

**2025-2026**

# **Bullying Prevention Resources**

## **for Schools and Families**

### **Tompkins County, NY**



**STOP BULLYING**

Tompkins County  
Bullying Prevention Task Force



# Basics of Youth Bullying II

**Definition:** Bullying is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Types include physical, verbal, and relational. Cyberbullying involves e-mail, instant messaging, blogs, chat rooms, gaming systems, tweeting, or social media.

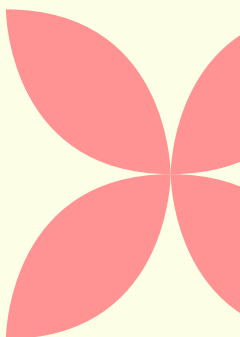
**Potential Psychological Effects:** Depression, anxiety, low self-esteem, self-harming behavior (especially for girls), alcohol and drug use and dependence, aggression, involvement in violence or crime (especially for boys), emotional distress, hostility, and delinquency.

**Potential Physical Effects:** Immediate physical injury, sleep disorders, stomach aches, headaches, heart palpitations, dizziness, bedwetting, chronic pain, somatization (a syndrome of distressful, physical symptoms that cannot be explained by a medical cause), stress-related impact on the immune system and hormones, and impact on brain activity and functioning.

**Potential Academic Effects:** Impact on grades and standardized test scores starting as early as kindergarten and continuing through high school.

**Bullying and Suicide:** Persistent bullying can lead to or worsen feelings of isolation, rejection, exclusion, and despair, as well as depression and anxiety, which can contribute to suicidal behavior. Most young people who die by suicide have multiple risk factors.

Sources: [stopbullying.gov](http://stopbullying.gov), U.S. Centers for Disease Control and Prevention (CDC)



# FAST FACTS Youth Bullying

## United States 2023 (High School)

**19%** Students Bullied  
At School

**16%** Students Experienced  
Electronic Bullying

**29%** LGBTQ+

**25%** LGBTQ+

**22%** Female

**21%** Female

**17%** Male

**12%** Male

**23%** White

**20%** White

**16%** Hispanic

**14%** Hispanic

**14%** Black

**11%** Black

## Tompkins County (Grades 7-12)

**Students Bullied  
At School**

**Students Experienced  
Electronic Bullying**

**21.2%**

**2021**

**20.8%**

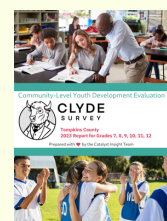
**27.4%**

**2023**

**20%**

Sources: Youth Risk Behavior Survey Data  
Summary & Trends Report: 2013–2023, CDC;

Community-Level Youth Development  
Evaluation (CLYDE) 2023 Tompkins County



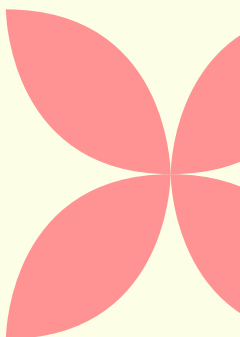
# New York State Dignity for All Students Act<sup>11</sup>

The Dignity for All Students Act (DASA) seeks to provide New York'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 Act prohibits bullying, harassment, and discrimination against students in school.

## **What Schools Are Required To Do**

- Develop a school strategy to prevent bullying, harassment, and discrimination.
- Provide students, staff, and persons in parental relation with information about DASA, including the identity of the DASA Coordinator.
- Enable students and persons in parental relation to make a report.
- Complete a thorough investigation promptly after a report.
- Take prompt action to end harassment, bullying, and/or discrimination.
- Prohibit retaliation against anyone making a report or assisting with an investigation.
- Notify local law enforcement when behavior is believed to constitute criminal conduct.
- Ensure that all school personnel receive a copy of the district policies, including the reporting process, at least annually.
- Provide reports on incidents to superintendent and New York State Education Department.

Sources: New York State Education Department, New York State Center for School Safety, and Ithaca City School District





# New York State Dignity for All Students Act<sup>11</sup>

## **School Procedure for Reporting Bullying, Harassment, and Discrimination**

- Student, staff member, or parent/caregiver experiences, witnesses, or hears about bullying, harassment, discrimination, or hazing.
- Witness or target finds a staff person if immediate help is needed AND if a safety issue; alleged aggressor(s) are separated and intervention occurs to ensure safety.
- Bullying Reporting Form is completed by student, staff, or parent/caregiver and given to the appropriate Dignity Act Coordinator.
- Investigation occurs. Target is interviewed separately from aggressor and necessary supports are put in place to ensure safety.
- Witnesses and aggressor(s) are interviewed.
- Parent/caregiver is notified. Notification may occur earlier dependent upon severity and situation. If investigation deems that the event occurred, then every attempt is made to permanently stop the bullying, harassment, discrimination, or hazing by means of consequences, education, restorative practices, and/or remediation.

**The New York State Dignity for All Students Act (Dignity Act): A Resource and Promising Practices Guide for School Administrators and Faculty**

**Requirements for Schools (Tool for training school employees), New York State Education Department and New York State Center for School Safety**

**Implementation of the Dignity for All Students Act October 2017, New York State Education Department**



# Dignity for All Students Act (DASA)

## ***Responding to harassment, bullying, or discrimination in Tompkins County school districts***

- ✓ **TO REPORT AN INCIDENT:** Contact a trusted school staff member, the school DASA coordinator, and/or complete a DASA Reporting Form. Material incidents of discrimination and/or harassment on school grounds or at a school function must be reported to New York State Education Department annually.
- ✓ **Dignity Act Coordinator:** At least one staff member at every school must be designated and trained to handle human relations in the areas of: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.
- ✓ **Reports of Harassment, Bullying and Discrimination:** The principal, superintendent, or designee must be charged with receiving reports.
- ✓ **Investigation of Reports:** The principal, superintendent, or designee must lead or supervise the prompt and thorough investigation of reports.
- ✓ **Response to Verified Reports:** The school must take prompt actions reasonably calculated to end the harassment, bullying, or discrimination; eliminate any hostile environment; and ensure the safety of the student(s) toward whom harassment, bullying or discrimination was directed.

### **Get Help with Dignity Act Reporting, Investigation, or Follow-Up**

Brandi Remington

Regional Dignity Act Coordinator at TST BOCES

[bremington@tstboces.org](mailto:bremington@tstboces.org)

(607) 251-1551 x1015

**STOP BULLYING**

Tompkins County  
Bullying Prevention Task Force



# Dignity Act Coordinators 2025-26

## **Ithaca City School District**

Belle Sherman Elementary School Coordinator: Jeffrey Tomasik  
Beverly J. Martin Elementary School Coordinator: Samantha Little  
Boynton Middle School Coordinator: Lauren Wright  
Caroline Elementary School Coordinator: Jessa Salibrici  
Cayuga Heights Elementary School Coordinator: Aileen Grainger  
DeWitt Middle School Coordinator: Daniel McGrath  
Enfield Elementary School Coordinator: Stephen Anderson  
Fall Creek Elementary School Coordinator: Tara Caiza  
Ithaca High School Coordinator: Caren Arnold  
LACS Coordinator: Keith Harrington  
Northeast Elementary School Coordinator: Julie Humble  
South Hill Elementary School Coordinator: Arthur Brown Jr.  
Athletics Coordinator: Kari Burke  
Fine and Performing Arts Coordinator: Daphne Shululu  
District Coordinator: Robert Van Keuren

[ICSD Protocol & Reporting Form](#)

## **Dryden Central School District**

Freeville & Cassavant Elementary Schools Coordinator: Katie Twigg  
Dryden Elementary School Coordinator: Allison Peyus  
Dryden Middle School Coordinator: Aubrey Munson  
Dryden High School Coordinator: Mary Hicks

[Dryden DASA Reporting Form](#)

## **Groton Central School District**

Groton Elementary School Coordinator: Andrew Doane  
Groton Middle School Coordinator: Brian Kavanagh  
Groton High School Coordinator: Brian Kavanagh  
Groton District Coordinator: Billie Downs

[Groton DASA Reporting Form](#)

## **Lansing Central School District**

RC Buckley Elementary School Coordinator: Lorri Whiteman  
Middle School Coordinator: Melissa Chalupsky  
High School Coordinator: Patrick Hornbrook  
District Coordinator: Laura Larkin

[Lansing DASA Reporting Form](#)

## **Newfield Central School District**

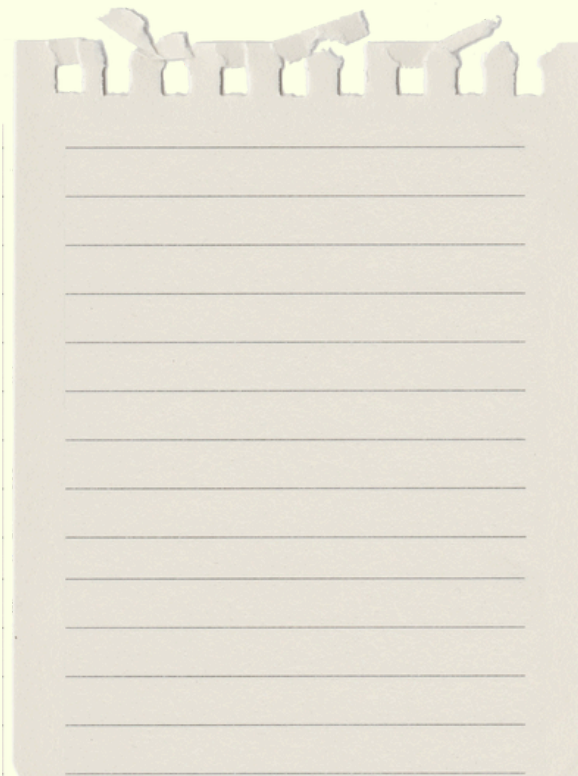
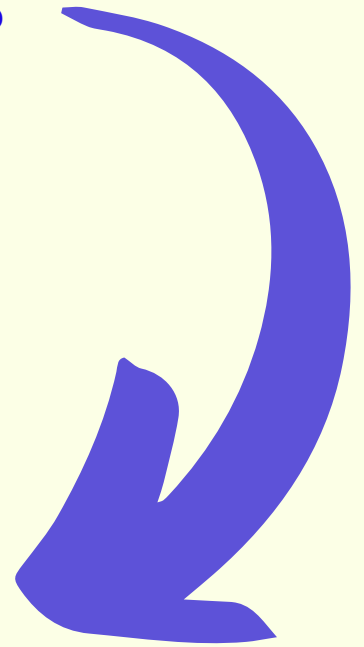
Elementary Coordinator: Kimberly Stine  
Middle School Coordinator: Melissa Addy  
High School Coordinator: Edward Medina

[Newfield DASA Reporting Form](#)

## **Trumansburg Central School District**

Elementary School Coordinator: Jeanie Day  
Middle School Coordinator: Jean Lomax  
High School Coordinator: Hilary Ewing  
District Coordinator: Megan Conaway

[Trumansburg DASA Webpage & Reporting Form](#)



# Resources for Schools

II

## **Pacer's National Bullying Prevention Center**

Pacer provides free online resources to engage students in social and emotional learning. They include curricula, discussion plans, activity kits, infographics, videos, art projects, coloring books, role playing, pledge signing, clubs, Bullying Prevention Month activities, and special websites for teens and kids.

<https://www.pacer.org/bullying/>

National Bullying Prevention Month (October) Projects

<https://www.pacer.org/bullying/nbpm/>

PACER Talks About Bullying Video Series

<https://www.pacer.org/bullying/info/pacer-talks-about-bullying/>

Curriculum for Elementary School Students

<https://www.pacer.org/bullying/educators/elementary-curriculum/>

Curriculum for Middle School and High School Students

<https://www.pacer.org/bullying/educators/mid-high-curriculum/>

Pacer's Kids Against Bullying website

<https://www.pacerkidsagainstabullying.org/>

Pacer's Teens Against Bullying website

<https://www.pacerteensagainstabullying.org/>

## **Cyberbullying Research Center**

The Cyberbullying Research Center is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents. [Download fact sheets and guides.](#)

<https://cyberbullying.org>



# Resources for Schools

II

## **Alberti Center for Bullying Abuse Prevention**

The University at Buffalo's Alberti Center is a national resource on the prevention of bullying and other forms of school violence among schoolchildren. Besides conducting research, the center provides resources for educators, parents, and students; offers trainings and presentations; hosts an Annual Conference and a Colloquium Series; and distributes a quarterly newsletter.

<https://ed.buffalo.edu/alberti>

Alberti Center Toolkits provide a wealth of suggestions for books, videos, and websites to support a positive learning environment and supplement comprehensive school-wide efforts to prevent bullying abuse and violence.

Alberti Center Bullying Prevention Toolkit for Elementary Educators

<https://ed.buffalo.edu/content/dam/ed/alberti/docs/Elementary%20Toolkit%20FINAL.pdf>

Alberti Center Bullying Prevention Toolkit for Middle School Educators

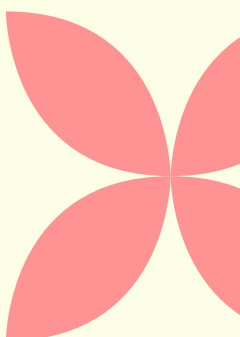
<https://ed.buffalo.edu/content/dam/ed/alberti/docs/Middle%20School%20Toolkit%20FINAL.pdf>

Alberti Center Bullying Prevention Toolkit for High School Educators

<https://ed.buffalo.edu/content/dam/ed/alberti/docs/HS%20Toolkit%20Final.pdf>

Alberti Center Fact Sheets

<https://ed.buffalo.edu/alberti/resources/center.html#factsheets>



# Resources for Schools

II

## **The Tyler Clementi Foundation**

The Tyler Clementi Foundation works to end online and offline bullying in schools, workplaces, and faith communities.

<https://tylerclementi.org/>

### **#Day1**

An innovative campaign that's rooted in research to help stop bullying before it starts.

<https://tylerclementi.org/2020day1/>

### **Resources for Elementary Schools**

Information, partner programs and more for students, instructors and administrators to prevent bullying in primary schools.

<https://tylerclementi.org/resources-for-elementary-schools/>

### **Resources for Middle Schools and High Schools**

Information, partner programs and more for students, instructors and administrators to prevent bullying in 7-12 grades.

<https://tylerclementi.org/resources-for-middle-and-high-schools/>

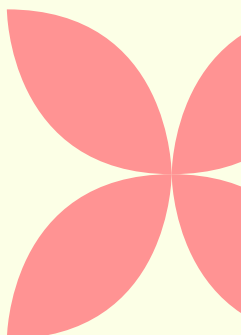
### **#Day1 for Sports Teams**

An innovative campaign rooted in research to help stop bullying before it starts.

<https://tylerclementi.org/day1-sports/>

### **Join the Million Upstander Movement**

<https://tylerclementi.org/pledge2020/>



# Resources for Schools

II

## **Stomp Out Bullying**

Stomp Out Bullying is dedicated to changing the culture for all students. It works to reduce and prevent bullying, cyberbullying and other digital abuse, educates against homophobia, LGBTQ discrimination, racism and hatred, and deters violence in schools, online and in communities across the country.

<https://www.stompoutbullying.org/about-bullying-and-cyberbullying>

## **www.stopbullying.com**

A U.S. government website managed by the Department of Health and Human Services providing information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to bullying.

<https://www.stopbullying.gov>

## **Recommendations on Social Media and Youth Mental Health**

### ***Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory***

Recommendations for addressing the urgent public health concern about the effects of social media on youth mental health.

<https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>

### ***American Psychological Association's Health Advisory on Social Media Use in Adolescence***

Recommendations based on current scientific evidence on the potential beneficial and harmful effects of social media use on adolescents' social, educational, psychological, and neurological development.

<https://www.apa.org/topics/social-media-internet/health-advisory-adolescent-social-media-use.pdf>

# Resources for Schools

II

## **Tompkins County Bullying Prevention Task Force**

Representatives from more than two dozen local government agencies, community organizations, and local schools formed the Tompkins County Bullying Prevention Task Force In March 2019 to explore the prevalence of youth bullying and strategies to combat it.

The Task Force creates educational and informational materials, serves as a resource for schools and families, and organizes community forums and activities including the United in Kindness series of events in October.

The Task Force's vision is a bullying-free Tompkins County, secured and maintained through: 1) strong awareness of bullying's harmful physical, psychological, and academic effects on young people; 2) broad collaboration among government agencies, schools, families, and community partners; and 3) youth leadership in developing bullying prevention and response strategies.

The Task Force encourages school communities to organize awareness activities during National Bullying Prevention Month which is observed in October. Schools can participate in United in Kindness, a series of events and activities coordinated every October.



## **Contact or Join the Task Force**

[www.thesophiefund.org/bullying](http://www.thesophiefund.org/bullying)  
[thesophiefund2016@gmail.com](mailto:thesophiefund2016@gmail.com)

# Resources for Schools

II

## Task Force Materials

### ***School Activities to Promote Bullying Prevention***

<https://thesophiefund.org/wp-content/uploads/2024/08/School-Activities-to-Promote-Bullying-Prevention-2024.pdf>

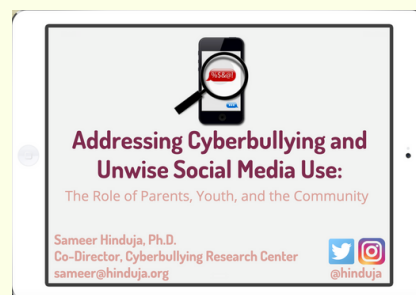
### ***Favorite Books on Bullying, Resilience, and the Cyber World***

<https://thesophiefund.org/wp-content/uploads/2024/08/TaskForce-BooksFilms.pdf>

## Task Force Presentations on Cyberbullying

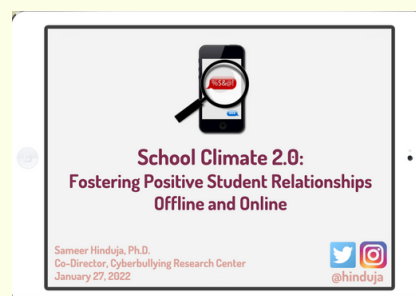
### FOR PARENTS

“Addressing Cyberbullying and Unwise Social Media Use: The Role of Parents, Youth, and the Community,” by Sameer Hinduja, co-director, Cyberbullying Research Center. [VIDEO] [SLIDE DECK]



### FOR SCHOOLS

“School Climate 2.0: Preventing Cyberbullying and Unsafe Social Media Use One Classroom at a Time,” by Sameer Hinduja, co-director, Cyberbullying Research Center. [VIDEO] [SLIDE DECK]





# Suicide Prevention

II

## **A Guide for Suicide Prevention in New York Schools**

Manual outlining best practices for school districts in developing policies and procedures to prevent, assess the risk of, intervene, and respond to youth suicidal behavior.

<https://www.preventsuicideny.org/wp-content/uploads/2022/12/SchoolsSuicidePreventionGuide.pdf>

## **Model School District Policy on Suicide Prevention: Model Language, Commentary, and Resources**

Model policies and best practices for school districts to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

[https://www.thetrevorproject.org/wp-content/uploads/2021/08/Model\\_School\\_Policy\\_Booklet.pdf](https://www.thetrevorproject.org/wp-content/uploads/2021/08/Model_School_Policy_Booklet.pdf)

## **The Comprehensive Approach to Mental Health Promotion and Suicide Prevention for High Schools**

Guide providing high schools and districts with a framework to support and improve student mental health, reduce risk for suicide, and prepare students emotionally for the transition out of high school and into young adulthood.

[https://jedfoundation.org/wp-content/uploads/2021/07/The-Comprehensive-Approach-to-Mental-Health-Promotion-and-Suicide-Prevention-for-High-Schools\\_JED.pdf](https://jedfoundation.org/wp-content/uploads/2021/07/The-Comprehensive-Approach-to-Mental-Health-Promotion-and-Suicide-Prevention-for-High-Schools_JED.pdf)

## **Preventing Suicide: A Toolkit for High Schools**

Guide to help high schools, school districts, and their partners design and implement strategies to prevent suicide and promote behavioral health among their students.

[https://v2021a.peaceguam.org/sites/default/files/SAMHSA\\_SMA12-4669.pdf](https://v2021a.peaceguam.org/sites/default/files/SAMHSA_SMA12-4669.pdf)