crimes. Honored with community awards from the Organization of Chinese Americans, the New York City Council, as well as other organizations, Gary Mar is currently a Vice-Chair of the Community Advisory Board for public television WNET13/WLIW21. Dr. Mar Co-Chairs the Commission's Education Committee and is also a member of the Immigration Committee.

CAROLYN G. PEABODY, Ph.D., L.C.S.W., A.C.S.W., is Assistant Dean for East End Initiatives and Clinical Associate Professor at the School of Social Welfare, Stony Brook University. Dr. Peabody earned her Bachelor of Arts Degree from Fordham University in 1978, her Master of Social Work Degree from Stony Brook University in 1986 and her Doctorate in Sociology from Stony Brook University in 1998. She was appointed to the Commission in 1997 and is the Commission's liaison to the Southold Town Anti-Bias Task Force. Throughout her career, Dr. Peabody has worked to fight inequality and to support the empowerment of disenfranchised, stigmatized and oppressed individuals and communities. As a graduate student, she did her internship with the Suffolk County Human Rights Commission and the Sayville Project, an advocacy/empowerment community based program that assists people who have been involved in the public mental health system. Dr. Peabody was awarded a National Institute of Mental Health Traineeship and Clinical Training Fellowship which supported her work training and developing an advocacy/empowerment practice curriculum for graduate social work students working in the public mental health system. Dr. Peabody joined the faculty of Stony Brook University's School of Social Welfare in 1989. Since that time, Dr. Peabody has chaired and served on many committees and working groups charged with working for human and civil rights. For example, she served as the advisor to the Lesbian, Gay, and Bisexual Social Worker Caucus, she co-chaired the Suffolk County and NYS NASW Lesbian & Gay Issues Committee, co-chaired the Lesbian, Gay, and Bisexual Faculty Staff Network and served on the Steering Committee for the President Clinton's Initiative on Race at Stony Brook. She served on the University President's Advisory Council on Diversity. Dr. Peabody also has served in various leadership capacities with community-based anti-bias organizations. She has served as chair and Vice-Chair the Southold Town Anti-Bias Task Force and as Co-Chair of the Administration of Justice Committee of the Suffolk County Human Rights Commission. In addition, Dr. Peabody has maintained a psychotherapy practice for the last 15 years, working predominantly with women and lesbians. She lives with Diane, her recent spouse and partner of 26 years in Orient Point, NY. She has 2 stepsons, David, a social work administrator with a large agency serving the greater New York area and Eric, a paralegal, part-time film maker and film festival organizer.

BEENA KOTHARI, was appointed to the Commission in 2013. Having lived on Long Island for over twenty three plus years, her association, interactions, and contributions with members of the Indian and American communities has been valuable and memorable. Her many accomplishments with various nonprofit organizations have occurred over a long period including various leadership capacities as Iali President 2016, Vice-President, Treasurer, Secretary, Executive Member, and Chair of several ad-hoc committees, India day Parade Chair 2015 and 2016. She takes pride in serving in leadership positions with many social, non-profit organizations such as Rajasthan Association of North America (RANA) (Board of Director, Treasurer), Jain Center of America (JCA), Jain Samaj of Long Island (JSLI) (Board of Director), Gayatri Pariwar of Long Island (GPLI) (volunteered teaching Hindi and vedic math), Long Island Multi Faith Forum (LIMFF), India Day Parade (IDP), India Association of Long Island (IALI) (only broad-based community organization in Long Island operating since 1976), Suffolk County Indian Committee and has contributed tremendously to their success and fundraising, including many international conventions. During her professional career with Real Estate, Sony, Time Warner, JP Morgan Chase, and IBM as Global IT Team Manager, she has won many service “Gold Stars” taking a lead role in promoting and practicing the great Indian values of *‘Unity and Harmony among Diversity with Respect’* which is important and close to her heart and hopefully to all. She firmly believes that she can extend those values throughout the community and thereby strengthen it by bringing us all closer together for the longer-term. Her goal is to focus on *‘Young and Women’s Empowerment with Leadership’* which she believes is essential for the betterment of the Indian-American community. Her involvement includes Chair of India Day Parade (2015-2016); President, Vice-President, Treasurer, Secretary, Executive Member, and Chair of several ad-hoc committees since 1998; Chair of Cultural and Newsletter Committees; volunteered in Thanksgiving, Diwali (festival of lights), Christmas and Food Drives for the homeless; Chair of India fest (10,000 people attended and 52 vendors participated); volunteered with Senior Citizen Committee and volunteered with Women Forum. She serves as the Co-Chair of the Commission’s Education Committee and is a member of the Social Media Committee.

HAFIZ UR REHMAN, MD FAAP was appointed to the Commission by County Executive Steve Bellone in 2012. Dr. Rehman is a Pediatrician in Bay Shore and a senior Attending in the Department of Pediatrics at Good Samaritan Hospital Medical Center and Southside Hospital. He is a Clinical Assistant Professor in the Department of Pediatrics at the School of Medicine at Hofstra University and is an Assistant Clinical Professor at the New York Institute of Technology NYCOM School of Medicine. Dr. Rehman is a Diplomate of the American Board of Pediatrics and a Fellow of the American Academy of Pediatrics. He is a Past President of the Islamic Medical Association of North America (IMANA) and the past Chairman of IMANA's Board of Regents. He has also served as the Chairman of IMANA RELIEF and continues to be a Member of that Committee. Dr. Rehman is a past President of Masjid Darul Quran - The Muslim Center of Long Island (the largest Mosque on Long Island) and presently, is a member of the Board of Trustees of the Mosque. He has been a past President of the Islamic Association of Long Island - the Selden Mosque. Dr. Rehman is a Member of the Suffolk County Inter-faith Anti-Bias Task Force and the Town of Islip Anti-Bias Task Force. He is a member of the Bay Shore Interfaith Council, and an Honorary Board Member of

the Suffolk County Coalition against Domestic Violence. Dr. Rehman was a recipient of the Suffolk County Dr. Martin Luther King Jr. Public Service Award. He also has received Suffolk County Community College's Salute to Excellence Community Service Award. In 2012, he was awarded the Ghandi Award by the Shanti Fund. Dr. Rehman has also received the Bharat Guruv "Pride of India" Award. Dr. Rehman was also appointed to the American Muslim Advisory Board to the County Executive as well as the Public Advisory Board to the Suffolk County Commissioner of Police. Dr. Rehman serves as a Board Member of FOF Relief and Education with relief activities in Asia and Africa. He is also on the Board of the Muslim Foundation of America. In 2014, Dr. Rehman was appointed as a Board Member of The Suffolk County Girl Scouts Association. Dr. Rehman was also appointed as the Chairman of MDQ Academy: Suffolk County's only full time Islamic school. Dr. Rehman believes that "The enjoyment of Human Rights is not exclusively for any select people or race BUT for all the Human beings who inhabit the planet. I see a basic goodness in each and every person that encourages me to work for them." Dr. Rehman serves on the Commission's Health and Immigration Committee and Chairs the Family, Women and Children's Human Rights Committee.

LUIS E. RODRIGUEZ, ESQ., is a partner at the law offices of Goldstein & Rodriguez, LLP since 2007. He earned a B.S. in Accounting from S.U.N.Y. College at Old Westbury in the year 2000. He received his Juris Doctor from Touro Law in 2005. He is a Member of the Nassau Lawyers Association, Nassau County Bar Association, New York State Bar Association and the Long Island Hispanic Bar Association. Mr. Rodriguez serves on the Commission's Administration of Justice and Immigration Committees.

LUIS VALENZUELA, Ph.D. was appointed to the Commission in 2012. He has over 25 years of experience as an advocate in non-profit organizations. He is currently employed by the Healthcare Education Project of the Greater New York Hospital Association & 1199 SEIU. In his capacity as a Healthcare Advocate, Luis works to improve healthcare in New York State through education, grassroots organizing and coalition-building. As a Clinical Associate Professor at the School of Social Welfare SUNY Stony Brook, Dr. Valenzuela helps to prepare new social work professionals. In his role as the Executive Director of the Long Island Immigrant Alliance (LIIA), Dr. Valenzuela has worked with an alliance of some 50 charitable, religious, labor, civil rights and immigrant organizations in Nassau and Suffolk Counties that are concerned with ensuring that Long Island provides a welcoming environment for immigrants and invites their involvement in the cultural, socio-economic and political life of their community. He presently serves on the Suffolk County Police Commissioner's Advisory Board and on the Suffolk County Welfare to Work Commission. Dr. Valenzuela has served as Vice Chair of the New York Immigration Coalition and past President of the National Association of Puerto Rican Hispanic Social Workers (NAPRHSW). He is active in many community organizations including: The Long Island Council of Churches, NASW (National Association of Social Workers), Jobs With Justice LI, The Latino Jewish Coalition, Long Island WINS, SUNY Stony Brook President's Multicultural Advisory Board, The Health & Welfare

Council, Community Advocates, Molloy College President's Multicultural Advisory, The Long Island Organizing Network (LION), College of Advisors for ERASE Racism, and the Nassau Suffolk Hispanic Legislative Task Force. Over the years, Dr. Valenzuela has received recognition from many prestigious organizations, as well as local and state government and congressional recognition for his service to the community. Dr. Valenzuela completed his social work studies at SUNY Stony Brook School of Social Welfare and at Fordham University's Graduate School of Social Services. Dr. Valenzuela is also a graduate of the Energeia Partnership Regional Stewards Leadership Program, and a CORO Leadership Fellow. He serves as Co-Chair of the Administration of Justice Committee, Chairs the Immigration Committee and is a member of the Housing Committee. Dr. Valenzuela enjoys spending time with his wife Deborah, his adult children and grandchildren.

DIONNE WALKER-BELGRAVE, Ph.D., MBA, CCDP/AP, was appointed as a member of the Commission in April 2011 and is a diversity and compliance consultant and President of DWB Associates. Dionne was one of the first professionals to receive her Diversity Certification CCDP/AP, from Cornell and also holds a Management Development Certificate from Harvard University. Ms. Walker-Belgrave received an M.B.A. in Finance from Adelphi University, and a B.S. in Business from SUNY New Paltz. Before founding her own consulting business, she held positions in the Long Island area as Assistant Dean of Students, Director of Affirmative Action/Equity and Diversity, Director of Financial Aid and Financial Auditor and Budget Analyst. She conducts training seminars and lectures locally and abroad on Global Diversity, Affirmative Action, Financial Aid and College Admissions and Scholarships. Ms. Walker-Belgrave was the recipient of the Long Island Urban League's Trail Blazer Award, and has been recognized by many area organizations for her dedication and leadership. She has taken leadership roles in various mentoring programs, community-based organizations and educational initiatives. Throughout the years, she has been an active participant and supporter of many civic, cultural and educational organizations including, but not limited to, the American Association for Affirmative Action, New York State Financial Aid Administrators Association, Long Island Next Generation Housing Committee, Erase Racism, Jack and Jill of America, Inc., the Long Island Urban League and in 2011 she was appointed to the County Executive's African-American Advisory Board. She also chaired New York State's Regional Affirmative Action Officers. Ms. Walker-Belgrave is a member of the National Association for the Advancement of Colored People (NAACP), and she is a member and former Trustee of Living Hope Fellowship Missionary Baptist Church, where she also served as Christian Education leader and is currently the External Affairs Liaison. She serves on the Commission's Awards, Education and Employment Committees.

YU-WAN WANG, Ed.D., has more than twenty-five years of work experience that spans the globe. Having grown up during the China's Cultural Revolution, Dr. Wang learned about the importance of education and the need to take risks to satisfy intellectual desire at an early age. Dr. Wang holds a

B.S. in Business Administration, a Masters of Library and Information Science, and an Ed.D. Dr. Wang, who was born in Northern China, gained corporate and academic experience in the United States and in Taiwan. Her corporate experience includes serving as an information coordinator for McKinsey & Co. There, she prioritized client services information requests from around the world. Later she went on to serve as a Consultant for the Taipei City government where she defined the role and direction of the International Commission, formulated strategic plans and directed international programs. After serving as the Director of a library in Pennsylvania, Dr. Wang became an Instructor at Fu-Jen Catholic University in Taiwan. From 2002-2009 she was Director of International Student & Scholar Services at Dowling College. Currently, Dr. Wang is Associate Dean for International Admissions at Stony Brook University. Dr. Wang's memberships and professional activities include a Fulbright Life Membership, Association of International Educators (NAFSA), Rotary International and Women's International Network. She is also the recipient of a Fulbright Fellowship, and a Woman of the Year award from the Islip Town Council. Dr. Wang serves on the Commission's Education Committee.

STANDING COMMITTEES

The Commission's committee structure facilitates a closer examination of specific areas of concerns for the Commission and the community. The following is a brief description of each of the standing committees that a Commission Member can elect to participate in based on their specialty and interest. Additional committees can be formed as the need arises, and the community changes.

Administrative Committee

Headed by the Vice Chair of the Commission, the Administrative Committee is comprised of the Chairpersons of each of the above committees, and is the forum that brings the Chairs together to coordinate and cooperate on a wide range of substantive and administrative issues facing the Human Rights Commission.

Administration of Justice Committee

The Administration of Justice Committee actively works with the Suffolk County Police Department on matters of concern to the Commission, such as: the tracking of complaints against the SCPD, incidents involving the use of undue force, the Internal Affairs Bureau complaint process, policies and procedures regarding the designation of a "hate crime" to incidents involving bias, the recording of racial data on stops and searches, and increasing minority representation in the police service. The Justice Committee has also been actively reaching out to towns and villages in Suffolk County that employ their own police departments in order to enter into a cooperative arrangement for police

complaint handling. The Committee also meets in response to other issues that arise, such as pending legislation which could negatively affect a particular community.

Housing Committee

The Commission is very concerned about segregation and discriminatory practices in housing. The Housing Committee has been instrumental in getting the word out to the public about Suffolk County's housing law and how complaints of housing discrimination may be addressed through the Commission. The committee also has an interest in examining other areas related to housing that impact various communities.

Health Committee

The Health Committee's focus has been on racial, ethnic and economic disparities in health care. The Committee has held forums addressing these issues and has also collaborated with Suffolk County's Office of Minority Health in presenting conferences on these topics. The Committee plans to continue to respond to various health issues of concern to the Commission and the community.

Education Committee

The Education Committee has become involved in various issues affecting education. For example, the lack of diversity among teaching and mental health staff, the quality of education received by minority students and other discrepancies within the educational system. In previous years, the Education Committee held a three part series of public forums entitled, "The Miseducation of Children of Color," which addressed the disparities in education, suspensions and disciplinary issues, the assignment of minorities to special education programs, and other issues of importance to the community.

Employment Committee

The Employment Committee works closely with the staff of SCHRC since the majority of discrimination complaints received by SCHRC are related to employment. This committee examines various trends in the discrimination cases reported in Suffolk County, looks at proposed legislation at the local, state, and federal levels related to employment matters to keep the Commission members informed, and addresses issues and concerns related to bias and discrimination in the workplace.

Family, Women and Children's Human Rights Committee

The Family, Women and Children's Human Rights Committee will examine the critical issues that arise in Suffolk County related to the rights of these individual groups. Violence against women and children negatively affects the general well-being of these individuals and families. It prevents them from fully participating in society and improving their lives. Violence not only has negative consequences, but also extends itself to affecting families, the community and the country at large. The Committee will focus on ways in which the Commission may help improve the lives of

Families, Women and Children who are suffering abuses of their rights – be that human trafficking, domestic violence, sexual exploitation, and/or gun violence.

Immigration Committee

This Immigration Committee examines the critical issues that arise in Suffolk County related to immigrants and their relocation to Suffolk County, since all immigrants, irrespective of their legal status, have human rights. Although we understand that states have the right to regulate the entry and stay of immigrants, they can only do so within the limits of their human rights obligation. This group focuses on ways in which the Commission may improve life in Suffolk County for our increasingly diverse population.

Junior Human Rights Day Committee

The Junior Human Rights Day Committee is involved in planning a “Junior Human Rights Day” for middle and high school students to involve them in a learning experience related to the issues addressed by all the SCHRC committees.

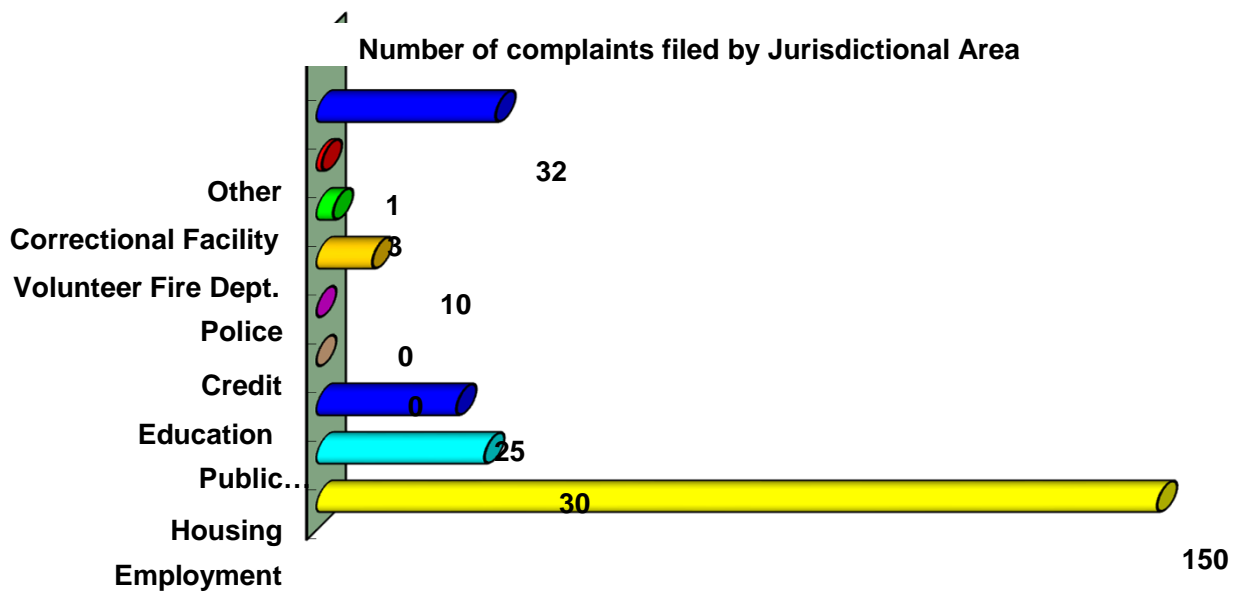
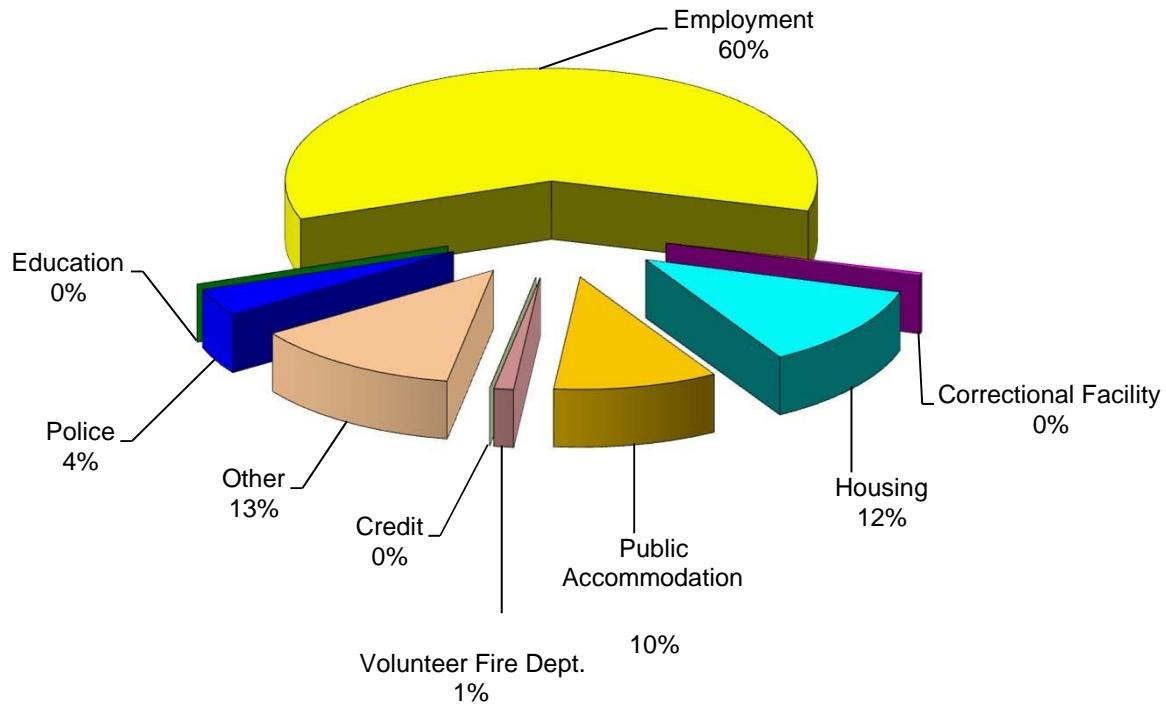
Awards Dinner Planning Committee

The Awards Dinner Planning Committee, every two years in conjunction with the staff of the SCHRC, holds an awards dinner to recognize individuals in the community who have made a positive impact in Suffolk County through their efforts to fight discrimination and bias, as well as those who have created or facilitated programs and activities to promote diversity, harmony and human rights for all. This committee handles the nomination and selection of the awardees and works with the SCHRC staff to plan the event.

Social Media Committee

This committee refers to the process of gaining attention and marketing through social media sites in the County and via associations with other groups of significance associated with Suffolk County. As such, the Social Media Committee will work on social media marketing that will feed into the discovery of new content from the Commission as well as provide news and stories as it relates to the relevancy of the office’s mission.

Cases Opened by Jurisdictional Areas - 2018

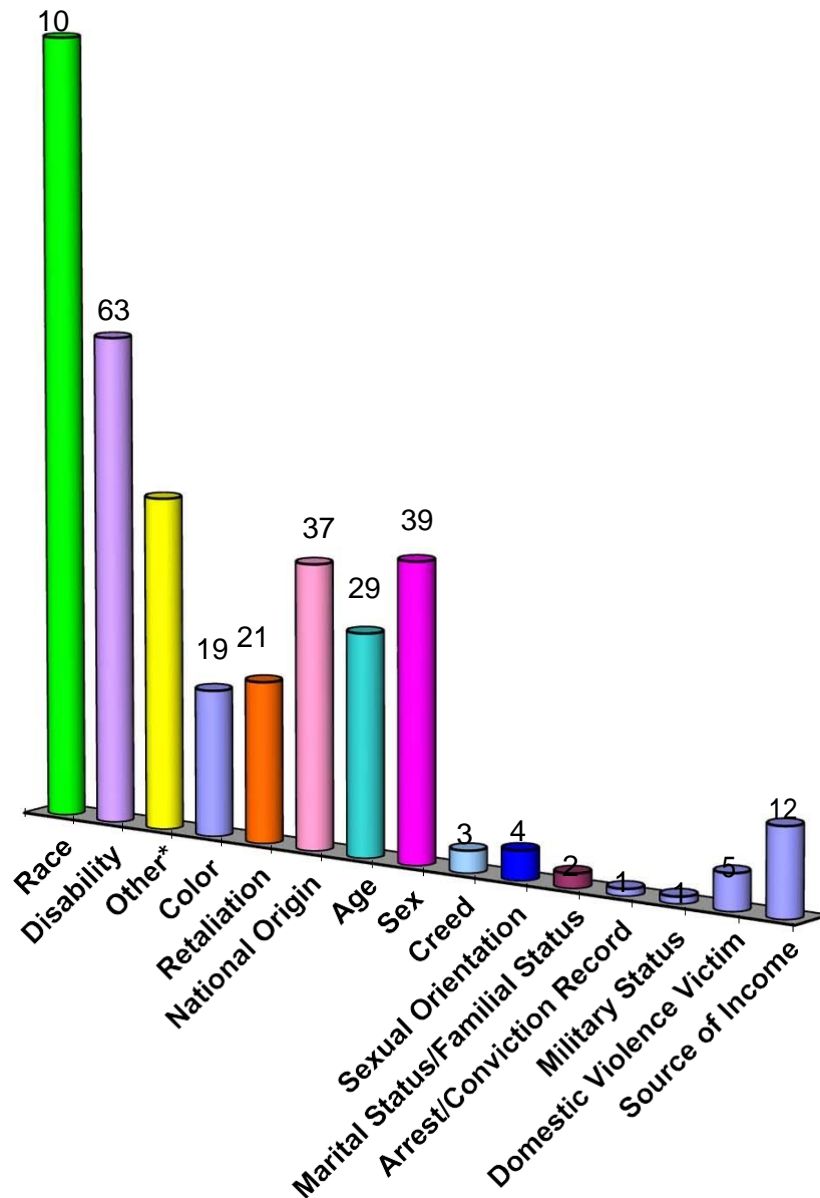


Protected Categories - 2018

Number of complaints filed under each category protected by law

Percentage of total complaints
filed by protected category***

Race - 40%
Disability - 25%
Color - 8%
Retaliation - 8%
National Origin - 15%
Age - 12%
Sex - 16%
Creed - 1%
Sexual Orientation - 2%
Marital/Fam. Status - 1%
Conviction Record - <1%
Military Status - <1%
Domestic Violence Victim - 2%
Source of Income - 5%
Other - 17%



*Non-jurisdictional matters

***The percentages total over 100% because individuals often file a complaint under more than one protected category.

HUMAN RIGHTS COMMISSION INVESTIGATIVE STATISTICS 2018

Telephone Contacts:.....	3150
Mail and Email Inquiries:.....	51
Personal Interviews:.....	350

TOTAL REQUESTS FOR ASSISTANCE:	3551
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TOTAL CASES OPENED:	251
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Jurisdictional Area:

Employment.....	150
Public Accommodation.....	25
Education.....	0
Housing.....	30
Credit.....	0
Volunteer Fire Department.....	3
Police.....	10
Correctional Facility.....	1
Other.....	32

Protected Categories:

Sex.....	39
Race.....	101
Color.....	19
Age.....	29
National Origin.....	37
Disability.....	63
Creed.....	3
Arrest / Conviction Record.....	1
Marital Status.....	2
Sexual Orientation.....	4
Military Status.....	1
Domestic Violence Victim.....	5
Retaliation.....	21
Source of Income.....	12
Other.....	43

TOTAL CASES CLOSED:	278
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Reasons for Closings:

Insufficient basis for complaint.....	43
Trans. to NYSDHR pursuant to MOU.....	5
Complainant failed to pursue.....	21
Determined to be non-jurisdictional.....	64
Complaint withdrawn.....	29
Conciliated.....	26
"No Probable Cause" recommendation to State.....	23
"Probable Cause" recommendation to State.....	17
Complainant pursuing in Federal Court.....	1
Withdrawn w/ Benefits.....	25
Duplicate Filing.....	4
Other.....	20

*Includes allegations against the Suffolk County Police Department
and all other local police departments (town, village, etc.)

2018 HOUSING CASES

TOTAL NUMBER OF HOUSING-RELATED INQUIRIES – 67

UPDATE: 6 of those were non-jurisdictional (questions about Section 8, landlord/tenant and emergency housing issues, owner-occupied residences, etc.)

HOUSING CASES OPENED – 30

UPDATE: Forty-seven cases were opened and preliminary inquiries or investigations were conducted based on the allegations presented. 5 Formal Complaints were filed. The protected categories included:

10	Race/Color
4	Disability
0	Marital Status
0	Sexual Orientation
0	Retaliation
7	Source of Income
0	Age
0	National Origin
0	Religion
8	Other

HOUSING CASES CLOSED – 37

8	Determined to be Non-jurisdictional
3	Failed to Pursue
10	Insufficient Basis to file a Formal Complaint
12	Withdrawn
0	Filed Duplicate Complaints with the New York State Division of Human Rights
4	Other

Suffolk County Human Rights Commission

Community Outreach

The **Human Rights Commission** is able to achieve its mandates and provide critical services, at a local level, to county residents and maintain offices in both Hauppauge and Riverhead. As such, the Commission is more accessible to residents than either the state or federal agencies, and its ability to process complaints in a timely fashion, and to mediate situations is of great benefit to those who face unlawful discrimination, as well as to the companies facing charges of discrimination. Local businesses can often avoid lengthy and costly legal proceedings to defend charges, while at the same time, rapid relief is granted to complainants through our conciliation of disputes. In 2018 the Commission opened 251 cases; handled 3150 inquiries and closed 278 cases. Of those cases closed, 26 were conciliated, 25 withdrawn with benefits, 64 deemed non-jurisdictional and 43 determined to be insufficient for a formal charge. The extremely effective screening out process saves time, money and resources for all involved. The Commission handled nearly 10 cases involving source of income discrimination and 30 cases of housing discrimination. The number of housing discrimination claims is not representative of the ever increasing housing segregation in Suffolk County. It is anticipated that the Commission's community outreach, education and case studies will aid in eradicating prejudice and discrimination in housing and all jurisdictional areas. Employment discrimination filings comprised the bulk of the Investigators' caseload, which totaled 150 cases and is expected to increase. The Commission's conciliation value for 2018 was in excess of \$530,000.00.

Community and education are integral parts of the Commission's mission. In 2018 the Commission hosted and/or participated in the following:

- ❖ **January 2018** – Administration of Justice Committee meeting with County Executive
- ❖ **January 9, 2018** – **Unity Day**
- ❖ **January 17, 2018** – Department of Labor Presentation
- ❖ **January 29, 2018** – Meeting with Legislator Donnelly to discuss role of Commission and hate-speech
- ❖ **February 2018** – Presentation at Longwood Middle School
- ❖ **February 7, 2018** – SCPD Cadet Training
- ❖ **February 21, 2018** – NAACP Presentation – Central Islip Library
- ❖ **February 26, 2018** – Sitings Committee-Honoring Anthony (Tony) Bocchimuzzoby renaming the 9-1-1 call center in Yaphank
- ❖ **February 27, 2018** – Touro's Public Interest Job Fair
- ❖ **March 12, 2018** – Presentation at Brentwood Public Library
- ❖ **March 28, 2018** – Presentation at Touro Law Center
- ❖ **April 3, 2018** – SCPD Cadet Training
- ❖ **April 6, 2018** – **Staff Training – NYSDHR Sexual Harassment Laws**
- ❖ **April 2018** – DSS Advocate Training Presentation
- ❖ **April 19, 2018** – Language Access Training (inter-office)
- ❖ **April 24, 2018** – Staff Training-Fair Housing and Accessibility Design & Construction at Touro Law Center
- ❖ **April 25, 2018** – SC Disabilities Advisory Board Meeting
- ❖ **May 2, 2018** – Meeting with Smithtown Councilwoman Lynne Nowick (Smithtown ABTF)

- ❖ **May 23, 2018** – ABTF Annual Spring Convocation & Awards Breakfast
- ❖ **May 23, 2018** – Caring, Compassionate School Culture for All–Resource Guide to Best Practices in the Implementation of Dignity for All Students Act (DASA) distribution
- ❖ **May 23, 2018** – Meeting with Huntington Town Supervisor Lupinacci (Huntington ABTF)
- ❖ **June 27, 2018** – SC Disabilities Advisory Board Meeting
- ❖ **September 26, 2018** – SCDAB Meeting
- ❖ **October 23, 2018** – Presentation, Long Island Board of Realtors, Melville, NY
- ❖ **October 24, 2018** – Ward Melville Patriot Pride Day
- ❖ **October 24, 2018** – Suffolk County Disability Advisory Board Meeting
- ❖ **November 11, 2018** – “A Matter of Saving Lives”: Adopting Evidence Based Solutions to Stopping Gun Violence In Our Schools
- ❖ **November 28, 2018** – Suffolk County Disability Advisory Board Meeting
- ❖ **November 29, 2018** – Community Leaders Meeting hosted by Dr. Shaun L. McKay, President, Suffolk Community College
- ❖ **November 30, 2018** – Catholic Charities Quarterly Update
- ❖ **December 6, 2018** – ERASE Racism’s “How Do We Build A Just Long Island?”
- ❖ **December 10, 2018** – Suffolk County Review Committee for County Siting of Memorials and Symbols and Naming of County Facilities, Parks, and Road Renaming the Red House at Inlet Pond County Park for Roy Latham; Renaming a portion of County Road 13 in Bay Shore in honor of Det. John E. Thomas, Sr.
- ❖ **December 20, 2018** – Staff Training - Crime Victims Center

2018 EXEMPLARY CONCILIATIONS

1. Amount: \$10,367

Jurisdictional area: Employment

Protected category: Disability, Domestic Violence Victim, Retaliation

Summary: Complainant, who worked for an investment company claimed that she is a victim of domestic violence and required time off for medical issues and court dates. She alleged, her supervisor, the Vice President of a financial company harassed her to return to work and terminated her employment because of her domestic violence victim status and disability. Respondent denied the allegations and claimed it could not hold complainant's position open indefinitely. The commission facilitated negotiations between the two parties and the matter was amicably settled for \$10,367 and a neutral reference.

2. Amount: \$200

Jurisdictional area: Public Accommodation

Protected category: Disability

Summary: Complainant, who is hearing-impaired, contacted the Commission alleging that her doctor denied her a sign language interpreter for her next appointment. The Commission contacted the respondent, via letter, reiterating its obligation to provide a qualified sign language interpreter for complainant. Respondent told the Commission that it was a misunderstanding and that it would educate its employee on the law. The matter was resolved and the complainant was to be provided with a sign language interpreter.

3. Amount: \$19,000

Jurisdictional area: Employment

Protected category: Race, National Origin, Sexual Orientation, Disability, Retaliation

Summary: Complainant, who is from El Salvador, lesbian, told the Commission that her supervisor subjected her to discriminatory treatment because of her race, national origin and sexual orientation and disability due to stress. Complainant alleged that, after discovering she is gay, this supervisor asked her inappropriate questions about her sexual orientation, stating homosexuals would be killed in her country. She also allegedly directed other employees not to interact with complainant or they would face repercussions, up to and including termination. This same supervisor also allegedly yelled almost exclusively at Hispanic employees, and on one occasion stated that she does not like Hispanics. Complainant alleged she complained to Human Resources about the discriminatory treatment and was subsequently terminated in retaliation for her complaint. Respondent denied the allegations stating that it investigated Complainant's issues and her accusations were unfounded. After the commission contacted several witnesses that substantiated Complainant's allegations, Respondent agreed to a settlement in exchange for the dismissal of the formal complaint.

4. Amount: \$12,180

Jurisdictional area: Employment

Protected category: Disability

Summary: Complainant alleged she was removed from her post and her hours reduced after she came back from sick leave. Although respondent claimed the relocation and reduction in hours justified due to complainant's treatment of customers, they agreed to a

new placement and increase to 40-hour work week. Her hourly rate of pay is \$15 per hour, 40 hours a week and thus equals to a monetary value of \$12,180 until the end of the year.

5. Amount: \$2000

Jurisdictional area: Employment

Protected category: Conviction Record

Summary: Complainant alleged his employment was de-activated when he went on sick leave. Upon his return, this triggered a security clearance issue with NYS based on his prior offences which prevented re-hire. Although respondent claimed the employment restriction was beyond their control, they agreed to settle on monetary compensation and the matter was closed.

6. Amount: \$10,000

Jurisdictional area: Employment

Protected category: Race, Color

Summary: Complainant alleged that he was subjected to verbal abuse, unequal treatment, and unequal compensation. Further alleged he was constructively discharged by his supervisor. Respondent gave a general denial to the allegations. Both parties were interested in settling and the matter was closed.

7. Amount: \$47,840

Jurisdictional area: Employment

Protected category: Age, Race, Sex

Summary: Complainant (62-year-old white female) alleged that she was treated in a disparate manner by her African American supervisor. After commission contacted Respondent and before the filing of a formal complaint, complainant withdrew her complaint after respondent, who had received other complaints about this supervisor, terminated his employment. The value of withdrawal was \$47,840.

8. Amount: \$18,500

Jurisdictional area: Employment

Protected category: Creed

Summary: Complainant alleged that respondent terminated his employment because he is Christian. Complainant also has a state court action alleging labor law violations. The parties reached a private settlement, encompassing all claims for \$18,500.

9. Amount: \$17,580

Jurisdictional area: Housing

Protected category: Lawful Source of income

Summary: Complainant alleged that Respondent refused to accept her section 8 voucher, stating that she needed to have 2.5 times the total rent in income instead of just her share of the rent. Complainant withdrew her complaint after adding her boyfriend to the lease, which allowed her to reach the required income requirement. The value of withdrawal was \$17,580.

10. Amount: \$15,000

Jurisdictional area: Housing

Protected category: Disability

Summary: Complainant, who suffered from severe neuropathy and back and knee ailments that resulted in her being unable to walk, alleged respondent failed to provide her an

accommodation due to her disabilities. Initially respondent failed to renew complainant's lease. However, after the commission-initiated contact, respondent agreed to renew complainant's leasing agreement.

11. Amount: \$5,000

Jurisdictional area: Employment

Protected category: Sex

Summary: Complainant, who is female, alleged she was subjected to unequal treatment by her supervisor, who treated her in a demeaning manner and referred to her as "stupid", unlike male co-workers. She claimed that she complained to human resources, about the supervisor's discriminatory treatment. However, her complaints were allegedly ignored, and her employment was terminated. Respondent denied the claims, stating she was fired for valid reasons, which were not pretextual. After the commission contacted respondent, both parties were amenable to settlement, and the matter was resolved for \$5,000.

12. Amount: \$19,068

Jurisdictional area: Housing

Protected category: Source of Income

Summary: Complainant, who receives social security benefits, alleged respondent, subjected him to unequal treatment, such as charging him a late fee when mailing his rent payment after receiving his benefits on the third of every month. He claimed to have complained to multiple customer service representatives. However, his complaints were allegedly ignored. After the Commission initiated contact, Respondent agreed to extend Complainant's rent payment date to the 10th of each calendar month and remove all late charges from his account.

TOURO LAW CENTER'S 11TH ANNUAL



TUESDAY, FEBRUARY 27, 2018 12:00-5:00 P.M. • TOURO LAW CENTER

Your organization is invited to participate in Touro Law Center's 11TH Annual Public Interest and Government Job Fair.

This is a great opportunity for you to meet and interact with Touro Law students, provide information regarding your organization and discuss summer and permanent job opportunities and fellowships.

To RSVP for this event, please email Cathy Cembrale at ccembrale@toulaw.edu no later than Friday, February 9, 2018.

For questions or further information, please contact Jim Montes, Assistant Dean for the Office of Career & Professional Development jmontes@toulaw.edu (631) 761-7030 or Tom Maligno, Executive Director of the Public Advocacy Center thomasm@toulaw.edu (631) 761-7033.



TOURO COLLEGE
JACOB D. FUCHSBERG
LAW CENTER

Steven Bellone

The Suffolk County Inter-Faith Anti-Bias Task Force 17th Annual Spring Convocation



Awards Breakfast

8:30 am

Wednesday, May 23, 2018

**W.H. Rogers County Legislature Building
725 Veterans Memorial Highway
Smithtown, NY 11787**

**Rev. JoAnn Barrett
Co-Chair**

**Rabbi Dr. Steven A. Moss
Co-Chair**

PROGRAM

Breakfast - 8:30 a.m. to 9:00 a.m.

Invocation

Rev. JoAnn Barrett, Co-Chair

Welcome

Rabbi Dr. Steven A. Moss, Co-Chair

Pledge of Allegiance

Remarks

Hon. Steven Bellone

County Executive

DIGNITY FOR ALL STUDENTS ACT (DASA) PRESENTATION

Dr. Julie D. Lutz ~ COO, ESBOces

Lars Clemensen ~ SCSSA President

STAGE THE CHANGE

Performance

AWARD PRESENTATIONS

AWARDS

PBIS/Lighthouse Team

Coram Elementary School

JFK Student Government

Deer Park School District

Sachem's Teens As Teachers Club

UnityWith Diversity Club

Elwood John H. Glenn HS

One World Youth Club

Candlewood Middle School

Huntington Robotics Team

Pay It Forward Club of Commack High School

Edmund W. Miles Middle School ~No Place For Hate School

Faculty ~ Beatriz Offito Keri Kearney Renee Silon
Students ~ Amber Palmer Nataly Carbajal Vanessa Garcia
Kayla Marrero

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## **ESM JHS Holocaust Awareness Program**

Eastport-South Manor Junior-Senior High School

## **ESM Jr. Sr. High School ~ No Place For Hate School**

## **William Floyd School District**

## **Walt Whitman High School Ambassadors**

Student Leaders ~ Anne Rodriguez Matt Williams Sean Smith  
Advisors ~ Corrine McLaughlin Kathleen Kiernan Ken Anderson

## **The Bandid Project**

Deer Park School District

## **Springs School Diversity Institute**

Easthampton School District

## **STAGE THE CHANGE**

Hauppauge High School

## **Diego Melgar, President ~ Multicultural Club**

Central Islip School District

## **Alannah Bocard Susan Mirman Michelle Sarco**

Deer Park School District Teachers

## **Second Step Program**

Deer Park School District

## **SPICE Long Island ~ Students Promoting Inclusive Civic Engagement**

Huntington School District

~CLOSING REMARKS~

## **Suffolk County ABTF Mission Statement**

Intolerance and prejudice against persons because of their race, ethnicity, age, disability, gender or sexual orientation tear at the fabric of a democratic and pluralistic society. Acts of violence based on such bias further alienates individuals and groups and serves to rob us of the crucial sense of security we all require in order to live, work and play or pray in our communities. In consideration of the destructive effects of prejudice and racism in our communities and in order to address this ongoing problem, the Suffolk County Inter-Faith Anti-Bias Task Force has been created.

The Task Force is a non-partisan group that is a sub-committee of the Suffolk County Human Rights Commission. The Task Force is comprised of concerned citizens, government officials, representatives of the Hate Crimes Unit of the SCPD, people from the field of education, clergy, and representatives of the town Task Forces, all of whom work together to address the issue of prejudice and racism in any segment of our county. The Task Force will work to prevent and combat prejudice and racism and diffuse their destructive effects in several ways, including, but not limited to: reaching out in an impartial manner to bring together involved parties for dialogue; developing a network of local clergy and community representatives to develop responsible leadership, working in partnership with the Task Force; and working with and through appropriate County channels to reduce the economic and societal pressures which lead to bias, hatred and misunderstanding.



***A Very Special Thank You To:***

**Azher Chaudary**

**Irfan Khawaja**

**Hafiz Rehman MD**

**Zan's Kosher Delicatessen Restaurant & Caterers**

**SUFFOLK COUNTY HUMAN RIGHTS COMMISSION**  
**[www.suffolkcountyny.gov/Department/HumanRightsCom](http://www.suffolkcountyny.gov/Department/HumanRightsCommission)**  
**mission**

## TIMELINE: GUN VIOLENCE IN SCHOOLS

**May 18, 2018** - Santa Fe High School - Santa Fe, Texas. 17-year-old male opens first killing 10 injuring 13.

**February 14, 2018** - Marjory Stoneman Douglas High School - Parkland, Florida. 19-year-old male opens fire with an AR-15 rifle, killing at least 17 people and injuring at least 14 others.

**January 23, 2018** - Marshall County High School - Benton, Kentucky. 1 5-year-old male kills 2 injuring 18.

**December 7, 2017** - Aztec High School - Aztec, New Mexico. Former student kills 2 other students and dies himself of self-inflicted wound.

**September 13, 2017** - Freeman High School - Spokane, Washington. Male sophomore shoots 1 student injuring 3 others.

**April 10, 2017** - North Park Elementary School - San Bernardino, California. Estranged husband kills teacher of special need class, killing one student, wounding 2 and killing himself.

**September 28, 2016** - Townville Elementary School - Greenville, South Carolina. A 14-year-old male opens fire on the playground, wounding 3, one of whom dies, after killing father.

**October 24, 2014** - Marysville-Pilchuck High School - Marysville, Washington. Freshman male shoots 5 students in the school cafeteria, resulting in 5 fatalities including gunman.

**June 10, 2014** - Reynolds High School - Troutdale, Oregon. 15-year-old shoots 14-year-old before taking his own life.

**December 13, 2013** - Arapahoe High School - Centennial, Colorado. 18-year-old male opens fire, killing 1 and then himself.

**October 21, 2013** - Sparks Middle School - Sparks, Nevada. 12-year-old male shoots 3, killing one before killing himself.

**December 14, 2012** - Sandy Hook Elementary School - Newtown, Connecticut. 20-year-old guns down 20 children, 6 adults, before turning the gun on himself. Mother of shooter found dead.

**February 27, 2012** - Chardon High School - Chardon, Ohio. 17-year-old male kills 1 student and wounding 4 others.



## A MATTER OF SAVING LIVES:

### *Adopting Evidence- Based Solutions to Stopping Gun Violence in Our Schools*

DATE: Sunday 11 November 2018

LOCATION: SAC Ballroom A,

Stony Brook University

TIME: 2-5 p.m.

### KEYNOTE SPEAKERS:

**Dr. Deborah M. Weisbrot, M.D., DFAACAP**  
“*Serious, Scary or Insignificant? Critical Issues in School Threat Assessment*,” Clinical Professor of Psychiatry, Distinguished Fellow American Academy of Child & Adolescent Psychiatry, Consulting Psychiatrist James E. Allen Elementary School and Brennan High School for Western Suffolk BOCES.

**Dr. Aldustus Jordan, Ed.D.,** Associate Dean for Community Engagement and Service Learning, Clinical Associate Professor, former Director Center for Public Health and Health Policy Research, New York State Children’s Environmental Health Centers.

**Inspector Michael Romagnoli**  
of the Suffolk County Police Department is the Commanding Officer of the Homeland Security and Criminal Intelligence Bureau overseeing Criminal Intelligence, Emergency Management Section, and the Long Island Satellite Intelligence Center (LISIC), with training from the NYS Law Enforcement Executive Institute and the F.B.I. National Academy.

### PANELISTS

**Sergio Argueta, LMSW,** Struggling To Reunite Our New Generation (STRONG)

**Joseph Bica,** Stony Brook Police, “What to do in the case of an active shooter”

**Avalon Fenster,** Student Advocate, LI March for Our Lives Long Island

**Dawn Lott, Esq.,** Executive Director, Suffolk County Human Rights Commission

**Sabrina Spotorno,** Student Action Days, Suffolk Community College

### ORGANIZERS:

Miriam Fein, Science Advocacy of Long Island, SALI Julia Fenster, Now Long Island, Gary Mar, Suffolk County Human Rights Commission (SCHRC) Chris Sellers, Center for the Study of Inequality, Social Justice and Policy, SBU Elizabeth Bojsza, Assistant Professor of Practice, Alan Alda Center for Communicative Science

c) 2014 Professor Gary Mar



## **A MATTER OF SAVING LIVES:**

### *Adopting Evidence-Based Solutions to Stopping Gun Violence in Our Schools*

**January 5, 2011** - Millard South High School, Omaha, Nebraska. 17-year-old male opens fire on Principal, Vice Principal before killing himself.

**February 5, 2010** - Discovery Middle School, Madison, Alabama. Ninth grade males shoots and kills fellow ninth grader. **October 16, 2009** - Carolina Forest High School, Conway, South Carolina. 16-year-old student male is shot and killed by a police officer after allegedly pulling a knife and stabbing the officer.

**September 23, 2009** - John Tyler High School, Tyler, Texas. A 16-year-old male is taken into custody for stabbing and killing high school teacher.

**August 21, 2008** - Central High School, Knoxville, Tennessee. 15-year-old male shoots and kills 15-year-old. **January 3, 2007** - Henry Foss High School, Tacoma, Washington. 18 year old male student fatally shoot 17 year old student.

**October 2, 2006** - Georgetown Amish School, Nickel Mines, Pennsylvania. 32-year-old male goes to a small Amish school and takes 11 girls hostage, killing 5 and would 6 others.

**September 29, 2006** - Weston High School, Cazenovia, Wisconsin. 15-year-old male shoots and kills the school principal after struggling with janitor.

**September 27, 2006** - Platte Canyon High School, Bailey, Colorado. 54-year-old male takes 6 female students hostage. When SWAT teams enter the school, shoots 16-year-old and then himself.

**November 8, 2005** - Campbell County Comprehensive High School, Jacksboro, Tennessee. 15-year-old male opens fire on a principal and 2 assistant principals, killing 1. **March 21, 2005** - Red Lake High School, Red Lake, Minnesota. 16-year-old shoots grandfather and another adult, 5 students, a teacher and a security officer, before killing himself.

**September 24, 2003** - Rocori High School - Cold Spring, Minnesota. 15-year-old male shoots and kills 2 students.

**April 24, 2003** - Red Lion Area Junior High School - Red Lion, Pennsylvania. 14-year-old male kills principal and then himself.

**March 5, 2001** - Santana High School - Santee, California. 15-year-old male shoots two classmates and injures 13.

**May 26, 2000** - Lake Worth Community Middle School - Lake Worth, Florida. 13-year-old, after being sent home for misbehaving, returns to school and shoots and kills his teacher.

**February 29, 2000** - Buell Elementary School - Mount Morris Township, Michigan. 6-year-old boy shoots and kills a 6-year-old girl.

**November 19, 1999** - Deming Middle School - Deming, New Mexico. 12-year-old shoots and kills his 13-year-old classmate. **April 20, 1999** - Columbine High School - Littleton, Colorado. 18-year-old and 17-year-old males kill 12 fellow students and 1 teacher before committing suicide.

**May 21, 1998** - Thurston High School - Springfield, Oregon. After shooting his parents the previous day, 15-year-old returns school shooting 2 students..

**April 24, 1998** - James Parker Middle School - Edinboro, Pennsylvania. 14-year-old kills his teacher at a school dance.

**March 24, 1998** - Westside Middle School - Jonesboro, Arkansas. 11-year-old and 13-year-old males ambush fellow students and their teachers, killing 5.

**December 1, 1997** - Heath High School - West Paducah, Kentucky. 14-year-old male opens fire on a school prayer group, killing 3 girls, ages 14, 15, and 17.

**October 1, 1997** - Pearl High School - Pearl, Mississippi. After killing his mother at home, 16-year-old shoots two classmates.

**February 19, 1997** - Bethel High School - Bethel, Alaska. 16-year-old male steals gun from foster home kill a 15-year-old student and the school principal.

**September 25, 1996** - 16-year-old male shoots and kills teacher on the steps of the school.

**February 2, 1996** - Frontier Junior High School - Moses Lake, Washington. 14-year-old male takes a rifle to school and kills 2 classmates and 1 teacher.

**January 19, 1996** - Winston Education Center - Washington. Two masked gunmen age 16 kill 14-year-old.

**November 15, 1995** - Richland High School - Lynnville, Tennessee. 17-year-old shoots teacher and a 16-year-old student.

**October 12, 1995** - Blackville-Hilda High School - Blackville, South Carolina. 15-year-old shoots teacher and then himself.

**November 7, 1994** - Wickliffe Middle School - Wickliffe, Ohio. 37-year-old shoots and kills school custodian, injures 3 others. **April 12, 1994** - Margaret Leary Elementary School - Butte, Montana. 10-year-old shoots and kills an 11-year-old on the school playground.

**December 1, 1993** - Wauwatosa West High School - Wauwatosa, Wisconsin. 21-year-old former student returns to his high school and kills Associate Principal.

**May 24, 1993** - Upper Perkiomen High School - Pennsburg, Pennsylvania. 15-year-old student kills student who bullied him.

**April 15, 1993** - Ford Middle School - Acushnet, Massachusetts. 44-year-old invades a middle school and takes 3 hostages, shoots and kills school nurse.

**January 18, 1993** - East Carter High School - Grayson, Kentucky. 17-year-old shoots and kills 2 adults.

**May 1, 1992** - Lindhurst High School - Olivehurst, California. 20-year-old dropout returns to his high school and kills a former teacher and 3 students.

**February 26, 1992** - Thomas Jefferson High School - Brooklyn, New York. A 15-year-old shoots and kills 2 students.

**November 25, 1991** - Thomas Jefferson High School - Brooklyn, New York. A stray bullet kills a 16-year-old student during an argument between 2 teens. Shooter 14 years old male.

**January 17, 1989** - Cleveland Elementary School - Stockton, California. 24-year-old Vietnam Vet opens fire with an AK-47 killing 5 Southeast Asian children on elementary school playground before taking his own life.

**December 16, 1988** - Atlantic Shores Christian School - Virginia Beach, Virginia. 16-year-old shoots and kills teacher.

**September 26, 1988** - Oakland Elementary School - Greenwood, South Carolina. 19-year-old male, copying the Winnetka murders, kills 2 8-year-olds.

**May 20, 1988** - Hubbard Woods Elementary School - Winnetka, Illinois. 30-year-old female invades an elementary school, kills 8-year-old boy, injuring 6 others before taking her own life.

**February 11, 1988** - Pinellas Park High School - Largo, Florida. Two 15-year-olds with stolen weapons, shoot and kill Assistant Principal Richard Allen.

**March 2, 1987** - Dekalb High School - Dekalb, Missouri. 12-year-old teased about being overweight, shoots 13-year-old and then takes his own life.

**December 4, 1986** - Fergus High School - Lewistown, Montana. 14-year-old male shoots & kills substitute teacher.

**March 19, 1982** - Valley High School - Las Vegas. 17-year-old shoots and kills his teacher.

**January 29, 1979** - Grover Cleveland Elementary - San Diego. 16-year-old female opens fire on a school across from her home, killing the principal and janitor.

**May 18, 1978** - Murchison Junior High School - Austin, Texas. 13-year-old shoots and kills his teacher.

**February 22, 1978** - Everett High School - Lansing, Michigan. 15-year-old kills another student who had bullied him.

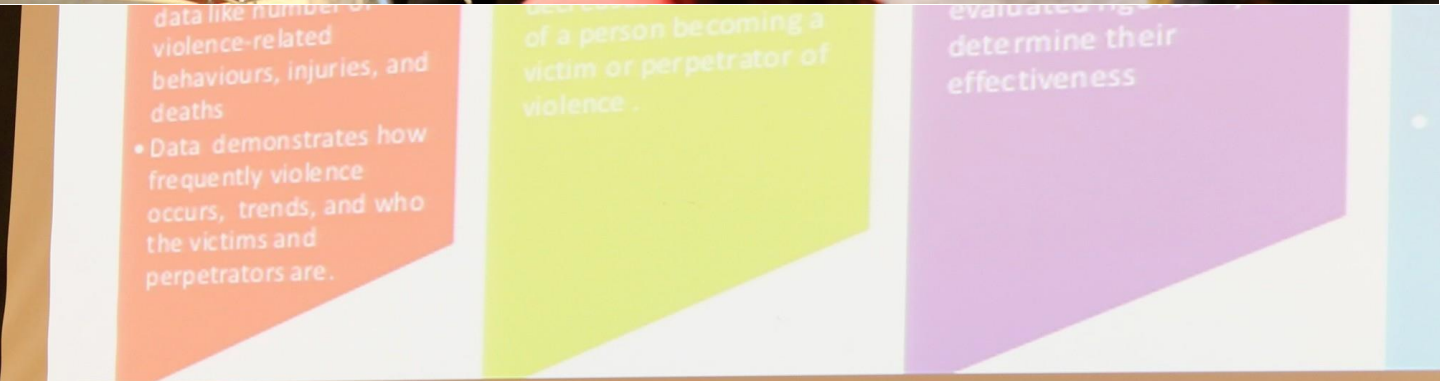
**March 18, 1975** - Sumner High School - St. Louis. 16-year-old bystander, is shot and killed during a fight between other teens.

**December 30, 1974** - Olean High School - Olean, New York. Student kills a school janitor and 2 passers-by, then himself while awaiting trial.

**October 5, 1966** - Grand Rapids High School - Grand Rapids, Minnesota. 15-year-old male injures another student before killing teacher.

**September 15, 1959** - Edgar Allen Poe Elementary - Houston. Convict explodes a suitcase of dynamite on a school playground, killing himself, 2 adults and 3 children.

**May 18, 1927** - Bath Consolidated Schoolhouse - Bath, Michigan. Farmer Andrew Kehoe sets off two explosions at the school, killing himself, 6 adults and 38 children.









## Best Practices for Agents and Brokers to Avoid Discrimination Penalties in the RENTALMarketplace!

*Special emphasis on rentals, vouchers, subsidies and the Realtors responsibilities.*

**Tuesday, October 23, 2018 • 9:30 am – 11:00 am**

### LIBOR'S GENERAL MEMBERSHIP MEETING

Melville Marriott • 1350 Walt Whitman Road • Melville, NY

**POLLS OPEN:** 9:00 am to 2:00 pm • **PROGRAM:** 9:30 am to 11:00 am

**Annual Membership Meeting:** 11:15 am to 12:15 pm

**Program Approved for 1.5 NYS CE Credits**

**LIBOR members: FREE • Non-members: \$50.00**

Special program on rentals led by the Suffolk County Executive Director and Nassau County Supervisor of Investigations and Compliance Unit for the Commission on Human Rights.

If you are working in the RENTAL marketplace, you cannot afford to miss this session.



The offices of the Nassau and Suffolk Commission on Human Rights are issuing costly fines to licensees found in violation of the law in the tens of thousands of dollars and legal fees can easily equal or exceed the amount of the fine.

This is your opportunity to speak directly with attorneys who prosecute these cases and can answer any and all of your questions on the topic of fair housing.

- What if the voucher does not cover my firm's normal fee structure?

- What if the landlord does not want to accept vouchers, are there exceptions to the rule?
- What if the timeframe to process the voucher application takes longer than the landlord is willing to wait?
- How do I respond to the applicant if the landlord does not want to accept the voucher?

These and many more questions will be answered so it is strongly encouraged that every licensee who practices rentals, attend this valuable seminar.

## Best Practices for Agents and Brokers to Avoid Discrimination Penalties

**To REGISTER, go to [www.lirealtor.com/education](http://www.lirealtor.com/education)**



# Longwood Junior High School Presents Community Connections

## COMMUNITY STANDING AGAINST GANG VIOLENCE

FEATURING GUEST SPEAKER  
SERGIO ARGUETA

Join us for a Community BBQ  
at Faith Baptist Church  
10 Teller Ave.  
Coram, NY 11727  
Monday September 25<sup>th</sup> 6-8pm

Save the Date

Food Sponsored by  
Middle Island Teachers Association  
Community resources will be made available

# **Working Together to Ensure Maximum Implementation of the Dignity for All Students Act DASA Resource Guide**

In July 2010, the Dignity for All Students Act (DASA) was signed into law to combat bias-based bullying, discrimination and harassment in public schools, and to ensure the right of every public school student to learn in a safe, welcoming, and caring environment.

Eastern Suffolk BOCES, the Suffolk County Inter-Faith Anti-Bias Task Force, and the Suffolk County School Superintendents Association joined together and have been working in collaboration to ensure the guidelines and goals established by DASA are being effectively implemented in public schools throughout Suffolk County.

One of their joint initiatives was to facilitate a forum, which coincided with the fifth anniversary of the introduction of DASA, where Suffolk County school districts' Dignity Act coordinators and district DASA coordinators could share their best practices in the areas of disseminating information to staff, students, and parents; the training of staff and students; prevention and response to events; and response to violations.

Through an open dialogue, forum attendees shared and received valuable insight into effective practices, and the tools to enhance their own processes. "We believe that the best product is created through collaboration, and we are grateful to the Suffolk County Inter-Faith Anti-Bias Task Force for sponsoring a forum where the best thinkers from Suffolk County came together," said Suffolk County School Superintendents Association President Lars Clemensen. "From this collaboration was born a resource guide of best practices in the county for making sure students are free from bullying, harassment, and discrimination."

While there is much good work going on in schools across Suffolk County in compliance with DASA, there is always more that can be done and shared. As an outgrowth of this successful forum, a DASA resource guide, which is a compilation of best practices utilized in Suffolk County public schools for the past five years, was created. This comprehensive resource guide, which is being shared with all Suffolk County school districts, will serve as an informative and valuable tool to support and enhance the work being done to implement DASA and protect the rights of all children attending public schools.

"The Dignity for All Students Act defines the necessary components to ensure that students are treated with dignity within the school walls and at school events," said ESBOCES Chief Operating Officer Julie Davis Lutz, Ph.D. "It is our hope that this resource guide and the ongoing work that we do with students and staff ensure that this happens in all aspects of their lives, both within and beyond the school doors."

"This resource guide is a collaboration between the Suffolk County Human Rights Commission, the Suffolk County Anti-Bias Task Force, Eastern Suffolk BOCES and the Suffolk County School Superintendents Association," said Suffolk County Human Rights Commission Chairman Rabbi Steven Moss. "As acts of bullying occur every day in schools, it is vital that schools provide a safe haven for those who have been bullied, a procedure to report these incidents, and then a method to deal with them by those in authority. This useful resource guide will assist those school personnel who want to understand how they can continue and improve their implementation of DASA for the sake of their students. A special and sincere thank you to all involved in this important project."

For more information on best practices for the implementation of DASA in public schools, visit the Suffolk County School Superintendents Association website at [www.suffolksuperintendents.org](http://www.suffolksuperintendents.org).

# *Caring, Compassionate School Culture for All*



## **A Resource Guide**

**Best Practices  
in the  
Implementation  
Of the  
Dignity for  
All Students Act (DASA)**



**May 2018**

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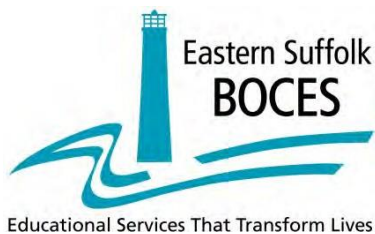
It's been five years since the Dignity for All Students Act (DASA) was enacted by the New York State Legislature and implemented throughout public schools in New York State. With this in mind, this timely conference was organized with the intention to bring together teachers, administrators and parents from Suffolk County school districts as well as representatives from the Suffolk County Interfaith Anti-Bias Task Force to see what we have learned about DASA and share what has worked well. Over 75 individuals met on October 27, 2017 at the Edward J. Milliken Technical Center in Oakdale to conduct this important review and to set their sights on creating a caring culture for all in the years ahead. This document is a collection of the information shared and discussed at this conference and will serve as a resource for schools and community groups as they continue this important implementation process.

Special thanks to those individuals who served as facilitators for this special event. They are listed by the conference topic.

- **Training – Staff and Students:** Tom Burger, School Social Worker, Eastern Suffolk BOCES
- **Informing – Parents, Students and Staff:** Dan Wald, Assistant Principal, Hauppauge UFSD
- **Prevention – Creating a Caring Culture:** Susan Schnebel, Superintendent, Islip UFSD
- **Response to Events – Investigations:** Faye Robin, Suffolk County Interfaith Anti-Bias Task Force
- **Response to Violations:** Catherine Taldone, Director of School and Community Partnerships, Three Village CSD

Our thanks to one and all for a very successful conference experience. We hope you find this additional material of value to you as you continue your work to implement this important initiative.

- Rev. JoAnn Barrett, Co-Chair, Suffolk County Interfaith Anti-Bias Task Force
- Dawn Lott, Executive Director, Suffolk County Human Rights Commission
- Julie Lutz, Chief Operating Officer, Eastern Suffolk BOCES
- Lars Clemensen, Superintendent, Hampton Bays UFSD, President Suffolk County School Superintendents Association
- Rabbi Steven A. Moss, Co-Chair, Suffolk County Interfaith Anti-Bias Task Force
- Suffolk County Interfaith Anti-Bias Task Force



The Suffolk County School Superintendents Association,  
Eastern Suffolk BOCES, and the Suffolk County Interfaith Anti-Bias Task Force Present:

## ***Caring, Compassionate School Culture for All***

### **Best Practices in the Implementation of the Dignity for All Students Act (DASA)**

#### **Five Years Later - What Have We Learned About What Works Well?**

1. **Training – Staff and Students**
2. **Informing – Parents, Students, and Staff**
3. **Prevention – Creating a Caring Culture**
4. **Response to Events – Investigations**
5. **Response to Violations**

Come Prepared  
to Share!

This will be a forum for sharing what works and for learning from others. An executive summary of the information presented and received will be generated for each area. You

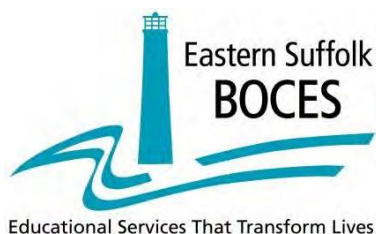
**Audience** Dignity Act Coordinators and District DASA Coordinators who are prepared to share district and building best practices and can be effective turnkey trainers of the

**Date:** Friday, October 27, 2017

**Time:** 9:00 a.m. to 12:00 noon

**Location** Edward J. Milliken Technical Center  
:  
375 Locust Avenue, Oakdale, NY 11769  
Click here to register

*Eligible for CTLE*



***Caring, Compassionate School Culture for All***  
**Best Practices in the Implementation of the**  
**Dignity for All Students Act (DASA)**

**Edward J. Milliken Technical Center, Oakdale, NY**  
**October 27, 2017**  
**9:00 a.m. – 12:00 p.m.**

**AGENDA**

|                         |                                                                  |                                                                                 |
|-------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 9:00 a.m. – 9:30 a.m.   | Welcome<br>Background and Conference Goals<br>Video Introduction | <b>Dr. Julie Davis Lutz</b><br>Chief Operating Officer<br>Eastern Suffolk BOCES |
| 9:30 a.m. – 11:30 a.m.  | Break-Out Sessions                                               |                                                                                 |
|                         | 9:35 a.m. – 10:10 a.m.                                           | Session 1                                                                       |
|                         | 10:15 a.m. – 10:50 a.m.                                          | Session 2                                                                       |
|                         | 10:55 a.m. – 11:30 a.m.                                          | Session 3                                                                       |
| 11:30 a.m. – 12:00 p.m. | Report Out of Big Ideas                                          | <b>Facilitators</b>                                                             |
| 12:00 p.m.              | Closing Remarks                                                  | <b>Mr. Lars Clemensen</b><br>Superintendent<br>Hampton Bays UFSD                |

# Dignity for All Students Act



*No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination 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 expression), or sex by school employees or students on school property or at a school function.*

## TELL SOMEONE...

## The Dignity Act Coordinators

## **The Dignity Act**

### **What We Have Learned About What Works Well: Training Staff and Students**

Facilitator: Tom Burger

Training opportunities shall be provided to all employees, including, but not limited to teachers, administrators, monitors, aides, bus drivers, coaches, custodians, cafeteria staff, and hall monitors.

Such training shall:

- Raise awareness and sensitivity to potential acts of harassment, bullying and discrimination directed at students.
- Address the social patterns of harassment, bullying and discrimination, the identification and mitigation of such acts, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.
- Enable employees to prevent and respond to incidents of harassment, bullying and/or discrimination.
- Make school employees aware of the effects of harassment, bullying, cyberbullying, and/or discrimination of students.
- Ensure the effective implementation of school policy on school conduct and discipline
- Include safe and supportive school climate concepts in curriculum and classroom management.

## Training

NOTE: Section 100.2(jj) of the Commissioner's Regulations holds that on or before July 1, 2013, each school district and each charter school shall establish policies, procedures and guidelines for its school or schools to implement, commencing with the 2013-2014 school year and continuing in each school year thereafter, Dignity Act school employee training programs to promote a positive school environment that is free from harassment, bullying and/or discrimination; and to discourage and respond to incidents of harassment, bullying and/or discrimination on school property or at a school function, or off school property pursuant to sub-clause (1)(viii)(c)(iii) of this subdivision. Such policies, procedures and guidelines shall be approved by the board of education, trustees or sole trustee of the school district (or by the Chancellor of the city school district, in the case of the City School District of the City of New York), or by the board of trustees of the charter school.

The board recognizes that professional development is needed in order to implement an effective harassment, bullying and discrimination prevention and intervention program. The Superintendent and the District Professional Development Team shall incorporate training to support this program in the annual professional development plan, and provide additional training as needed. Training opportunities shall be provided to all employees, including, but not limited to teachers, administrators, monitors, aides, bus drivers, coaches, custodians, cafeteria staff, and hall monitors.

Such training shall:

- Raise awareness and sensitivity to potential acts of harassment, bullying and discrimination directed at students.
- Address the social patterns of harassment, bullying and discrimination, the identification and mitigation of such acts, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.
- Enable employees to prevent and respond to incidents of harassment, bullying and/or discrimination.
- Make school employees aware of the effects of harassment, bullying, cyberbullying, and/or discrimination of students.
- Ensure the effective implementation of school policy on school conduct and discipline
- Include safe and supportive school climate concepts in curriculum and classroom management.

In compliance with Education Law §13(3), at least one licensed and/or certified staff member at every school must be thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, and gender identity and expression), and sex. This staff member should be referred to as the Dignity Act Coordinator (DAC). The person designated as the DAC must be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, or superintendent of schools.

## DIGNITY FOR ALL STUDENTS ACT : IMPLEMENTATION SELF ASSESMENT CHECKLIST

### REQUIRED Policy Development

Completed

- 1 The board of education and the trustees or sole trustee has developed policies and guidelines intended to create a school environment that is free from discrimination and harassment. ☐
  
- 2 The Dignity Act policy includes guidelines to be used in school training programs to discourage the development of discrimination or harassment **and** raise the awareness and sensitivity of employees to potential discrimination or harassment. ☐
  
- 3 The Dignity Act policy includes guidelines to be used in school training programs to enable employees to **prevent and respond** to discrimination or harassment. ☐
  
- 4 The Dignity Act policy includes guidelines relating to the development of **non-discriminatory instructional and counseling** methods. ☐
  
- 5 In accordance with the Dignity Act policy, **at least one employee at every school, must be designated as the Dignity Act Coordinator.**  
**The Dignity Act Coordinator must be thoroughly 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. ☐
  
- 6 An age-appropriate version of the Dignity Act policy, written in plain language, is included in the district's or BOCES' code of conduct (COC) and the charter school's disciplinary rules and procedures, or, if applicable, its COC. ☐
  
- 7 Provide copies of a summary of the COC to all students at a school assembly held at the beginning of the school year. ☐

### Recommended Policy Development

- 8 All administrative staff understand the intent, purpose and requirements of the Dignity Act, including what their schools need to do to be in compliance with it. ☐
  
- 9 All administrative staff meet, at least annually, with staff and students to provide an overview of the Dignity Act policy. ☐
  
- 10 Constituent groups, including, but not, limited to, administration, staff, parents, students, and community members have an opportunity to provide their input on the Dignity Act policy. ☐

### Required Policy Implementation

- 11 All students are informed annually of the behavioral expectations in the COC. ☐
  
- 12 Training is developed or selected and STAFF trained to raise their awareness and sensitivity to potential discrimination or harassment and prevent and respond to discrimination or harassment. ☐



### Recommended Policy Implementation

Completed

- 13** All staff, volunteers and students are informed of the Dignity Act policy and its implementation process.
- 14** School-wide support systems are identified to support students who have experienced discrimination and/or harassment, including, but not limited to, school-wide prevention and intervention programs and school and classroom activities.
- 15** School-wide support systems are identified to teach students alternatives to discriminatory and/or harassing attitudes and/or behaviors, including, but not limited to, school-wide prevention and intervention programs and school and classroom activities.
- 16** Training is developed or selected and STUDENTS are trained on how to raise the awareness and sensitivity to potential discrimination and harassment.
- 17** Training is developed or selected and STUDENTS are trained on how to prevent acts of discrimination and harassment. .
- 18** Training is developed or selected and STUDENTS are trained on how to respond to acts of discrimination and/or harassment.

☐☐☐☐☐☐

### Required Policy Follow Up and Response

- 19** Staff are aware that, under federal civil rights laws and regulations, students are protected from harassment by school employees, other students and third parties. Staff further understand that some student misconduct that falls under the district's Dignity Act and/or anti-bullying policy also may implicate responsibilities under one or more of the federal civil rights laws enforced by OCR.
- 20** Staff who know or reasonably should know of possible harassment, must take immediate and appropriate action to investigate or otherwise determine what occurred.
- 21** When harassment has occurred, staff must take prompt and effective steps reasonably calculated to end it, eliminate any hostile environment and prevent it from reoccurring. Staff must further understand that these steps must be taken (1) regardless of whether the student, who is the object of the harassment, makes a complaint, asks the staff and/or school to take action or identifies the harassment as a form of discrimination and; (2) even if the misconduct is also covered by the district's Dignity Act and/or anti-bullying policy.

☐☐☐

**Completed**

- 22** Disciplinary measures and/or administrative action are taken as appropriate to address incidents of discrimination and/or harassment.
- 23** Staff follow-up with identified responses intended to create a school environment that is free from discrimination and/or harassment and to support a safe and supportive school environment.

☐☐

**Recommended Policy Follow Up and Response**

- 24** Students who have witnessed acts of discrimination and/or harassment report such incidents to the Dignity Act Coordinator or other school staff.
- 25** School-wide prevention, intervention, and classroom programs are used to teach students alternatives to discriminatory and/or harassing attitudes and/or behaviors.
- 26** School-wide prevention, intervention, and/or classroom activities are used to support students who have experienced discrimination and/or harassment.
- 27** Opportunities are provided for staff to evaluate and implement the Dignity Act policy.
- 28** Opportunities are provided for parents/guardians to comment and/or evaluate the Dignity Act policy.

☐☐☐☐☐

## **Dignity Act FAQ's**

### **Who does staff report an alleged DASA incident to?**

Any staff member who is witness to, or receives a complaint of harassment, discrimination, cyber bullying, or bullying must fill out an Incident/Follow-up Action Report and return it to the Building Administrator.

### **Who decides if an incident is a Dignity Act Incident?**

**The Building Administrator**- will review the Incident/Follow-up Action Report and determine if it should be designated to the Primary DAC or a DAC designee by checking the box on the Incident/Follow-up Action Report.

### **Does the incident/complaint fall under the Dignity Act?**

**If you answer yes to the following questions, YES it does.**

- Is it student to student harassment, discrimination, cyber bullying, or bullying?
- Does it create a hostile environment?
- Is it employee to student harassment discrimination, cyber bullying, or bullying?
- Is it severe, persistent or pervasive, not casual or isolated?
- Is it characteristic of the targets, race; ethnicity; religion; gender; non-conforming; etc.
- Using a reasonable person standard, ("that of a reasonable person of like age, intelligence, and experience under like circumstances") would be upset, fearful etc.?
- Do the circumstances affect the school climate? (Harassment does not have to actually be directed to a specific individual in order to negatively affect school climate.)

### **What are the Resolution and recommended actions?**

- Completed the Dignity Act Documentation Form and return it to Administrator/ Primary DAC. (Include all documentation, evidence and/or relevant paperwork).
- Create a written ACTION PLAN designed to eliminate the hostile environment and prevent repetition of the problem; plan must name specific employee to implement and monitor the plan.
- Programs actions must be reasonably calculated to prevent reoccurrence of the prohibited behaviors and ensure that the targeted student(s) can fully partake in all activities and educational benefits.
- Re-direction or remediation for the aggressor; follow-up with entire class or grade when necessary.
- Specific employees must be designated to monitor ACTION PLANS and follow up to assure there has been no retaliation or repetition of negative behaviors.

## Definitions

Race: a group of persons related by common descent or heredity. An arbitrary classification of modern humans, sometimes, especially formerly, based on any or a combination of various physical characteristics, as skin color, facial form, or eye shape, and now frequently based on such genetic markers as blood groups.

Color: the natural appearance of the skin

Weight: a system of units for expressing heaviness or mass

National Origin: National origin is the lineage background that an individual belongs to by ethnic group or race or by family ancestral heritage.

Ethnic group: people of the same race or nationality who share a distinctive culture

Religion: the body of persons adhering to a particular set of beliefs and practices, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs.

Religious practice: to follow or observe habitually or customarily: *to practice one's religion*.

Disability: The term "disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function.... or the term shall be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

Gender: actual or perceived sex and shall include a person's gender identity or expression.

Sexual Orientation: actual or perceived heterosexuality, homosexuality or bisexuality. A person's sexual orientation is defined by the gender to which he or she is sexually attracted.

Sex: either the male or female division of a species, especially as differentiated with reference to the reproductive functions.

## Bullying

Bullying has been **described** by the USDE as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building or places like a playground or bus, while a child is traveling to or from school or on the Internet. Children who are bullied and those who bully others could have serious, lasting problems. Additionally, according to the USDE, bullying generally involves the following characteristics:

**An Imbalance of Power**: Children who bully use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

**The Intent to Cause Harm**: The person bullying has a goal of causing harm.

**Repetition**: Bullying behaviors generally happen more than once or have the potential to happen more than once.

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.

### **Points to consider:**

1. The person bullying has a goal of causing harm?
2. Is the behavior unwanted, aggressive and involves a real or perceived **power imbalance**?
3. The behavior is repeated, or **has the potential to be repeated**, over time?
4. Does the behavior occur before and after school hours, in a school building or places like a playground or bus, while a child is traveling to or from school or on the Internet?

YES OR NO

## **Cyberbullying**

Cyberbullying is described by the U.S. Department of Education as bullying that occurs through the use of electronic technology, such as cell phones, computers, and tablets. It can also involve the use of communication tools, such as social media sites, text messages, chat and websites.

**Cyberbullying can be understood in a variety of ways, but all include the following: it is deliberate; harmful; uses electronic technologies; and is usually repeated over time.** An imbalance of power is usually involved, but may be more difficult to describe since it may come from having proficiency with technology, or due to having possession of some information or content that can be used to harm someone else.

**The most common forms of cyberbullying include the following behaviors: however, this list is not exhaustive.**

**Flaming:** Online fights using electronic messages with angry and vulgar language.

**Harassment:** Repeatedly sending offensive, rude and insulting messages.

**Cyber-stalking:** Repeatedly sending message that include threats of harm or are highly intimidating; engaging in other online activities that make a person afraid for his or her safety.

**Denigration:** "Dissing" someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships.

**Exclusion:** Intentionally excluding someone from an online group, like a "buddy list" or a game.

**Trolling:** Intentionally posting provocative messages about sensitive subjects to create conflict, upset people, and bait them into "flaming" or fighting.

**Impersonation:** Breaking into someone's account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person's reputation or friendships.

**Outing and trickery:** Sharing someone's secrets or embarrassing information online. Tricking someone into revealing secrets or embarrassing information, which is then shared online.

**Sexting:** Is the slang term for the use of a cell phone or other similar electronic device to distribute pictures or video of sexually explicit images. It can also refer to text messages of a sexually-charged nature.

**Happy Slapping:** Is when an unsuspecting victim is physically attacked, in person, as an accomplice films or take pictures of the incident. The image or video is then posted online or distributed electronically. Often the attackers will say it was only a prank or joke; hence the term "happy slapping".

**Bash boards:** Are online bulletin boards where people post anything they choose. Generally, the postings are mean, hateful and malicious

**Text wars:** Text Wars or attacks are launched by several people against one victim, who receives hundreds of emails or text messages. Besides the emotional toll it can take on the victim, the victims' cell phone charges can be costly.

### **Points to consider:**

The incident that occurred on or off the school campus

- ✓ would reasonably be expected to cause disruption at school
- ✓ cause students to fear for their safety,
- ✓ interfere with their mental or emotional health or
- ✓ interfere with school performance

## Discrimination

Discrimination is **not** specifically defined in the Dignity Act. However, for reference purposes, it should be noted that Education Law §§3201 and 3201-a prohibit discrimination in the form of denial of admission into or exclusion from any public school on the basis of race, creed, color, national origin, or and gender.

Points to consider:

1. Is the student being denied admission into or excluded from any public school on the basis of: race, creed, color, national origin, or and gender?

YES OR NO

## Harassment:

The Dignity Act (Education Law §11[7]) defines harassment as 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. 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).

### **Points to consider for harassment:**

1. Is the behavior related to 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).\*\*

\*\*Remember the behavior is not limited to this list which basically creates a grey area to include things like height, appearance, behavior, interests, etc.

2. Does or could the behavior unreasonably or substantially interfere with the students:

- ✓ educational performance
- ✓ opportunities or benefits
- ✓ or mental, emotional or physical well-being

OR

3. Does or could the behavior reasonably cause or would reasonably be expected to cause a student to:

- ✓ fear for their physical safety

YES OR NO



## Hazing

The Penal Law defines hazing as a 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 a third person and thereby causes such injury (Penal Law §120.16).

Under the Penal Law, it is also considered hazing, even when physical injury does not occur, if a person intentionally or recklessly engaged in conduct during the course of another person's initiation into or affiliation with any organization, which created a substantial risk of physical injury to such other person or a third person (Penal Law §120.17).

### **Points to consider:**

1. Did the person intentionally or recklessly engaged in behavior that was considered an initiation into any group or organization?
2. Did the person intentionally or recklessly engaged in the behavior as part of an affiliation to any group or organization?
3. Did the behavior create a substantial risk of physical injury to other person or a third person and thereby cause such injury?\*\*

\*\*It is also considered hazing, even when physical injury does not occur

YES OR NO

## Sexual Harassment

**The Equal Employment Opportunity Commission (EEOC) is the federal agency charged with enforcing Title VII.**

**According to the EEOC Sexual Harassment is defined as:**

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when: submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, or submission to or rejection of such conduct is used as the basis of employment decisions affecting such individual, known as "quid pro quo sexual harassment",  
or  
such conduct has the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile or offensive working environment, "known as hostile environment sexual harassment" (Title VII, sec.701-102-166).

**Points to consider:**

**Quid Pro Quo Sexual Harassment:** (this for that / power imbalance)

1. Does the behavior involve unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature?
2. Does the behavior involve submission to such conduct :
  - a. a term or condition of an individual's employment ?\*\*
  - b. submission to or rejection of such conduct is used as the basis of employment decisions affecting the individual ?\*\*

\*\* submission to such conduct is made, either explicitly or implicitly.

**Hostile Environment Sexual Harassment:**

3. Does the behavior have the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile or offensive working environment?

YES OR NO



**Riverhead Central School District  
DASA Complaint Form**

**Targeted Student Information** *(Complete a form for each targeted student)*

|                                      |       |        |
|--------------------------------------|-------|--------|
| Student ID#                          | Name: | Grade: |
|                                      |       |        |
| School: <b>Riverhead High School</b> |       |        |

**Complaint Information**

|                                   |                                                         |
|-----------------------------------|---------------------------------------------------------|
| Date of Incident:                 | Location of Incident:                                   |
| Date Incident Reported to School: | Complaint Source <i>(person making the complaint)</i> : |

**Alleged Offender(s) Information**

| Student ID#<br><i>(if applicable)</i> | Name(s) of Alleged Offenders | Position <i>(Student, Teacher, Security, etc.)</i> |
|---------------------------------------|------------------------------|----------------------------------------------------|
|                                       |                              |                                                    |
|                                       |                              |                                                    |
|                                       |                              |                                                    |

**Witness Information**

| Student ID#<br><i>(if applicable)</i> | Name(s) of Witness (es) | Position <i>(Student, Teacher, Security, etc.)</i> |
|---------------------------------------|-------------------------|----------------------------------------------------|
|                                       |                         |                                                    |
|                                       |                         |                                                    |
|                                       |                         |                                                    |
|                                       |                         |                                                    |

**Incident Type** *(check all that apply)*

|                                                                                              |
|----------------------------------------------------------------------------------------------|
| <input type="checkbox"/> 1(a) Occurred on school property                                    |
| <input type="checkbox"/> 1(b) Occurred at a school function off school property              |
| <input type="checkbox"/> 2(a) intimidation or abuse but no verbal threat or physical contact |
| <input type="checkbox"/> 2(b) verbal threats but no physical contact                         |
| <input type="checkbox"/> 2(c) physical contact but no verbal threat                          |
| <input type="checkbox"/> 2(d) both verbal threat and physical contact                        |
| <input type="checkbox"/> 3(a) involved only student offender(s)                              |
| <input type="checkbox"/> 3(b) involving only employee offender(s)                            |
| <input type="checkbox"/> 3(c) involving both student and employee offenders                  |

**Other Incident Types**

|                                                             |                                         |
|-------------------------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Written Aggression (pen and paper) | <input type="checkbox"/> Cyber-bullying |
| <input type="checkbox"/> Sexting                            | <input type="checkbox"/> Other          |

**Nature of Incidents of Discrimination and/or Harassment** *(check all that apply)*

|                                                 |                                                 |
|-------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> (a) Race               | <input type="checkbox"/> (b) Ethnic Group       |
| <input type="checkbox"/> (c) National Origin    | <input type="checkbox"/> (d) Color              |
| <input type="checkbox"/> (e) Religion           | <input type="checkbox"/> (f) Religious Practice |
| <input type="checkbox"/> (g) Disability         | <input type="checkbox"/> (h) Gender             |
| <input type="checkbox"/> (i) Sexual Orientation | <input type="checkbox"/> (j) Sex                |
| <input type="checkbox"/> (k) Weight             | <input type="checkbox"/> (l) Other              |



**Riverhead Central School District  
DASA Complaint Form**

| Summary of Complaint/Incident (include names, dates, times and other specific information) |  |
|--------------------------------------------------------------------------------------------|--|
|                                                                                            |  |

| Was this complaint confirmed as an incident of Discrimination and/or Harassment? |                                      |
|----------------------------------------------------------------------------------|--------------------------------------|
| <b>Yes</b>                                                                       | <b>No</b> (If No, explain why below) |
|                                                                                  |                                      |

| Action Taken as the Result of This Incident (Check all that apply) |                                           |                          |                          |
|--------------------------------------------------------------------|-------------------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/>                                           | Administrative Conference                 | <input type="checkbox"/> | Disciplinary Action      |
| <input type="checkbox"/>                                           | Building Based Counseling                 | <input type="checkbox"/> | Privileges Lost          |
| <input type="checkbox"/>                                           | Referrals/Resources to Parents/Guardians  | <input type="checkbox"/> | Detention                |
| <input type="checkbox"/>                                           | Parents or Guardians Contacted (Required) | <input type="checkbox"/> | In-School Suspension     |
| <input type="checkbox"/>                                           | Behavior Plan                             | <input type="checkbox"/> | Out of School Suspension |
| <input type="checkbox"/>                                           | Stay Away Contract                        | <input type="checkbox"/> | Superintendent's Hearing |
| <input type="checkbox"/>                                           | Schedule Modification                     | <input type="checkbox"/> | Police Contacted         |
| <input type="checkbox"/>                                           | Other:                                    | <input type="checkbox"/> | Other:                   |

| School Safety Plans developed? (Please attach) |                                  |
|------------------------------------------------|----------------------------------|
| <b>Safety Plan for Target</b>                  | <b>Safety Plan for Aggressor</b> |

| Staff Members Involved in This Investigation | Staff Member's Title |
|----------------------------------------------|----------------------|
|                                              |                      |
|                                              |                      |
|                                              |                      |
|                                              |                      |

**\*Please return a completed copy to your building DASA Coordinator ASAP.**



# Riverhead Central School District DASA Complaint Form

| Targeted Student Information <i>(Complete a form for each targeted student)</i> |       |        |
|---------------------------------------------------------------------------------|-------|--------|
| Student ID#                                                                     | Name: | Grade: |
| School: <b>Riverhead High School</b>                                            |       |        |

| Complaint Information             |                                                         |
|-----------------------------------|---------------------------------------------------------|
| Date of Incident:                 | Location of Incident:                                   |
| Date Incident Reported to School: | Complaint Source <i>(person making the complaint)</i> : |

| Alleged Offender(s) Information       |                              |                                                    |
|---------------------------------------|------------------------------|----------------------------------------------------|
| Student ID#<br><i>(if applicable)</i> | Name(s) of Alleged Offenders | Position <i>(Student, Teacher, Security, etc.)</i> |
|                                       |                              |                                                    |
|                                       |                              |                                                    |
|                                       |                              |                                                    |

| Witness Information                   |                         |                                                    |
|---------------------------------------|-------------------------|----------------------------------------------------|
| Student ID#<br><i>(if applicable)</i> | Name(s) of Witness (es) | Position <i>(Student, Teacher, Security, etc.)</i> |
|                                       |                         |                                                    |
|                                       |                         |                                                    |
|                                       |                         |                                                    |
|                                       |                         |                                                    |

| Incident Type <i>(check all that apply)</i> |                                                                     |
|---------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/>                    | 1(a) Occurred on school property                                    |
| <input type="checkbox"/>                    | 1(b) Occurred at a school function off school property              |
| <input type="checkbox"/>                    | 2(a) intimidation or abuse but no verbal threat or physical contact |
| <input type="checkbox"/>                    | 2(b) verbal threats but no physical contact                         |
| <input type="checkbox"/>                    | 2(c) physical contact but no verbal threat                          |
| <input type="checkbox"/>                    | 2(d) both verbal threat and physical contact                        |
| <input type="checkbox"/>                    | 3(a) involved only student offender(s)                              |
| <input type="checkbox"/>                    | 3(b) involving only employee offender(s)                            |
| <input type="checkbox"/>                    | 3(c) involving both student and employee offenders                  |

| Other Incident Types     |                                    |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | Written Aggression (pen and paper) |
| <input type="checkbox"/> | Cyber-bullying                     |
| <input type="checkbox"/> | Sexting                            |
| <input type="checkbox"/> | Other                              |

| Nature of Incidents of Discrimination and/or Harassment <i>(check all that apply)</i> |                        |                          |                        |
|---------------------------------------------------------------------------------------|------------------------|--------------------------|------------------------|
| <input type="checkbox"/>                                                              | (a) Race               | <input type="checkbox"/> | (b) Ethnic Group       |
| <input type="checkbox"/>                                                              | (c) National Origin    | <input type="checkbox"/> | (d) Color              |
| <input type="checkbox"/>                                                              | (e) Religion           | <input type="checkbox"/> | (f) Religious Practice |
| <input type="checkbox"/>                                                              | (g) Disability         | <input type="checkbox"/> | (h) Gender             |
| <input type="checkbox"/>                                                              | (i) Sexual Orientation | <input type="checkbox"/> | (j) Sex                |
| <input type="checkbox"/>                                                              | (k) Weight             | <input type="checkbox"/> | (l) Other              |



**Riverhead Central School District  
DASA Complaint Form**

| Summary of Complaint/Incident (include names, dates, times and other specific information) |  |
|--------------------------------------------------------------------------------------------|--|
|                                                                                            |  |

| Was this complaint confirmed as an incident of Discrimination and/or Harassment? |                                                        |
|----------------------------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Yes                                                     | <input type="checkbox"/> No (If No, explain why below) |
|                                                                                  |                                                        |

| Action Taken as the Result of This Incident (Check all that apply) |                                           |                          |                          |
|--------------------------------------------------------------------|-------------------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/>                                           | Administrative Conference                 | <input type="checkbox"/> | Disciplinary Action      |
| <input type="checkbox"/>                                           | Building Based Counseling                 | <input type="checkbox"/> | Privileges Lost          |
| <input type="checkbox"/>                                           | Referrals/Resources to Parents/Guardians  | <input type="checkbox"/> | Detention                |
| <input type="checkbox"/>                                           | Parents or Guardians Contacted (Required) | <input type="checkbox"/> | In-School Suspension     |
| <input type="checkbox"/>                                           | Behavior Plan                             | <input type="checkbox"/> | Out of School Suspension |
| <input type="checkbox"/>                                           | Stay Away Contract                        | <input type="checkbox"/> | Superintendent's Hearing |
| <input type="checkbox"/>                                           | Schedule Modification                     | <input type="checkbox"/> | Police Contacted         |
| <input type="checkbox"/>                                           | Other:                                    | <input type="checkbox"/> | Other:                   |

| School Safety Plans developed? (Please attach)  |                                                    |
|-------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Safety Plan for Target | <input type="checkbox"/> Safety Plan for Aggressor |

| Staff Members Involved in This Investigation | Staff Member's Title |
|----------------------------------------------|----------------------|
|                                              |                      |
|                                              |                      |
|                                              |                      |
|                                              |                      |

**\*Please return a completed copy to your building DASA Coordinator ASAP.**

## Investigation and Follow-up

The Dignity Act requires that the **principal, superintendent or the principal's or superintendent's designee** lead or supervise **the thorough investigation of all reports of harassment, bullying, and discrimination**, and ensure that such investigation is completed promptly after receipt of any written reports of harassment, bullying, and discrimination (Education Law §13[1][d]).

The following guidance, *Creating a Safe and Respectful Environment in Our Nation's Classrooms: Understanding and Intervening in Bullying Behavior* was developed by the U.S. Department of Education National Center on Safe Supportive Learning Environments (NCSSLE) (9) with input from Barbara-Jane Paris\_ (a). The following module entitled Responding to and Reporting Bullying Behavior provides suggestions which may assist school administrators in fulfilling this vital role.

"It is important to respond to reports of bullying whether you witness the behavior or a student reporting it to you. It is also important to respond appropriately to a situation. In some cases, it is possible that what occurred is not bullying, but in order to respond appropriately you need to carefully research and document allegations. To help ensure a safe orderly environment while responding to and then following up on incidents, your school's policies and procedures should always guide you. Whether a bullying incident is witnessed or reported by a student, you can follow these simple guidelines called The Five Rs..."

### Respond:

When bullying is reported to you or witnessed by you, you must respond and intervene immediately, making sure that everyone is safe. Model respectful behavior when you intervene and reassure the student who has been bullied that what has happened is not his or her fault. Ask the student, "What do you need from me?" This may help you determine some of your next steps, including what kind of follow-up is needed.

**Research:**

It is important to document what the allegations are and to try to capture information from as many sources as possible, including bystanders, about what happened. Using their exact language, write down exactly what students say happened. It may also be helpful to try to find out whether anything happened that might have led to the incident. An important part of your research is to determine whether the incident was indeed bullying or another kind of negative or aggressive interaction.

**Record:**

Good documentation will provide what is needed to write a thorough, accurate, and helpful report. Collect and save everything in a folder. In some cases, like cyberbullying, there may be things like text messages, pictures, or e-mails that should be copied and saved for attachment to the report.

**Report:**

Just like responding to the incident itself, writing and filing a formal report of a bullying incident should always be guided by your school's policies, Student Code of Conduct and the commissioner's regulations. Your school will probably have its own forms for writing and filing a report. After thorough research and while reviewing your school's Student Code of Conduct, this report is where you would make a determination as to whether an incident is bullying or some other form of behavior.

**Revisit:**

After a plan has been developed for both the student who was bullied and the student engaged in bullying behavior, it will be important for you to follow-up with each student to check and see how things are going. You want to find out if anything has changed, if the plans put into place are working (or not), and if anything else needs to be done. Follow-up gives you a chance to gather more information, and it lets all of the students involved know that there is continued adult support for them.

(NOTE: Refer to Education Law §13[1] and the relevant provisions of Commissioner's regulations for specific responsibilities required by New York State Law.)



## **DASA Investigation CheckList**

**Definitions:**    **Primary DAC's:**      Building Principal  
                                                         Assistant Principal(s)  
                                                         Building Coordinator(s)

**DAC Designee:**      All Mental Health providers designated by BOCES Board of Directors

The following steps should be followed to insure that the Dignity Act requirements are met with diligence and consistency in all BOCES programs. In each building an Administrator and/or Coordinator(s) are the Primary DAC's. The Primary DAC can designate the investigation process to a DAC Designee who will complete the Dignity Act Documentation Form.

The following responsibilities are indicated by the highlighted staff member in each section/step.

First:      **Any staff member**- who is witness to, or receives a complaint of harassment, discrimination, cyberbullying, or bullying must fill out an Incident/Follow-up Action Report and return it to the Building Administrator.

Second:    **Building Administrator**- will review the Incident/Follow-up Action Report and determine if it should be designated to the Primary DAC or DAC designee by checking the box on the Incident/Follow-up Action Report.

**Step 1:** Does the incident/complaint fall under the Dignity Act?

- Is it student to student harassment discrimination, cyber bullying, or bullying?
- Does it create a hostile environment?
- Is it employee to student harassment discrimination, cyber bullying, or bullying?
- Is it severe, persistent or pervasive, not casual or isolated?
- Is it characteristic of the targets, race; ethnicity; religion; gender; non-conforming; etc
- Using a reasonable person standard, ("that of a reasonable person of like age, intelligence, and experience under like circumstances") would be upset, fearful etc.?
- Do the circumstances affect the school climate? (Harassment does not have to actually be directed to a specific individual in order to negatively affect school climate.)

**Step 2:** Report alleged Crimes to Law enforcement

- The Dignity Act **requires** the principal, superintendent or designee to notify promptly the appropriate law enforcement agency when s/he has reason to believe the incident(s) constitute criminal conduct.

**Step 3:** Take immediate action to address safety concerns

Third: **DAC or DAC Designee** - will use the Dignity Act Documentation Form and fill it out completely and return to the **Building Principal and the Primary DAC** for review and signatures.

**Step 4:** Determine investigation strategy and document all information and Complete Dignity Act Documentation Form.

- Conduct the investigation promptly and maintain paper trail.
- Complete Dignity Act Documentation Form.
  - Follow all directions on Dignity Act Documentation Form.
- Respect privacy, confidentiality and protect against retaliation.
- Review multiple records (student discipline, report cards, anecdotal records, nurse's records, guidance records, attendance records etc.).
- Is this an isolated event or repeated?

**Step 5:** Resolution and recommended actions

- Completed the Dignity Act Documentation Form and return it to Administrator/ Primary DAC
- Include all documentation, evidence and/or relevant paperwork.
- Create a written ACTION PLAN designed to eliminate the hostile environment and prevent repetition of the problem; plan must name specific employee to implement and monitor the plan.
- Programs actions must be reasonably calculated to prevent reoccurrence of the prohibited behaviors and ensure that the targeted student(s) can fully partake in all activities and educational benefits.
- Re-direction or remediation for the aggressor; follow-up with entire class or grade when necessary.
- Specific employees must be designated to monitor ACTION PLANS and follow up to assure there has been no retaliation or repetition of negative behaviors.

**Step 6:** Range of intervention strategies (Ideas/suggestions..this list is not exhaustive)

- Counseling for target
- Counseling for aggressor
- Student safety plan
- Student Contract
- Increased supervision
- Suspension, (In and or out of school)
- Regular observation of aggressor (or target)
- Transfer, or change of school assignment for the aggressor
- Etc...

**Step 7:** Monitor the action plan to be sure it is working.

## **QUESTIONS AND POTENTIAL OUTCOMES TO FACILITATE "BEST PRACTICES FOR INVESTIGATIONS OF A DASA REPORT"**

### **A. BEFORE WE CAN EVEN BEGIN TALKING ABOUT THE INVESTIGATIVE PROCESS WE NEED TO UNDERSTAND THE SCHOOL CLIMATE AND CULTURE:**

1. WHAT ARE THE GUIDING PRINCIPLES IN YOUR SCHOOL FOR HOW PEOPLE TREAT EACH OTHER? ARE THERE POLICIES, PROCEDURES AND GUIDELINES OUTLINED IN THE CODE OF CONDUCT AND/OR SCHOOL MISSION STATEMENT THAT IDENTIFY YOUR SCHOOL AS FREE FROM HARASSMENT, BULLYING, DISCRIMINATION AND CYBERBULLYING?

IF YOU HAVE CREATED A CULTURE OF COMPASSION THESE INCIDENTS WILL BE RARE OCCURRENCES AND THE OUTCOME WHILE DISCIPLINARY SHOULD ALSO BE A LEARNING EXPERIENCE.

2. WHAT IS YOUR UNDERSTANDING OF THE PURPOSE OF DASA? IS DASA FLAGGED IN THE STUDENT INFORMATION SYSTEM?
3. WHERE DO STUDENTS, TEACHERS, STAFF AND PARENTS FIND THIS INFORMATION? HAVE THESE PRINCIPLES BEEN CLEARLY POSTED, EXPLAINED AND UNDERSTOOD BY ALL STAKEHOLDERS?
4. WHAT IS THE PURPOSE OF DISCIPLINE IN THE SCHOOL SETTING? AT THE CONCLUSION OF THE INTERVIEW PROCESS, THE DASA TEAM WILL REVIEW ALL FINDINGS OF THE INTERVIEWS AND WILL RENDER A DECISION.

RESTORATIVE APPROACH TO DISCIPLINE LOOPS BACK TO FUNDAMENTAL QUESTIONING OF WITNESSES. INSTEAD OF ASKING WHO IS TO BLAME AND HOW MISBEHAVIOR WILL BE PUNISHED, RESTORATIVE APPROACH ASKS:

- a. WHAT HAPPENED?
- b. WHO WAS HARMED OR AFFECTED BY BEHAVIOR?
- c. WHAT NEEDS TO BE DONE TO MAKE THINGS RIGHT?
- d. HOW CAN PEOPLE BEHAVE DIFFERENTLY IN THE FUTURE?

### **B.THE INVESTIGATIVE PROCESS:**

1. WHO ARE THE SCHOOL PERSONNEL INVOLVED IN THE DASA TEAM?
2. HOW MANY INVESTIGATORS ARE USED? IS THERE CONSISTENCY? HOW IS THIS ESTABLISHED?
  - a. TEAM APPROACH USING STUDENT SUPPORT SERVICES, TEACHERS, PARENTS AND STUDENTS TO FILL IN THE PICTURE OF WHAT IS HAPPENING. ALSO WITNESSES BOTH STUDENT AND ADULT.

- b. IS A STANDARDIZED GUIDELINE USED FOR ALL INVESTIGATIONS? INSURE THAT ALL INTERVIEWS ARE APPROPRIATELY DOCUMENTED.
- 3. WHO IS THE DESIGNEE THAT RECEIVES DASA INCIDENT REPORTS?
- 4. WHAT IS THE TIMELINE FOR REPORTING, WRITING THE INCIDENT REPORT AND BEGINNING THE INVESTIGATION?
  - a. A DASA REPORT IS MADE WITHIN 1 DAY TO PRINCIPAL OR DASA COORDINATOR, FOLLOWED BY NO MORE THAN 2 DAYS TO SUBMIT WRITTEN INCIDENT REPORT FOLLOWING ORAL COMPLAINT.
  - b. THE INVESTIGATION BEGINS PROMPTLY AND A DECISION IS MADE BY DASA COORDINATOR AND PRINCIPAL.
- 5. WHAT IS THE SCHOOL'S RELATIONSHIP WITH LAW ENFORCEMENT IN TERMS OF DASA?

**C. CONDUCTING THE INVESTIGATION:**

- 1. HAS A DASA INCIDENT REPORT BEEN FILLED OUT AND FILED? IS IT SIGNED?
- 2. HOW IS CONFIDENTIALITY MAINTAINED THROUGHOUT THE PROCESS?
  - a. INSTRUCT STAFF NOT TO DISCUSS INCIDENTS WITH ONE ANOTHER OUTSIDE THE CONTEXT OF THE ACTUAL INVESTIGATION. HALLWAYS HAVE EARS!
  - b. INTERVIEWEES SHOULD BE TOLD THAT THE INFORMATION PROVIDED WILL BE KEPT CONFIDENTIAL TO THE EXTENT PERMITTED, BUT THERE MAY BE INSTANCES WHERE THE SCHOOL IS REQUIRED BY LAW TO SHARE THE INFORMATION ON A NEED TO KNOW BASIS.
- 3. WHAT ARE YOUR THOUGHTS ON PARENT CONTACT? WHEN SHOULD IT BE MADE? SHOULD IT BE MADE FOR ALL WITNESSES INCLUDING ACCUSER?
- 4. AGREE THAT YOU ARE LOOKING AT BEHAVIOR NOT THE COMMITTER OR THE ALLEGED OFFENSE.

- a. QUESTIONING GOALS AND PURPOSE – LOOK FOR CLARIFICATION, AGREEMENT, PERSPECTIVE, USE DATA, FACTS AND EXPERIENCES.

- b. WHAT ARE THE KEY QUESTIONS YOU ARE TRYING TO ANSWER?

- c. AFTER READING THE REPORT, HAVE STUDENT TELL HER STORY – WHO, WHAT, WHERE, WHEN, WHY, AND HOW. INTERVIEWER MAY ASK QUESTIONS TO HELP GUIDE STUDENT.

WHAT WAS SAID AND DONE? WHAT WAS THE MOTIVE OR INTENT? IS THIS AN ANGRY MISGUIDED JOKE OR A THREAT? IS THIS A ONE TIME OCCURRENCE OR IS THERE A PATTERN OF BEHAVIOR? QUESTIONS SHOULD BE FRAMED SO THEY ARE OPEN ENDED – “HAVE YOU HEARD JOHN CALLING ANY OF THE GIRLS NAMES?” REVIEW AND SEEK CLARIFICATION OF STUDENT FINDINGS

5. BEGIN WITH STUDENT WHO MADE THE INCIDENT REPORT, EITHER WRITTEN OR ORAL INTERVIEW STUDENT OR GROUPS OF STUDENTS OR THE ADULT ABOUT WHOM THE REPORT IS BEING MADE, IF THE REPORT IS ORAL, HAVE STUDENT MAKE A WRITTEN AND SIGNED STATEMENT.

**ALL INTERVIEWS MUST BE CONDUCTED INDIVIDUALLY – THIS IS AN INVESTIGATION NOT A PEER MEDIATION OR CONFLICT RESOLUTION. THE APPROACH IS HUMANE AND EACH INTERVIEWEE IS ENTITLED TO DUE PROCESS AND DIGNITY**

- a. WHO DOES THIS INTAKE? – STUDENT IS ENTITLED TO DUE PROCESS AND DIGNITY AS WELL. INITIAL INTERVIEW SHOULD BE DONE BY DASA LEAD PERSON.
- b. DID THIS STUDENT KNOW ABOUT THE CODE OF CONDUCT?
- c. WAS DASA INFORMATION PROVIDED TO STUDENT DURING THEIR STUDENT ORIENTATION
- d. IS THE STUDENT AWARE OF A CLEAR SET OF STANDARDS FOR BEHAVIOR?
- e. **DUE DILIGENCE INCLUDES INSURING COMPASSION – WHAT DOES THIS MEAN?**
  11. EXPLAIN THE NATURE OF THE INVESTIGATION AND THAT THE OUTCOME SHOULD BE ONE WHERE ALL STUDENTS AND STAFF LEARN MORE ABOUT WHAT DIGNITY, OPENMINDEDNESS AND NON JUDGEMENT MEANS.
  22. CONSIDER THE FEELING OF THE WITNESS.
  33. SHOW CONFIDENCE IN FINDING THE TRUTH.
  44. WHAT DOES IT MEAN TO REVICTIMIZE A STUDENT DURING THE INVESTIGATION?
    - aa. DO NOT EMBARRASS OR CALL UNDUE ATTENTION TO WITNESS. AVOID PERPETUATING GOSSIP AND RUMORS.
    - bb. INTERVIEWS SHOULD TAKE PLACE BEFORE OR AFTER SCHOOL, OR DURING LUNCH, STUDY HALL OR AN ELECTIVE SUBJECT WHERE SIGNIFICANT WORK WILL NOT BE MISSED
    - cc. STUDENTS SHOULD NEVER BE TAKEN OUT DURING CLASS TIME, ONLY BEGINNING OR END OF PERIOD
    - dd. AVOID SARCASM, LOSS OF TEMPER, HUMILIATION, PROFANITY, PUBLIC REPRIMANDS, THREATS AND BLUFFS, FAVORITISM, DELAY TACTICS, INCONSISTENCES.

**QUESTIONS FOR BEST PRACTICE FOR THE INVESTIGATIVE PROCESS  
ASSOCIATED WITH DIGNITY FOR ALL STUDENTS ACT**

1. What are the guiding principles in your school for how people treat each other?
2. Are there policies, procedures and guidelines outlined in the code of conduct and/or mission statement that identify your school as free from harassment, bullying, discrimination and cyberbullying? Describe them.
3. How is DASA integrated into the Code of Conduct and the SIS? How do you insure integrity in record keeping?
4. Where do students, teachers, staff and parents find DASA information?
5. Have principles been clearly posted, explained and understood by stakeholders? How do you insure comprehension?
6. What is the purpose of discipline in your school setting? Does learning happen? Are all stakeholders in a better place at the conclusion?
7. Who are the school personnel involved in the DASA team?
8. How many investigators do you use for an investigation?
9. How is consistency in interviewing established?
10. What is your timeline for reporting, writing the report and beginning the investigation?
11. How is confidentiality maintained throughout the investigative process?
12. How is parent contact handled for both the investigative process and the outcome?
13. What are your goals and purpose in questioning?
14. Can you describe your investigative sequence?
15. How do you eliminate revictimization of the student and associated witnesses?
16. How is the investigative process concluded?

## Action Plan

Date Began: \_\_\_\_\_

Date Discontinued: \_\_\_\_\_

Name: \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

Action Plan Monitor: \_\_\_\_\_

Counselor: \_\_\_\_\_

### Interventions/Contacts: (Individuals informed of the situation)

- ☐ Administration   ☐ Teachers   ☐ Nurse   ☐ Support staff   ☐ Bus Drivers
- ☐ Guidance   ☐ TA/Paras   ☐ Individual Aid   ☐ Police Notification   ☐ District Notification
- ☐ Probation Notification   ☐ Parents/Persons in parental relation notification: Phone   Conference   Letter
- 

### Support Intervention Options: (check all that apply)

Increase Supervision:   ☐ Classroom   ☐ Hallway   ☐ Cafeteria   ☐ Arrival/Dismissal

Monitor Check-in:   ☐ 2 x Daily   ☐ 1 x Daily   ☐ Weekly   ☐ Monthly

Change Seat Assignment:   ☐ Classroom   ☐ Lunch   ☐ Bus

☐ Schedule/Class Change   ☐ Alternative Dismissal   ☐ Alternative Transition Time

☐ Hallway Shadow   ☐ Hallway Escort   ☐ Counseling and Skill Building

☐ Review Code of Conduct   ☐ Other: \_\_\_\_\_

---

### Signatures:

Administration: \_\_\_\_\_  
Date

DASA Coordinator: \_\_\_\_\_  
Date

Homeroom: \_\_\_\_\_  
Date

Counselor: \_\_\_\_\_  
Date

Action Plan Monitor: \_\_\_\_\_  
Date

Parent \_\_\_\_\_  
Date

Student: \_\_\_\_\_  
Date

## School Safety Plan for Aggressor

*After interviewing student, this plan can be used as an educational/remedial response to assist the aggressor in changing behavior. It can be reviewed and modified at a later date after consultation with student, parent, and school staff.*

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

### A. Intervention Options

Effective Dates: \_\_\_\_\_ to \_\_\_\_\_

☐ Notification of Teachers

☐ Notification of Parents

☐ Notification of Police

Specify: \_\_\_\_\_

#### • Increased Supervision:

☐ Class

☐ Cafeteria

☐ Hall

☐ Recess

☐ Bathroom

☐ Dismissal time

☐ Bus

☐ Event/function

☐ Other \_\_\_\_\_

#### • Change seat assignment

☐ Class

☐ Cafeteria

☐ Bus

☐ Notification of bus driver

☐ Bus suspension

☐ Locker change

☐ Hallway escort

☐ Alternate dismissal time/site \_\_\_\_\_

#### • Schedule / Classroom change \_\_\_\_\_

#### • Administrative check-in

Name: \_\_\_\_\_ Role: \_\_\_\_\_

☐ Daily

☐ Weekly

Times: \_\_\_\_\_

### B. Review of Rules/Responsibilities/Code of Conduct

☐ Delivered by: \_\_\_\_\_ Dates \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

☐ Individual

☐ Group

☐ Classroom

☐ 1 session

☐ 2 sessions

☐ 3 sessions

### C. Additional Education/Skill Building/Remediation

Ex: ★ Problem solving ★ Anger management ★ Nonverbal behaviors ★ Self-regulation

★ Impulse control ★ Coping skills for stress ★ Cooperation/working in groups

★ Social Decision-making ★ Communication skills ★ Managing emotions ★ More \_\_\_\_\_

☐ Delivered by: \_\_\_\_\_ Dates \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

☐ Individual

☐ Group

☐ Classroom

☐ 1 session

☐ 2 sessions

☐ 3 sessions



#### D. Additional Intervention Options

☐ Alternative bathroom assignment (where) \_\_\_\_\_

☐ Alternative route/entry (list where) \_\_\_\_\_

☐ Alternative transition times

Specific \_\_\_\_\_

☐ Classes only suspension

☐ Separate setting

\_\_\_\_ All \_\_\_\_\_ Lunch \_\_\_\_\_ Specific classes \_\_\_\_\_

Effective Dates: \_\_\_\_\_ to \_\_\_\_\_

Review Date: \_\_\_\_\_ → Reviewed on \_\_\_\_\_ → Reviewed on \_\_\_\_\_

Completed by: \_\_\_\_\_  
Name, title Date

☐ I agree to the above plan ☐ I do not agree to the above plan

Reasons:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

☐ I agree to the above plan ☐ I do not agree to the above plan

Reasons:

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Additional Notes (use reverse if needed):*

## School Safety Plan for Target

*After interviewing targeted student, this plan can be used as an immediate protective response. It can be reviewed and modified at a later date after consultation with student, parent, and/or school staff.*

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Where is student feeling unsafe? *Circle all that apply*

Bus      Recess      Classroom      Hall (where/when) \_\_\_\_\_  
Cafeteria      Bathroom      Walking Home      Specials (list) \_\_\_\_\_  
Online      Other (describe) \_\_\_\_\_

**A. Support Intervention Options**      Effective Dates: \_\_\_\_\_ to \_\_\_\_\_

- Identify supportive adults @ school:

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Name: \_\_\_\_\_ Role: \_\_\_\_\_

- Check-in with trusted adult(s):

Name: \_\_\_\_\_ Role: \_\_\_\_\_

\_\_\_\_ Daily      \_\_\_\_ Weekly      Times: \_\_\_\_\_      ☐ Hall Pass for check-in/safety

☐ Notification of teachers      ☐ Increased Supervision: Classroom      Hallway      Recess

☐ Notification of Bus Driver      Other Site(s): \_\_\_\_\_

☐ Bus Buddy      ☐ Lunch Buddy      ☐ Hallway Buddy

• Change Seat Assignment in      ☐ Classroom      ☐ Cafeteria      ☐ Bus

• Classroom Change      ☐ Alternative Route/Entry

• Alternative Transition Times      \_\_\_\_ All      \_\_\_\_ Specific (list) \_\_\_\_\_

Alternative Bathroom (list where): \_\_\_\_\_

**B. Education / Skill Building** (list with who) \_\_\_\_\_

Ex: ★ Problem solving      ★ Assertiveness training      ★ Nonverbal behaviors      ★ Positive Self-Talk  
★ Communication skills      ★ Social decision-making      ★ More.....

Next Review Date: \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Name, title

## School Safety Plan for Target

P. 2

☐ I agree with the above safety plan. I understand that I may ask for a review at any time. I understand that the administration will be implementing aggressor interventions as needed.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

☐ I am not in agreement with the safety plan, reasons noted below.

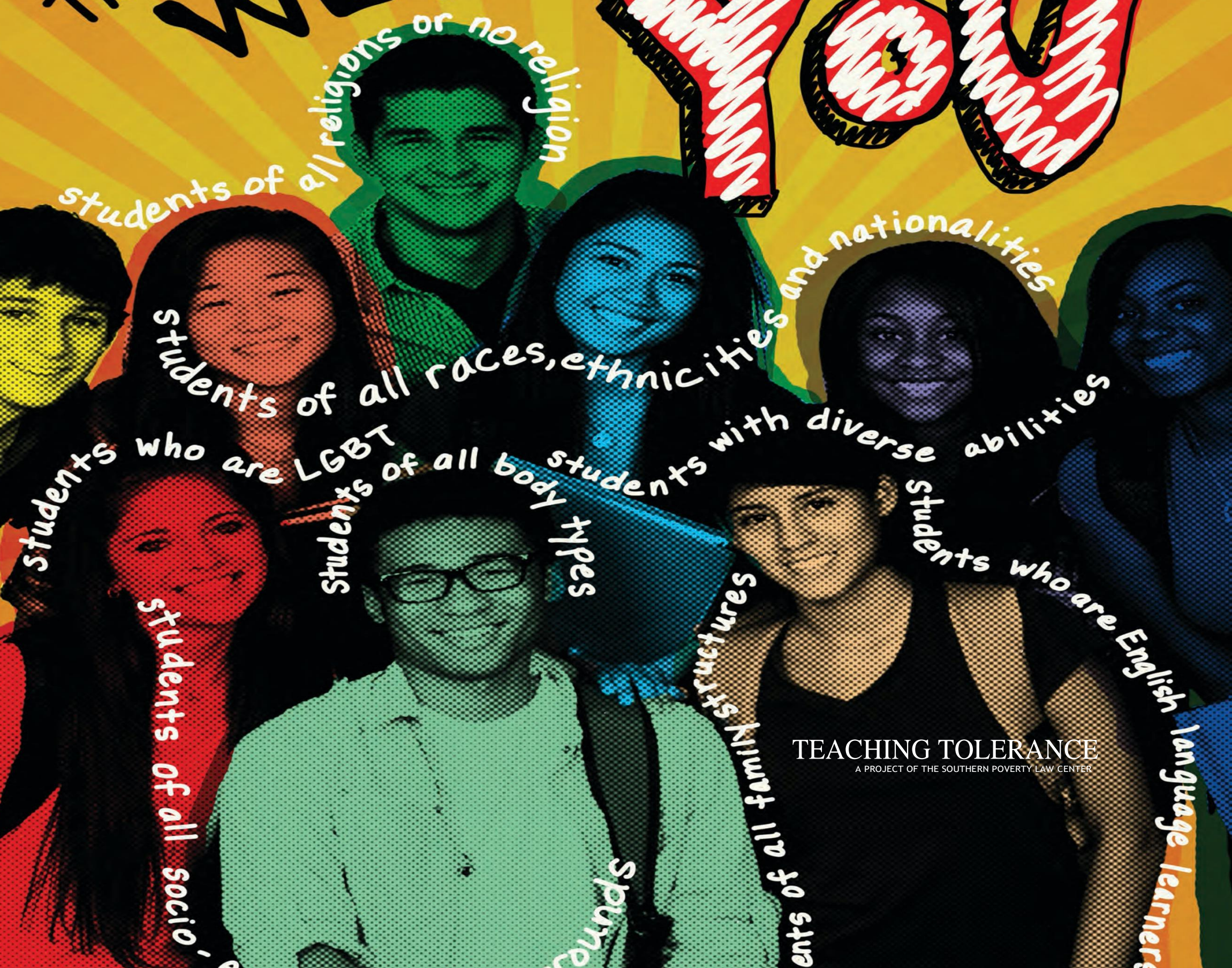
Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Additional Notes (use reverse if needed):



# THIS SCHOOL WELCOMES YOU



TEACHING TOLERANCE  
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER



- Cyberbullying is one of the biggest issues. Many incidents are occurring outside the school day via social media and then carrying over into the school day. Technology is a concern for staff/administration as they may not be familiar with all social media apps. Recommendation was made to have the district's technology staff involved.
- Many expressed parents need to be educated more on bullying awareness and prevention. Evening workshops are offered in districts for parents, some shared attendance is poor. Parents need to be further educated on age-appropriate conflict vs. bullying. Although all incidents/complaints are addressed, not all incidents are deemed bullying. Parents are getting frustrated with staff when disciplinary action is not taken. Parents need to be made aware all staff is working collaboratively to address concerns, and due to confidentiality outcomes cannot be discussed.
- Districts should post DASA procedures, policies and forms on the district's website for parents to access.
- Dan will email Powerpoint presentation.
- Suspensions were discussed. A recommendation was made to have students sit with a counselor upon his/her return from suspension to address the behaviors associated with the bullying incident.
- All shared their district has programs in place to raise awareness for students and staff (i.e., assemblies, character education, incorporating bullying, values and principles into curriculum, clubs, guest speakers, professional development yearly for staff, etc.)
- Inquiries were made for bullying programs. Concern was expressed regarding lack of bullying resources offered at the high school level. Most programs are effective for elementary and middle school. Recommendation was made for the Suffolk County Stop Bullying Program and Coach John R. Wooden Program.
- PTA representative shared parents feel "schools" are not responding to their concerns. They feel they are being ignored. Conversation ensued that district personnel is addressing all concerns, however information cannot be shared with parents due to confidentiality. She further expressed that it is perceived that districts may not be deeming incidents as bullying to avoid state reporting.

## **DASA Best Practices Workshop**

*Friday, October 27, 2017*

### **PREVENTION: CREATING A CARING CULTURE**

Facilitators: Susan Schnebel, Superintendent of Schools & Chad Walerstein, Elementary Principal, Islip Union Free School District

Throughout years in education, one thing that never changes is human nature. One thing that has changed, however, is that we are more aware of bullying now than we were in the past. This issue has also become increasingly litigious. No matter who you are in a school district, part of your role is to build a positive atmosphere. We must be proactive – spend an hour preventatively, as opposed to nine hours dealing with a bullying issue.

Below are some suggestions shared by the facilitators and participants during the workshop sessions:

Islip:

- Those who are bullied are more likely to require counseling, and many times, they turn to drugs/alcohol. Islip High School has a mentoring program partnering students with staff members. Planned activities are scheduled to promote the relationships, along with regular ‘touch base’ meetings. Nicole Hall, Guidance/Substance Abuse Counselor, oversees this program. She may be contacted at [nhall@islipufsd.org](mailto:nhall@islipufsd.org).
- Also at Islip High School, a Restorative Justice program utilizing learning lesson materials has been instituted for first offenses. The approach is two-fold, as the student learns about the regulations and effects of bullying while building a relationship with an administrator.
- Our Advisory Program at Islip Middle School addresses such topics as bullying and the role of the bystander through formatted teacher-created lesson plans. IMS TV runs appropriate YouTube videos as well as student-created ones.
- Assembly programs that focus on overcoming adversity and making positive choices with a positive attitude. One example is Rohan Murphy (<http://www.rohanmurphy.com/>), who is a physically handicapped wrestler.
- Monthly character traits reviewed in elementary buildings.

- Kindness Rocks: Students at Islip High School painted rocks and signed a pledge during Red Ribbon Week. The decorative rocks will be displayed in the building's courtyard.
- Various activities to promote positive choices, kindness, tolerance, etc.: Kind-a-Saurus, Positive Pinwheels, guest speakers, and more (*see attached articles from [www.islipufsd.org](http://www.islipufsd.org)*)
- Positive Behavior Referrals (*see attached*)
- Good News Call of the Day – Principal receives referral (*see attached*) from any staff member (teacher, aide, monitor, custodian, etc.) and calls home to report the good behavior to parent. School Twitter account also promotes this using #goodnewscalloftheday
- Character Cards – sent home or to staff/others (*see attached*)
- Islip's legal counsel attended GSA Club meeting to discuss student's rights under the law.
- Coming Out Day – students sign a mural to support GSA peers
- Child-friendly version of Seven Habits of Highly Effective People: Seven Habits of Happy Kids (<http://www.theleaderinme.org/the-7-habits-for-kids>) by Sean Covey. Each teacher has a classroom copy of the book to read aloud. Principal visits each classroom to explain each month's habit and these are also shared with parents through the building newsletter and reinforced in the classrooms and building at large. (*see attached school expectations based on these habits*)
- MS/HS – Positive post-it notes on student lockers
- HS-to-HS – Islip and Amityville High School partnered to widen student perspective on diversity (*see attached article*)
- Too Good for Drugs: Evidenced-based program which includes lessons on bullying (<https://www.toogoodprograms.org/>)
- New students transitioning to next level (grade 5 to 6; 8 to 9) met with applause by upperclassmen. Islip second graders go school t-shirts as they paraded the hallways the first week of school.
- Be inclusive with clubs, e.g. ENL students are invited to attend after school MakerSpace activities. Islip has also set up STAR, a club for ELLs.

#### Participant Suggestions:

- Words of Wisdom Program (<https://www.projectwisdom.com/>) offers a binder with character traits for PA announcements for all grade levels, as well as lessons plans and ideas for the classroom

- Suffolk County Sheriff's G.R.E.A.T. (Gang Resistance Education And Training) Program is a free character education program that aims to prevent bullying, youth crime, violence, drug use, and gang involvement (<http://www.suffolkcountyny.gov/sheriff/CommunityPrograms/TheGREATProgramGangResistanceEducation.aspx>)
- At new entrant enrollment, have staff members review the district's Code of Conduct, website, DASA, school protocols, etc. in an inviting setting, so parents and students are aware of expectations and resources.
- Horizons (<http://www.smithtownny.gov/horizons>) through the Town of Smithtown offers expertise in substance abuse.
- Deer Park Schools has an RtI plan that includes Second Step (<http://www.secondstep.org/>), a social-emotional learning program.
- A quick way to push out positive communications – [www.smore.com](http://www.smore.com)
- Harborfields has "Write about Right" opportunities for elementary students to write about character traits. The work is shared during lunch time.
- The Anti-Defamation League's No Place for Hate school designation (<http://newyork.adl.org/noplaceforhate/>) is a self-directed program in which stakeholders take the lead in improving and maintaining school climate with specific criteria in order to earn the recognition.



# **Appropriate Voice Levels**

The following are the four levels students can use around the building.

**4 - Playground/outdoor voices**

**3 - Conversation volume**

**2 - Whispers/inside voice**

**1 - Silence/listening**



# Is It BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that is

**Rude.**

When someone says or does something *intentionally* hurtful and they do it once, that is

**Mean.**

When someone says or does something *intentionally* hurtful and they *keep doing it*—even when you tell them to stop or show them that you are upset – that is

**Bullying.**

# Positive Behavior Referral

**Student Name:** \_\_\_\_\_

**Referring Teacher:** \_\_\_\_\_

## **Behavior Trait(s) Seen:**

\_\_\_\_ Citizenship

\_\_\_\_ Positive Attitude

\_\_\_\_ Compassion

\_\_\_\_ Responsibility

\_\_\_\_ Enthusiasm

\_\_\_\_ Self-Control

\_\_\_\_ Gratitude

\_\_\_\_ Teamwork

\_\_\_\_ Hard Work

\_\_\_\_ Other (please indicate below)

\_\_\_\_ Honesty

\_\_\_\_\_

**Additional Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**MaudS.SherwoodElementary  
School 301 SmithAvenue  
Islip, NY 11751**

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**Sherwood Elementary School  
Pride**

# Commit to Character



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I am so proud of

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because...

## PROGRAM EXAMPLES

### Islip and Amityville High Schoolers Forge Bonds

Forty students from Islip High School visited Amityville High School on Dec. 7, getting to know their peers in another district as part of Amityville's Cultural Exchange program. The purpose of the initiative is to establish new friendships and create bonds between students from different schools.



Led by coordinator Jason McGowan, the students breakfasted together and participated in icebreakers to start the day, then paired up. Each Islip student was brought by their Amityville partner to the latter's classes throughout the day. The event concluded with lunch and a debriefing session.

Amityville's students will in turn visit Islip in the spring.

### Amityville and Islip Enjoy Cultural Exchange

In an effort to expose students to diversity among their peers, 40 students from Amityville Memorial High School visited Islip to participate in a cultural exchange program. Islip's high schoolers had previously visited Amityville for a similar event in December 2016.

To kick off the cultural exchange, the Amityville and Islip students enjoyed a breakfast and participated in various icebreaker activities. Students from the two schools were paired, and the Amityville students shadowed the Islip students and attended classes throughout the day. The event concluded with both sets of students sharing their experiences with the group.



### Wing Debuts Kind-a-saurus Concept

In an effort to prominently recognize especially caring students, Wing recently unveiled its new Kind-a-saurus mural and concept, part of the school's ongoing character education program.

To be named a “Kind-a-saurus,” the student must be nominated by a staff member. The criteria include being involved in a situation where the student showed empathy and kindness towards someone else, and possessing a good record of always treating others with respect. The honored students will receive certificates, they will be recognized during morning announcements and board of education meetings, and dinosaur-shaped cutouts with their names will be displayed on the mural.



The first three recipients, for January 2017, were kindergartner Logan Velez and first-graders Vareesha Baloch and Saya Rodriguez.

## Pinwheel Posing for Peace at Wing

The entire student body at Wing gathered at the school’s playground on Sept. 21, wearing white clothing and holding pinwheels they decorated as part of the annual Pinwheels for Peace project for the International Day of Peace. Joined by the school’s staff, they posed together to celebrate their creativity and peacefulness.



“The Pinwheels for Peace Project began in 2005, and we were proud to participate this year in school,” said Wing social worker Allison Siegel. “On the International Day of Peace, everyone in the world thinks about making good choices, being kind and respectful to others. We celebrated it by decorating our own pinwheels, childhood symbols that reminds us of a time when things were simple, joyful and peaceful, and by talking about being kind,

caring and respectful to others in our school and our community.”

## Honesty and Respect at Wing Town Meeting



Kindergartners and first-graders at Wing Elementary focused on themes of honesty and respect during February, leading to a special visit from the “Truth Fairy” during the school’s monthly Town Meeting character education event. The students sang a town meeting song and discussed different ways to show respect.

“The Truth Fairy taught us that honesty and respect are the keys to friendship,” said school social worker Allison Siegel.

“We also made boomerangs in our classes to learn about the boomerang effect for respect. When you throw a boomerang, it comes back to you – just like respect. If





you treat people with respect, they will be respectful in return."

## Middle Schoolers Hear Holocaust Survivor's Memorable Message



Holocaust survivor Werner Reich recently shared his experiences and offered wise solutions to bullying and intolerance in a memorable, moving talk with students at the middle school.

The May assembly was part of the school's annual Holocaust remembrance, which it has been holding in various forms for the past 20 years, forming part of the character education program as well as part of Islip's studies on World War II, civics and citizenship. The program began with now retired teachers Adina Karp and Paul Tapogna, who brought in Holocaust survivor Max Tempkin and his wife Steffi to speak to the students. After about a dozen years, Tempkin was no longer able to attend, and teachers Rich Napolitano and Erica Rinear made arrangements through the Holocaust Memorial and Tolerance Center in Nassau County to have Reich take over the presentations.

Reich, a Smithtown resident and retired industrial engineer, was a prisoner at several infamous concentration camps between the ages of 15 and 17. His ordeal began when his family was forced to move from Berlin to Zagreb, Yugoslavia in 1933. When the Nazis invaded Yugoslavia, Reich was forced to live in hiding for two years before being found, arrested and sent to the Terezin camp in 1943. He was transferred to Auschwitz in 1944, where he was tattooed with a number and barely avoided the gas chambers. After a winter death march, Reich was sent to the Mauthausen camp, where he was eventually liberated by American troops on May 5, 1945.



In his discussion, he pointed out parallels between past atrocities and modern bullying behaviors, and urged each student to be a JUST person, an acronym he devised that stands for "judge situation, understand problem, solve and take action."

"The one thing that always stands out to me about Mr. Reich is the idea of acceptance not tolerance," said Assistant Principal James Cameron. "His message to the students is to be accepting of others, not tolerant. When you are tolerant of people, you may at times become intolerant. When you accept others, you are more at peace with who and what they stand for."

"That message is a powerful one in today's climate of bullying and prejudice," added eighth-grade social



studies teacher Michael Argenziano. "Mr. Reich uses his experiences to connect the students to the how and why an event like the Holocaust did happen and can happen again. He is current, and changes his presentation each time he visits, but the heart of the message always rings loud and clear."

## Middle Schoolers Attend Verga's Civil Rights Lecture

Five middle school students, accompanied by teacher Darien Logan, attended a March 30 talk hosted by the Historical Society of Islip Hamlet and featuring Christopher Verga, a writer and American history lecturer at Suffolk County Community College. The free event was held at the Islip Public Library.



Verga utilized images from local historical societies, private collections and the African American Museum of Nassau County to create the book "Civil Rights on Long Island," published last October by Arcadia. His other works include a monthly column in Greater Bay Shore and the forthcoming book "Bay Shore." His interactive lecture detailed historic race relations and struggles for equality across Long Island.

## Learning Compassion in Islip's Makerspace



School librarian Gina Seymour runs a unique MakerCare program at the high school, dedicated to nurturing philanthropic qualities while benefiting both local and global organizations. Collaborating with service-based clubs in the school and cultivating partnerships with outside agencies, the students carry

out hands-on service projects, taking an active role in making a difference in their community and the world.

Participants in the program, now in its third year, include those who need service hours or who want to make a difference; and members of clubs such as Interact, SADD, Maker Club; Heidi Stevens' sewing class; as well as Commack Road Elementary School students involved through their library program.

"Maker activities for children foster valuable learning opportunities," said Seymour. "In our school makerspaces, students learn about science, technology, engineering and even artistic expression. This seems like a lot, and yet there's even more that students can learn in a makerspace – namely, compassion and empathy. Maker education need not be limited to STEM or STEAM but can embrace the whole child. As a make and donate program, MakerCare fosters civic engagement among our students."

The MakerCare program has encompassed a wide variety of projects. Earlier in the school year, students made dog toys for the Town of Islip Animal Shelter using tennis balls recycled from the high school tennis team and fabric rope made from recycled T-shirts.

"Dogs are often bored being kenneled all day, and joy can be brought to them by creating these simple toys," said Seymour. "All of the necessary supplies were derived from recycled materials as we emphasize environmental sustainability as well as helping others."

Students in Stevens' sewing class learned how to sew a basic straight stitch by making catnip toys for the animal shelter. The class also sewed dresses for African schools through the Little Dresses for Africa program.

In other projects, Habitat for Humanity Club adviser Sue Riche and art teacher Lorraine Knoblauch were in the makerspace with students, working on decorative wood plaques to be donated to Habitat for Humanity, while Islip's KIC Club helped make skeins of "plarn" – yarn made from plastic bags – to be crocheted into sleep mats for the homeless.

Community organizations in need of a donation or that would like to make a donation can contact Seymour at [gseymour@islipufsd.org](mailto:gseymour@islipufsd.org) or call Islip High School Library at 631-650-8336.

## No Excuses: From Ordinary to Extraordinary



In recognition of Red Ribbon Week, the middle school welcomed inspirational athlete, motivational speaker and double leg amputee Rohan Murphy.

During his presentation, Murphy demonstrated a few of his wrestling moves, encouraged the students to chase their dreams, and spoke about the importance of making good life choices and his life motto, "No excuses."

"Every single day in this world, ordinary people accomplish extraordinary things," he said. "That's what I wanted for myself. I wanted to do something remarkable, amazing, extraordinary."

According to the National Family Partnership's website, which sponsors the national event, Red Ribbon Week serves as a catalyst to mobilize communities to educate youth and encourage participation in drug prevention activities. The PTA, Stands of Excellence Committee and student government sponsored the assembly program.



"We brought in guest speaker Rohan Murphy to cover the areas of making positive choices as they apply to kindness and compassion, as well as peer pressure for drugs," said social worker and student government co-adviser Shari Pennington. "We want our students to understand that their choices can determine whether they are successful in their lives."



## MS Mani Mondays for Kindness

The middle school introduced some compassionate excitement on two Mondays during March, with students' pinkies painted blue as part of "Mani for a Cure to Bullying." Sponsored by the school's Art Club and student government with the support of the PTA, Mani Mondays promoted kindness and empathy among the community.



At the March 9 and 23 events, manicure stations were set up during lunch periods outside the school cafeterias, and the middle schoolers had the opportunity to have their pinkie nails painted with blue nail polish to show support for kindness to all students, and to act as volunteer manicurists.

"I think it's a great way to show support for anti-bullying," said eighth-grader Kerry Monahan, a member of student government who volunteered to paint nails at the event. "It's so simple and anyone can do it."

"The intention of the event was for students to stand up for kindness and compassion and let people know that it's not OK to bully others," said student government advisers Sue Lange and Shari Pennington. "The event was a huge success and we had an excellent turnout, with many students excited to show their support. Students are becoming educated and aware that what they say and do does truly impact other people's lives."



## IHS and IDEA Task Force to Host 'No More Victims' on Oct. 15

Islip High School and the Islip Drug Education Awareness – Compass IDEA Task Force Coalition invite the community to All Access Productions' anti-bullying presentation of "No More Victims" on Wednesday, Oct. 15. The unique musical follows the day in the life of four high school students, giving the audience a glimpse into their public personas and private struggles. According to All Access Productions website, the musical addresses key issues including "bullying, cyber bullying, teen violence, teen suicide, peer pressure, poor self image, the struggle to 'fit in,' high expectations by adults and peers and the silent suffering of the forgotten." The performance will feature modern, hip-hop and Broadway-style dance, live singers, actors and interactive video segments, and will be held at Islip High School, 2508 Union Blvd., at 7 p.m.










## Islip Honors Hispanic Heritage



In recognition of Hispanic Heritage Month, the district honored five Hispanic, Hispanic heritage and Hispanic American students who have demonstrated civic and community engagement at different levels.

High school senior Brianna Sanchez, middle school eighth-grader Desiree Pagan, Commack Road fifth-grader Nicole Matute, Sherwood fifth-grader Jose Ruiz Segura and Wing kindergartner Jayden Guevara-Jandres were recognized at the Oct. 24 Board of Education meeting, held at the middle school library. In attendance to congratulate the honorees were Suffolk County legislators Tom Cilli and Monica Martinez.



| Sherwood Expectations                                                                                                                                                               | Being Proactive Self-Discipline                                                                                                                                                                         | Beginning With the End in Mind Responsibility                                                                                                                                                                   | Putting First Things First Accountability                                                                                                                                     | Thinking Win-Win Respect                                                                                                                                                                  | Seek First to Understand, Then to be Understood Kindness                                                                                                                               | Synergize Collaboration                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Classroom/<br>Special Areas<br>                                                                    | <ul style="list-style-type: none"> <li>Be mindful of personal space</li> <li>Walk safely</li> <li>Be mindful of teacher directions</li> <li>Be on time to school</li> </ul>                             | <ul style="list-style-type: none"> <li>Do my best work</li> <li>Be prepared with all supplies</li> <li>Understand that I am responsible for my actions/words</li> <li>Stay up to date on assignments</li> </ul> | <ul style="list-style-type: none"> <li>Complete all assignments in a timely manner</li> <li>Follow my daily schedule</li> <li>Set priorities and do your best work</li> </ul> | <ul style="list-style-type: none"> <li>Raise my hand to be recognized</li> <li>Use appropriate voice volume</li> <li>Respect others' property</li> <li>Respect school property</li> </ul> | <ul style="list-style-type: none"> <li>Share</li> <li>Always be helpful to your peers and other school staff</li> <li>Use positive language</li> <li>Be accepting of others</li> </ul> | <ul style="list-style-type: none"> <li>Work well with your peers in groups</li> <li>Assist classmates as needed</li> <li>Stay on task</li> <li>Value other people's strengths and learn from them</li> </ul> |
| Cafeteria<br><br> | <ul style="list-style-type: none"> <li>Be mindful of personal space</li> <li>Walk safely</li> <li>Stay in your seat to eat</li> <li>Be mindful of directions from monitors and kitchen staff</li> </ul> | <ul style="list-style-type: none"> <li>Clean up your table when finished eating</li> <li>Keep your own place in line</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Make sure you pay for food items</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>Be mindful of using appropriate language</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>Only eat/drink what is yours</li> <li>Use appropriate table manners</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Allow classmates to sit with you</li> <li>Talk to your classmates</li> </ul>                                                                                          |
| Hallway<br>                                                                                        | <ul style="list-style-type: none"> <li>Be mindful of personal space</li> <li>Walk safely and quietly</li> <li>Use your "Quiet Coyote"</li> </ul>                                                        | <ul style="list-style-type: none"> <li>Keep the hallways clean</li> <li>Speak at an appropriate volume if you must speak</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Walk with a purposeful pace</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>Be mindful of classes going on around you</li> <li>Follow the directions of all school staff</li> </ul>                                            | <ul style="list-style-type: none"> <li>Be mindful of hallway property and bulletin boards</li> <li>Use respectful language</li> </ul>                                                  | <ul style="list-style-type: none"> <li>Be mindful of personal space</li> <li>Be mindful of your space in line</li> </ul>                                                                                     |
| Bathroom                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Wash your hands with soap</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>Use the bathroom only when necessary</li> <li>Report any damage or vandalism to school staff</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Use the restroom in a timely manner and return to class</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Respect others' privacy</li> <li>Respect others' property</li> <li>Respect school property</li> </ul>                                              | <ul style="list-style-type: none"> <li>Wait your turn patiently</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>Help us keep all bathrooms clean and in good condition</li> </ul>                                                                                                     |
| Bus<br>                                                                                          | <ul style="list-style-type: none"> <li>Stay seated in your seat when bus is moving</li> <li>Follow all bus driver rules</li> <li>Keep food/drinks in your backpack</li> </ul>                           | <ul style="list-style-type: none"> <li>Cross street at bus stop safely</li> <li>Report any damage or vandalism to school staff</li> <li>Keep bus aisle clear</li> </ul>                                         | <ul style="list-style-type: none"> <li>Be responsible for your belongings</li> <li>Watch for your bus</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Be mindful of your voice level</li> <li>Be mindful of personal space</li> <li>Use appropriate language</li> </ul>                                  | <ul style="list-style-type: none"> <li>Keep hands, feet, and objects to yourself</li> <li>Return and found items to bus driver or main office</li> </ul>                               | <ul style="list-style-type: none"> <li>Assist other students when they need help</li> <li>Allow others to sit with you</li> </ul>                                                                            |
| Assembly<br>                                                                                     | <ul style="list-style-type: none"> <li>Stay seated</li> <li>Follow the directions of teachers/presenters</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Be a positive audience member</li> <li>Report any damage or vandalism to school staff</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Pay attention to the presentation/show</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Be mindful of your voice level</li> <li>Use appropriate applause when applicable</li> </ul>                                                        | <ul style="list-style-type: none"> <li>Keep hands, feet, and objects to yourself</li> <li>Return and found items to teacher or main office</li> </ul>                                  | <ul style="list-style-type: none"> <li>Allow the presenter to complete their presentation</li> </ul>                                                                                                         |
| Recess/Playground<br>                                                                            | <ul style="list-style-type: none"> <li>Be mindful of personal space</li> <li>Use all equipment properly</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Dress appropriately for the weather</li> <li>Report any damage or vandalism to school staff</li> <li>Line up when directed</li> </ul>                                    | <ul style="list-style-type: none"> <li>Be responsible for your property</li> <li>Stay in your assigned area</li> <li>Follow all directions from monitors/teachers</li> </ul>  | <ul style="list-style-type: none"> <li>Be mindful of using appropriate language</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>Play fairly with others</li> <li>Keep hands, feet, and objects to yourself</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Take turns on equipment</li> <li>Help us keep all equipment clean and in good condition</li> <li>Practice good sportsmanship</li> </ul>                               |

# Executive Summary Report for Response to Events –

Friday, October 27, 2017

By Faye E. Robins, facilitator

Each of the three groups that met for 35 minutes each, had many similar best practices. Highlighted here are the major points that were discussed during our brief time together. Districts were encouraged to email artifacts and descriptions of best practices for investigations when they returned to their home district to be included in this resource manual.

1. The importance of a team approach for investigations was established. Utilizing administration, pupil personnel and the DASA coordinator. Smithtown school district described their DASA team as including the social worker and the school psychologist. They also have pamphlets describing the DASA investigation. Smithtown School District meets once a year to discuss the process of DASA and they have forms that they created for them to properly do the investigation. The information Smithtown uses is from the firm of Neil Katz and Michael Grimaldi. Smithtown also has a video that they present to all teachers with regards to DASA.  
**It was agreed that documentation of all interviews is critical in the investigative process.**
2. The Assistant Principal in Islip indicated they have a technique to question things so that students tell the truth. They rely on students to be honest and by asking open ended questions they generally arrive at the truth.
3. It was agreed that the purpose and goal of questioning is getting to the truth of a situation and educating all parties concerned. It is not always discipline. **Due diligence in an investigation includes insuring compassion for the reporter, the student alleged to have committed the infraction and the witnesses. The outcome should always be one where all students and staff learn more about what dignity, open-mindedness and non judgement means. We never want to revictimize a student or create new victims in the process of the investigation as a result of our questioning techniques.**
4. Revictimization is avoided by not embarrassing or calling undue attention to a witness and avoiding perpetuating gossip and rumors. Also, it is critical that the investigator avoid sarcasm, loss of temper, humiliation, profanity, public reprimands, threats and bluffs, favoritism, delay tactics and inconsistencies as strategies for gleaning the truth.
5. Confidentiality in the investigative process is critical so that all parties being interviewed are being respected. Included in this is the importance of never mentioning witness names. Conversation also arose regarding the community and lack of confidentiality in the “nail place,” and in the halls teacher to teacher. It was agreed that the team approach might include a meeting with teachers emphasizing the importance of confidentiality. It was agreed that teachers are obligated to intervene and document a situation if they hear students discussing the issue with each other. It was further noted, that even in the event of a “FOIL” request, student names should not be included.  
**It is critical to insure that a child feels safe throughout the process – no matter their role in the investigation. Steps should be taken to always have an action plan that insures such safety.**
6. Difficulty arises as to when to interview students in the school day. Pulling students out of class brings attention to a situation. It is suggested that arrangements be made with the teachers to send students down before class begins (when they see them at the door) or at the end of class. Many participants indicated that students are asked to see the “nurse.” Using lunch and/or recess are also good options.
7. Parent contact was discussed around the table. The results varied from district to district. Some districts contact the parents before a child is spoken to, others give students a choice and one district only calls when the student is the primary witness. Some schools contact parents after the interview has occurred. It was agreed, that it is important to “keep parents in the loop.” It was further noted that many of the DASA reports that come in from parents are simply done to insure that their children are safe.
8. It was pointed out that all parents understand the investigative process and that while discipline may not be an outcome of the findings of the investigation, there is always education that is taking place to improve the lives of all children and their decision making skills.

# **Caring, Compassionate School Culture for All: Best Practices in the Implementation of the Dignity for All Students Act (DASA)**

## **RESPONSE TO VIOLATIONS**

*Cathy Taldone, Facilitator*

*Three Village Central School District DASA Coordinator*

### **1. How has DASA evolved in your school/district over the last five years?**

- Districts were initially reactionary, now they are proactive
- There is a better understanding of the definition of bullying
- Training of students, staff and parents has resulted in a better understanding of the complaint process, documentation, investigation and outcomes
- Much more information is available to the public today than five years ago; districts are informing parents, students and staff through their websites, publications and training programs
- Consistent procedures have been developed and are imperative so that everyone follows same protocol

### **2. How do your goals align with your practices regarding this area?**

- Consistent policy and procedures
- A number of districts utilize their SRO as a preventative measure
- Progressive consequence/discipline scale is reported to be effective
- Counseling is a proactive measure and is an important response to violations for both bully and victim
- Prevention is critical beginning at elementary level



**3. How does your DASA work in this area integrate with your mission statement and the elements that support it such as the code of conduct, student information system, and restorative justice, levels of confidentiality and integrity, and humanity?**

- INTEGRITY: Restorative Approach-focus on harm done- examples: students in grades 3-6 teach a lesson to peers relating to the bullying incident as a consequence, students write reflection pieces, students view videos on teaching tolerance, and other educational material related to the bullying incident, and counseling always important for bullying behavior and for the victim
- Positive discipline is effective
- CODES OF CONDUCT: Consistency in application of discipline according to codes of conduct, consequences are more severe for repeat offenders
- HUMANITY: Character education programs are in place in all districts on an on-going basis (not just one time events), to support creating a climate of kindness, tolerance and to make schools a place where all students belong.

Examples: PBIS (Positive Behaviors Interventions and Support) working well in many districts, Focus on the Up-stander Programs, Bullying Prevention and Awareness programs, push-in curriculum led by DASA coordinators/social workers, Cultivating Kindness activities throughout the year, Peer Leadership Activities, Buddy Benches, parent workshops, SC Police precinct provides anti-bullying program, Mindfulness programs etc.

- Prevention and support measures: educate students on how not to be a victim of bullying, why bullies bully, the effects of bullying, impact and harm, how to implement stay away plans, check-in plans, and increase social skills. Districts may provide a shadow for a student, counseling for both perpetrator and victim, and a change in schedule to insure safety.
- CONFIDENTIALITY: Balancing FERPA regulations and trying to have the parent understand that it was in fact addressed in a confidential and respectful way can be a challenge. Parents hear rumors about other student's discipline and are not satisfied with how the district handled it.

**4. What direction do you see yourself and your DASA team moving as you continue to do the work in this area? Are there additional concerns to address- social media, transgender issues, parent support staff training, web site information, agenda book updates, etc.?**

- Centralized documentation of complaints whether substantiated or not is needed to track both the alleged bully and alleged victim: one district creates a spreadsheet with students involved in incidents so that when a name is entered twice it is flagged for review
- Better use of the student management system to document incidents or keep records of bullying behaviors between building and grade levels
- Interpretations of the investigations of violations need to be addressed for consistency
- Gang affiliations have made it difficult to report bullying due to intimidation
- Funding is needed to assist with building tasks when investigations take administration and staff away from every day educational leadership responsibilities. Perhaps stipends for staff to work outside hours to conduct thorough investigations as they take an enormous amount of time.
- Challenges: Sometimes the victim is found to be the bully, larger bullying situations are easier to address and the little incidents are more difficult, recruiting bystanders to become up-standers, encouraging parents to speak up sooner and not wait for the situation to become worse, developing trust between parents and the district so that disclosure is possible, preventing the rumor mill from undermining confidentiality
- Increase bullying education into the curriculum, incorporating the education every day so that bullying is not an option

## A ProActive AProAch

Embracing the notion that proactive teaching methods are often the best safeguard against destructive decisions, each of the district's schools has adopted the PBIS (Positive Behavioral Interventions and Supports) model of sensitivity and tolerance training. Looking to create an environment where bullying and harassment are not tolerated, this program has provided the foundation for creating a culture of understanding and acceptance.

Additionally, in support of the PBIS initiative, recognized bullying prevention programs and initiatives have been put into place at each of the district's eight school buildings. These include:

**Rachel's Challenge at Arrowhead & Arrowhead CARES (Compassionate, Accepting, Respectful, Embracing and Sharing)**

**Nassakeag CARES (Compassionate, Accepting, Respectful, Embracing and Successful)**

**Be Inspired at Murphy**

**Stand Together at Gelinass**

**Setauket ROCKS (Responsible, Open-minded, Cooperative, Kind and Safe)**

**Ward Melville Patriot PRIDE (Peace, Respect, Integrity, Dependability, Encouragement)**

**Minnesauke STARS (Sharing, Trustworthiness, Acceptance, Responsibility, Service)**

**Mount SCORES (Self-controlled, Caring, Open-minded, Responsible, Encouraging and Safe)**

Student awareness of the topic is also heightened through the use of colorful bullying prevention

## here to help

Any student who feels that his or her rights under DASA have been compromised is encouraged to seek help from the building's DASA coordinators, who are trained in how to address this topic.

### Ward Melville HS

Principal – Alan Baum, 730-4900  
Social Worker – Glenda Gregory, 730-4917  
Social Worker – Tinamarie Rickmers, 730-4915

### The Three Village Academy

Principal – Gustave Hueber, 730-5052  
Psychologist – Mary Lynch, 730-5055

### P.J. Gelinass JHS

Principal – William Bernhard, 730-4700  
Social Worker – Pam Roberts, 730-4745

### R.C. Murphy JHS

Principal – Vinny Vizzo, 730-4800  
Social Worker – Debbi Rakowsky, 730-4848

### Arrowhead Elementary

Principal – Marisa Redden, 730-4100  
Social Worker – Judy Forgione, 730-4134

### Minnesauke Elementary

Principal – Brian Biscari, 730-4200

Social Worker – Leia Woodruff, 730-4223  
posters and banners, as well as during in-school character education programs and initiatives.

# UnderstAnding DASA



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### W.S. Mount Elementary

Principal – Kathryn White  
Social Worker – Sherry Lennon, 730-4326

### Nassakeag Elementary

Principal – Gail Casciano, 730-4400  
Social Worker – Michelle Virga, 730-4428

### Setauket Elementary

Principal – Kristin Rimmer, 730-4600  
Social Worker – Kristine Sheiffele, 730-4630

**For more information and additional resources, visit the Bully Prevention & Dignity Act tab on**

the district website, [www.threevillagecsd.org](http://www.threevillagecsd.org).

***The New York  
State Dignity for  
All Students Act***

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**District DASA Coordinator  
Catherine Taldone  
730-4595**

# What is the Dignity Act?

The New York State Dignity for All Students Act (Dignity Act or DASA) took effect July 1, 2012 and was established to provide a school environment free of discrimination and harassment. Amended on July 1, 2013, the act now includes the term bullying and prohibits acts of cyberbullying. **DASA states that no students shall be subjected to harassment by employees or students, nor shall any student be subjected to discrimination based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or sex.** The law applies to school property and any school-sponsored function or activity. Under this law, school districts are responsible for preventing, monitoring and addressing bullying through staff training to raise awareness and sensitivity of school employees to issues of harassment and discrimination, sensitivity and tolerance curricula for students, and reporting acts of bullying to the New York State Education Department through the defined reporting system.

## tvcsd Bullying Prevention Task Force

The district has always maintained a commitment to ensuring students feel supported and secure in their learning environments. Following the creation of DASA, the district established a bullying prevention task force, which is an instrumental part in implementing the law's mandated regulations, including, but not limited to, updating the district's bullying policy and regulations and providing professional development to staff members as required by law.

### Definition of Bullying

The Three Village Central School District defines bullying as intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and typically is repeated. Bullying differs from conflict. Bullying involves a power imbalance element wherein one or more students target a student who has difficulty defending him or herself. Bullying can take many forms.

### Examples of Bullying:

- Verbal – name calling, teasing
- Social – spreading rumors, leaving people out on purpose, breaking up friendships
- Physical – hitting, punching, shoving
- Cyberbullying – using the Internet, mobile phones, or other digital and electronic technologies to harm others

An act of bullying may fit into more than one of these groups.

### Knowing the Difference: Bullying vs. Conflict

Too often, incidents between individuals are labeled as bullying when, in fact, they are occurrences of everyday conflict. As children and adults deal with conflict to varying degrees every day, it is important to distinguish between the two. When assessing a situation, remember:

**Bullying** is intentionally harmful behavior that occurs repeatedly over time. It is characterized by an imbalance of power and has ongoing effects on the target. Bullies are not remorseful for their actions and show no effort to solve the problem.

## Reporting Incidents

- In accordance with the district's updated code of conduct and DASA policy (#0115), schools are required to investigate any potential incident of bullying in grades K-12 and document findings in an incident report. Material incidents of discrimination and/or harassment that "substantially interfere with the educational process" are required to be reported to NYSED. The district's building-level DASA coordinators, along with districtwide DASA Coordinator Catherine Taldone, are responsible for overseeing this process.

## if you see something,

## say something

- While the district strongly encourages individuals to report instances of bullying to administrators – in particular the DASA coordinators listed on the back – it understands that some families and students may feel more comfortable reporting these incidents confidentially. The district's Safe School Helpline is available for residents to use to report any facts, remarks or actions that could jeopardize the safety of students,

- **Normal social conflict** will occur among friends occasionally. These are often accidental, not serious, and leave both parties with an equal emotional reaction. Remorse is shown and effort will be put into solving the problem.

staff or the schools. Reports can be made day or night and are kept anonymous.

Additionally, information can be reported via text message by entering the number 66746, then typing in the word “TIPS.”

**Phone: 1-800-4-1-VOICE, ext. 359**

**Website: [www.safeschoolhelpline.com](http://www.safeschoolhelpline.com)**

## **Advocacy Groups & Government Agencies**

### **Human Rights and Discrimination**

Human Rights Commission (631) 853-5480

### **Civil Rights**

N.Y. Civil Liberties Union (212) 607-3300

### **Disabilities**

Office for People with Disabilities (631) 853-8333

### **Domestic Violence**

VIBS (631)360-3730

VIBS HOTLINE (631)360-3606

### **Housing**

Long Island Housing Services (631) 567-5111

### **Gay & Lesbian**

LI Gay and Lesbian Youth (631) 665-2300

### **Gender**

Mid-Suffolk NOW (631) 234-4747

Suffolk County Women's Services (631) 853-4738

### **Race**

NAACP

Brookhaven Town (631) 928-5174

Central Long Island (631) 789-1406

Eastern Long Island (631) 287-7346

Huntington (631) 425-2640

Islip Town (631) 348-4781

### **Religion**

Anti-Defamation League (212) 885-7700

L.I. Council of Churches (631) 727-2210

### **General**

Anti-Bias Hotline (631) 466-4516

Bias Help Hotline 1-877-END-BIAS

National AIDS Hotline 1-800-CDC-INFO

## **Town Anti-Bias Task Forces**

### **Babylon**

Afreen S. Rizwan  
Chief Deputy Town Attorney (631) 957-3029  
[arizwan@townofbabylon.com](mailto:arizwan@townofbabylon.com)

### **Brookhaven**

Nayyar Imam, Chair (631) 374-4269  
[nayyariman@aol.com](mailto:nayyariman@aol.com)

### **East Hampton**

Audrey Gaines  
[Audreygns@yahoo.com](mailto:Audreygns@yahoo.com)

### **Islip**

Rabbi Dr. Steven A. Moss (631) 793-5488  
[samoss@optonline.net](mailto:samoss@optonline.net)

### **Riverhead**

Connie Lassandro (631) 727-3200  
[abtff@townofriverheadny.gov](mailto:abtff@townofriverheadny.gov) x303

### **Smithtown**

Marc Hensen (631) 670-9007  
[ninegnus@earthlink.net](mailto:ninegnus@earthlink.net)

### **Southampton**

James Banks, Chairperson (631) 702-1922  
[Tharris@southamptonny.gov](mailto:Tharris@southamptonny.gov)

### **Southhold**

Carolyn Peabody  
[carolyn.peabody@stonybrook.edu](mailto:carolyn.peabody@stonybrook.edu)



**Steven Bellone**  
Suffolk County Executive

# **SUFFOLK COUNTY INTERFAITH ANTI-BIAS TASK FORCE**

### **Co-Chairs**

**Rev. JoAnn Barrett**  
**Rabbi Dr. Steven A. Moss**

*Dear Fellow Residents,*

*The Suffolk County Interfaith Anti-Bias Task Force was established by the County Executive in 1991 to be a proactive agency in promoting tolerance and understanding. It is composed of concerned citizens who work together to address issues of prejudice and discrimination.*

*We seek to bring our neighbors together through various cultural and educational events. Many of these are planned in cooperation with other advocacy and government agencies.*

*In addition, each year at our Spring Convocation, we recognize individuals and school groups that distinguish themselves through their promotion of racial, ethnic and religious understanding.*

*Our strength lies in the Town Anti-Bias Task Forces that address local issues. They are listed in this brochure. You are encouraged to contact them if you have issues of prejudice and discrimination that should be addressed. You are also encouraged to join them in their work!*

*Lastly, it is our hope that this brochure will provide you with some important resources and tools to help us in our mission.*

*Rev. JoAnn Barrett, Co-Chair  
Rabbi Steven Moss, Co-Chair*

## **MISSION STATEMENT**

*Intolerance and prejudice against persons because of their race, ethnicity, age, disability, gender or sexual orientation tear at the fabric of a democratic and pluralistic society. Acts of violence based on such bias further alienates individuals and groups and serves to rob us of the crucial sense of security we all require in order to live, work and play or pray in our communities. In consideration of the destructive effects of prejudice and racism in our communities and in order to address this ongoing problem, the Suffolk County Inter-Faith Anti-Bias Task Force has been created.*

*The Task Force is a non-partisan group that is a sub-committee of the Suffolk County Human Rights Commission. The Task Force is comprised of concerned citizens, government officials, representatives of the Hate Crimes Unit of the SCPD, people from the field of education, clergy, and representatives of the town Task Forces all of whom work together to address the issue of prejudice and racism in any segment of our county. The Task Force will work to prevent and combat prejudice and racism and diffuse their destructive effects in several ways, including but not limited to:*

- 1. Reaching out in an impartial manner to bring together involved parties for dialogue;*

- 2. Developing a network of local clergy and community representatives to develop responsible leadership, working in partnership with the Task Force.*
- 3. Working with and through appropriate County channels to reduce the economic and societal pressures which lead to bias, hatred and misunderstanding.*

### **To Report Bias Incidents Call 911**

*Police agency responsible for investigating bias incidents:*

**Hate Crimes Unit  
Suffolk County Police Department  
7<sup>th</sup> Precinct  
1491 William Floyd Parkway  
Shirley, NY 11967**

**General Number (631) 852-6323**



# The Dignity for All Students Act

**New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school 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.**

**The Dignity Act was signed into law on September 13, 2010 and took effect on July 1, 2012.**

For Additional Information and updated resources please visit the New York State Education Department Website at [www.p12.nysed.gov/dignityact/](http://www.p12.nysed.gov/dignityact/)

For a Resource and Promising Practices Guide for School Administrators and Faculty click below.

<http://www.p12.nysed.gov/dignityact/documents/FINALDignityForAllStudentsActGuidanceDec2017>

# The Suffolk County Human Rights Commission

## Commission Members

Rabbi Dr. Steven A. Moss  
Chairperson

Lynda Perdomo-Ayala, LMSW  
Vice Chair

Michelle Bonnie Cannon

Rachel Lee Davis

Michele T. Del Monte

Mark J. Epstein, Esq.

Beena Kothari

Augustus G. Mantia, M.D.

Gary R. Mar, Ph.D.

Carolyn G. Peabody, Ph.D.

Hafiz ur Rehman, M.D.

Luis E. Rodriguez, Esq.

Luis Valenzuela, PH.D.

Dionne Walker-Belgrave

Yu-wan Wang, Ed.D.

## Staff

Dawn A. Lott, Esq.  
Executive Director

Jennifer Rodriguez  
Spanish-speaking Investigator

Lorena Gonzalez  
Sr. Investigator

James L. Kokindo  
Investigator

\*\*\*\*\*

[www.SuffolkCountyNY.gov/Departments/HumanRightsCommission](http://www.SuffolkCountyNY.gov/Departments/HumanRightsCommission)

## The Suffolk County Human Rights Commission

(631) 853-5480

### Hauppauge Office

(Monday through Friday, 9 am to 5 pm)

H. Lee Dennison Bldg.

100 Veterans Memorial Highway

P.O. Box 6100

Hauppauge, NY 11788

### Riverhead Office

(by appointment)

Riverhead County Center

310 Center Drive

Riverhead, NY 11901

[www.SuffolkCountyNY.Gov/Departments/HumanRightsCommission](http://www.SuffolkCountyNY.Gov/Departments/HumanRightsCommission)

The SCHRC's objective is to work toward the elimination of bias and discrimination. We investigate complaints alleging violations of federal, state, and local human rights laws, mainly in the areas of employment, housing, and public accommodation.

If you have been a victim of discrimination because of your race, color, creed, religion, national origin, disability, age, gender, sexual orientation, marital status, familial status, military status, arrest or conviction record, source of income, or predisposing genetic characteristics, or because you are a victim of domestic violence, please call our office to speak with an investigator or contact us through our website.

We also provide training and technical assistance to organizations and individuals to promote and encourage voluntary compliance with the law and to promote positive intergroup relations.