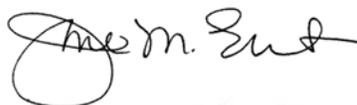
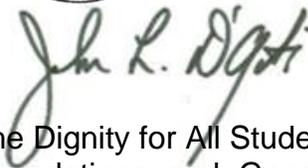




TO: P-12 Education Committee
Higher Education Committee

FROM: Jhone M. Ebert 
John L. D'Agati 

SUBJECT: Discussion of the Dignity for All Students Act (DASA) Task Force Recommendations and General Themes for the DASA Training Requirement for Certification and Other Related Recommended Changes to Educator Preparation Programs

DATE: November 29, 2018

AUTHORIZATION(S): 

SUMMARY

Issue for Discussion

The Department will present the P-12 Education and Higher Education Committees with an overview of the Dignity for All Students Act (DASA) Task Force recommendations and general themes for the DASA training requirement for certification and other related recommended changes to educator preparation programs.

Reason(s) for Consideration

For information.

Proposed Handling

This item will come before the P-12 Education and Higher Education Committees for discussion. After discussion of the recommendations and input from the Board of Regents, the Department will recommend specific regulatory changes at a future Board meeting.

Procedural History

Not applicable.

Background Information

Education Law §14, also known as the Dignity for All Students Act (DASA), requires prospective school professionals who apply for a certificate or license on or after December 31, 2013 to complete training on the social patterns of harassment, bullying (including cyberbullying), and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex; the identification and mitigation of harassment, bullying, and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings.

After the Legislature enacted DASA in June 2012, the Department convened the DASA Task Force to develop recommendations for the DASA training requirement for certification. As part of their work, the Task Force created a syllabus (Attachment A) for the DASA training. At the May 2013 Board of Regents meeting, the Board adopted §80-1.13 of the Commissioner's Regulations requiring all candidates for a teacher, educational leader, pupil personnel services, or other service (e.g., coaching, teaching assistants) certificate or license to complete a six-clock hour course or workshop in harassment, bullying, and discrimination prevention and intervention as required by Education Law §14. At least three of the six hours must be conducted through face-to-face instruction.

Candidates can fulfill the DASA training requirement for certification by completing either a New York State registered educator preparation program or a six-clock hour workshop from a provider approved by the Department.

In response to concerns from the field regarding the effectiveness of the DASA training, the Commissioner reconvened the DASA Task Force to examine the content of the DASA training and various means to ensure that prospective school professionals receive effective training before they assume their respective responsibilities. The Task Force met seven times between June 2017 and February 2018. The 37 Task Force members (Attachment B) represented the higher education community, the P-12 school community, and various community organizations. Eight of the Task Force members served on the original DASA Task Force and assisted with the implementation of this law, including creating the DASA training syllabus.

DASA Task Force Recommendations and General Themes

The majority of the reconvened DASA Task Force members recommended that New York State teacher, educational leader, and pupil personnel services preparation programs require a three-semester hour multicultural education course that addresses and assesses the knowledge and abilities related to the means for the prevention of and intervention in harassment, bullying (including cyberbullying), and discrimination in

accordance with Education Law §14. The Task Force also recommended that institutions of higher education have the option to waive the three-semester course requirement if they can demonstrate that they have incorporated the content of the multicultural education course across multiple courses. The multicultural education course must include the components of the DASA training syllabus, which would enable candidates who complete the course to fulfill the DASA training requirement for certification.

Three additional themes emerged from the reconvened Task Force discussions. Many Task Force members supported the idea that the DASA training provided in a workshop format should be assessed for effectiveness, especially the section of the DASA training related to reporting and investigating requirements in schools and school districts. In addition, many Task Force members agreed that other service professionals (e.g., coaches, teaching assistants) should continue to be required to complete a six-clock hour workshop to satisfy the DASA training requirement for certification and should not have to complete a three-semester hour multicultural education course.

Finally, some Task Force members wanted all other certificate applicants (e.g., reciprocity pathways, individual evaluation pathway) who did not graduate from a NYS educator preparation program to complete a three-semester hour multicultural education course. In instances where a multicultural education course does not incorporate the components of the DASA training syllabus, the applicant would also need to take the six-clock hour workshop to fulfill the DASA training requirement for certification.

Other Recommendations for Educator Preparation Programs

The Department also plans to recommend other elements related to DASA for consideration as requirements for educator preparation programs to keep the program curricula current with the needs and trends in schools and school districts. Specifically, the multicultural education course should include culturally responsive and sustaining practices, family and community engagement, mental health awareness, social emotional learning, and other related ideas during their preparation programs.

The Department is currently developing a culturally responsive-sustaining education framework and recently developed new resources related to social emotional learning, including a guidance document in August 2018 entitled *Social Emotional Learning: Essential for Learning, Essential for Life*. The Department is also working with the Council of Chief State School Officers (CCSSO) on a Framework for Family and Community Engagement. In addition, the Board of Regents identified mental health as one of several dimensions of health to be taught in schools at its May 2018 meeting. These timely topics could help better prepare candidates for today's schools and other educational settings.

Related Regents Items

May 2013 (<http://www.regents.nysed.gov/common/regents/files/513brca3Revised.pdf>)

July 2013 (<http://www.regents.nysed.gov/common/regents/files/713brca3.pdf>)

October 2013 (<http://www.regents.nysed.gov/common/regents/files/1013brca2.pdf>)

May 2018 – Mental Health

(<http://www.regents.nysed.gov/common/regents/files/518p12ppca1.pdf>)

May 2018 – Social Emotional Learning

(<http://www.regents.nysed.gov/common/regents/files/518brd1.pdf>)

Recommendation

At this time, the Board will be asked to discuss the recommendations.

Timetable for Implementation

If directed by the Board, the Department will present them with proposed regulatory amendments based on the recommendations at a future meeting.

Dignity Act Syllabus for Training in Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention (DASA Training)

Introduction

This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. The course is six instructional hours, three of which must be received through face to face instruction.

Description

This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012.

Objectives

As a result of taking this coursework or training, participants will be able to:

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

Coursework or Training Outline

The following elements are required to be delivered in person: a minimum of 3 hours

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

- Participants will engage in powerful activities as individuals and group activities to reflect upon their own personal identities including privileges and vulnerabilities. This could include a range of activities including review of case studies, role play, and/or video review and discussion.
- Participants will learn about diversity, including but not limited to acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, understand the meaning of each of these categories, and understand the role of diversity in multi-cultural environments.

Developing sensitivity to the experiences of specific student populations.

- Participants will become familiar with the needs of student populations that are most often targeted for bullying and harassment and the research behind bullying behaviors in students who target others.
- Participants will learn and understand the different roles involved in harassment and increase their understanding of intervention and prevention strategies

Participants will understand how social patterns of harassment, bullying and discrimination impact all students and families covered under The Dignity Act. The coursework or training must include the experiences of students who identify as LGBT and their families, in addition to those students who experience social patterns and/or acts of harassment, bullying, and discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, gender or sex.

Understanding how school climate and culture have an impact on student achievement and behavior.

- Participants will understand what a positive school culture and climate looks and feels like and the benefits of a positive climate for students.
- Participants will understand how to cultivate an inclusive environment in which bullying and harassing behaviors are addressed swiftly and equitably so that the identities of all students are respected within the school community.

Participants will learn intervention and prevention strategies including how to interact with families.

- Participants will be presented with examples that detail instances of bullying, cyber bullying, harassment and discrimination and learn intervention and prevention strategies. These examples can be presented in a variety of ways including but not limited to, case studies, guest speakers, and personal experiences from candidates and/or faculty.
- Participants will learn how to communicate and work with families of victims and aggressors.
- Participants will learn and understand strategies that they can implement to support targeted student.

Any delivery format is acceptable for the remaining portions of the training

Introduction to the Dignity Act:

- Participants will be provided with an overview of the legislative background of the Dignity Act, increase their understanding as to the purpose of the Dignity Act, and learn who is protected under the Dignity Act.
- Participants will understand the importance of the terminology and how it can assist with intervention strategies.
- Participants will be provided with an overview of the highlights of the law.

Understanding how school climate and culture have an impact on student achievement and behavior.

- Participants will understand the relationship between harassment, bullying, cyberbullying, microaggression, marginalization, and discrimination on student achievement, attendance and dropout rates.
- Participants will understand the direct relationship between harassment, bullying, cyber bullying, and discrimination and a negative school climate as it relates to a student's readiness for learning.
- Participants will understand how harassment, bullying, cyber bullying, and discrimination affect student achievement.

Participants will understand the indicators and early warning signs.

- Participants will hear narratives of bullying, harassment, and discrimination, (based upon the enumerated categories) as well as suggestions for how to handle each scenario.
- Participants will learn and be able to recognize early indicators of bullying, harassment, and discrimination.
- Participants will be able to recognize the reasons why students engage in bullying, destructive behavior and learn how to intervene.

Reporting requirements for educators

- Participants will learn and understand the reporting requirements for educators as it relates to the identification of bullying, harassment, and discrimination.
- Participants will learn the timelines and procedures for reporting verbally and in writing.
- Participants will learn and understand definitions and role delineation in the investigation and reporting process.

DASA Task Force Members

Name	Position	Institution
Aung, Khin Mai	Director, ELL Civil Rights & Policy/Assistant Counsel	NYSED
Berck, Gregory S.	Assistant Director, Governmental Relations & Assistant Counsel	NYS Council of School Superintendents
Cantaffa, David	Assistant Provost for Educator Preparation	SUNY
Carman, Rebecca*	Director, Policy and Community Development	Shenendehowa Central Schools
Cassel, Laurie	Deputy Superintendent	Ulster BOCES
Capers, Natasha	Coordinator	NYC Coalition for Educational Justice
Comerford, Claire*	Assistant Principal	Somers Senior High School
Cowles, Grant	Senior Policy and Advocacy Associate for Youth Justice	Citizens' Committee for Children of New York
D'Agati, John (co-chair)	Deputy Commissioner, Office of Higher Education	NYSED
Gallagher, Cynthia*	Director, Government Relations	School Administrators Association of NYS
Geraci, Laura	Associate Professor	SUNY Fredonia
Jalloh, Mary Grenz*	Director, Adult Education	Ulster BOCES
Jean, Gloria*	Adjunct Instructor; Past-President, NYS School Counselor Association	The College of Saint Rose
Karger, Mary Jane	Co-chair, GLSEN Hudson Valley Chapter	GLSEN Hudson Valley
Kelly, Agatha	Assistant Professor	St. Joseph's College
Lahey, Trace	Clinical Professor	CUNY York College
Marcou-O'Malley, Marina	Operations and Policy Director	Alliance for Quality Education
Miller, Gena	School Justice Project Greenberg Traurig Equal Justice Works Fellow	Advocates for Children of NY
McSweeney, Terry*	Assistant in Research and Educational Services	NYS United Teachers
Mongelli, Jeffrey*	Senior Staff Counsel	NYS School Boards Association
Payne, Elizabeth*	Director, Queering Education Research Institute (QuERI) and Distinguished Lecturer	CUNY Hunter College
Polleck, Jody	Associate Professor	CUNY Hunter College
Renfro, Eòghann	Policy Coordinator	Empire Justice Center
Reynolds, Terry	Assistant Superintendent for Instruction	Orange-Ulster BOCES
Rider, Renee (co-chair)	Assistant Commissioner, Office of Student Support Services	NYSED
Rivera, Bernice	Assistant in Educational Services	NYSUT
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Sapon-Shevin, Mara	Professor	Syracuse University
Schieble, Melissa	Assistant Professor	CUNY Hunter College
Shanock, Andrew	Associate Professor	The College of Saint Rose
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Smith-Thompson, Toni	Education Organizer	NY Civil Liberties Union
Sommers, Shirley	Associate Professor	Nazareth College
Sugarman, Kathleen Hayes	Associate Professor	SUNY Geneseo
Thaickal, Jolynn	Assistant in Educational Improvement Services	NYSED
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Zupan, Trish	School Social Worker	New Hartford CSD

* DASA Task Force members with an asterisk served on the original DASA Task Force that was convened in 2012.