



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** The Honorable the Members of the Board of Regents  
**FROM:** Tony Lofrumento *Anthony Lofrumento Jr*  
**SUBJECT:** Summary of the December 2015 Meeting

**DATE:** January 4, 2016

**AUTHORIZATION(S):** *Mary Ellen Eia*

**Executive Summary**

**Issue for Decision**

Review of the Summary of the December 2015 Meeting of the Board of Regents.

**Proposed Handling**

Approval of the Summary of December 2015 meeting.

**Procedural History**

This document summarizes the actions of the Board of Regents during the monthly meeting and is brought before the Board the following month for approval.

**Recommendation**

Approval of the Summary of the December 2015 meeting.

**Timetable for Implementation**

Effective January 12, 2016.

**VOTED**, that the Summary of the December 2015 Meeting of the Board of Regents of The University of the State of New York be approved.



**SUMMARY OF THE DECEMBER 2015 MEETING**

**OF THE BOARD OF REGENTS**

**OF**

**THE UNIVERSITY OF THE STATE OF NEW YORK**

***Held at the State Education Building***

***Albany, New York***

***December 14 and 15, 2015***

***Anthony Lofrumento, Secretary  
Board of Regents***

## **THE BOARD OF REGENTS**

The Board of Regents of The University of the State of New York held a public session on Monday, December 14, 2015 at 9:00 a.m. pursuant to a call to duty sent to each Regent.

### **MEETING OF THE FULL BOARD, Monday, December 14<sup>th</sup> at 9:00 a.m.**

#### **Board Members in Attendance:**

Merryl H. Tisch, Chancellor  
Anthony S. Bottar, Vice Chancellor  
James R. Tallon, Jr.  
Roger Tilles  
Betty A. Rosa  
Lester W. Young, Jr.  
Christine D. Cea  
Wade S. Norwood  
Kathleen M. Cashin  
James E. Cottrell  
T. Andrew Brown  
Josephine Victoria Finn  
Judith Chin  
Beverly Ouderkirk  
Catherine Collins  
Judith Johnson

Also present were Commissioner of Education, MaryEllen Elia, Executive Deputy Commissioner, Elizabeth Berlin, Counsel, Deputy Commissioner for Legal Affairs, Richard J. Trautwein, and the Secretary, Board of Regents, Anthony Lofrumento. Regent Charles R. Bendit was absent and excused.

Chancellor Merryl H. Tisch called the meeting to order at 9:00 a.m.

### **ACTION ITEM**

#### **Executive Session Motion**

**MOVED**, that the Board of Regents convene in executive session on Tuesday, December 15 at 11:25 a.m. to discuss personnel and litigation matters.

**Motion by:** Vice Chancellor Anthony S. Bottar  
**Seconded by:** Regent Beverly Ouderkirk  
**Action:** Motion carried unanimously

## **PRESENTATION**

### **East Ramapo School District**

Commissioner Elia, Dennis Walcott, Monica George-Fields and John Sipple provided their report (Attachment I) and presentation (Attachment II) on the East Ramapo School District.

**MOVED**, that the Board of Regents accept the recommendations contained in the report.

**Motion by:** Regent Roger Tilles  
**Seconded by:** Regent Catherine Collins  
**Action:** Motion carried unanimously.

Chancellor Merryl H. Tisch adjourned the meeting.

**MEETING OF THE FULL BOARD, Tuesday, December 15<sup>th</sup> at 9:15 a.m.**

**Board Members in Attendance:**

Merryl H. Tisch, Chancellor  
Anthony S. Bottar, Vice Chancellor  
James R. Tallon, Jr.  
Roger Tilles  
Betty A. Rosa  
Lester W. Young, Jr.  
Christine D. Cea  
Wade S. Norwood  
Kathleen M. Cashin  
James E. Cottrell  
T. Andrew Brown  
Josephine Victoria Finn  
Judith Chin  
Beverly Ouderkirk  
Catherine Collins  
Judith Johnson

Also present were Commissioner of Education, MaryEllen Elia, Executive Deputy Commissioner, Elizabeth Berlin, Counsel, Deputy Commissioner for Legal Affairs, Richard J. Trautwein, and the Secretary, Board of Regents, Anthony Lofrumento. Regent Charles R. Bendit was absent and excused.

Chancellor Merryl H. Tisch called the meeting to order at 9:15 a.m.

**ACTION ITEM**

**Proposed Recommendations from the Workgroup to Improve Outcomes for Boys and Young Men of Color and Blue Ribbon Committee  
BR (A) 7**

Regent Young was joined by Commissioner Elia, Yolanda Sealey-Ruiz, David Banks, Diallo Shabazz, Irma Zardoya and Gerry House and presented the proposed recommendations from the Blue Ribbon Committee to Improve Outcomes for Boys and Young Men of Color (presentation is Attachment III).

**MOVED**, that the Board of Regents accept the recommendations the Workgroup to Improve Outcomes for Boys and Young Men of Color and Blue Ribbon Committee.

**Motion by:** Regent Wade S. Norwood  
**Seconded by:** Regent Roger Tilles  
**Action:** Motion carried unanimously.

Chancellor Merryl H. Tisch adjourned the meeting.

**MEETING OF THE FULL BOARD, Tuesday, December 15<sup>th</sup> at 11:55 a.m.**

**Board Members in Attendance:**

Merryl H. Tisch, Chancellor  
Anthony S. Bottar, Vice Chancellor  
James R. Tallon, Jr.  
Roger Tilles  
Betty A. Rosa  
Lester W. Young, Jr.  
Christine D. Cea  
Wade S. Norwood  
Kathleen M. Cashin  
James E. Cottrell  
T. Andrew Brown  
Josephine Victoria Finn  
Judith Chin  
Beverly Ouder Kirk  
Catherine Collins  
Judith Johnson

Also present were Commissioner of Education, MaryEllen Elia, Executive Deputy Commissioner, Elizabeth Berlin, Counsel, Deputy Commissioner for Legal Affairs, Richard J. Trautwein, and the Secretary, Board of Regents, Anthony Lofrumento. Regent Charles R. Bendit was absent and excused.

Chancellor Merryl H. Tisch called the meeting to order at 11:55 a.m.

**ACTION ITEMS**

**Charter Applications  
BR (A) 1**

**MOVED**, that the Board of Regents approve each application in accordance with the recommendations contained in the summary table (see Appendix I).

**Summary of the November 2015 Meeting of the Board of Regents  
BR (A) 2**

**MOVED**, that the Summary of the November 2015 Meeting of the Board of Regents of The University of the State of New York be approved.

**Motion by:** Regent Roger Tilles  
**Seconded by:** Regent Wade S. Norwood  
**Action:** Motion carried unanimously.

## **Summary of the Meeting of the Subcommittee on State Aid**

Regent Tallon provided a summary of the Regents 2016-2017 Proposal on State Aid to School Districts (SA (A) 1).

**MOVED**, that the Board of Regents adopt the proposal on State Aid to school districts for the school year 2016-2017.

**Motion by:** Regent Roger Tilles  
**Seconded by:** Regent Lester W. Young, Jr.  
**Action:** Motion carried unanimously.

## **Update on the Blue Ribbon Commission for the Arts**

Regent Tilles provided a summary of the recommendations of the Blue Ribbon Commission for the Arts.

## **Workgroup to Improve Outcomes for Boys and Young Men of Color**

Regent Young provided a summary of the recommendations of the Workgroup to Improve Outcomes for Boys and Young Men of Color.

**MOVED**, that the Board of Regents adopt the recommendations of the Blue Ribbon Commission for the Arts and the Blue Ribbon Committee to Improve Outcomes for Boys and Young Men of Color.

**Motion by:** Regent Wade S. Norwood  
**Seconded by:** Regent Roger Tilles  
**Action:** Motion carried unanimously.

## **PROGRAM AREA CONSENT ITEMS**

### **Adult Career and Continuing Education Services (ACCES)**

#### **Appointments to the New York State Independent Living Council, Inc. BR (CA) 1**

**MOVED**, that Denise DiNoto be appointed for a three-year term beginning January 1, 2016 and ending December 31, 2018.

**MOVED**, that Robert Meek be appointed for a three-year term beginning January 1, 2016 and ending December 31, 2018.

**MOVED**, that Ann Scherff be appointed for a three-year term beginning January 1, 2016 and ending December 31, 2018.

**MOVED**, that Clifton Perez be appointed to fill a two-year unexpired term beginning January 1, 2016 and ending December 31, 2017.

**MOVED**, that Edith Prentiss be appointed to fill a two-year unexpired term beginning January 1, 2016 and ending December 31, 2017.

**MOVED**, that Keith Gurgui be appointed to fill a two-year unexpired term beginning January 1, 2016 and ending December 31, 2017.

**MOVED**, that Douglas Usiak be appointed to fill a one-year unexpired term beginning January 1, 2016 and ending December 31, 2016.

**MOVED**, that Roger Benn be reappointed for a three-year term beginning January 1, 2016 and ending December 31, 2018.

**Appointments to the New York State Rehabilitation Council  
BR (CA) 2**

**MOVED**, that Michael Godino and Howard Gross be appointed as voting members for a term beginning January 1, 2016 and ending December 31, 2018.

**MOVED**, that Martha Jackson, Beatrice Schmidt, C. William Schultz, and Chad Underwood, be reappointed for a three year term beginning January 1, 2016 and ending December 31, 2018.

**P-12 Education**

**Addition of Section 100.19 to the Regulations of the Commissioner Relating to  
School Receivership  
BR (CA) 3**

**MOVED**, that section 100.19 of the Regulations of the Commissioner of Education is added, as submitted, effective December 26, 2015, as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare in order to ensure that the emergency rule adopted at the October 2015 Regents meeting remains continuously in effect until it can be presented for permanent adoption and take effect as a permanent rule.

**Proposed Amendment of Section 100.2(ee) of the Commissioner's Regulations,  
Relating to Academic Intervention Services (AIS)  
BR (CA) 4**

**MOVED**, that paragraph (2) of subdivision (ee) of section 100.2 of the Regulations of the Commissioner of Education be amended as submitted, effective December 30, 2015; and it is further

**MOVED**, that paragraph (2) of subdivision (ee) of section 100.2 of the Regulations of the Commissioner of Education be amended as submitted, effective December 16, 2015, as an emergency measure upon a finding of the Board of Regents that such action is necessary for the preservation of the general welfare to ensure that the emergency rule adopted at the September 2015 Regents meeting remains continuously in effect until the effective date of its adoption as a permanent rule.

**Proposed Amendment of Section 100.5(g)(1)(ii) of the Regulations of the  
Commissioner, Relating to the Transition to Common Core-aligned Regents  
Examinations in Mathematics (Algebra II)  
BR (CA) 5**

**MOVED**, that subparagraph (ii) of paragraph (1) of subdivision (g) of section 100.5 of the Regulations of the Commissioner of Education is amended, as submitted, effective December 30, 2015.

**Professional Practice**

**(Re)Appointments of Members to the State Boards for the Professions and  
(Re)Appointments of Extended Members to the State Boards for the Professions  
for Service on Licensure Disciplinary and/or Licensure Restoration and Moral  
Character Panels  
BR (CA) 6**

**MOVED**, that the Regents approve the proposed (re)appointments.

**Report of the Committee on the Professions Regarding Licensing Petitions  
BR (CA) 7**

**MOVED**, that the Regents approve the recommendations of the Committee on the Professions regarding licensing petitions.

**Higher Education**

**Proposed Amendment of Section 52.21 of the Regulations of the Commissioner  
of Education Relating to Minimum Admission Standards for Graduate-Level  
Teacher and Educational Leadership Programs and Requirements for the**

**Suspension and/or Deregistration of Certain Programs with Completers Who Fail to Achieve a Minimum Pass Rate on Certification Examinations for Three Consecutive Years**  
**BR (CA) 8**

**MOVED**, that clause (l) of subparagraph (i) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education be added, and that subclause (3) of clause (b) of subparagraph (iv) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education be renumbered as subclause (4) and a new subclause (3) be added, as submitted, effective December 20, 2015, as an emergency action, upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare, in order to ensure that the emergency rule adopted at the September 2015 Regents meeting remains continuously in effect until it can take effect as a permanent rule.

**Motion by:** Regent Betty A. Rosa  
**Seconded by:** Regent Christine D. Cea  
**Action:** Motion carried unanimously.

**Addition of Sections 30-2.14 and 30-3.17 to the Rules of the Board of Regents Relating to Transition Ratings for Teachers and Building Principals During the Transition to Higher Standards through New State Assessments Aligned to Revised Learning Standards and a Revised State-Approved Growth Model**  
**BR (A) 10**

**MOVED**, that sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents be added, effective December 15, 2015, as an emergency measure upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare in order to timely implement the recommendations of the New York Common Core Task Force Report, by ensuring that State assessments aligned to the Common Core do not have consequences and that they only be used on an advisory basis for teachers and principals.

**Action:** Motion carried. Chancellor Merryl H. Tisch opposed.

**STANDING COMMITTEE REPORTS**

**HIGHER EDUCATION**

Your Higher Education Committee held its scheduled meeting on December 15, 2015. All members were present with the exception of Regent Bendit who was absent and excused.

## **Action Items**

Change in Scope of Institutional Accreditation: American Museum of Natural History – Richard Gilder Graduate School. Your Committee discussed the application for substantive change in the scope of the Museum’s institutional accreditation. In May 2015, the Board of Regents authorized the Museum to award the Master of Arts in Teaching (M.A.T.) degree in support of registering a Museum program to prepare candidates for certification as Earth Science teachers. Under Regents Rules and federal requirements for accrediting agencies, the resulting establishment of the M.A.T. program represented a substantive change from the Museum’s existing program. VOTED: That the Board of Regents approve a change in scope of the institutional accreditation of the American Museum of Natural History, in recognition of the institution’s authorization to offer a Master of Arts in Teaching program. HE (A) 1

## **Motion for Action by Full Board**

Madam Chancellor and Colleagues: Your Higher Education Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the written report of the Committee’s deliberations at its meeting on December 15, 2015, copies of which have been distributed to each member of the Board of Regents.

## **Other matters not requiring action:**

Presentation on Implementation of Subdivision 3 of Section 3006 of the Education Law. Your Committee reviewed the new requirements for the implementation of the new law for registration and continuing teacher and leader education.

## **P-12 EDUCATION**

Your P-12 Education Committee held its scheduled meeting on December 14, 2015. All members were present except for Regent Bendit, who was excused.

## **Action Items**

Appeal of Scores for the Safety Net Local Diploma for Students with Disabilities [P-12 (A) 1]

Your Committee recommends that that clause (c) of subparagraph (i) of paragraph (7) of subdivision (d) of section 100.5 of the Regulations of the Commissioner of Education be added, as submitted, to extend the ability to graduate with a Local Diploma via appeal of a score of 55 to students with disabilities who meet all other conditions for appeal and are otherwise eligible to graduate in January 2016 and thereafter, effective December 30, 2015.

#### Revision to Charter Authorized by the Board of Regents [P-12 (A) 2]

Your Committee recommends that the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for Harlem Hebrew Language Academy Charter School and amends the provisional charter accordingly.

#### Initial Application and Charter Authorized by the Board of Regents [P-12 (A) 3]

Your Committee recommends that the Regents find that: (1) the proposed charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to the Growing Up Green Charter School II for a term of five years in accordance with §2851(2)(p) of the Education Law.

#### Merger of KIPP Infinity Charter School and KIPP Always Mentally Prepared Charter School [P-12 (A) 4]

Your Committee recommends that the Board of Regents finds that: (1) KIPP NYC Public Charter Schools meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) KIPP NYC Public Charter Schools can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by KIPP NYC Public Charter Schools, and the Board of Regents therefore approves the charter revision for KIPP NYC Public Charter Schools and amends the provisional charter accordingly.

## Transition Ratings for Teachers and Building Principals During the Transition to Higher Standards [P-12 (A) 5]

Your Committee recommends that sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents be added, effective December 31, 2015, as an emergency measure upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare in order to timely implement the recommendations of the New York Common Core Task Force Report, by ensuring that State assessments aligned to the Common Core do not have consequences and that they only be used on an advisory basis for teachers and principals. The motion to approve was passed, Chancellor Tisch opposed. Questions concerning the amended regulation should be sent to the Regents Office for dissemination to staff.

### **Motion for Action by Full Board**

Madam Chancellor and Colleagues: Your P-12 Education Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the written report of the Committee's deliberations at its meeting on December 15, 2015, copies of which have been distributed to each Regent.

### **Matters not Requiring Board Action**

Review of Governor's Common Core Task Force Recommendations – Commissioner Elia provided an overview of the twenty-one recommendations of the Governor's Common Core Task Force. Specific actions that have been or will be taken by the Board of Regents and the Department were also discussed. Recommendation #21 states that until the new system is fully phased in (or until the start of the 2019-2020 school year), the results from assessments aligned to the current Common Core Standards, as well as the updated standards, shall only be advisory and not be used to evaluate the performance of individual teachers or students. The Regents took action on this recommendation at today's meeting by approving an emergency regulatory action to implement Transition Ratings for Teachers and Principals (see item [P-12 (A) 5]).

2014-2015 Statewide Evaluation Results – the Committee was provided with State-provided growth results for principals and teachers, statewide composite HEDI results for teachers and principals, and a comparison of New York City ratings vs. rest of state.

Regents Exams Workgroup [P-12 (D) 2] – The Regents Exams Workgroup was convened in September 2015 at the direction of the Board of Regents. The workgroup was to advise the Regents on several technical and policy issues surrounding score interpretation and reporting for the Common Core Regents Exams. The Workgroup met and identified five issues that they would like to continue to discuss and likely make recommendations to the Regents on at future meetings. The Workgroup requested that Department staff gather information to be brought to their next meeting including Regents Exam results data, previous research studies, and technical overviews of the

Regents Exam program. The group will continue to meet over the next several months and will draft recommendations. Committee members requested that the names and districts of the Workgroup members be posted on engageNY.

Online Learning Advisory Council [P-12 (D) 3] – The Committee was updated on the work of the Online Learning Advisory Council and was provided with an overview of the recommendations. Scott Bischooping, District Superintendent of the Wayne-Finger Lakes BOCES, and Dr. David O'Rourke, District Superintendent of the Erie 2-Chautauqua-Cattaraugus BOCES presented the update and answered questions from Committee members. The major recommendations from the Council were: that the Legislature and Governor allocate \$100 million to support multiyear professional development grants; that the Board of Regents, Legislature and Governor grant authority to the NYS Education Commissioner to provide certain waivers of regulations to support Innovation Networks; that the state adequately staff and support NYSED's Education Technology capacity and resources; and that higher education systems develop teacher preservice experiences in online and blended learning.

AIMHighNY Survey [P-12 (D) 4] – The AIMHighNY survey was a tool used by the Department to engage with a wide variety of stakeholders (parents, educators, communities) that allowed users to provide feedback on the ELA and mathematics Common Core Learning Standards. The survey had thousands of comments and recommendations, with the largest percentage of the feedback coming from classroom teachers. Going forward, the Department plans to pursue a transparent and wide-ranging stakeholder engagement strategy to make revisions to the standards including initial development of specific recommended revisions; gathering feedback on initial recommendations via statewide stakeholder engagement; and development of final suggested revisions. A draft timeline will be released to the public outlining the steps the Department intends to take to ensure a gradual and thoughtful transition to new standards.

Overview of Non-public Schools – The Committee was provided with an overview of non-public schools including information on statutes relating to compulsory attendance and voluntary high school registration.

### Consent Agenda

The Board of Regents will take action on the following consent agenda items at their December 15, 2015 meeting.

- Regulations relating to Academic Intervention Services
- Regulations relating to Transition to Common Core-aligned Regents Examinations in Mathematics (Algebra II)
- Regulations relating to School Receivership

## **P-12 EDUCATION/ CULTURAL EDUCATION JOINT MEETING**

Your P-12 Education Committee and Cultural Education Committee held a joint meeting on December 14, 2015. All members were present except for Regent Bendit who was excused.

### **Matters Not Requiring Board Action**

Update on the Blue Ribbon Commission for the Arts [P-12/CE (D) 1] – The Committees were provided with an update on the work of the Blue Ribbon Commission for the Arts and recommendations currently under consideration. Discussion focused on the six principles that guided the development of the recommendations for an Arts Pathway Assessment System. Phase I (for academic years 2015-16 through 2017-18) identifies several assessments available for current high school students that may be viable options for pathway assessments in the arts. Phase 2 (for academic year 2018-19 and beyond) utilizes two types of assessments: Course-Embedded and/or End-of-Course Assessment and Individual Arts Assessment Plan (IAAP). Three members of the Commission presented to the Board their views on the outcomes of the work of the Commission. Local students were also present to talk about their experiences with arts classes in their schools.

## **PROFESSIONAL PRACTICE**

Your Professional Practice Committee held its scheduled meeting on December 14, 2015. All members were present. Regent Judith Chin was also present, but did not vote on any case or action.

### **Action Items**

#### **Professional Discipline Cases**

Your Committee recommends that the reports of the Regents Review Committees, including rulings, findings of fact, determinations as to guilt, and recommendations, by unanimous or majority vote, contained in those reports which have been distributed to you, be accepted in 5 cases. In addition, your Committee recommends, upon the recommendation of the Committee on the Professions, that 37 consent order applications and 2 surrender applications be granted. [PPC EXS (A) 1-3]

These recommendations are made following the review of 44 cases involving fifteen registered professional nurses, eight licensed practical nurses, four pharmacists, three chiropractors, two dental hygienists, two licensed practical nurses who are also registered professional nurses, two physical therapists, two psychologists, one certified public accountant, one dentist, one pharmacy, and one podiatrist.

## **Restorations**

Your Committee recommends the following:

That the application of Geoffrey Richstone for the restoration of his license to practice as a physician in New York State be denied. [PPC EXS (A) 5]

That the application of David I. Wasserman for the restoration of his license to practice as an architect in New York State be denied. [PPC EXS (A) 6]

## **Approvals**

Regulations: Collaborative Drug Therapy Management for Pharmacists – Your Committee recommends the following: That paragraphs (1), (2) and (4) of subdivision (b) of section 63.9 of the Regulations of the Commissioner of Education be amended, as submitted, effective December 30, 2015; and it is further

That paragraphs (1), (2) and (4) of subdivision (b) of section 63.9 of the Regulations of the Commissioner of Education be amended, as submitted, effective December 16, 2015, as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the public health and general welfare to ensure that the emergency rule adopted at the September 2015 Regents meeting, as revised, remains continuously in effect until the effective date of its adoption as a permanent rule. [PPC (A) 1]

## **Motion For Action By Full Board**

Madam Chancellor and Colleagues: Your Professional Practice Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the written report of the Committee's deliberations at its meeting on December 14, 2015, copies of which have been distributed to each Regent.

## **Matters Not Requiring Board Action**

Your Committee discussed several topics of interest, including:

- Deputy Commissioner's Report/Update
- Full Board Consent Agenda Items
- Board (Re)Appointments
- Licensing Petitions

Update on the Profession of Chiropractic – A presentation was made to the committee describing general information regarding pre-professional education requirements for the profession of chiropractic. [PPC (D) 1]

**Motion by:** Regent Roger Tilles  
**Seconded by:** Regent Wade S. Norwood  
**Action:** Motion carried unanimously.

**State Education Department November 2015 Fiscal Report  
BR (A) 3**

**MOVED**, that the Board accepts the November 2015 State Education Department Fiscal Report as presented.

**Motion by:** Regent Roger Tilles  
**Seconded by:** Regent Wade S. Norwood  
**Action:** Motion carried unanimously.

**Regents 2016 Federal Priorities  
BR (A) 4**

**MOVED**, that the Board of Regents affirm support for last year's priorities and approve new priorities for 2016.

**Motion by:** Regent Wade S. Norwood  
**Seconded by:** Regent Christine D. Cea  
**Action:** Motion carried unanimously.

**Regents 2016 State Legislative Priorities  
BR (A) 5**

**MOVED**, that the Board of Regents affirm support for last year's proposals as well as approve amended and new legislative proposals for the 2016 session.

**Motion by:** Regent Roger Tilles  
**Seconded by:** Regent Christine D. Cea  
**Action:** Motion carried unanimously.

**Regents 2016-2017 State Budget Priorities  
BR (A) 6**

**MOVED**, that the Board of Regents approve the budget priorities as follows:

Higher Education Opportunity Programs	\$9.75 million
Enhancing the Achievement of English Language Learners	\$10.0 million
Improving Assessments for Students with Severe Disabilities	\$2.9 million
Building Oversight and Support Capacity at SED	5% set-aside

Public Library Construction	\$4.2 million
State Aid Modeling	\$2.0 million
Erasure Analysis of Test Results	\$500,000
Bridge to College & Careers Pilot Program	\$10.0 million
Facilities Planning System	\$4.0 million
Initiatives to Improve Outcomes for Boys and Young Men of Color	\$21 million

**Motion by:** Regent Roger Tilles  
**Seconded by:** Regent T. Andrew Brown  
**Action:** Motion carried unanimously.

**Acceptance of a \$1,000,000 Grant from The Wallace Foundation  
 BR (A) 8**

**MOVED**, that the Board of Regents accept the sum of \$1,000,000 from the Wallace Foundation to support the work of the USNY Regents Research.

**Motion by:** Regent Roger Tilles  
**Seconded by:** Regent Wade S. Norwood  
**Action:** Motion carried. Regent Catherine Collins abstained.

**Acceptance of a \$369,000 Grant from The Bill and Melinda Gates Foundation  
 BR (A) 9**

**MOVED**, that the Board of Regents accept the sum of \$369,000 from the Bill and Melinda Gates Foundation to support the work of the USNY Regents Research.

**Motion by:** Regent Roger Tilles  
**Seconded by:** Regent Wade S. Norwood  
**Action:** Motion carried. Regent Catherine Collins abstained.

Chancellor Merryl H. Tisch adjourned the meeting.

**Appendix I**  
**NEW YORK STATE BOARD OF REGENTS CHARTER ACTIONS**

<b>Name of Institution</b>	<b>Program Area</b>	<b>County of Location</b>	<b>Description of Charter Action(s)</b>
Adams Center Free Library	CE	Jefferson	Amend charter to: - change the number of trustees to be not less than five nor more than nine; - designate the library's service area to be coterminous with the CDP of Adams Center; - designate Commissioner as agent for service; and - update IRS dissolution language.
Dunkirk Free Library	CE	Chautauqua	Dissolve charter and approval to distribute assets to the Dunkirk Public Library.
The Jazz Gallery	CE	New York	Amend charter to change the corporate address and extend the provisional charter for five years.
The Leslie-Lohman Museum of Gay and Lesbian Art	CE	New York	Merge with "Leslie/Lohman Gay Art Foundation, Inc.", with The Leslie-Lohman Museum of Gay and Lesbian Art as the surviving corporation.
The Rochester Museum and Science Center	CE	Monroe	Amend charter to remove reference to members and trustee unanimous vote requirement.
The Root Historical Society	CE	New York	Extend provisional charter for five years.
Rothschild-Petersen Patent Model Museum	CE	Onondaga	Dissolve charter and approval to distribute assets to the Eleutherian Mills-Hagley Foundation, Inc., Delaware NFP corporation.
Somerset Union Museum	CE	Niagara	Extend provisional charter for five years.
Suffolk County Sports Hall of Fame	CE	Suffolk	Amend charter to change the corporate address and extend the provisional charter for five years.
Wolcott Civic Free Library	CE	Wayne	Amend charter to change the corporate name to "Wolcott Public Library".
A Place for Kids	P12	New York	Extend provisional charter for three years.
Blue School	P12	New York	Extend provisional charter for three years.

Catskill Wheelhouse	P12	Greene	Grant provisional charter for three years.
Friends Seminary	P12	New York	Grant an absolute charter in the first instance.
The Hayground School	P12	Suffolk	Extend provisional charter for three years.
I.D.E.A.L. Connections	P12	Monroe	Extend provisional charter for three years.
Peconic Community School	P12	Suffolk	Extend provisional charter for three years.
Rosa Venerini Early Childhood Center	P12	Schenectady	Grant provisional charter for three years.
Southampton Montessori School	P12	Suffolk	Amend charter to add authority to operate a grade one.

## Appendix II

### REGENTS ACTIONS IN 44 PROFESSIONAL DISCIPLINE CASES AND 3 RESTORATION PETITIONS

December 14-15, 2015

The Board of Regents announced disciplinary actions resulting in the revocation of 3 licenses, surrender of 2 licenses, and 39 other disciplinary actions. The penalty indicated for each case relates solely to the misconduct set forth in that particular case. In addition, the Board acted upon 2 restoration petitions.

#### I. REVOCATIONS AND SURRENDERS

##### Chiropractic

**Chad Edward Greenshner**; Flushing, NY 11367; Lic. No. 010321; Cal. No. 28005; **Found guilty of professional misconduct; Penalty:** \$10,000 fine, revocation.

**Khalika Ayesha Rowe**; South Ozone Park, NY 11420; Lic. No. 011585; Cal. No. 28146; **Found guilty of professional misconduct; Penalty:** \$10,000 fine, revocation.

##### Dentistry

**Claudia Cipri**; Dental Hygienist; Maspeth, NY 11378; Lic. No. 018463; Cal. No. 28568; **Application to surrender license granted. Summary:** Licensee admitted to the charge of willfully failing to register.

##### Nursing

**Pauline O. Allison**; Licensed Practical Nurse; Brooklyn, NY 11226; Lic. No. 259723; Cal. No. 28283; **Found guilty of professional misconduct; Penalty:** Revocation.

**Diane Lisa Wolf**; Registered Professional Nurse; Phoenix, AZ 85027; Lic. No. 437240; Cal. No. 28593; **Application to surrender license granted. Summary:** Licensee did not contest the charge of being found guilty of professional misconduct in the State of Arizona, which conduct would be considered practicing the profession of nursing while the ability to practice is impaired by mental disability if committed in New York State.

#### II. OTHER REGENTS DISCIPLINARY ACTIONS

##### Chiropractic

**Aleksandr Y. Mostovoy a/k/a Aleksandr Mostovoy a/k/a Alexander Mostovoy**; Brooklyn, NY 11224; Lic. No. 010194; Cal. No. 27701; **Application for consent order**

**granted; Penalty agreed upon:** 1 month actual suspension, 11 month stayed suspension, 12 months probation, \$2,500 fine.

## **Dentistry**

**Klara Royzman;** Dental Hygienist; Rego Park, NY 11374; Lic. No. 018488; Cal. No. 28306; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation, \$500 fine.

**William T. Tirone;** Dentist; Pine Plains, NY 12567; Lic. No. 023783; Cal. No. 28379; **Application for consent order granted; Penalty agreed upon:** Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice.

## **Nursing**

**Ann Marie Forbes;** Licensed Practical Nurse; Elmont, NY 11003; Lic. No. 279035; Cal. No. 26399; **Application for consent order granted; Penalty agreed upon:** 1 year stayed suspension, 1 year probation.

**Cynthia Rose Corrado;** Licensed Practical Nurse, Registered Professional Nurse; North Massapequa, NY 11758; Lic. Nos. 251666, 491142; Cal. Nos. 26410, 26396; **Application for consent order granted; Penalty agreed upon:** Indefinite actual suspension until successfully participate in course of therapy and treatment and until fit to practice, upon termination of suspension, 2 years probation to commence if and when return to practice.

**Elaine Patterson;** Licensed Practical Nurse; Bronx, NY 10456; Lic. No. 267515; Cal. No. 27667; **Found guilty of professional misconduct; Penalty:** 3 months suspension, execution of suspension stayed, upon service of Order, probation 1 year to commence simultaneously with period of suspension.

**Dawn Renee Harrison;** Registered Professional Nurse; Dolgeville, NY 13329; Lic. No. 510866; Cal. No. 27777; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation, \$500 fine.

**Kristina Lynn Getman;** Registered Professional Nurse; Rochester, NY 14609; Lic. No. 653299; Cal. No. 28021; **Application for consent order granted; Penalty agreed upon:** Censure and Reprimand, 2 years probation, \$500 fine payable within 3 months.

**Alicia Warren;** Licensed Practical Nurse; Cortland, NY 13045; Lic. No. 291202; Cal. No. 28034; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation to commence upon return to practice.

**Patricia Mulvihill Francescotti**; Licensed Practical Nurse, Registered Professional Nurse; Baldwinsville, NY 13027; Lic. Nos. 262583, 591696; Cal. Nos. 28079, 28078; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation, \$500 fine.

**Vanessa Charlene Grant**; Licensed Practical Nurse; Rochester, NY 14609; Lic. No. 300542; Cal. No. 28135; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation, \$250 fine.

**Rena Tandon**; Registered Professional Nurse; Winston Salem, NC 27103; Lic. No. 656407; Cal. No. 28165; **Found guilty of professional misconduct; Penalty:** 1 year suspension, execution of suspension stayed.

**Mary Ann Pope**; Registered Professional Nurse; Corning, NY 14830; Lic. No. 478434; Cal. No. 28181; **Application for consent order granted; Penalty agreed upon:** 1 month actual suspension, 23 month stayed suspension, 2 years probation, \$500 fine.

**Susan M. Riccione-Carter**; Registered Professional Nurse; Seneca Falls, NY 13148; Lic. No. 426623; Cal. No. 28182; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation, \$500 fine.

**Marie Santela Felix**; Registered Professional Nurse; Haverstraw, NY 10927; Lic. No. 656866; Cal. No. 28190; **Application for consent order granted; Penalty agreed upon:** Partial actual suspension of not less than 6 months in certain area and until successful completion of course of retraining in said certain area, 24 months probation.

**Judith C. Wohltmann**; Registered Professional Nurse; South Hempstead, NY 11550; Lic. No. 563188; Cal. No. 28214; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation, \$1,000 fine.

**Richard Ernest Espey**; Registered Professional Nurse; Schenectady, NY 12304-1115; Lic. No. 591465; Cal. No. 28238; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation, \$500 fine.

**Katina Nicole Chiera a/k/a Katina N. Chiera**; Registered Professional Nurse; Clifton Park, NY 12065; Lic. No. 586632; Cal. No. 28243; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation, \$500 fine.

**Jennifer Lynn Kazlman a/k/a Jennifer Lynn Ortiz**; Licensed Practical Nurse; Liverpool, NY 13090; Lic. No. 273100; Cal. No. 28244; **Application for consent order granted; Penalty agreed upon:** 1 year stayed suspension, 1 year probation.

**Catherine Erika Greaves**; Registered Professional Nurse; Brooklyn, NY 11212-5622; Lic. No. 647552; Cal. No. 28260; **Application for consent order granted; Penalty**

**agreed upon:** 1 month actual suspension, 23 month stayed suspension, 2 years probation.

**Lori Ellen Holcomb a/k/a Lori Ellen Weinheimer;** Registered Professional Nurse; Oswego, NY 13126; Lic. No. 562941; Cal. No. 28268; **Application for consent order granted; Penalty agreed upon:** 1 year stayed suspension, 1 year probation, \$500 fine.

**Angela M. Jones;** Licensed Practical Nurse; Perry, NY 14530-1320; Lic. No. 296844; Cal. No. 28300; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation, \$500 fine.

**Carl R. Lee;** Registered Professional Nurse; Utica, NY 13502-1139; Lic. No. 591793; Cal. No. 28327; **Application for consent order granted; Penalty agreed upon:** Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

**Savitri Singh;** Registered Professional Nurse; Hollis, NY 11423-1527; Lic. No. 649845; Cal. No. 28358; **Application for consent order granted; Penalty agreed upon:** 1 year stayed suspension, 1 year probation.

**Batya Zamir;** Registered Professional Nurse; Westbury, NY 11590; Lic. No. 437383; Cal. No. 28395; **Application for consent order granted; Penalty agreed upon:** 3 month actual suspension, 21 month stayed suspension, 2 years probation, \$500 fine.

**Collette Maynard a/k/a Colette Maynard;** Licensed Practical Nurse; Brooklyn, NY 11208; Lic. No. 307932; Cal. No. 28557; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation.

## Pharmacy

**Pam Marie Green;** Pharmacist; Westfield, NY 14787; Lic. No. 048216; Cal. No. 27545; **Application for consent order granted; Penalty agreed upon:** Censure and Reprimand, \$1,000 fine payable within 6 months.

**Amanda Alfano;** Pharmacist; Saint Petersburg, FL 33716; Lic. No. 049783; Cal. No. 28027; **Application for consent order granted; Penalty agreed upon:** 1 month actual suspension, 23 month stayed suspension, 2 years probation, \$500 fine.

**Richard Charles Mastrota;** Pharmacist; Brooklyn, NY 11238-5927; Lic. No. 034198; Cal. No. 28232; **Application for consent order granted; Penalty agreed upon:** Censure and Reprimand, 1 year probation, \$2,000 fine.

**Ludwig's Drug Store, Inc.;** Pharmacy; 805 Washington Avenue, Brooklyn, NY 11238; Reg. No. 002212; Cal. No. 28233; **Application for consent order granted; Penalty agreed upon:** Censure and Reprimand, 1 year probation, \$2,000 fine.

**Bakulkumar N. Matalia;** Pharmacist; Sayville, NY 11782-1546; Lic. No. 031828; Cal. No. 28344; **Application for consent order granted; Penalty agreed upon:** 9 month actual suspension, 15 month stayed suspension, 2 years probation, \$10,000 fine.

### **Physical Therapy**

**Renée M. Pinyan;** Physical Therapist; Pawling, NY 12564; Lic. No. 013532; Cal. No. 28209; **Application for consent order granted; Penalty agreed upon:** 1 month actual suspension, 23 month stayed suspension, 24 months probation, \$500 fine.

**Alfredo Besavilla Pantino, Jr.;** Physical Therapist; Woodbridge, VA 22191; Lic. No. 018309; Cal. No. 28440; **Application for consent order granted; Penalty agreed upon:** 1 year stayed suspension, 1 year probation to commence upon return to practice in the State of New York, \$2,000 fine payable within 6 months.

### **Podiatry**

**Philip L. Whitman;** New York, NY 10021; Lic. No. 002629; Cal. No. 28263; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation, \$2,500 fine.

### **Psychology**

**Alan K. Phelan;** Dix Hills, NY 11746; Lic. No. 015283; Cal. No. 28022; **Application for consent order granted; Penalty agreed upon:** 24 month actual suspension, 12 month stayed suspension, 3 years probation.

**Michael B. Eberlin;** Oyster Bay, NY 11771; Lic. No. 009143; Cal. No. 28350; **Application for consent order granted; Penalty agreed upon:** 2 year stayed suspension, 2 years probation.

### **Public Accountancy**

**George Louie a/k/a George L. Louie;** Certified Public Accountant; Wantagh, NY 11793-2319; Lic. No. 045517; Cal. No. 28294; **Application for consent order granted; Penalty agreed upon:** 4 month actual suspension, 20 month stayed suspension, 24 months probation, \$7,500 fine.

### **III. RESTORATIONS**

The Board of Regents voted on December 15, 2015 to deny the application for restoration of the physician license of Geoffrey Richstone, New York, NY. Dr. Richstone's license was originally revoked November 1, 1999.

The Board of Regents voted on December 15, 2015 to deny the application for restoration of the architect license of David Wasserman, Roslyn Heights, NY. Mr. Wasserman's license was originally surrendered June 5, 2008.

# **ATTACHMENT I**

## **Opportunity Deferred:**

***A Report on the East Ramapo Central School District***

**Dennis M. Walcott, *Monitor***

**Monica George-Fields, *Monitor***

**John W. Sipple, *Monitor***

**Opportunity Deferred:**

*A Report on the East Ramapo Central School District*

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## Executive Summary

On August 13, 2015, Commissioner of Education MaryEllen Elia (“the Commissioner”) appointed a team of monitors to serve the East Ramapo Central School District (“East Ramapo” or “the District”) in an advisory capacity in order to ensure that the District is better able to provide an appropriate educational program and properly manage and account for state and federal funds received. The appointment came after the Commissioner, in her first month in office, recognized the critical situation facing the students in the District. In particular, the Commissioner was troubled by the consistent reports of the District’s educational decline, and the very deep rifts within the community.

From the findings reported in *East Ramapo: A School District In Crisis* in November 2014 by Henry M. Greenberg (“Greenberg report”) and the extensive media coverage of the crisis in East Ramapo, to the findings detailed in the oversight reports issued by the New York State Education Department’s (“SED” or “the Department”) offices of accountability, special education and bilingual education, there was clear evidence that the District has not supported the educational needs of its public school students. Addressing the situation in the District became one of the Commissioner’s top priorities, reaffirming the Board of Regents’ commitment to safeguarding the educational rights of the District’s students.

In an announcement at Rockland County Community College open to the community, the Commissioner – in conjunction with Board of Regents Chancellor Meryll H. Tisch and Regents Judith Johnson, Betty Rosa and Josephine Finn – announced the appointment of Dennis M. Walcott to serve as Monitor for the District, and Dr. Monica George-Fields and Dr. John W. Sipple as Monitors to provide specific expertise in the areas of educational practice and finances, respectively.

All Monitors came to their role with extensive experience. Mr. Walcott served from 2011-2013 as Chancellor of the New York City Department of Education, following

more than eight years as Deputy Mayor for Education and Community Development. As Chancellor, Mr. Walcott led a system of more than 1,800 schools with 1.1 million students, 136,000 employees, and a \$24 billion budget. Dr. George-Fields is an expert in teaching and learning and school turnaround, and brought to the position 28 years of experience as a district-level leader, a turnaround school principal and educator, and a leader of school innovation policy for the Department, prior to founding REACH, an organization dedicated to increasing student achievement. Dr. Sipple is a Professor in the Department of Development Sociology at Cornell University, after having spent 13 years in the University's Department of Education. Dr. Sipple's work focuses on the response of public school districts and communities to changes in state and federal policy, and he serves as Director of the New York State Center for Rural Schools and Cornell's Community and Regional Development Institute.

## The History – A District in Crisis

Today, more than 32,000 children attend school in East Ramapo. Approximately 8,500 of those children attend the East Ramapo public schools, and roughly 24,000 attend private schools – mainly Orthodox Jewish Yeshivas. Since 2004-2005, the private school population in East Ramapo has increased by 43% and continued growth is projected. Of current public school students, 39% are African-American, 50% are Hispanic or Latino, 84% are economically disadvantaged, and 29% are English language learners. Since 2004-2005, the District has seen a 164% increase in its English language learner population, and a 40% increase in the number of public school students eligible for free and reduced price lunch.

These rapidly changing demographics reflect not only the great diversity of East Ramapo but also underlie enduring tensions between the private and public school communities. Indeed, since 2005, members of the private school community have gained a majority of seats on the nine-member Board of Education, and with control of the Board, have remade the District. Today, six board members come from the private school community.

As illuminated by the Monitors' work since August 2015, as reported in Mr. Greenberg's November 2014 report, as documented in the press, and as experienced and voiced by public school families, educators, and community members, the East Ramapo Board of Education has persistently failed to act in the best interests of public school students. And the crisis in East Ramapo has only been exacerbated by the economic challenges that have faced school districts statewide, including the impact of the 2008 recession and cuts in State aid. It should also be noted that, during this period, the State's property tax cap law was enacted. As a result of this confluence of factors, the tensions in East Ramapo have grown into a chasm, full of anger and mistrust, and the District's students have continued to suffer the effects.

## Commissioner's Charge to the Monitors

In order to protect the District's students and to address the District's failing educational and operational infrastructures, as well as the total breakdown of community trust facing the school community in East Ramapo, the Commissioner sought to provide the District an accountability structure that would provide oversight of fiscal and operational management, educational programming, and to provide guidance, recommendations and propose actions for improvement to the District, as well as to the Department, to ensure that students have access to adequate and appropriate programs and services and that the District is on a path to fiscal and programmatic stability. To accomplish this goal, the Monitors were given four key charges to guide their work over the course of their appointment:

- **Maintain a regular presence in the District:** Based on Mr. Greenberg's report and the fact that the situation in the District continued to decline in the face of legislative inaction, Commissioner Elia directed the team to be regularly present in the District to meet with stakeholders, District leadership and educators, and to observe the operations of the District. The goal of this charge was to allow the Monitors to provide on-demand feedback and guidance to the District where it was warranted, and to provide real time accountability and oversight to report findings to the Department.
  
- **Maintain a cooperative and collaborative relationship with the board of education:** The Commissioner specifically charged the Monitors with maintaining a functioning working relationship with the board of education so that the Monitors could be in better position to assist the District in improving educational and operational outcomes. Because New York State law provides broad authority over a school district's operation to the locally-elected school board, the Monitors' ability to effectuate change was greatly improved by being able to work collaboratively with the board of education wherever possible. However, the Monitors were also directed to keep the District accountable based

on their findings. Where areas of improvement were identified, it was the Monitors' charge to work with the District to implement needed changes and to report to the Department where further action was needed.

- **Communicate extensively with and be responsive to the community:** The Monitors' ability to effectuate change in the District depended on hearing from members of the community about areas of concern within the District, and to be able to understand the concerns of the community, the Monitors were expected to be in regular contact with and be available to groups, parents, educators, and advocates.
  
- **Provide regular updates and reports on findings to the Department, including a final report in December:** The Monitors were charged with reporting regularly to the Commissioner and her staff on findings so that the Department could receive real-time information about the activities of the District and so that it could be determined if further oversight actions were required by the Department based on the findings of the Monitors.

From the outset, the president of the District's board of education, Mr. Yehuda Weissmandl, pledged cooperation and collaboration with the Monitors, stating, "The Board and I are eager to begin our work with Mr. Walcott and the monitoring team to identify and implement improvements in the District's educational programs and services." Throughout the past 17 weeks, Mr. Weissmandl has been an active partner with the Monitors: he has been accessible at all hours and has listened and implemented suggestions to improve Board practices.

Every week since their appointment in August, the Monitors have been consistently and regularly present in the District, during all times of day from early morning to late at night, both during the week and on weekends. Below is a summary of key actions taken by the Monitors to meet the goals of their appointment.

Charge	Highlights of Actions
Maintain a regular presence in the District	<ul style="list-style-type: none"> <li>➤ Announced and unannounced visits to every school in the District.</li> <li>➤ Attendance and participation at nearly all board meetings held since their appointment.</li> <li>➤ Community presence by at least one monitor at least two days every week since August.</li> </ul>
Maintain a cooperative and collaborative relationship with the board of education	<ul style="list-style-type: none"> <li>➤ The Monitors maintained a working relationship with the board president, including regular formal and informal communications throughout the appointment.</li> <li>➤ The Monitors were invited to join executive sessions of the board, except for discussions related to personnel and litigation.</li> <li>➤ The Monitors worked closely with the board during the transition to the new Interim Superintendent.</li> <li>➤ The Monitors have regularly met with the Superintendent and members of the cabinet, as well as key District staff to discuss issues as they were brought to the Monitors' attention.</li> </ul>
Communicate extensively with and be responsive to the community	<ul style="list-style-type: none"> <li>➤ The Monitors hosted a community forum in Spring Valley and heard and responded to public comment from numerous members of the community.</li> <li>➤ The Monitors met formally and informally with a broad representation of stakeholders and advocate groups from the public and private school community, including the local NAACP chapter, Rockland County Clergy for Social</li> </ul>

	<p>Justice, representatives from the Orthodox community, Padres Unidos, the Rockland County School Boards Association, and other organized groups.</p> <ul style="list-style-type: none"> <li>➤ The Monitors established a blog to update the community periodically about their activities within the District.</li> <li>➤ The Monitors met with and were in regular communication with elected state and federal representatives of the community.</li> <li>➤ The Monitors published their email addresses in order to be more responsive to community members seeking to contact them.</li> </ul>
<p>Provide regular updates and reports on findings to the Department, including a final report in December</p>	<ul style="list-style-type: none"> <li>➤ The Commissioner provided dedicated staff support to the Monitors, including representatives from the Commissioner's Office, Office of Counsel, and the Office of P-12 Education.</li> <li>➤ The Monitors made a public presentation to the Regents at the Board's September 2015 meeting to discuss their charge, strategies and actions to that point.</li> <li>➤ The Monitors identified and developed a plan for the use of facilities funding.</li> <li>➤ The Monitors reported to the Department concerns regarding the use of Title I funds.</li> </ul>

## Actions and Recommendations of the Monitors

East Ramapo has been in a state of distress for years. In just over 17 weeks, the Monitors have learned that the overarching effect of this distress has been a wearing away of the fundamental building blocks the District needs to successfully educate its students – competent leaders who support teaching and learning in the District and understand and respect community needs; fiscal stability; and community confidence and support. Lacking these fundamentals, the District requires substantial care and attention to be able to effectively serve the needs of its students and families. Since August, the Monitors have begun this process by providing intense, on-the-ground oversight of a District in which a deep community rift has made progress of any sort nearly impossible. The Monitors recognize that the progress made, and the District itself, are both fragile and delicate and that a crisis of this magnitude, years in the making, will not be resolved in 17 weeks. However, while much work remains to make sure that East Ramapo provides a public education program that its students deserve, there has been more progress made in the last 17 weeks than in the last several years. Highlights of the Monitors' work include:

- In perhaps the most significant shift in the District since their appointment, the Monitors worked with the board president to identify, recruit and hire an Interim Superintendent, signaling the end of Superintendent Joel Klein's tenure. In October 2015, Dr. Deborah Wortham was appointed Interim Superintendent by the board. Following numerous unfortunate comments by the prior Superintendent that contributed to the ongoing distrust between the District leadership and the public school community, the change in leadership signaled a new direction and a commitment by the board to move the District forward.
- After observing practices at board meetings, the Monitors recommended steps to ensure greater public trust in the board by recommending a response timeline to ensure that the board addresses questions from the public in a timely manner.
- At the recommendation of the Monitors, the board altered the process at board meetings so that executive sessions are now held at the end of meetings, rather

than at the beginning, so that the public does not have to wait numerous hours before having the opportunity to comment. In addition, the Monitors were allowed to attend executive sessions of the board and overall the length of time the board spends in executive session has decreased.

- When a vacancy was created on the board, the Monitors recommended an inclusive, transparent process to ensure that the community had an opportunity to participate in the selection process. Following this process, the board selected a public school parent to fill the unexpired term.
- Following identification of additional capital funding available to the District, the Monitors helped to ensure that the District would be able to best leverage the funding to make necessary capital improvements.
- Over the course of the 17 weeks since their appointment, the Monitors have met, individually or as a group, with numerous stakeholders, often multiple times. This has included formal meetings as well as informal conversations with members of the community.
- The District made its key staff available to the Monitors and the Monitors have worked directly with members of the District administration regarding the fiscal, operational and educational issues facing the District.
- The Monitors have conducted analyses of District resources and practices to identify areas where efficiencies may be identified in order to repurpose resources for educational programming.
- On a regular basis, the Monitors worked directly with educators – including teachers, principals, and support staff – to provide instructional guidance and to better understand the conditions of teaching and learning in individual schools.

The Monitors' work to date illustrates the need for immediate and urgent action to alleviate the crisis in East Ramapo as well as the necessity of longer-term system-wide reform in the District. Based on their work, the Monitors make the following comprehensive set of recommendations for the District, the Department, the Governor's office and the Legislature to protect the rights of students in the District and to ensure

that immediate action is taken wherever possible and that integrity of the public educational system in East Ramapo is rebuilt on a strong and sustainable foundation.

### ***Governance and Rebuilding Community Trust***

- 1. Continue Monitors in the District.** It is evident from the actions of the board and the positive changes experienced in the District since the appointment of the Monitors that the presence of independent Monitors in the District has helped produce change in the right direction in East Ramapo. From the appointment of a new Interim Superintendent, to changes in the manner that board meetings are conducted, and responsiveness to the Monitors' assistance in improving professional development, the District's leadership has demonstrated an ability to accept constructive advice and technical assistance to facilitate implementation of best practices. However, in order to ensure that this progress is continued, sustained and leveraged to rebuild the integrity of the District and the services it provides, the Monitors believe that the continued presence of Monitor(s) in the District is necessary. It is therefore recommended that the Governor and Legislature revisit a legislative codification that provides any such Monitor(s) with increased authority to ensure that they have the necessary tools, including the power to veto board decisions where necessary, to effectuate change in the District.

In the meantime, it is recommended that the Commissioner continue to use her existing authority to ensure that the District has on-going on-the-ground support to ensure that the gains made so far – while leaving much work still to be done still in the District – are not lost and that progress continues to be made. The Commissioner should determine the construct and duration of the appointment of a Monitor(s), but it is recommended that the structure include a requirement that any appointed Monitor(s) spend significant time in the District during the course of the appointment and provide regular reports to the Commissioner, Board of Regents and the East Ramapo community on progress,

findings and recommendations. The board, Superintendent and community should continue to work with the Monitors to oversee and coordinate on programmatic and fiscal (both micro and macro) concerns of the District.

It must be noted that this recommendation is not based on issues of religion, race or ethnicity and is not based on the debate about “public versus private” – rather, it is about the critical need to rebuild a District that by all accounts is broken and is not serving its students; it is about the stark reality that the District has experienced tremendous decline over a period of years and that extraordinary measures are now required to restore it to the success it once was. The Monitors recognize that the District is fragile, as are the successes gained in the past 17 weeks, and are making this recommendation to ensure that the District stabilizes and grows stronger over time, regardless of the particular composition of the Board.

**2. Appoint an independent election monitor for school board elections.** New York State’s educational system has long been one of local control, and the typical “check and balance” on locally elected boards of education is the election process itself. However, based on the crisis in East Ramapo, the election process in the District is viewed with suspicion and the Monitors have heard from many District residents that they lack confidence in the process. In order to address significant trust issues within the District, the Monitors recommend that the District engage an independent election monitor, recommended by the Monitor(s) to, among other duties:

- Observe final tabulation of school board election results;
- Work in conjunction with the district clerk when the District is preparing for elections;
- Recommend additional processes for voter notification of upcoming elections to better ensure broad, representative community participation;
- Establish forums with candidates to inform the community about the process and the positions of the candidates; and

- Because voter populations have changed since the last time the District designated polling sites, review underused polling sites and identify new sites for the 2016 election to ensure greater accessibility to voting locations.

- 3. Create a comprehensive and community inclusive process to develop a new bond issue for purposes of making much needed capital improvements.** Due in part to a pervasive distrust and suspicion between the public and private school communities, a \$40 million bond issue that would have provided much needed funding to make critical capital improvements was defeated in 2015. The Monitors recommend the creation of a District-wide committee that includes the Superintendent, a board member, and representatives from each school chosen by parents. The committee would review the \$40 million bond, propose changes, and commit to a use of the funds. The revised bond should be put back before the voters following agreement by the District-wide committee. In addition, the District-wide committee should review and approve use of newly identified EXCEL funds to supplement work accomplished through the bond. The continued presence of Monitors in the District will serve as a critical “check and balance” for this process to ensure both that these funds are spent on needed capital improvements and that the public has confidence in the process.
- 4. Ensure representation of public school concerns on the board of education by providing that in each election cycle, all the candidates for at least one of the seats must be parents of children attending public schools selected in a local process by other public school parents.** There is a strong tradition across the State of locally-elected boards of education. In most places, the persons elected to local boards of education are committed to the improvement of the public schools that the boards oversee. Due to the unique demographics of East Ramapo, the majority of the members of its board are more representative of the families who send their children to private schools and may

not be motivated by the same focus on the public schools as a traditional school board member. The Monitors recommend that the Legislature and Governor enact State law to provide for a unique mechanism for the East Ramapo school district to ensure that the public school community has representation on the board, without hindering the democratic process.

- 5. Expand required training for the District's board members.** Pursuant to State law, all elected or appointed board members are required to complete six hours of training in the areas of fiscal oversight, accountability and fiduciary responsibilities, as well as a training course in the powers, functions and duties of boards of education and other government and administrative agencies affecting public education, within the first year of their term of office. The Monitors recommend that the Legislature and Governor enact State law to require members of the District's board of education to receive additional training regarding their fiduciary and fiscal responsibilities, school district governance and the roles and responsibilities of District leadership. This training should be provided by experts on the role of board members and best practices in New York State school districts.
  
- 6. Convene meetings with a human rights expert.** Due to the history in the District of contentious interactions between members and representatives of the board of education and the community, the Monitors recommend that the members of the board of education and community members seek the counsel and advice of a human rights expert to address and intervene on sensitive community issues that may arise.

### ***Teaching and Learning***

- 7. Rethink use of Title I resources.** Allow reading teachers to have full reading and intervention schedules and provide schools with appropriate preparation coverage. Deploy Title I reading teachers to the middle schools to allow them to

provide services to students eligible for services. Convene a Title I committee that includes an administrator, two Title I teachers, parent representation, and District staff to create the current and future Title I plan. This includes the Monitors' recommendation to better integrate the District's "Funded Programs" office into the core instructional and fiscal programming and accountability. The Monitors also call for enhanced District communication and interaction with the CEC, which is contracted to oversee Title I services in the non-public schools, as well as the Yeshivas themselves.

- 8. Provide students with full-day kindergarten classes.** Due to reductions in educational programming, students in the District are not afforded the opportunity to develop early literacy and numeracy skills because the half-day kindergarten program limits the number of hours students are in school. With the exception of two kindergarten classes, all students are attending half-day kindergarten programs. This has been a disappointing revelation to parents who were promised that pooling the students in one school for kindergarten would allow the students to stay for a full day. The Monitors recommend that with any funds that become available from the State or from efficiencies, the District establish a full-day kindergarten program.
- 9. Continue investigating the feasibility of streamlining grade configurations and start times.** The District's current grade configuration requires multiple transitions for students to new school environments. As a result, students typically have to acclimate to five different school settings. The Monitors recommend that the District continue exploring the feasibility of restructuring the use of facilities to minimize these disruptions and to achieve efficiencies and cost savings.
- 10. Continue progress towards enrichment of academic options for all students.** The Monitors found that the District does not offer adequate arts, music or other enrichment opportunities – there are currently no art and music

teachers assigned to the District's K-6 schools. Students in K-5 do not receive any art or music services after school and no students in K-6 in the public schools receive dedicated art and music instruction during the school day. Rather, sixth-grade students can sign-up to participate in band, chorus, orchestra, and drama, which meet once or twice a week. The Monitors further found that the District has made large cuts to the school library program, including salaries, books, materials, and AV materials: 2008-2009 - \$1.7 million in cuts; 2013-2014 - \$595,000 in cuts; and 2015-2016 - \$765,000 in cuts. The District also does not offer students programs that provide enriching and engaging educational experiences, and is devoid of intensive programs that acknowledge students' gifts and potential to excel. At the high school level, teachers have very high student loads, which impedes some students' ability to have enrichment and advanced classes. Schedules for some high school students indicate multiple lunch periods or study halls. While positive steps have been taken, the Monitors recommend that the District continue to investigate the feasibility of implementing a plan to create the arts and music magnet school, the dual language magnet school, and the District-wide gifted and talented programs. This plan was recommended by the Monitors as a way to establish the District's commitment to providing students with enrichment opportunities and fostering their special abilities. The District should gradually hire arts and music teachers to work directly with students in the K-6 continuum. The District should adopt a plan to provide the high schools with more personnel and lower the student load and afford students with more meaningful programs.

**11. Reform and enhance professional development opportunities for staff.** The Monitors found that the District's spending on professional development has decreased markedly from more than \$250,000 in 2006-2007 to a projected total of under \$50,000 in 2015-2016. In addition, the Monitors consistently found the professional development opportunities currently made available to the District's professional staff to be underwhelming and underused. Instruction was found to be misaligned with the State's standards and well below the expected rigor.

School leaders were found to be unfamiliar with rubric expectations of the Department's Diagnostic Tool for School and District Effectiveness. In other instances, where tools were being used for professional development, the Monitors observed that teachers were not using the strategies with fidelity or effectiveness. Teachers and principals would in general benefit from visiting model schools outside the District to identify and adopt best practices. The Monitors have several recommendations to address the professional development gap in the District, including:

- Contracting an outside professional development organization to develop a professional development plan that provides extensive in-class coaching and professional development sessions;
- Allowing, encouraging and supporting school leaders and teachers to attend professional development workshop, conferences, and seminars;
- Contracting with an outside educational expert to conduct the annual District-led school reviews and provide professional development to the District and staff targeted towards unpacking the language in the rubric and protocols; and
- Providing teachers with intensive professional development that is not turn-key, but provided directly to teachers and includes in-class coaching.

**12. Create a hiring protocol that includes specific departments in the hiring process to ensure that there is a screening process of credentials and appropriate placement for new hires.** The Monitors found that vacancy hiring practices lead to teachers who are not highly qualified teaching in bilingual programs. Teachers hired to service English language learners were not certified bilingual teachers, leaving students to receive services from educators that were not equipped to address specific student needs. The Monitors recommend that the Superintendent review practices to ensure that hires of staff reflect the needs of the student population.

## ***Fiscal Management***

**13. Streamline school district operations to encourage efficiency and transparency.** The Monitors found that the District uses several outdated, inefficient, or unique organizational practices that lack transparency and could contribute to inefficient use of limited resources. For example, the District maintains silos between the funded programs office (grants) and the Assistant Superintendents for Instruction and Business. This is a model that the Monitors have not seen in other districts and may contribute to uncoordinated use of funding and disconnected educational programming. In addition, the Monitors observed an inefficient student registration process that operates out of both the transportation and central offices, leading to unnecessary administration and paperwork. This was further observed in the bilingual services sector, where student registration and vetting of English language learners led to incorrect identification of student placement and classification. Furthermore, the Monitors found that the bid process used for transportation contracts could be updated to provide increased transparency and increased competition. The Monitors recommend that the new Superintendent conduct a top-to-bottom review of the District's organization to ensure the most strategic and transparent use of District funds. The Monitors recommend that the District explore, consistent with procurement requirements, whether it is possible to engage the Superintendent search firm with which it is currently contracting to assist in conducting such a review.

**14. Explore longer term transportation contracts with public approval.** The Monitors found that the District tends to use short term contracts, which generally have the effect of limiting the number of bidders due to the short-term commitment of the contracts. The District should explore Requests for Proposals that provide for longer-term contracts (up to five years) that can over time enhance public transparency and scrutiny and reduce transportation costs in the District which could then be repurposed to educational programming.

Transportation costs, in the aggregate, are not out of line with other districts' per-pupil costs and in fact are slightly below average. However, with the sheer size of the transportation system responsible for transporting 32,000 students, it is wise to continue to examine areas in which efficiencies can be found. The District operates the State's second largest school transportation system (behind New York City).

**15. Explore changes to bus routes and policies to maximize efficiency.** The District's transportation costs have increased dramatically in the past two decades: from \$10 million in 1993-1994, to \$16.3 million in 2003-2004, to \$26 million in 2013-2014. Transportation costs for 2015-2016 are expected to be approximately \$28 million. However, the growth in transportation costs is largely due to the 27% increase in total enrollment (public and non-public; 43% growth in non-public alone) between 2004-2005 (the year of the first budget failure) and the 2014-2015 school year, which now totals 32,000 students in kindergarten through grade 12 who are bussed (approximately 2,000 prekindergarten students are not bussed).

The Monitors found that the District could identify efficiencies in the transportation system by working with private schools to synchronize bell times to allow for use of single buses for more routes, or to limit and/or eliminate gender segregated busing. Even where efficiencies may not be garnered from reduction or modification of gender-segregated bussing, the legal and constitutional implications of such bussing practice paid for with public funds should be examined. The Superintendent should convene leaders of the private schools to identify where changes can be made in this regard so that savings can be repurposed to educational programming. The Monitors also recommend (related to recommendation #9 above) a full examination of the implications and potential efficiencies found in reconfiguring the grade configurations of the District's various public schools. The Monitors further recommend that the District explore potential cost savings to be realized from modifications to its current system of

“universal busing” whereby all students receive transportation to and from school even if they live less than two miles (K-8) or three miles (9-12) from the school they attend (see Education Law §3635[1][a]). Approved by the District's voters years ago, the system universally busses nearly 32,000 students in kindergarten through grade 12, regardless of how close they live to the school they attend. Of this number, 3,972 students (both public and nonpublic) are bussed less than 0.5 miles. However, the distribution of public and nonpublic students bussed 0.5 miles is not proportional. Only 284 public school students are bussed less than 0.5 miles (attributable to weak adherence to the neighborhood school attendance boundaries; e.g., the District allows children to be bussed to a child's original school if the family moves to another part of town) while 3,688 nonpublic students are bussed less than 0.5 miles. For example, if the voters were to approve the provision of bussing only at 0.5 miles and above, cost savings of more than \$2 million could be realized per 180 days (assuming a conservative \$3 per student per day cost) but the actual net savings would be less due to the subsequent reduction in state reimbursement aid (the district is reimbursed at a rate of 73% for its transportation expenses minus the non-allowable pupil ratio for children within the statutory mileage limit).

The Monitors also recommend that the Superintendent examine the District's mobility policy, which allows students to be bussed to their original school for multiple years if the family moves to another part of town. While this may be a popular service, it may also be an inefficient use of resources that could be repurposed to educational programming.

**16. Review policies and procedures for special education and English language learner (ELL) programs.** The Monitors believe a full scale review is required for the District's English language learner programs and its public and nonpublic special education procedures. In October 2015, in response to complaints by the Spring Valley NAACP that the District, among other things, engaged in discrimination based on race and national origin in its special

education programs, the United States Department of Education's Office for Civil Rights (OCR) determined that a disproportionate number of out-of-district special education placements went to white students. OCR also found deficiencies in the District's ELL program, including the District's process of evaluating students' for eligibility for ELL services. While the District has agreed to a 12-point plan to address special education placement procedures as well as its policies and procedures regarding programs for ELLs, it is recommended that the Monitors continue to assist the District in its implementation of such plan and in a review of its special education and ELL policies and procedures.

**17. Reinstate support services for all students where needed.** The Monitors' review found that the District's cuts to student support services provided by guidance counselors (reduced), social workers (eliminated), elementary art and music teachers (eliminated), teacher aides (reduced), and in-service training for teachers (reduced), is likely increasing the identification rate of public school students as students with disabilities. None of these reductions came from mandated services and hence were cut in favor of other mandated and preferred programs and services: e.g., special education (which increased by over \$18 million/year from 2009-2010 to 2015-2016), healthcare and retirement costs (\$14 million/year) or other services such as transportation (\$8.6 million/year). Transportation can be considered a mandated cost, but the local policy decisions around transportation can impact expenditure levels (e.g., the District's universal bussing and mobility policy). Importantly, the elimination of art and music "specials" in the elementary grades resulted in Title I teachers being pressed to provide coverage for the regular education teachers while they had their contractual preparation periods during the day. This practice replaces the desired supplemental reading instruction by Title I teachers with whole class instruction by a single Title I teacher. The reduction of the typical support structure surrounding elementary children can lead to increased identification of special education services.

Moreover, the cost of the increased reliance on special education services has risen substantially. The cost of special education teachers alone (not counting benefits) has risen from \$23.4 million/year in 2009-2010 to \$38.7 million in 2014-2015 (a 77% increase in just five years) and is anticipated to be \$41.3 million by the end of 2015-2016. The rate of identification of students with disabilities has also grown. Between 2003-2004 and 2009-2010, there were 1.1% annual increases in special education identification; between 2009-2010 and 2013-2014, the annual increases were 7.2%. In 2003-2004, 1,600 students were identified for special education services, which represented 17% of the District's total public school population of 9,370 students. By 2013-2014, the number of students identified for special education services had increased to 2,202, which represented 26% of the District's 8,493 public school students. Of the 2,202 students identified in 2013-2014, 1,700 were public and 500 were "parentally-placed" in non-public settings. There are another 150 tuition-placed special education students (public and non-public) with about 60 at Kiryas Joel.

Other factors contributing to the total special education costs include increases in teacher salary costs, requisite benefits costs, speech and psychology services, BOCES services, and tuition paid to other public schools in NYS for special education services. In the 2014-2015 academic year, a careful estimate of total costs of special education was \$54,675,000. The District's special education costs are increasing much faster than the District can currently support and the District should make every effort to restore support services for students in an attempt to contain rising special education costs.

**18. Ensure responsible local contributions in the District budget.** The Monitors recommend that the District's board of education and Superintendent develop the District budget at the maximum levy allowed by the state's property tax cap. Currently, the District's tax rate is the lowest among neighboring districts, including Clarkstown, South Orangetown, Newburgh and Greenwood Lake. However, since the community is experiencing growth in the housing market, this

enhances property values and its ability to levy local taxes. In terms of actual tax levy increases, the District has averaged a 2.54% increase in its local tax levy each year since the 2008-2009 school year. This compares favorably to Clarkstown, but is behind other local districts including South Orangetown, Greenwood Lake, Newburgh, and Haverstraw. Put another way, the District ranks 341<sup>st</sup> among all NYS school districts in its annual average tax levy increases since 2008 and 19<sup>th</sup> out of 25 school districts in Rockland and Orange Counties.

**19. The State needs to provide dedicated support to the District.** Contingent upon the District maximizing local effort (e.g., tax levy in light of tax cap constraints) in the proposed and adopted budgets, the State should establish a grant to provide direct additional resources to the District. It is clear to the Monitors that the costs incurred by the District to fully educate 8,500 public students and provide the legally-required services to the 24,000 (and growing) non-public school students outstrip available revenues. In part, this is due to the \$8.67 million lost to five budget failures between 2004-2005 and 2011-2012 (the 2012-2013 budget failed but was later approved at the original budget total), the recession, state aid cuts, and the fact that expense driven aids (e.g., textbooks, transportation) in this District do not cover the enhanced administrative costs associated with such an unusually large non-public school population. For example, while in most school districts the marginal cost of providing non-public services is small (at times negligible), in this District with 300% more non-public than public school students, these marginal costs are substantial. The \$56 the District receives for instructional materials for each student in the district (public or private) is used for the actual cost of the books/software, but cannot be used for the administration of the procurement, storage, or delivery of the instructional materials. Managing the instructional materials costs the District proportionally more dollars than other districts of similar size with substantially smaller non-public obligations. Similar arguments can be made for transportation and special education services.

The Monitors recommend that \$12-\$15 million dollars be granted to the District. This can be implemented in 2016-2017 with veto power granted to a fiscal monitor or could be phased-in over three years with an initial \$4 million investment from the State. The allocation would grow by \$4 million per year until the \$12 million level is reached. As the District (board and Superintendent) demonstrates sufficient fiduciary responsibility and restoration of cuts specifically outlined by the Monitors to public school programming, the additional aid would be received. The Governor and the Legislature must provide the Monitors with more time to provide oversight and must enhance the oversight authority, including veto power, over any new additional funds provided to the District through this mechanism.

The \$12-\$15 million dollar figure is based on the size of the actual cuts to the District's public school academic and support programs over the past decade. When examining where the District's budget was decreased and increased over this time period (due to a variety of factors), the Monitors found reductions in multiple areas directly related to student learning and experience: regular education teacher costs (\$6 million per year), occupational education (\$1.5), extra- and co-curricular activities (\$0.8 million), social workers (\$1 million), in-service training (\$0.2 million), building maintenance (\$4 million), and libraries and AV (\$1 million). Together, these reductions in annual expenditures total more than \$14 million. This number actually underestimates the replacement costs due to inflation and benefit costs (add 29% to the teacher salaries).

It is important to note that these reductions were offset with other expenditure increases across a number of categories. The largest growth area during this time period has been special education (\$18 million and increasing), legal fees (\$4 million, though this figure has begun to decrease in 2015-2016, a year in which the District engaged new counsel), transportation (\$8.6 million and increasing), health and retirement benefits to staff (\$14 million and increasing),

principal and debt service (\$5.2 million). The major categories of expenditures increased a total of \$50 million per year. This roughly matches the increase in \$50 million of additional revenues over the same time period. So, all told, the recommendation is for the District to receive \$12-\$15 million, maximize the local effort, and possibly prepare for a tax cap override in 2017-2018 once enhanced trust has been earned in the broader community.

## Conclusions - Next Steps for the District

The task of the Monitors over the past 17 weeks was clear: work with the District to help improve outcomes for the students attending East Ramapo's public schools. In that span, the Monitors have identified multiple areas where improvement was needed – and the review focused on both day-to-day needs of the District – such as whether a teacher was implementing a strategy from a professional development training – to the long-term, big picture questions, such as how the District can maximize available resources to make needed facilities improvements.

Since August, there has been progress in the District, but after years of challenges, including fiscal distress and a failure of public confidence in the public education system in the District, much more time is needed for the District to overcome years of mismanagement and decline. The recommendations contained within this report offer a blueprint that would not only continue the progress that was made and maintain the sense of urgency that is necessary to address the District's current crisis, but also offers specific and tangible actions for a long-term, sustainable reform effort that will help the District address its three key challenges moving forward:

- Improving teaching and learning to ensure that all students graduate from the District with the opportunity to succeed;
- Bringing the District's fiscal house in order so that the community and state can be confident that funding and new investments are prudently and efficiently used to the benefit of students; and
- Healing the deep rifts in the community that have unfortunately contributed to an environment of paralyzing mistrust.

The recommendations here are not specific to or dependent on the disposition or presence of any given individual – they are recommendations aimed at ensuring that the institutions in the District are in a better position to serve the entire community now and in the years ahead so that all students can succeed.

## Monitors' Biographies

### ***Dennis M. Walcott***

Dennis M. Walcott currently serves as an adjunct professor at Fordham University's Center for Nonprofit Leaders, and recently served as an Honorary Distinguished Fellow at the University of the West Indies. Prior to that, Walcott served as Chancellor of the New York City Department of Education from 2011 through 2013, following more than eight years as Deputy Mayor for Education and Community Development. As Chancellor, Walcott led transformational change across a system of more than 1,800 schools with 1.1 million students, 136,000 employees, and a \$24 billion budget. Chancellor Walcott prioritized cultivating teacher talent; expanding school choices; creating strong partnerships with parents; and preparing students to graduate from high school ready to succeed in college and careers. Over the course of Walcott's tenure as Deputy Mayor and Chancellor, the high school graduation rate soared to an all-time high, the dropout rate fell by half, and college and career readiness had more than doubled.

Initiatives led by the Chancellor included: the Middle School Quality Initiative, which strives to dramatically increase the number of students entering high school reading on or above grade level; the expansion of career and technical education (CTE) schools and programs, including a partnership with the City University of New York (CUNY), that has led to the groundbreaking models of the Pathways in Technology Early College High School (P-TECH) and the Academy for Software Engineering (AFSE); and, the creation of the Division of Equity and Access within the Department of Education to help address the achievement gap. As a result of multiple initiatives, the Department of Education has aimed to increase the percentage of Black and Latino students taking and passing the Advanced Placement exam; and has provided support to underrepresented students to prepare for admission to specialized high schools.

Prior to his appointment as Chancellor, Walcott served as Mayor Bloomberg's Deputy Mayor for Education and Community Development, overseeing and coordinating the operations of the Department of Education, the New York City Housing Authority, the

Department of Youth and Community Development and the Mayor's Office of Adult Education. Walcott was responsible for collaborating with community-based organizations citywide and coordinating policies concerning youth programs and adult education.

As a kindergarten teacher in the childcare center where he began his career, Walcott recognized many children's need for a male role model, and in 1975, he founded the Frederick Douglass Brother-to-Brother program, a mentoring program for young boys. He went on to serve as the Executive Director of the Harlem Dowling Westside Center, where he expanded services to children and families, and was the President and Chief Executive Officer of the New York Urban League. At the Urban League, Walcott developed a number of youth-based programs, including Jeter's Leaders, which focused on healthy lifestyles, and Bridge to Brotherhood, in which he worked with youth in the African-American, Hispanic and Jewish communities.

Walcott graduated from New York City public schools. A lifelong Southeast Queens resident, Walcott graduated from the University of Bridgeport in Connecticut with a bachelor's degree and a master's in education in 1973 and 1974, respectively. In 1980, he received his master's in social work from Fordham University. Walcott and his wife Denise have four children and nine grandchildren.

### ***Monica George-Fields***

Monica George-Fields brings 28 years of experience as a district-level leader, a turnaround school principal and an educator to the efforts of leading School Innovation policy in the New York State Education Department.

George-Fields is the President and Chief Education Officer of Reimagine Excellence and Achievement Consulting House (REACH). REACH is dedicated to increasing student achievement by coaching school communities through their school improvement and sustaining efforts.

As a Senior Fellow for School Innovation for the Regents Research Fund, George-Fields was the architect of the state's Diagnostic Tool for School and District Effectiveness (DTSDE), a school and district review tool used to evaluate the practices of all federally identified schools and districts. She also led the charge to convert required annual School Comprehensive Education Plans to 3-year strategic plans, which resulted in the adoption and implementation of the Strategic Plan for School Excellence for all 700 Focus and Priority Schools.

Prior to becoming a senior fellow, she held positions at the New York City Department of Education, including Deputy Senior Supervising Superintendent, Deputy Chief Education Officer for Cluster Three, Senior Director of Policy and Strategic Planning for the Division of School Support, and Director of Curriculum for Empowerment Schools. In these roles, she supported schools and was the Department's point person for Principal Performance Review evaluations, providing professional development workshops to over 900 principals, superintendents, and network team members.

Earlier, George-Fields served for six years as principal of Adam Clayton Powell Jr. Elementary School (Public School 153 in Harlem), with an enrollment of over 1,800 students, 90 percent of whom were eligible for free and reduced lunch and 45 percent of whom were English Language Learners. She successfully worked with the faculty and private corporate partners to dramatically increase student English Language Arts and math scores to remove the school from the state's failure list. During George-Fields's final year in Public School 153, the school was one of 14 in New York City to receive a Quality Review designation of Outstanding.

Prior to successfully turning around Public School 153, George-Fields served as an assistant principal, staff developer, and teacher. She currently teaches at The College of St. Rose and served for several years as an adjunct professor for Fordham University Graduate School of Education.

George-Fields holds a Bachelor of Science degree from Florida A&M University in Political Science, a Master of Science in Education in Educational Leadership from Bank Street College of Education, a Master of Education in Organization & Leadership from Teachers College, Columbia University and a Doctorate of Education from Teachers College, Columbia University concentrating in Urban Education and Leadership.

***John W. Sipple***

Dr. John W. Sipple joined Development Sociology in the summer of 2011 after 13 years in Cornell's Department of Education. He has focused his research interests on the responses of public school districts and communities to changes in state and federal policy. Central to his work are issues of community and organizational change and how they relate to fiscal, demographic, and learning opportunities for students across racial, socioeconomic, and geographic lines. He teaches courses on the organizational, social, and political contexts of community vitality and the U.S. educational system.

Dr. Sipple's research analyzes the implementation of education and social policies on local communities and their public schools. Ranging from changing high school graduation requirements and state standards, the integration of school leaders in their communities, and early childcare and education in rural communities.

Recently, Dr. Sipple has begun to more formally analyze the use of publicly available data. Through new technology, he has established a demonstration site of how state data can be accessed in usable and productive ways by general citizens of New York State. Through the creation of a RESTful web service, web and mobile-based applications are being developed to draw on the data in real time using the creativity and diffuse expertise of application developers across the university and world. The goal is to demonstrate for NYS how useful data can be to citizens and local leaders when hosted and displayed in useful and novel ways.

Finally, Dr. Sipple is engaged in a new research project investigating the use of shared service agreements (formal and informal). This work, in collaboration with Prof. Mildred Warner, City and Regional Planning, is in collaboration with the County, Mayor, Towns, Planners, and School Superintendent Associations and will be a source of knowledge on the obstacles and value of shared municipal and interagency services.

Dr. Sipple's primary focus of outreach is in his capacity as Director of the New York State Center for Rural Schools which was established in September 2008. In this position, he works in support of the Rural Schools Association (RSA) of New York State, the state legislature, Governor's office, and the State Education Department. He has a lengthy and productive relationship with the RSA and serves as the research arm of the organization. The work of the Center emphasizes building connections between key constituents, capacity of local school districts as well as the state of NY, and research in support of all its activities.

Dr. Sipple has a program of outreach that builds off his research program and focusses on the intersection of community development and the \$600 Billion/year Educational System (\$60 Billion in New York State). This work includes the sharing of strategies municipalities and schools use to share services. It also focusses on the public policy issues of closing/merging schools and their impact on educational opportunity and community vitality.

Our Students. Their Moment.

# ATTACHMENT II

## **Opportunity Deferred:** A Report on the East Ramapo Central School District

**December 14, 2015**

## Mission of the Monitoring Team

"Suffering brings perseverance. Perseverance brings hope. You have been persevering for years. Our children are getting an education. We all know they can get a better education."

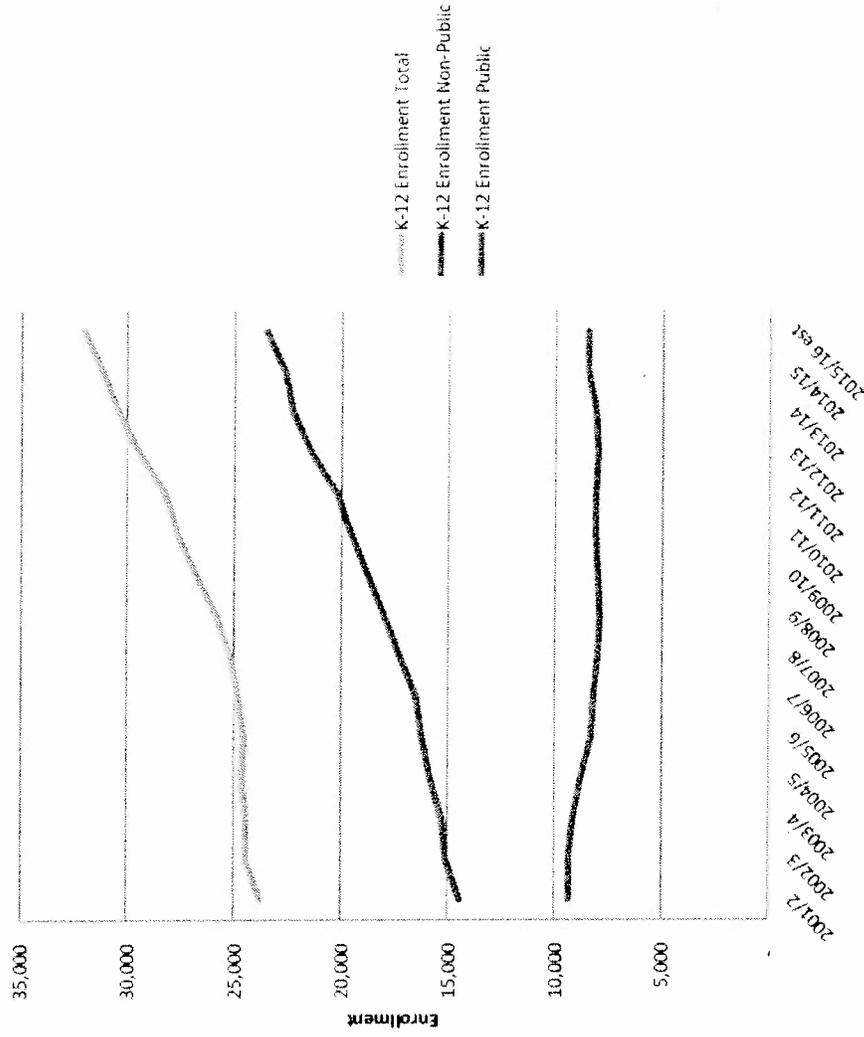
- Dennis Walcott, Lead Monitor

Source: The Journal News. "Walcott Preaches Perseverance for E. Ramapo." November 2, 2015

# A District In Crisis

- Today, more than 32,000 children attend school in East Ramapo. Approximately 8,500 of those children attend the East Ramapo public schools, and roughly 24,000 attend private schools – mainly Orthodox Jewish Yeshivas.
- Since 2004-2005, the private school population in East Ramapo has increased by 43% and continued growth is projected.
- Of current public school students, 39% are African-American, 50% are Hispanic or Latino, 84% are economically disadvantaged, and 29% are English language learners.
- Since 2004-2005, the District has seen a 164% increase in its English language learner population, and a 40% increase in the number of public school students eligible for free and reduced price lunch.

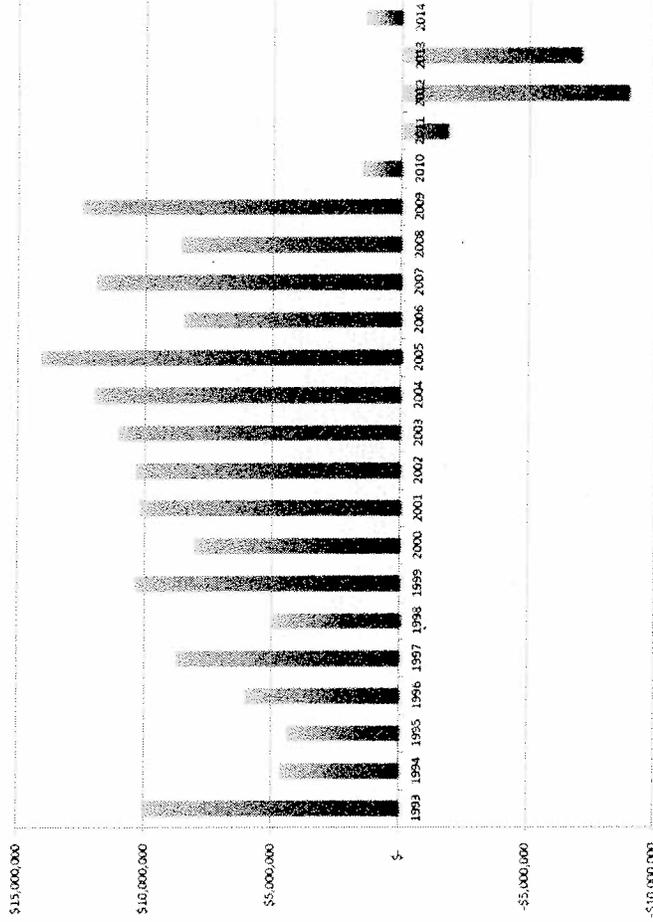
Enrollment by Sector, Total & Year



# A District in Crisis

- These rapidly changing demographics reflect not only the great diversity of East Ramapo but also underlie enduring tensions between the private and public school communities.
- Since 2005, members of the private school community have gained a majority of seats on the nine-member Board of Education, and with control of the Board, have remade the District. Today, six board members come from the private school community.
- As illuminated by the Monitors' work since August 2015, as reported in Henry M. Greenberg's November 2014 report to the Regents, as documented in the press, and as experienced and voiced by public school families, educators, and community members, the East Ramapo Board of Education has persistently failed to act in the best interests of public school students.
- The crisis in East Ramapo has only been exacerbated by the economic challenges that have faced school districts statewide, including the impact of the 2008 recession and cuts in State aid.

Unreserved Fund Balance (1993/4 - 2014/15)



## A District in Crisis

"As a result of this confluence of factors, the tensions in East Ramapo have grown into a chasm, full of anger and mistrust, and the District's students have continued to suffer the effects."

- Monitors' Report to the Board of Regents

# Timeline of SED's Actions in East Ramapo

Date	Action
June 2014	Commissioner King appoints Henry M. Greenberg as fiscal monitor for the district.
November 2014	Henry M. Greenberg issues comprehensive report with findings and recommendations.
January – June 2015	SED works with East Ramapo legislative representatives to draft legislation installing a permanent fiscal monitor in the district. The legislation is passed by the Assembly in June but is not allowed to come for a vote in the Senate.
July 2015	Almost immediately after her appointment, Commissioner Elia announces her intentions to take action in East Ramapo.
August 13, 2015	Commissioner Elia announces the appointment of a Monitoring Team for the East Ramapo School District. The team is led by former New York City schools Chancellor Dennis Walcott and includes Monica George-Fields – a school turnaround expert – and John Sipple – a school finance expert.

# Commissioner's Charge to the Monitoring Team

## Charge

Maintain a regular presence in the District.

- Announced and unannounced visits to every school in the District.
- Attendance and participation at nearly all board meetings held since their appointment.
- Community presence by at least one monitor at least two days every week since August.

Maintain a cooperative and collaborative relationship with the board of education.

- The Monitors maintained a working relationship with the board president, including regular formal and informal communications throughout the appointment.
- The Monitors were invited to join executive sessions of the board, except for discussions related to personnel and litigation.
- The Monitors worked closely with the board during the transition to the new Superintendent.
- The Monitors have regularly met with the Superintendent and members of the Cabinet, as well as key District staff to discuss issues as they were brought to the Monitors' attention.

Communicate extensively with and be responsive to the community.

- The Monitors hosted a community forum in Spring Valley and heard and responded to public comment from numerous members of the community.
- The Monitors met formally and informally with a broad representation of stakeholders and advocate groups from the public and private school community, including the local NAACP chapter, Rockland County Clergy for Social Justice, representatives from the Orthodox community, Padres Unidos, the Rockland County School Boards Association, Yeshiva Association of Rockland County, and other organized groups and individuals.
- The Monitors established a blog to update the community periodically about their activities.
- The Monitors met with and were in regular communication with elected state and federal representatives.
- The Monitors published their email addresses in order to be more responsive to community members.

Provide regular updates and reports on findings to the Department, including a final report in December.

- The Commissioner provided staff support to the Monitors, including representatives from the Commissioner's Office, Office of Counsel, and the Office of P-12 Education.
- The Monitors made a public presentation to the Regents at the Board's September 2015 meeting to discuss their charge, strategies and actions to that point.
- The Monitors identified and developed a plan for use of facility funding.
- The Monitors reported to the Department concerns regarding the use of Title I funds.

## Highlights of Action

# Recommendations – Governance & Rebuilding Community Trust

1. Continue Monitors in the District and pursue legislation for increased authority, including veto power.
2. Appoint an independent election monitor for school board elections.
3. Create a comprehensive and community inclusive process to develop a new bond issue for purposes of making much needed capital improvements.
4. Pursue legislation to ensure representation of public school concerns on the board of education by providing that in each election cycle, all candidates for at least one of the seats must be parents of children attending public schools selected in a local process by other public school parents.
5. Pursue legislation to expand required training for the District's board members.
6. Convene meetings with a Human Rights expert.

# Recommendations – Teaching & Learning

7. Rethink use of Title I resources.
8. Provide students with full-day kindergarten classes.
9. Continue investigating the feasibility of streamlining grade configurations and start times.
10. Continue progress towards enrichment of academic options for all students.
11. Reform and enhance professional development opportunities for staff.
12. Create a hiring protocol that includes specific departments in the hiring process to ensure that there is a screening process of credentials and appropriate placement for new hires.

## Recommendations – Fiscal Management

13. Streamline school district operations to encourage efficiency and transparency.
14. Explore longer-term transportation contracts with public approval.
15. Explore changes to bus routes and policies to maximize efficiency.
16. Review policies and procedures for special education and English language learner programs.
17. Reinstate support services for all students where needed.
18. Ensure responsible local contributions in the district budget.
19. The State needs to provide dedicated support to the District.

# Next Steps

"Since August, there has been progress in the District, but after years of challenges, including fiscal distress and a failure of public confidence in the public education system in the District, much more time is needed for the District to overcome years of mismanagement and decline."

- Monitors' Report to the Board of Regents

# Next Steps

- The recommendations contained within this report offer a blueprint that would not only continue the progress that was made, but also offers specific and tangible actions for a long-term, sustainable reform effort that will help the District address its three key challenges moving forward:
  - Improving teaching and learning to ensure that all students graduate from the District with the opportunity to succeed;
  - Bringing the District's fiscal house in order so that the community and state can be confident that funding and new investments are prudently and efficiently used to the benefit of students; and
  - Healing the deep rifts in the community that have unfortunately contributed to an environment of paralyzing mistrust.
- The recommendations are not specific to or dependent on the disposition or presence of any given individual – they are recommendations aimed at ensuring that the institutions in the District are in a better position to serve the entire community now and in the years ahead so that all students can succeed.

**engage<sup>ny</sup>**

Our Students. Their Moment.

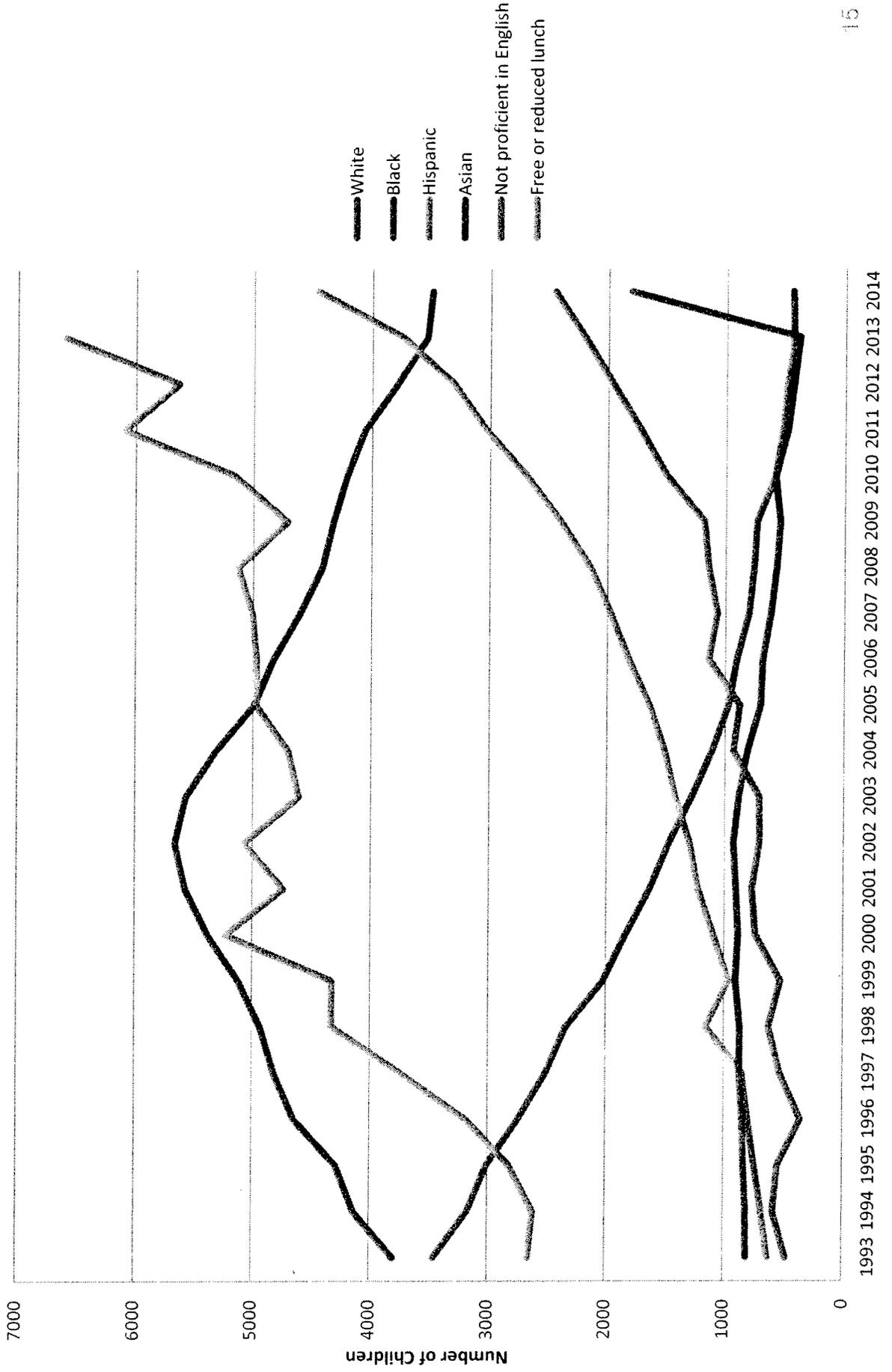
**Thank You.**

**engage<sup>ny</sup>**

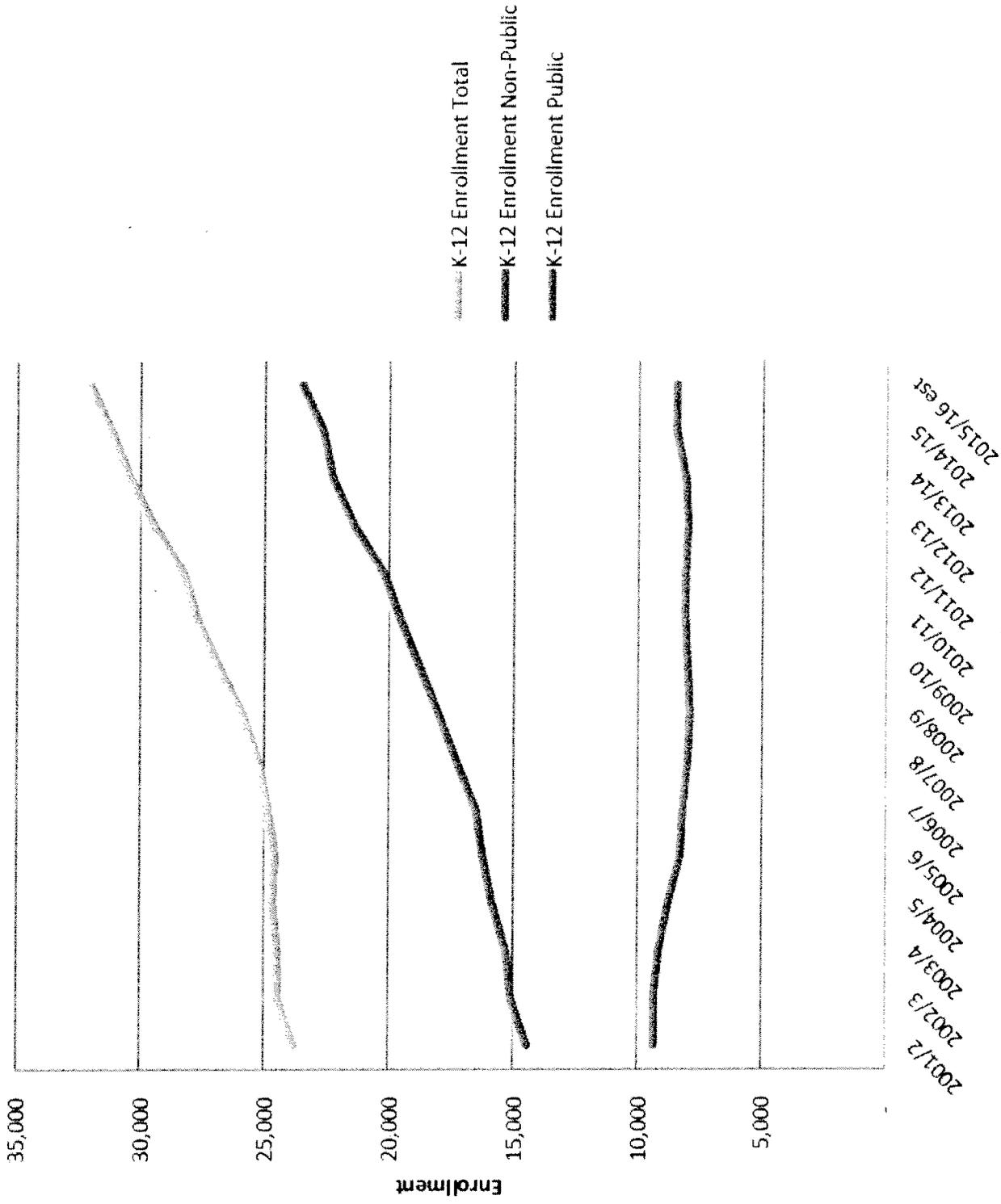
# Appendix

# Demographic Trends

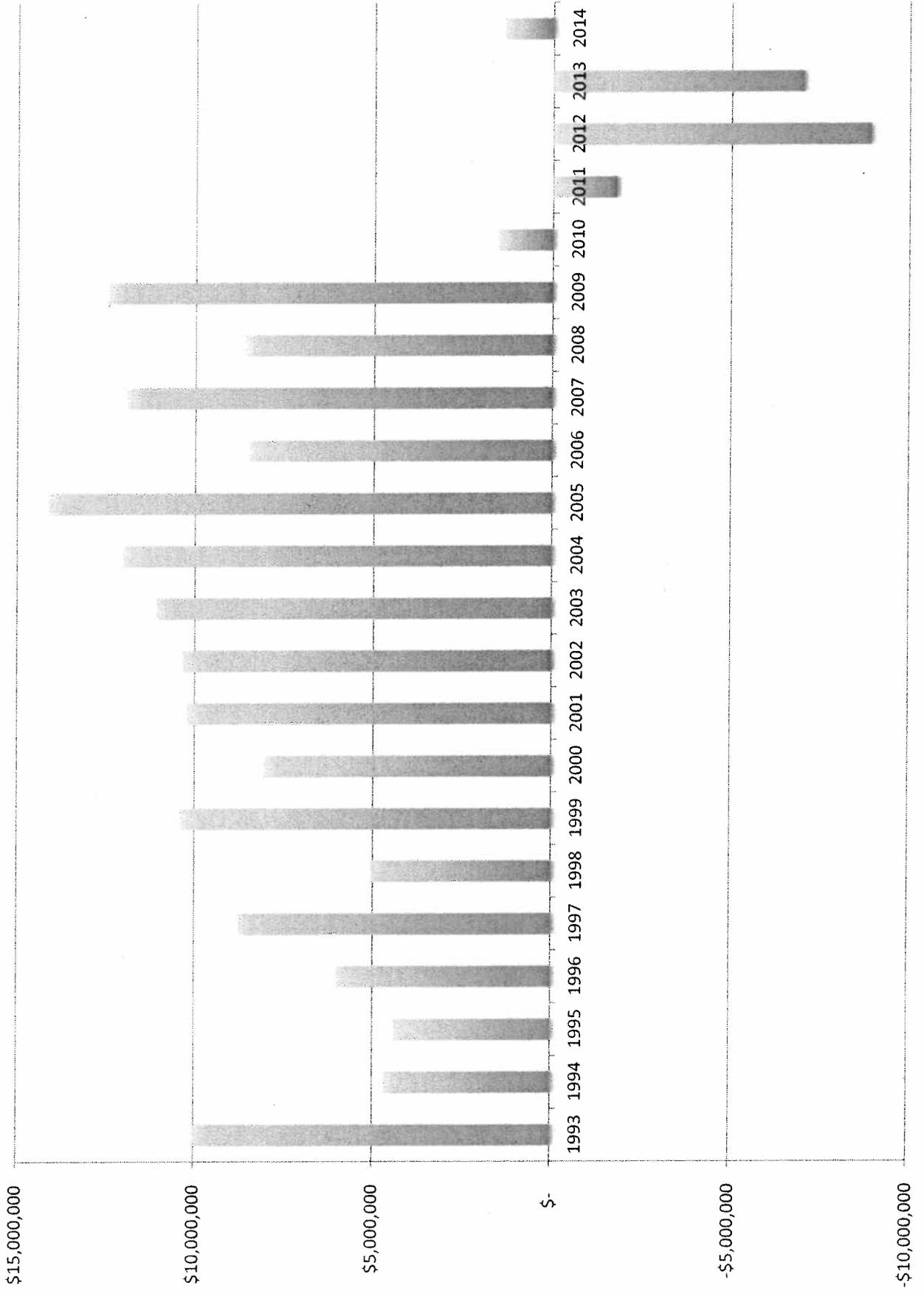
## Enrollment Trends for Public School Children in ERCSD (1993/4-2014-15)



# Enrollment by Sector, Total & Year



# Unreserved Fund Balance (1993/4 - 2014/15)



# Cost of Budget Failures

Budget revotes/contingency budgets: 2005-06 to 2015-16

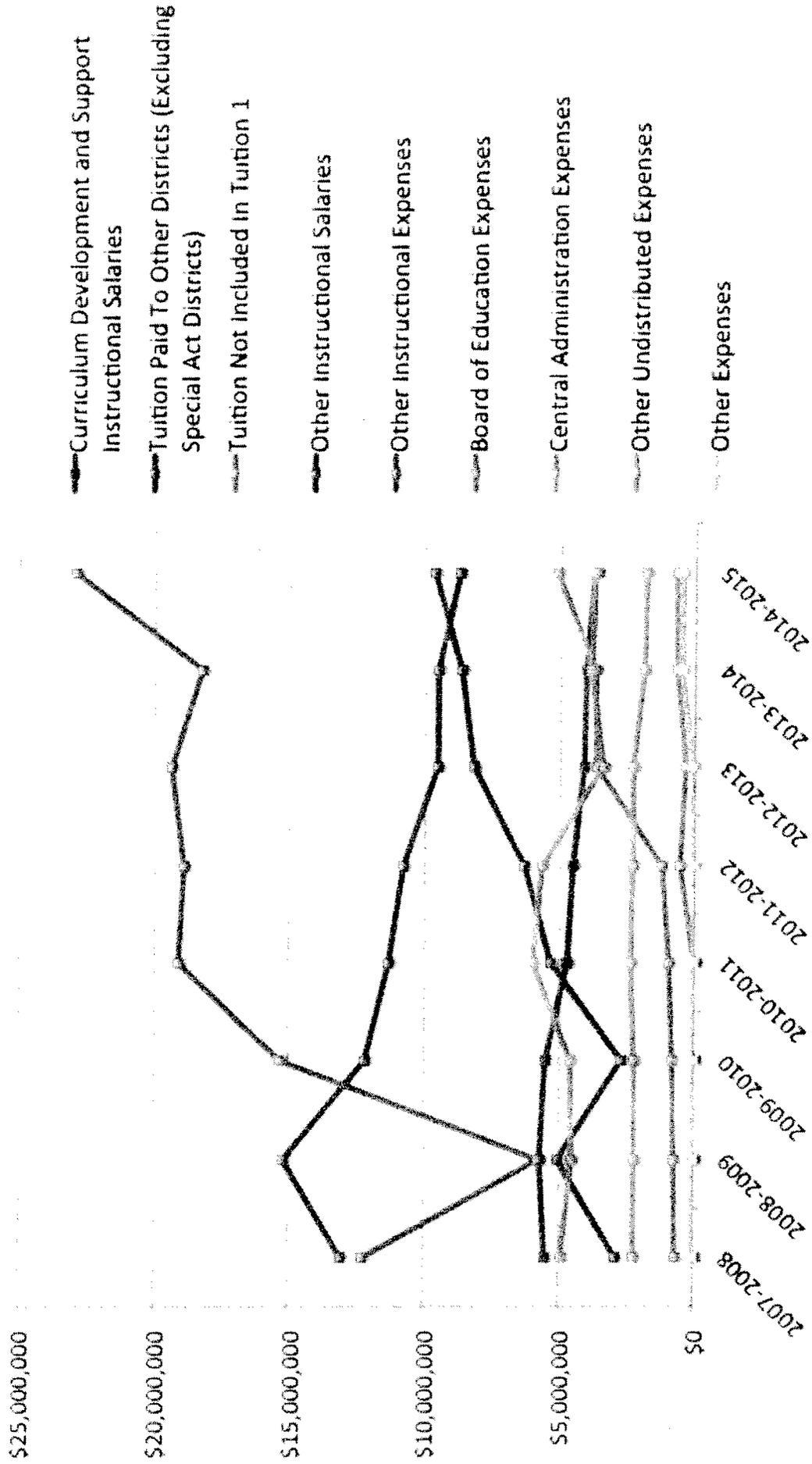
- May 2004/5 budget voted down.
  - Adopted (June) budget (-1,835,294)
- May 2005/6 budget voted down.
  - Adopted (June) budget (-\$1,708,000)
- May 2008/9 budget voted down.
  - Contingent budget, no 2<sup>nd</sup> vote (-\$716,078)
- May 2010/11 budget voted down.
  - Adopted (June) budget (-\$2,778,287)
- May 2011/12 budget voted down.
  - Contingent budget no 2<sup>nd</sup> vote (-\$1,637,580)
- May 2012-13 budget voted down.
  - Same budget was offered to the voters with no cuts
- Total “Lost” dollars from budget rejections
  - -\$ 8,675,264

# Expenditures

Expenditures by Type & Year (1993/4-2013/14)

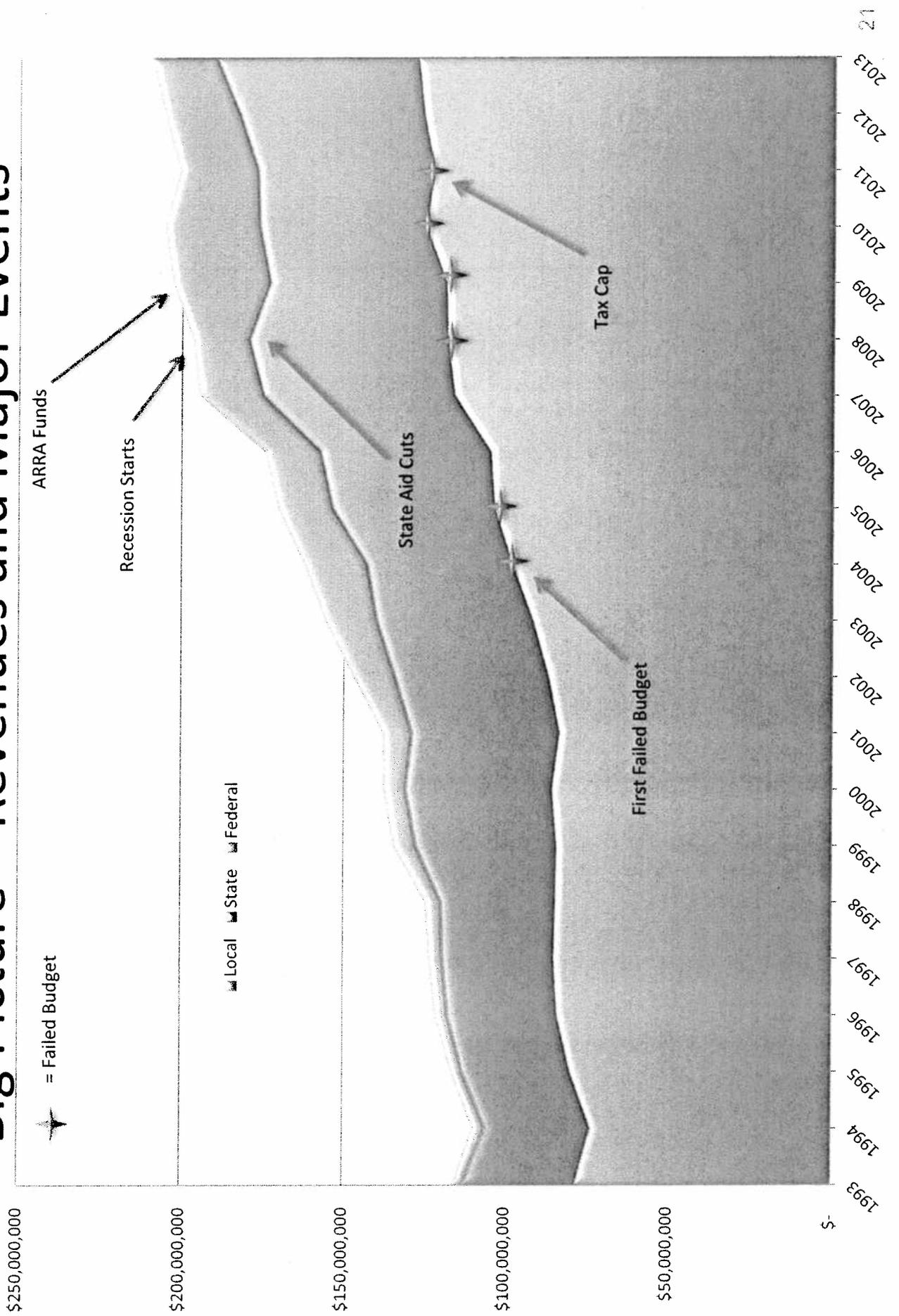


# Expenditures

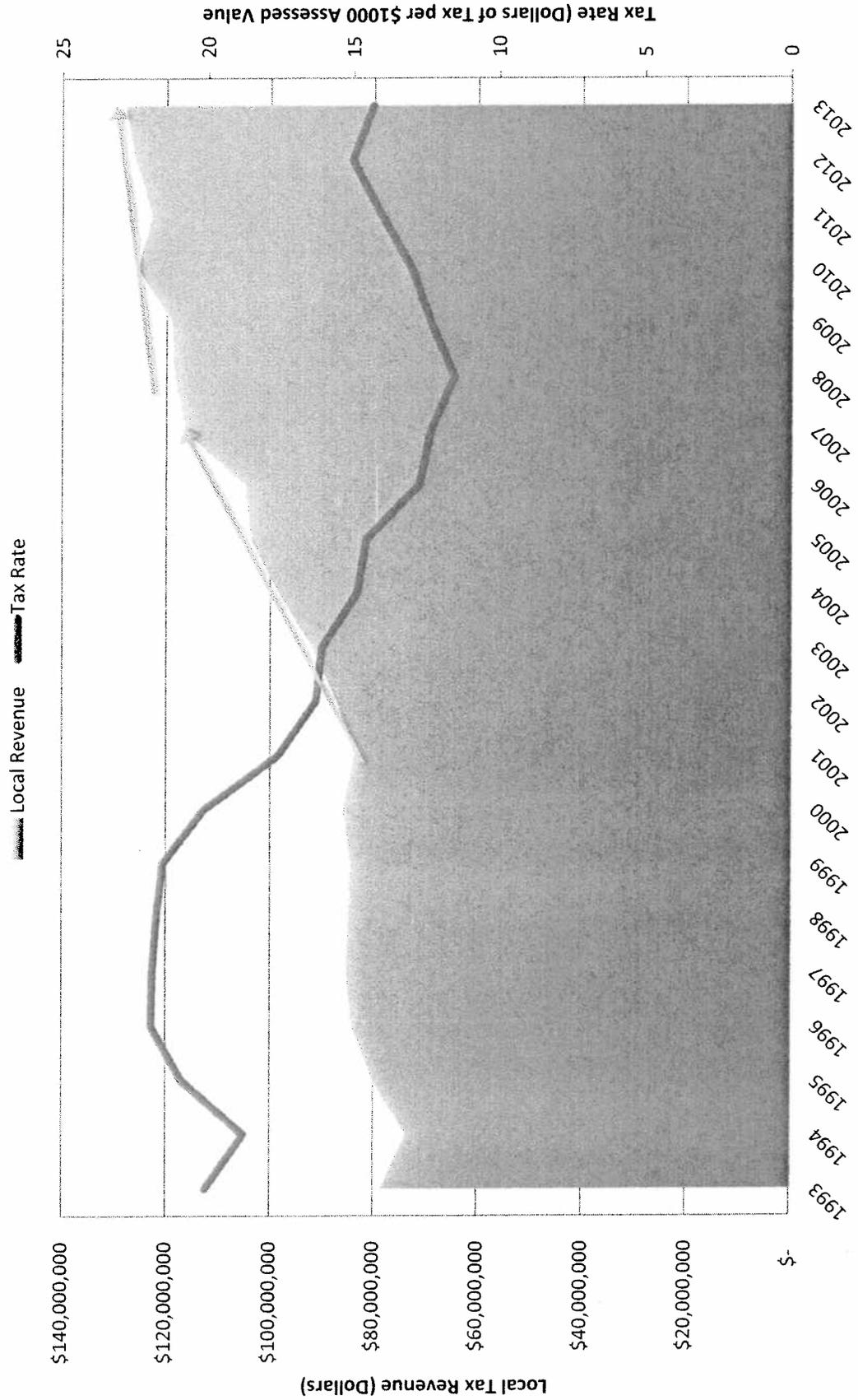


# Revenue by Source 1993/4 - 2013/4

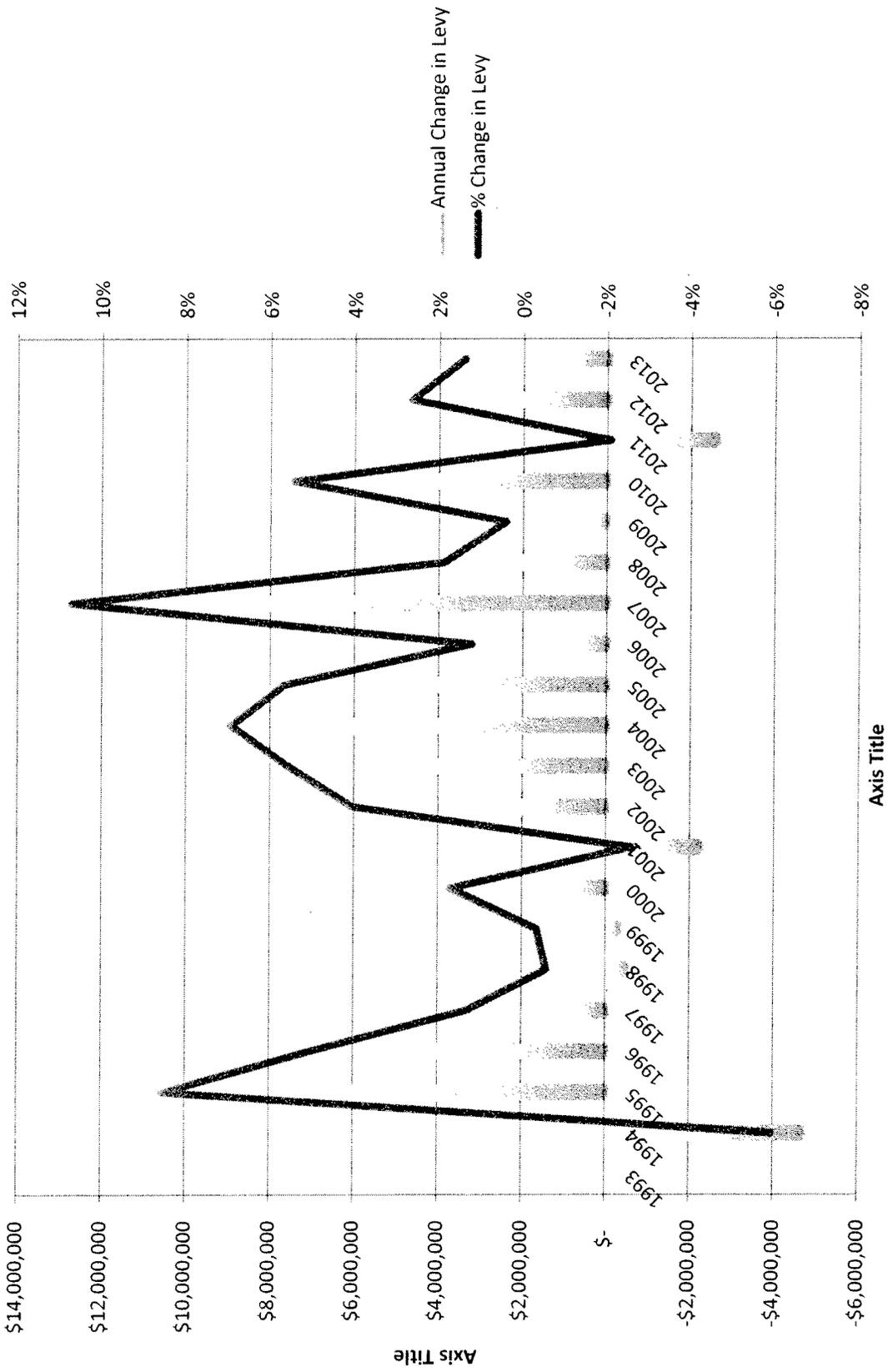
## Big Picture – Revenues and Major Events



# Local Tax Levy vs. Tax Rate

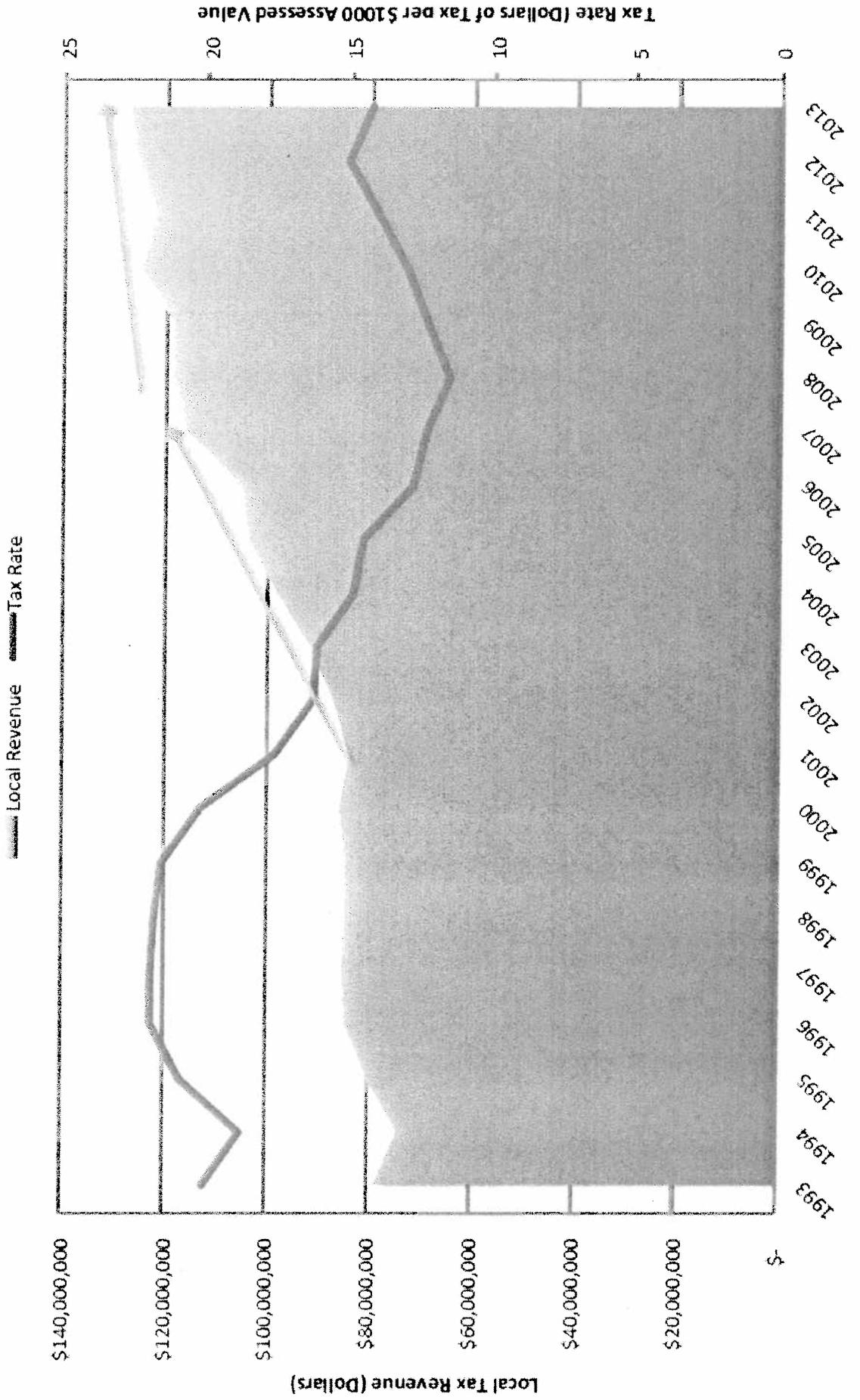


# Per Annum Change in Local Tax Levy and Tax Rate

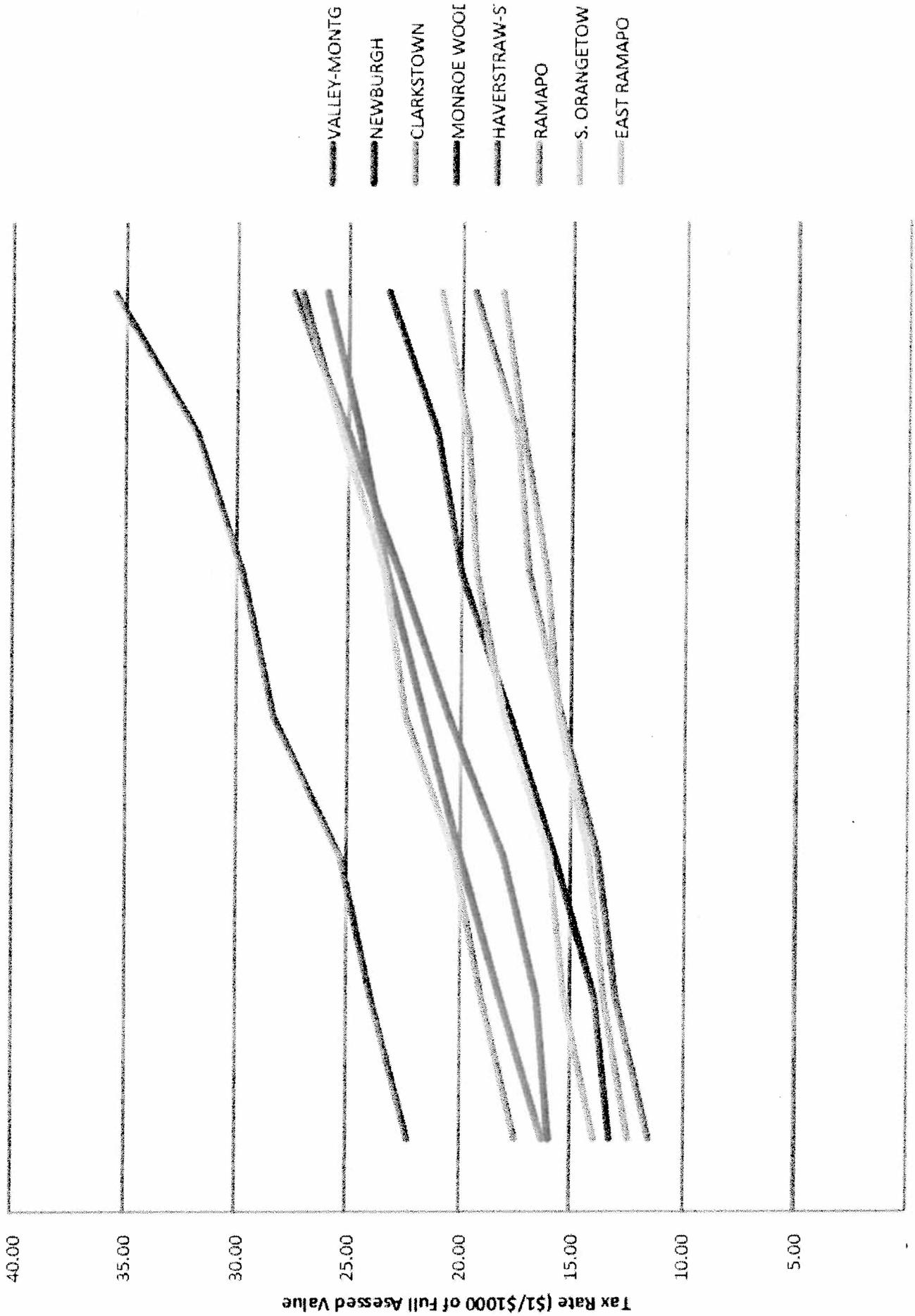


Program Area with Substantial Reduction or Increase in Costs (rounded for simplicity)	Expenditures/year 2014/15-Peak Year in Millions of Dollars
<b>Reductions</b>	<b>-\$13.3</b>
Regular Teachers	-\$6.0
Occupational Education & Special School Teachers	-\$1.5
Sports/Activities	-\$0.8
Social Workers	-\$1.0
In-Service Training for Teachers	-\$0.2
Maintenance	-\$4.0
Libraries and AV	-\$1.0
<b>Increases</b>	<b>\$49.8</b>
Special Education	\$18.0
Legal Fees	\$4.0
Transportation	\$8.6
Health & Retirement Benefits	\$14.0
Principal and Debt Service	\$5.2
<b>Revenue Increase</b>	<b>\$50</b>

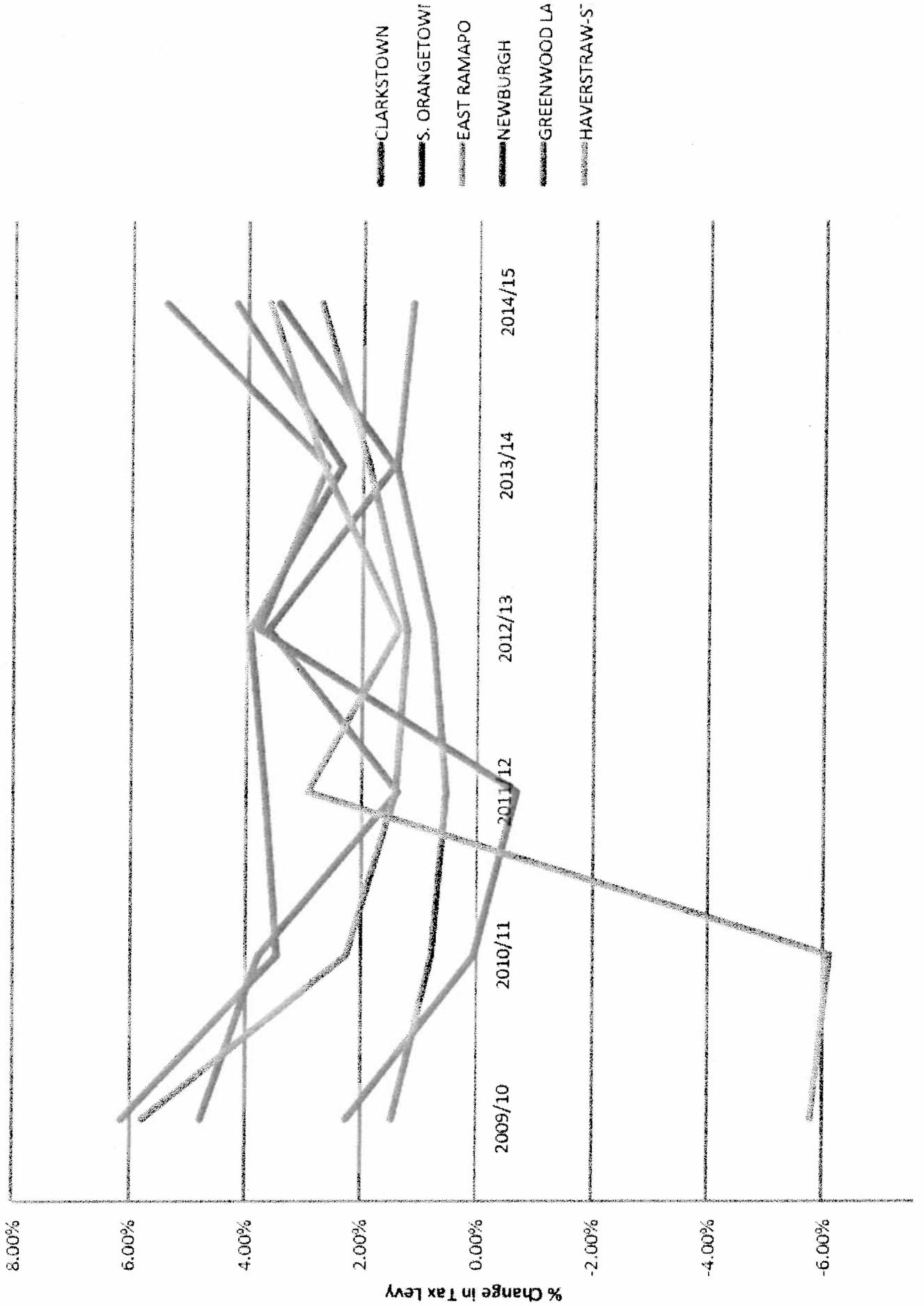
# Local Tax Levy vs. Tax Rate



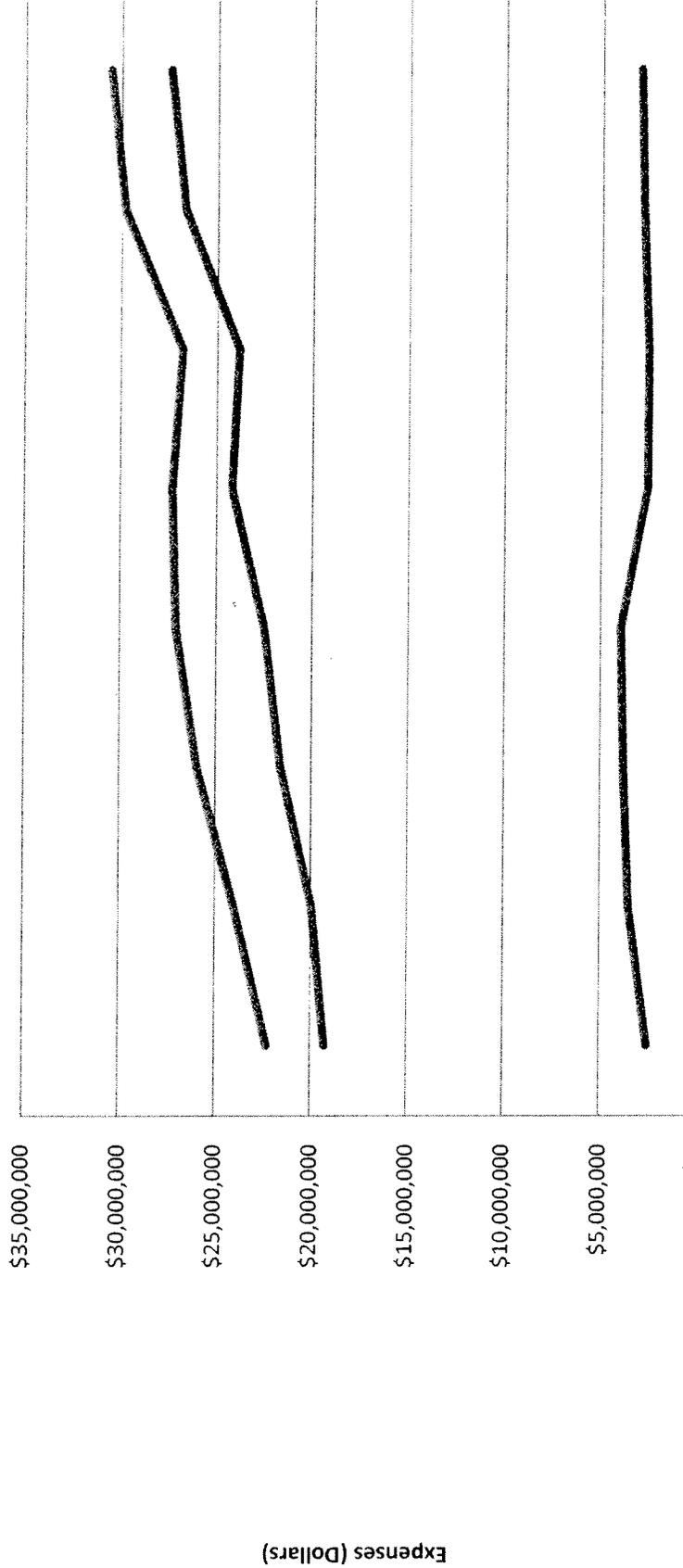
# Chart Full Value Tax Rate by Rockland Districts and Year



# Change in Local Tax Levy



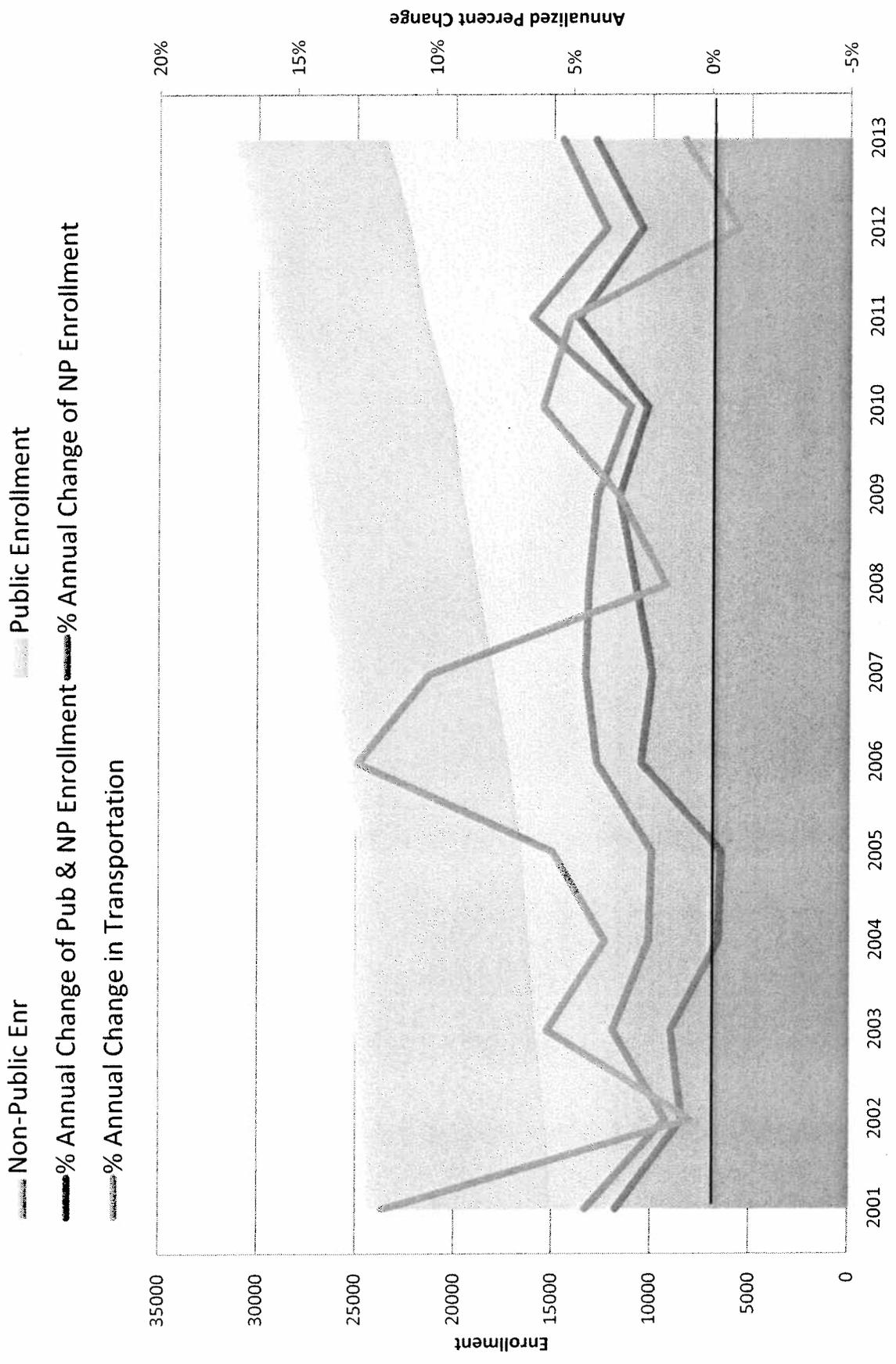
## Transportation Expenses (Total & Aidable) and Deductions



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total Expenses	\$22,288,854	\$24,020,557	\$25,976,169	\$27,094,186	\$27,301,011	\$26,798,468	\$29,805,401	\$30,564,130
Total Aidable Expenses	\$19,278,415	\$19,969,746	\$21,614,086	\$22,494,590	\$24,207,874	\$23,846,336	\$26,678,519	\$27,440,582
Deductions for Non-Allowable Pupils	\$2,515,924	\$3,501,993	\$3,797,255	\$3,951,902	\$2,600,221	\$2,577,062	\$2,859,609	\$3,001,869

Expenses (Dollars)

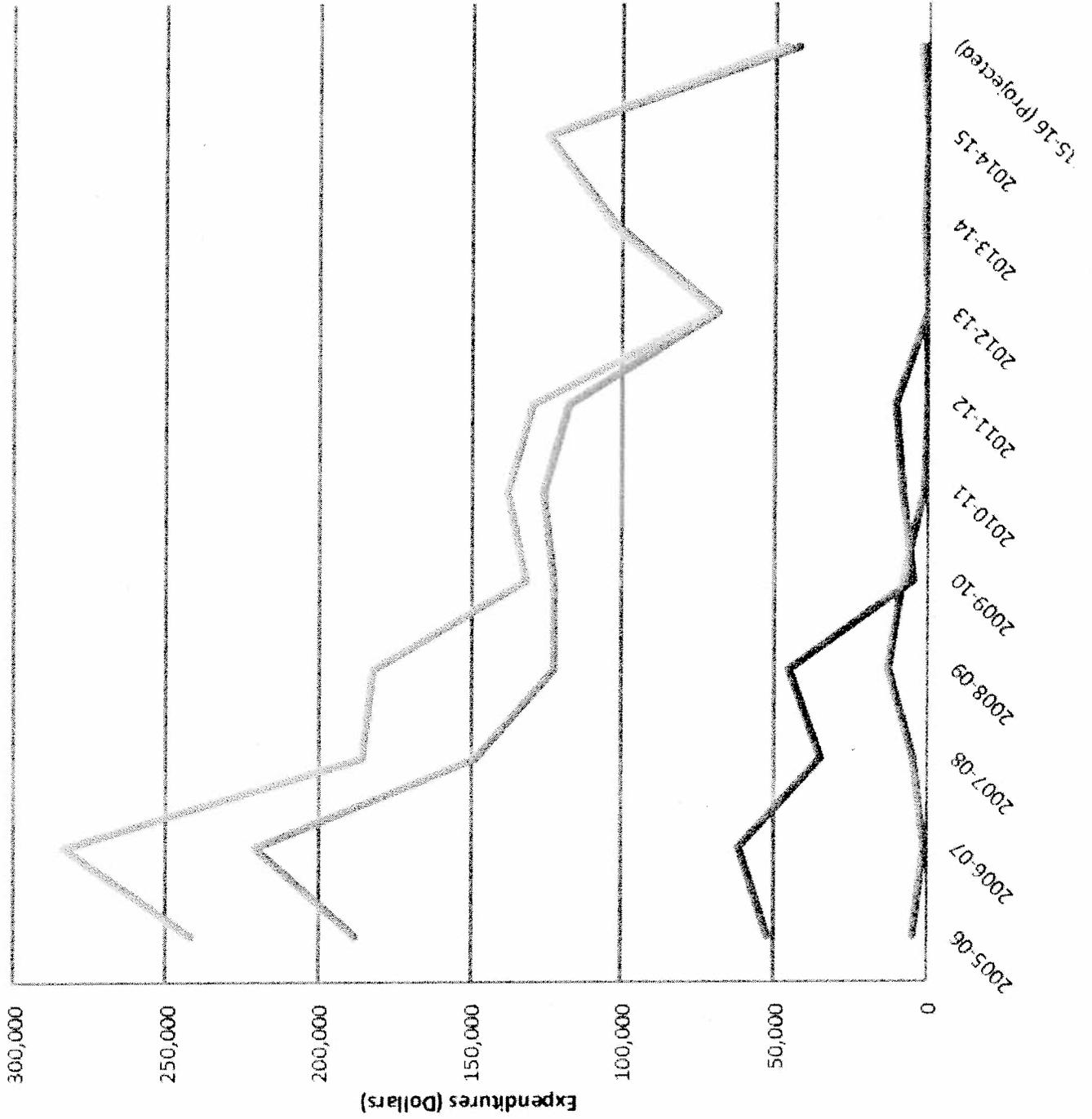
# Enrollment Trends and Change (2001/2-2012/13)



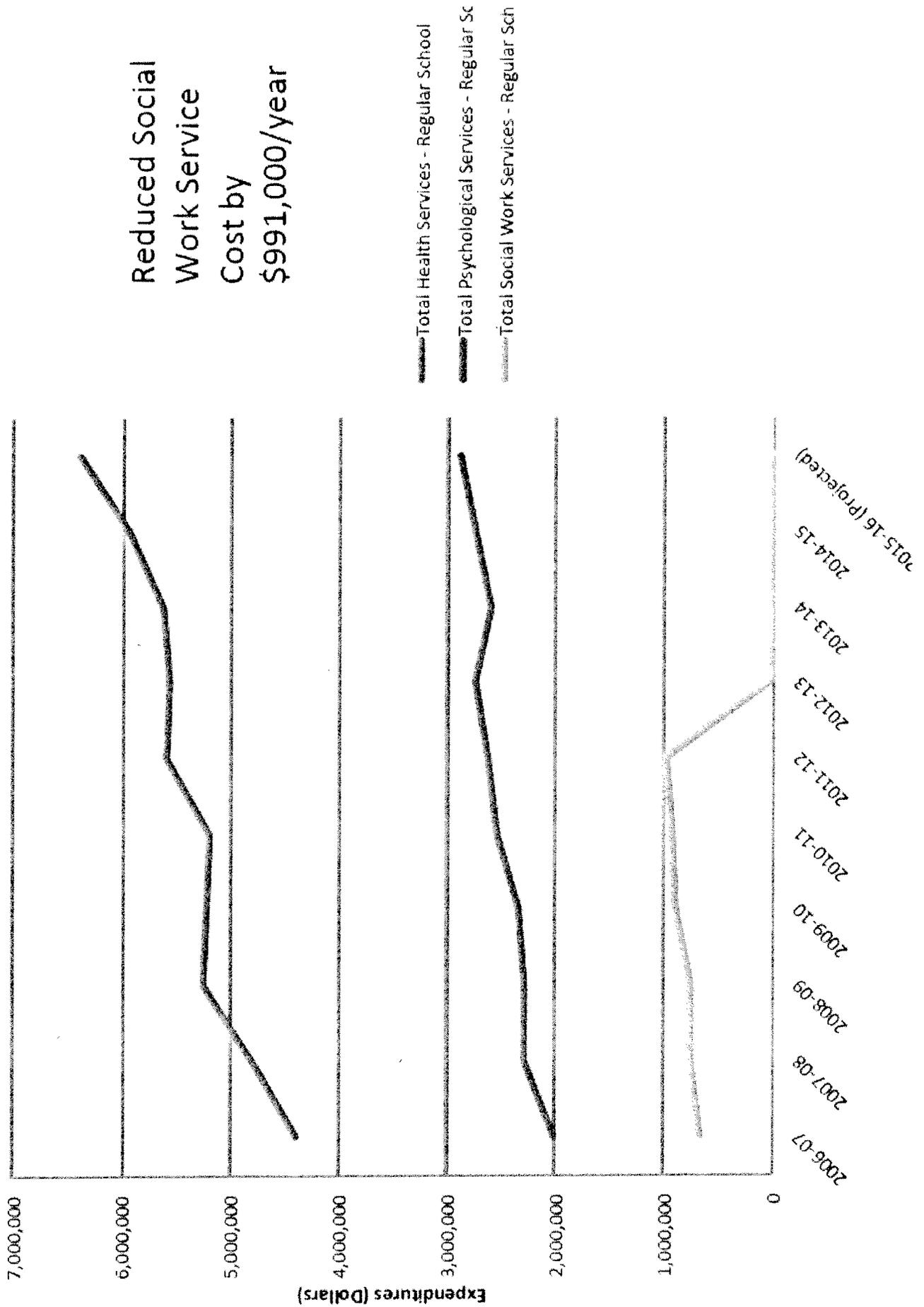
<u>2006/7 - 2013/14</u>	
Public Enrollment Change	-2.5%
Non-Public Enrollment Change	41.9%
Total Enrollment Change	27.1%
<u>Transportation Cost Change</u>	<u>43.9%</u>

# Inservice Training - Instruction

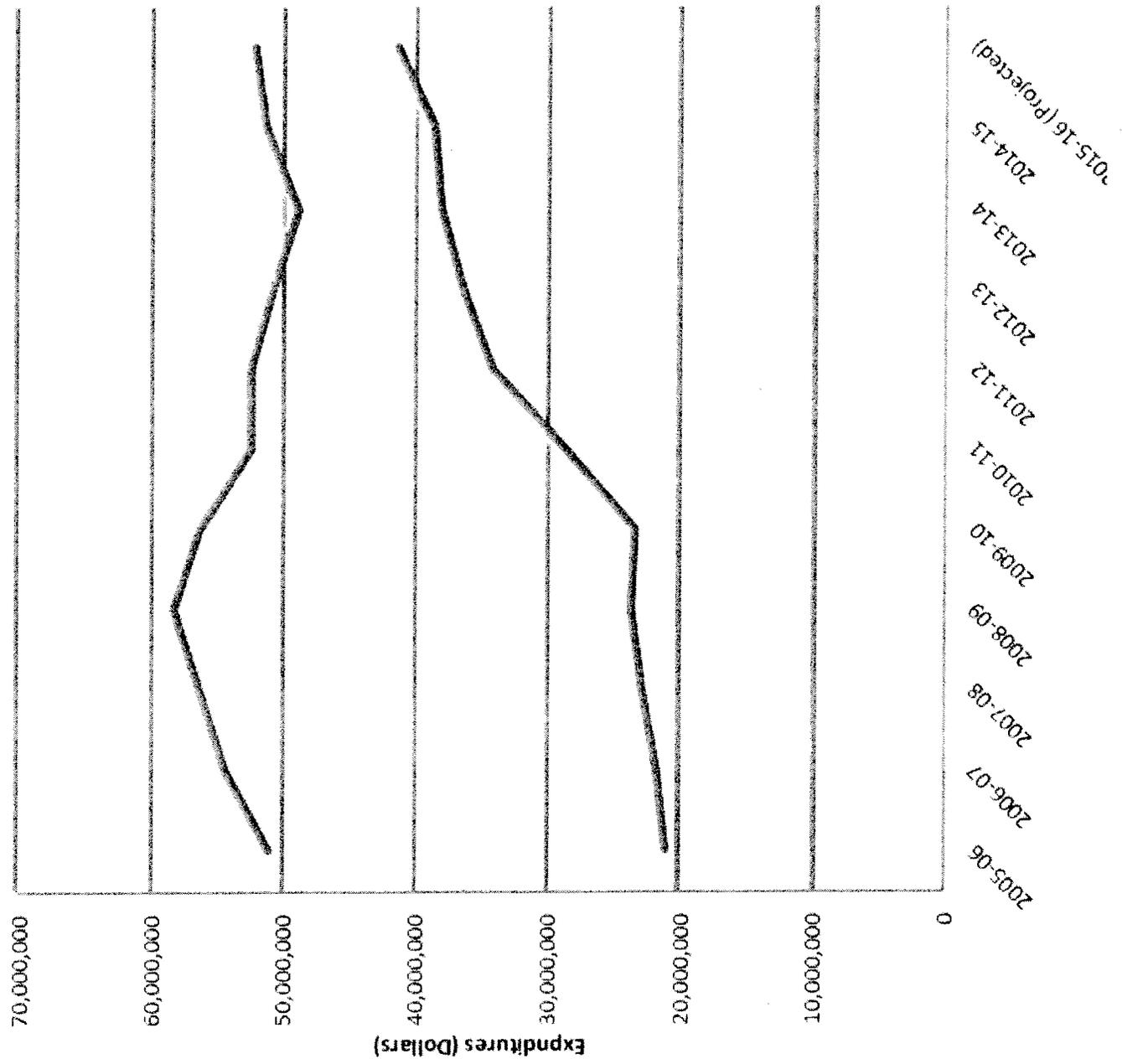
Reduction of  
\$155,000/year  
thru 2014/15



# Expenditures on Services by Type and Year



# Teaching Expenditures by Program Type



Reduction of \$6 Million/Year in Regular Teaching

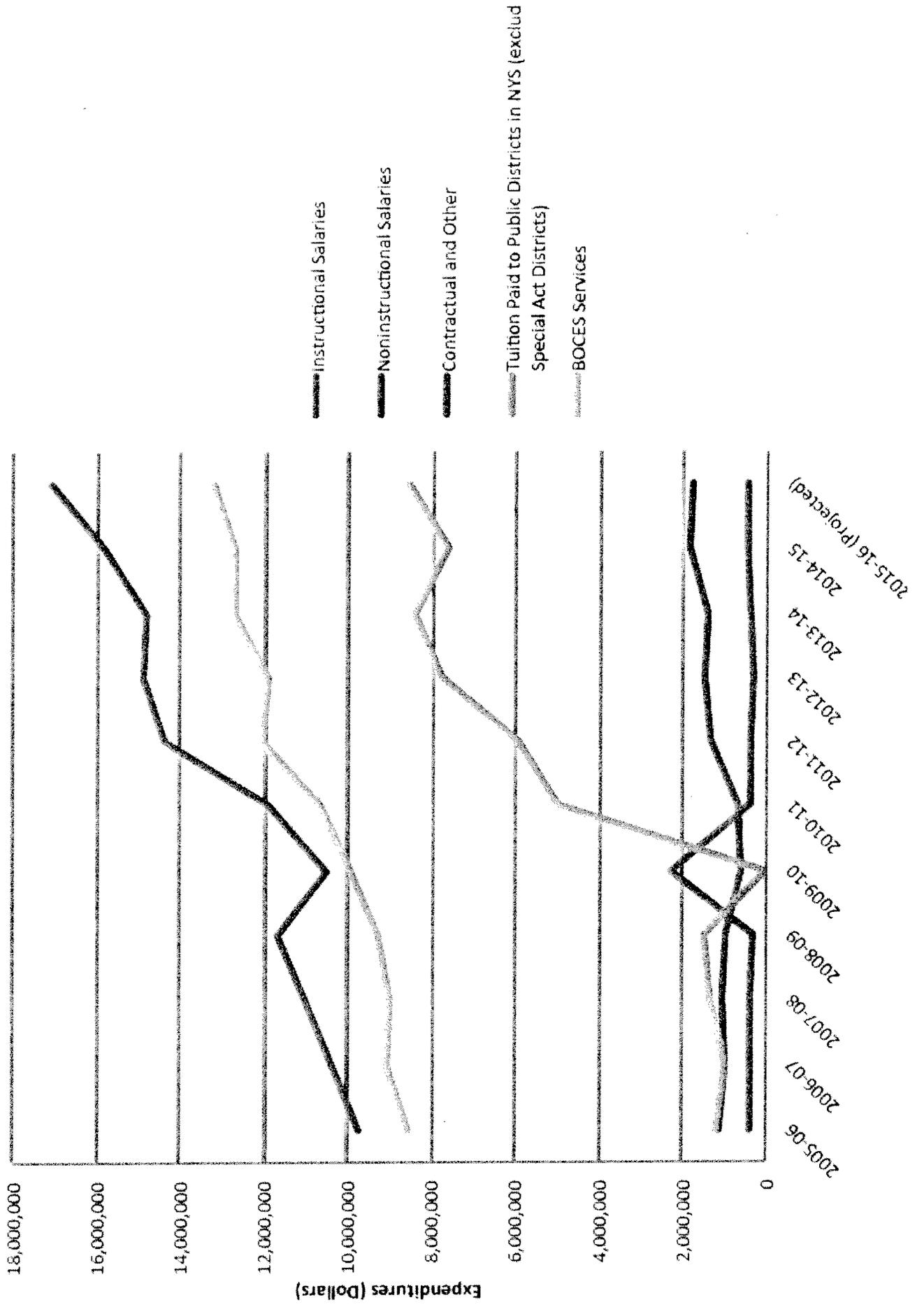
Additional \$28 Million/Year in Special Education

Total Teaching - Regular School

Total Program for Students with Disabilities School Age-School Year

Note: These costs represent Salaries only. Benefit Costs are in Addition to these costs.

# Expenditures for Program for Students with Disabilities



# Title 1

	# FRPL Students	% of FRPL by Sector	Title 1 Per Pupil Allocation
Public School FRPL	3,906	27%	\$1,098.00
Nonpublic School FRPL	10,674	73%	\$761.66
TOTAL FRPL students	14,580	Actual PPA = \$645	

2014-15

	# FRPL Students	% of FRPL by Sector	Title 1 Per Pupil Allocation
Public School FRPL	4,804	30%	\$873
Nonpublic School FRPL	11,383	70%	\$705
TOTAL FRPL students	16,187	Actual PPA = \$691	

2015-16

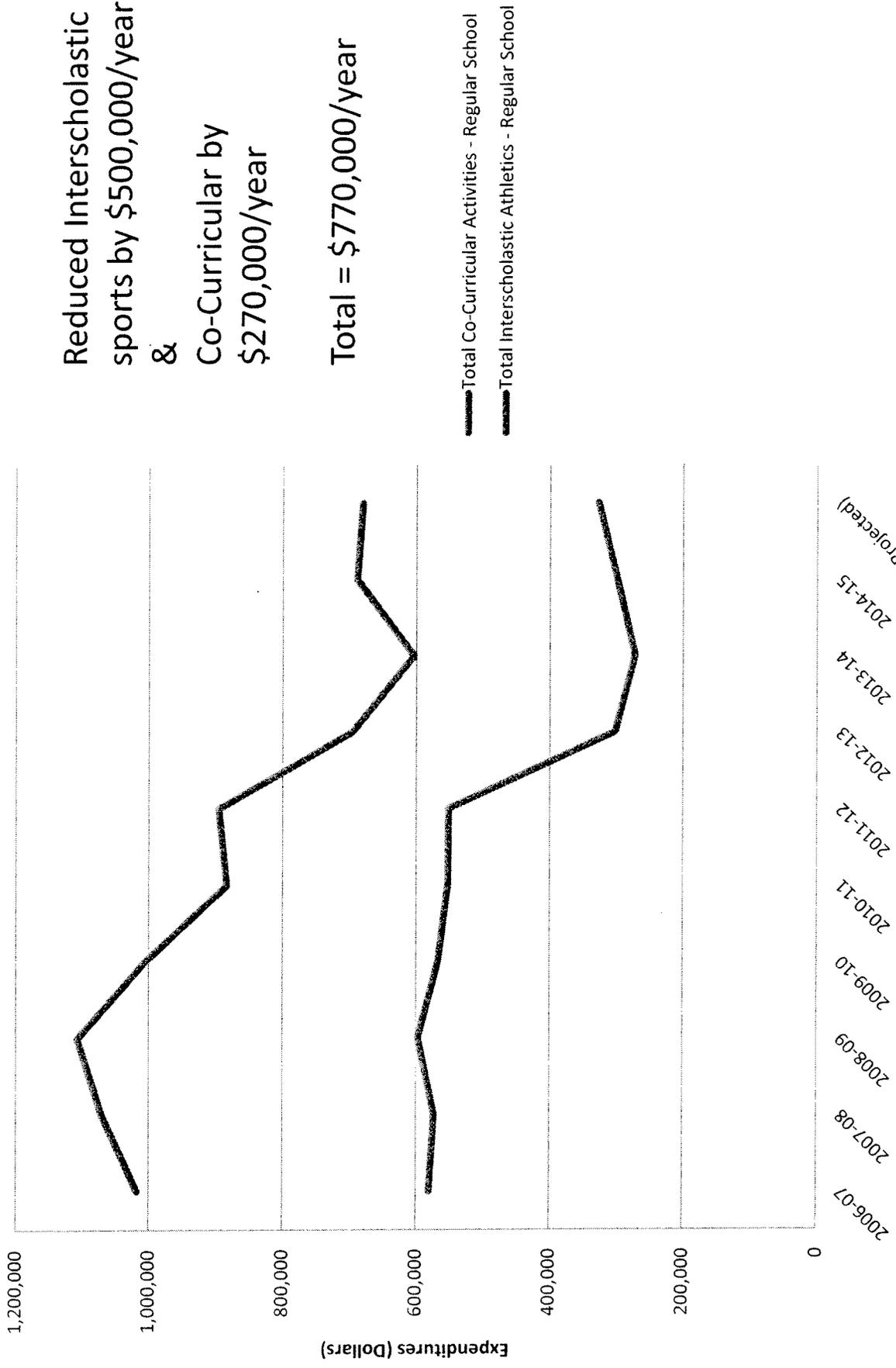
# Title 1 Budget- 2015

Public	Non-Public	Total
\$5,046,072	\$9,684,752	\$14,730,824
34%	66%	% of Expenditures by Sector
30%	70%	FRPL Enrollment by Sector

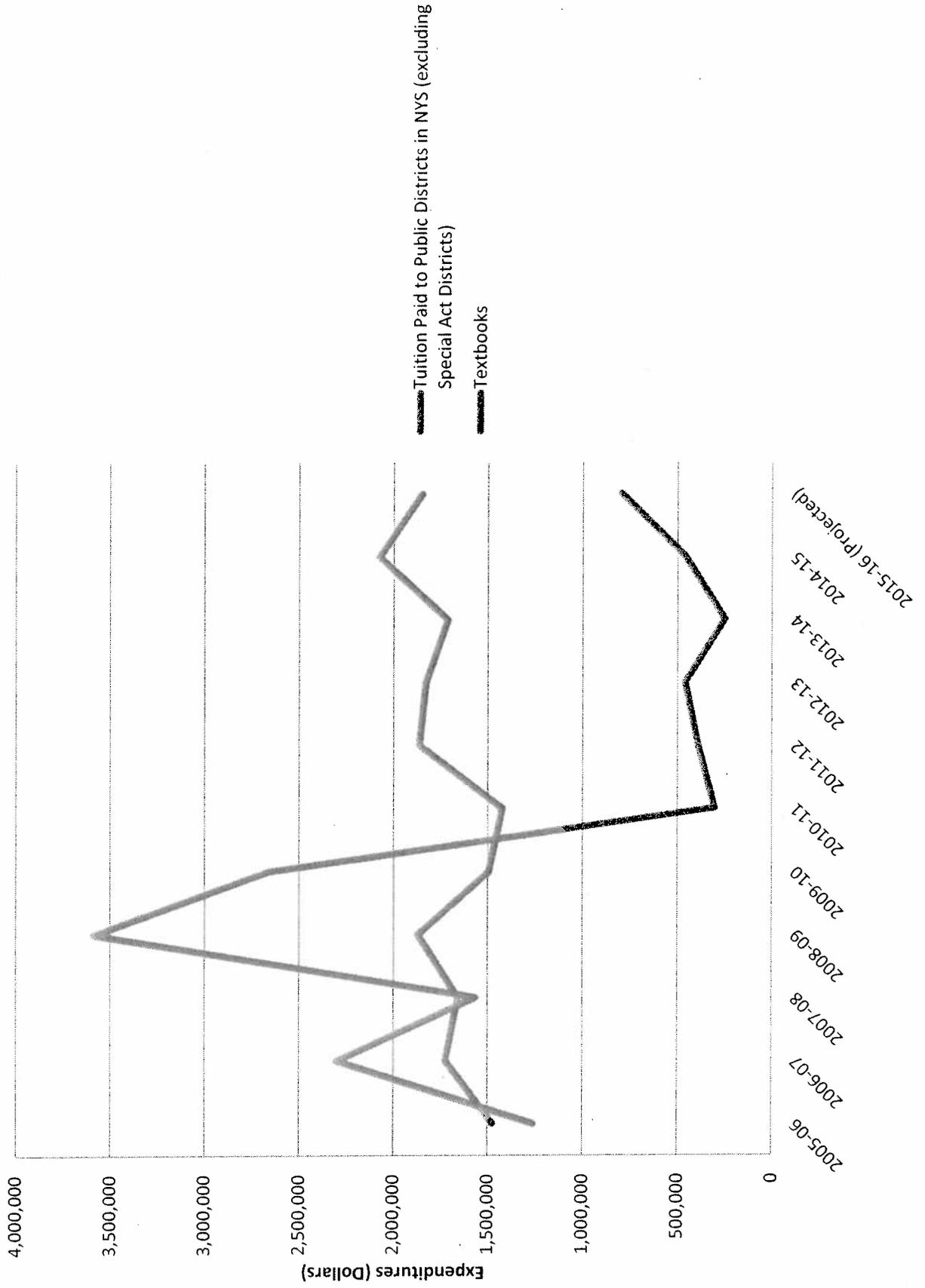
# Summer Rental Income

Fiscal Year	July 1-August 31 Recorded Summer Rental Revenue
2003	2,515
2004	6,847
2005	37,337
2006	24,275
2007	-
2008	69,215
2009	119,320
2010	144,422
2011	245,139
2012	210,831
2013	244,413
2014	277,861
2015	217,262

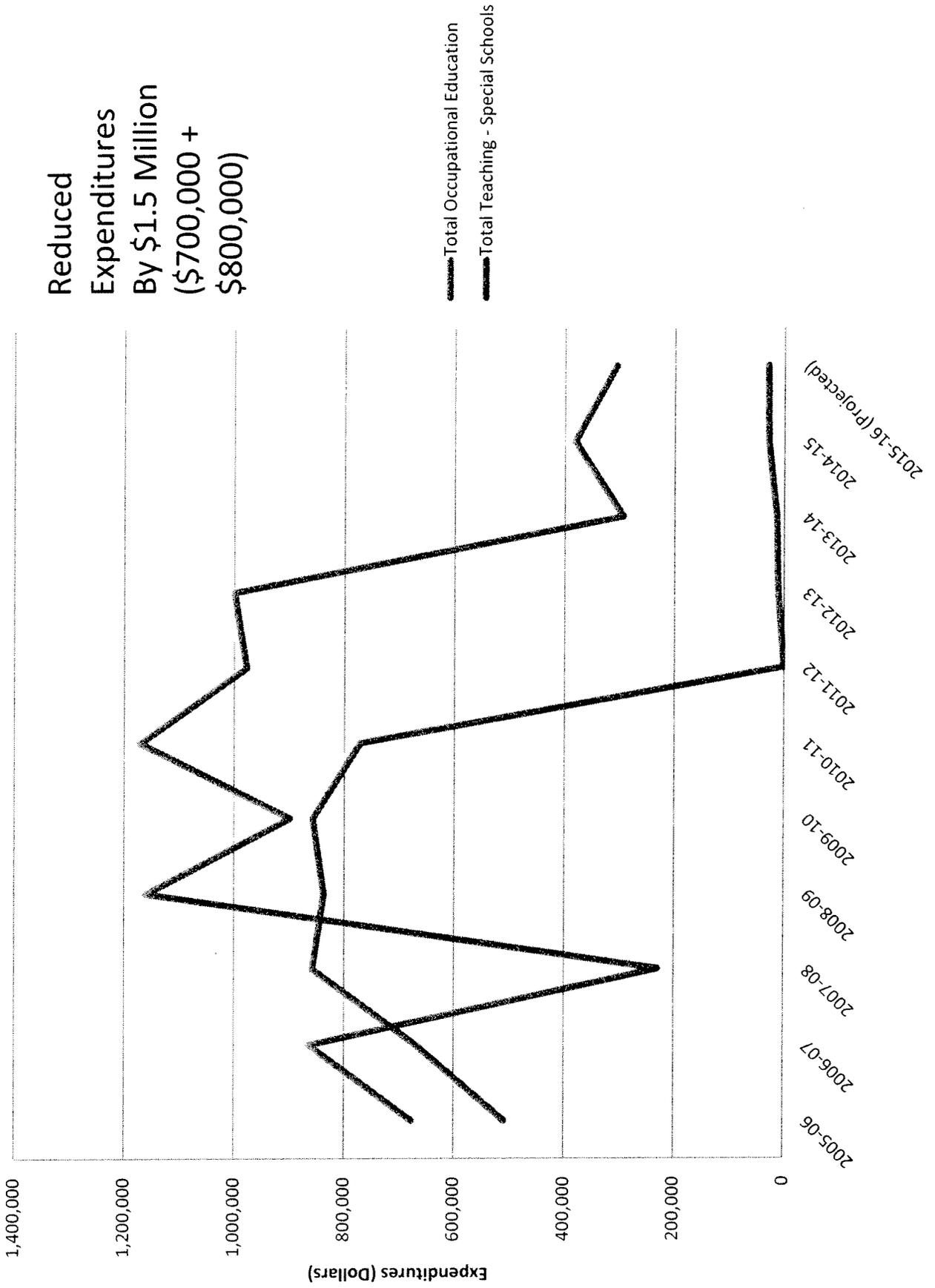
# Expenditures on Co- & Extra-Curricular Activities by Type & Year



# Instruction - Tuition & Textbooks



# Instructional Expenses by Program Type & Year

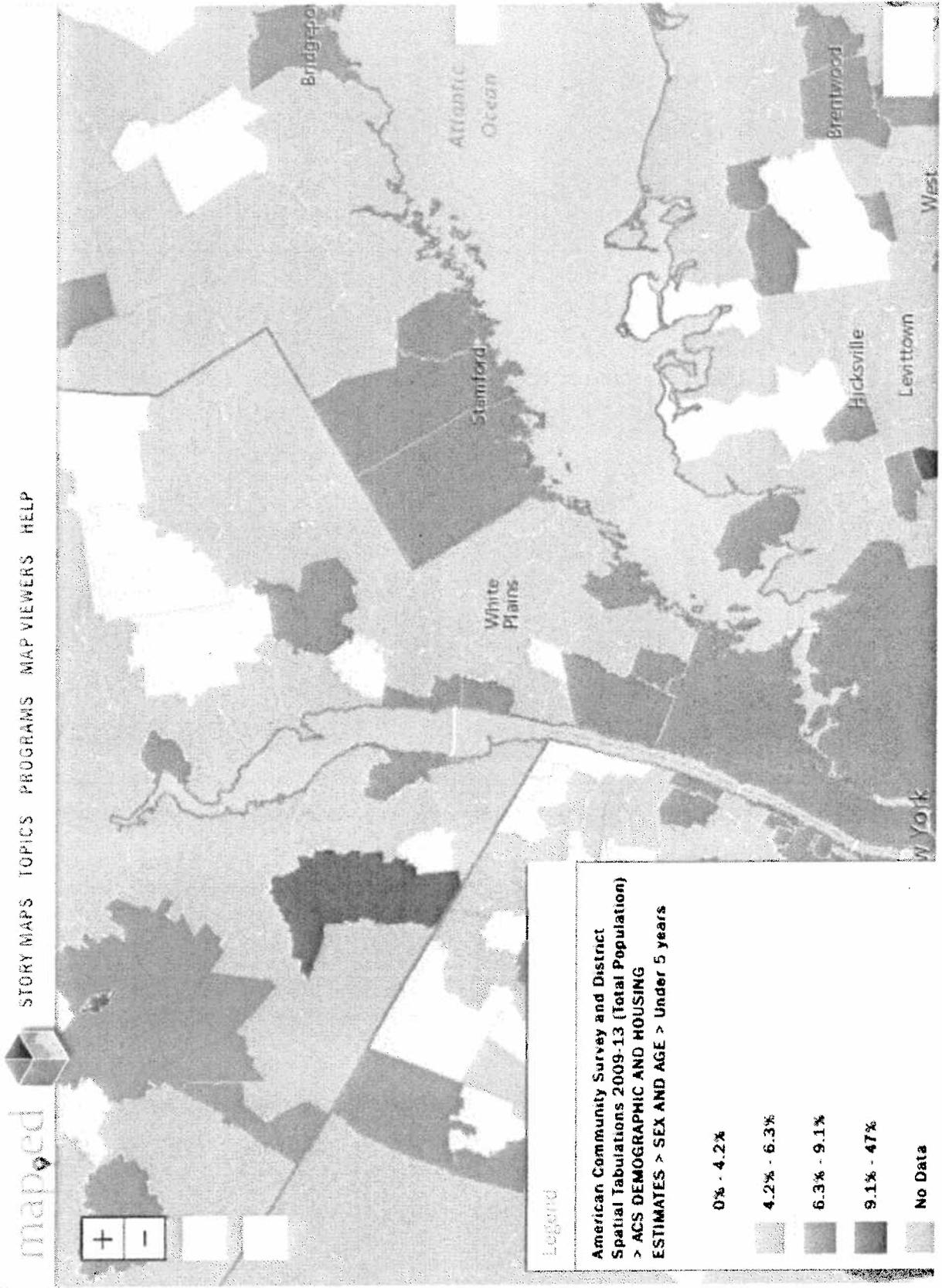


# Total Legal Fees for ERCSD (2008/9-2015/16)



Additional Cost  
of \$4  
Million/year for  
2014/15

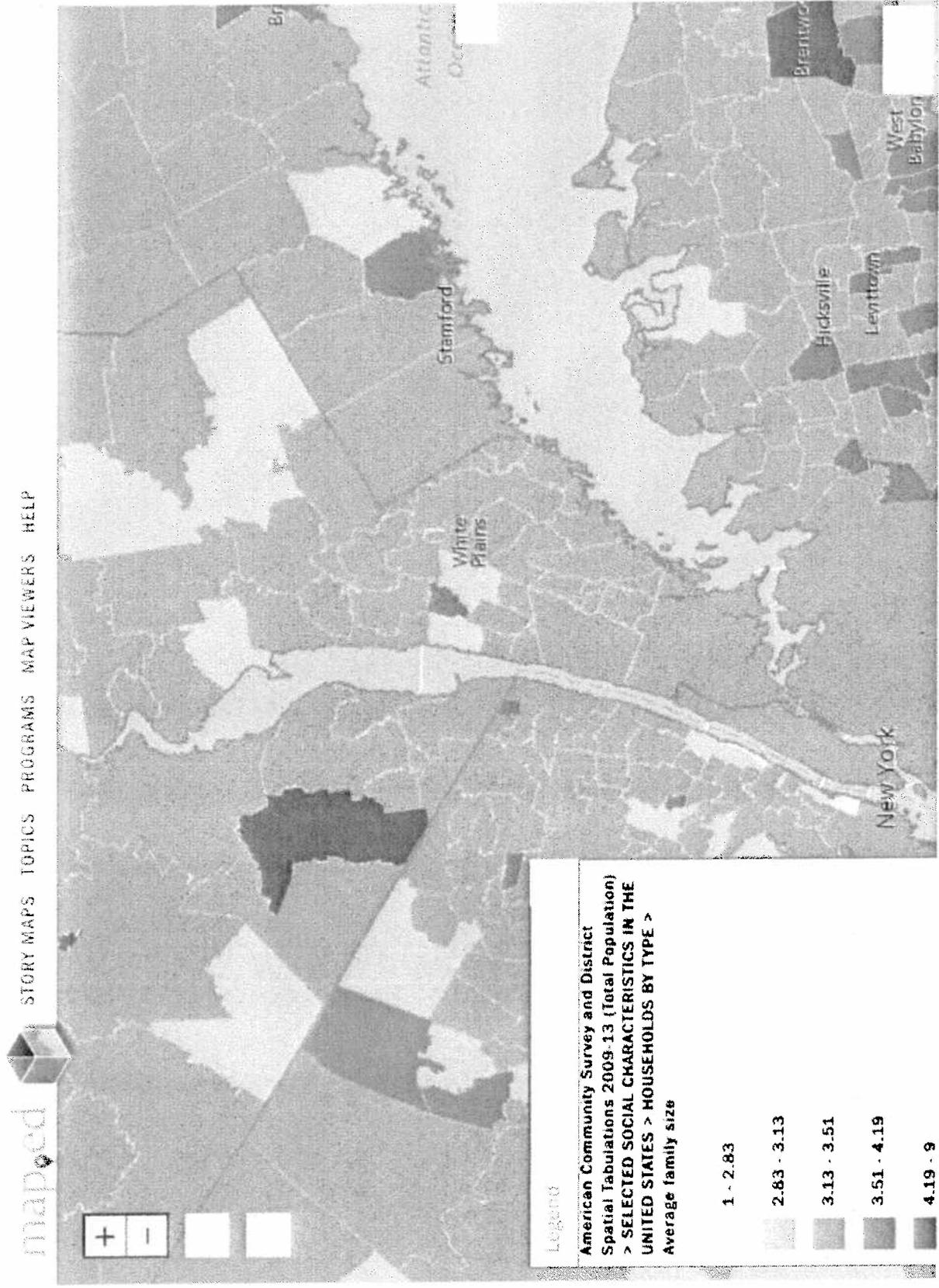
# % Population Under 5 Years old



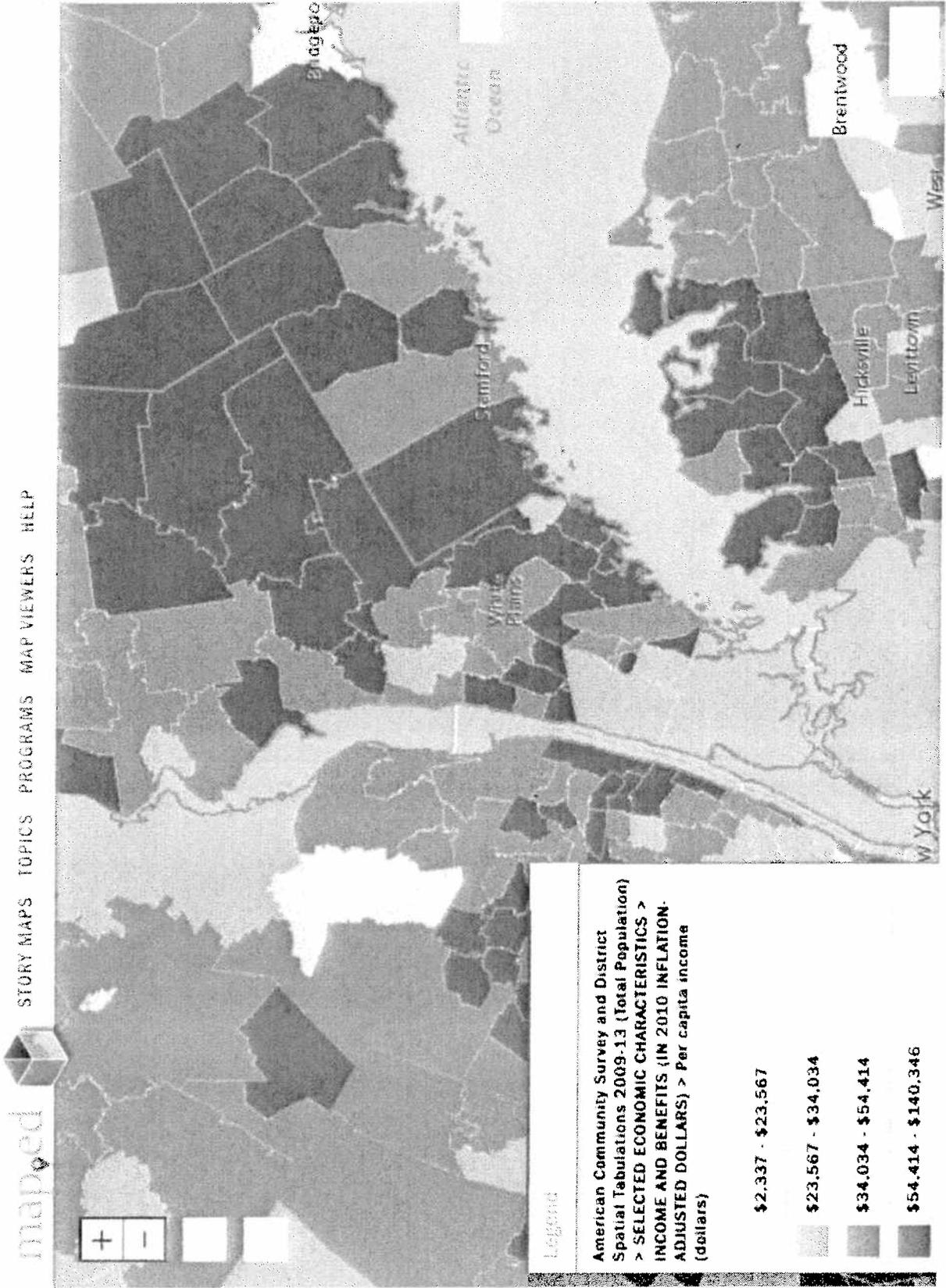
# % Population Speaks English less than "very well"



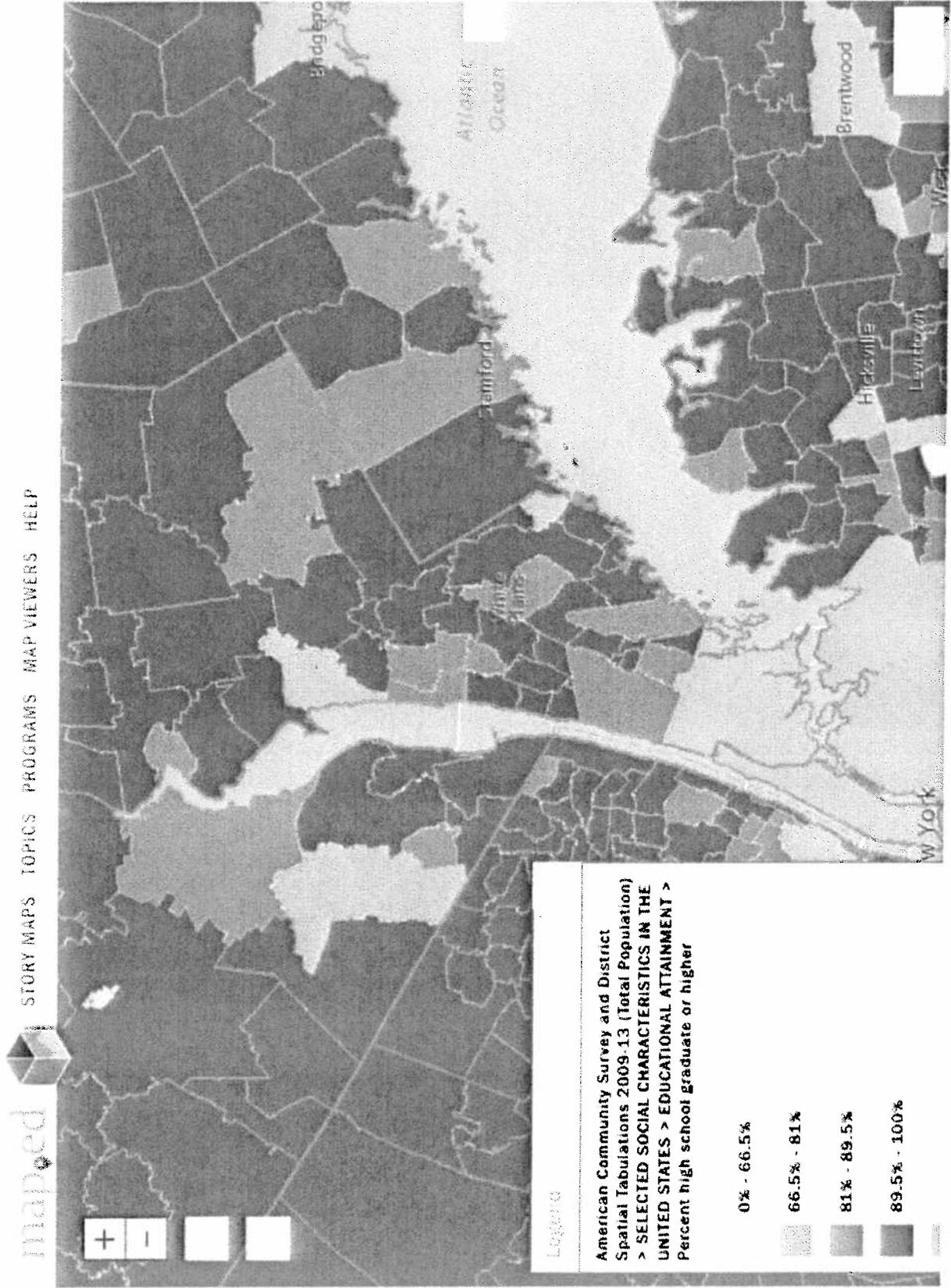
# Average Family Size



# Per Capita Income



# % High School Graduate or Higher



# ATTACHMENT III

## NEW YORK STATE BOARD OF REGENTS WORKGROUP ON IMPROVING OUTCOMES FOR BOYS AND YOUNG MEN OF COLOR

### FULL BOARD

December 15, 2015

### PANELISTS

- Regent Lester W. Young, Jr.** *New York State Board of Regents, Workgroup Chair*
- Dr. Yolanda Sealey-Ruiz,** *Associate Professor of English Education at Teachers College,  
Columbia University*
- Mr. David Banks,** *President/CEO of The Eagle Academy Foundation*
- Mr. Diallo Shabazz,** *Executive Director of One Hundred Black Men*
- Ms. Irma Zardoya,** *President & CEO of the NYC Leadership Academy*
- Dr. Gerry House,** *President of the Institute for Student Achievement*

## My Brother's Keeper Initiative

President Obama signed a Presidential Memorandum in January 2014 establishing the My Brother's Keeper Task Force, as an interagency effort.



### My Brother's Keepers Goals:

1. Entering school ready to learn;
2. Reading at grade level by third grade;
3. Graduating from high school ready for college and career;
4. Completing postsecondary education or training;
5. Successfully entering the workforce; and
6. Reducing violence and providing a second chance.

## Current Department Initiatives that Support the Goals of My Brother's Keeper

### Some Examples include:

- Advocated for the increase in New York State Universal Pre-Kindergarten funding from \$385 to \$805 million
- Invested substantially in QUALITY Stars NY to improve the quality of early education
- Adopted the Pre-K Foundation for the Common Core Learning Standards
- Established the Bilingual Education for Pre-K Committee (*public/private partnership*)
- Amended regulations to require research-based interventions and to prohibit suspensions at the Pre-k level
- Supported the Development, Relief, and Education for Alien Minors (DREAM) Act for young immigrant New Yorkers to succeed in college and career
- Developed the Blueprint for English Language Learner's Success
- Approved the Multiple Pathways to a HS Diploma
- Implemented the P-TECH Program, Early College HS and Smart Scholars
- Required passing the Educating All Students Certification Exam
- Proposed Career and Technical Education expansion through Special Services Aid
- Managed the Science and Technology Entry Program and Liberty Partnerships Program
- Funded the NYU Technical Assistance Center on Disproportionality
- Provided access to pertinent information for parents and school personnel through the Engage NY Portal
- Requested the expansion of the Higher Education Opportunity Program and Collegiate Science and Technology Entry Program (CSTEP)
- Re-established the Safe Schools Task Force to promote positive school climates and safe schools

# Board of Regents Establishes Workgroup to Improve Outcomes for Boys and Young Men of Color

May 2015:

- Regent Lester W. Young, Jr. presented President Obama's *My Brother's Keeper* to the Board
- The Board recognized the importance of establishing a Regents Workgroup aligned with the goals of *My Brother's Keeper* in New York State

Goals of the Workgroup:

- To examine the educational challenges and opportunities boys and young men of color face; and
- To recommend strategies that address these challenges and expand opportunities to increase their success.

# Timeline of Activities

Date	Activity
May 19, 2015	Board of Regents establishes a Workgroup to Improve Outcomes of Boys and Young Men of Color aligned with My Brother's Keeper
July 20, 2015	Board of Regents identified six priorities of the Workgroup
August 2015	Blue Ribbon Committee is established
September 29, 2015	First convening of the Blue Ribbon Committee in New York City
November 9, 2015	Second convening of the Blue Ribbon Committee in Rochester, NY
December 15, 2015	The Blue Ribbon Committee presents its recommendations to the Board of Regents

## Lived Experiences of Males of Color

“The older generation...you guys had the village, you guys had the whole community that raised you...those things are among the loved things that we as teens now need because we don't have anybody.”

*Calvin Brown,  
Brooklyn, NY*

“My three friends were gunned down at the boys and girls club. There were different organizations that came out. But they were only there when the cameras were there. Nobody was really there for us after the cameras left.”

*Freemontá Strong  
Rochester, NY*

Click here for video presentation <https://vimeo.com/148134983>

## Context for Recommendations / Report Theory of Action:

- Collective Achievement
- Valuing and Countering the Narrative
- Targeting

## Workgroup's Recommendations Themes:

1. Recruiting, developing, preparing, and retaining professional staff;
2. Aligning boys and young men of color outcomes with stakeholder relationships;
3. Focusing multiple institutions/agencies on the developmental & holistic approach to improve outcomes for boys and young men of color;
4. Providing greater clarity on the roadmap leading to college and career success; and
5. Building equitable systems.

## Recruitment, development, preparation, and retention of professional staff

- Challenge school districts to support teachers, administrators, and pupil personnel services staff in ongoing professional development; and encourage college and universities offering teacher preparation programs to incorporate training that supports the expansion of knowledge, skills, and attitudes necessary to provide competent educational approaches and practices to improve outcomes for boys and young men of color.
- Develop and implement a plan that would accelerate the rate of individuals of color, including a targeted emphasis on men of color, entering the teaching profession in New York State school systems, including creating pathways for school personnel to become teachers. The teaching force in the State should be as diverse as the student population being served by our schools.

**Dr. Yolanda Sealey-Ruiz,**

*Associate Professor of English Education at  
Teachers College, Columbia University*

# Boys and young men of color outcomes and stakeholder relationships

Create a Pre-K—12 Statewide Office of Family and Community Engagement within the Department to create a statewide policy with the best practices and guidance for school districts related to providing families, community-based organizations, and local associations with necessary information about the Pre-K—12 educational process.

This new Office would:

- encourage their participation in improving outcomes for all students, with an emphasis on improving outcomes for boys and young men of color;
- support the development of training programs for parents, students, and personnel on how to engage, interact, and sustain relationships; and
- advocate services to educate parents and communities on how to navigate the educational system and query how they can support their child.

**Mr. David Banks**, *President/CEO of The Eagle Academy Foundation*

## Focus multiple institutions/agencies around a developmental/holistic approach to improve outcomes for boys and young men of color

Convene a statewide council to review and analyze New York State data and identify critical data elements the Board of Regents need to collect to assess and address issues related to the impact of racial disparities in service delivery. The council would present a written report on findings and recommended actions to the Board of Regents.

Create a New York State Interagency Joint Council to provide coordination between State Departments of Health, Education, and the Office of Mental Health to develop and monitor current and future policy, plans, and partnerships among schools, community-based organizations, and businesses to address important health and educational outcomes of students across the continuum of Pre-K—16. Particular focus should be on schools and districts with the greatest inequities and highest population of boys and young men of color. A singular person would lead the Joint Council, and be directly responsible to each agency head to ensure the goals of the Joint Council are met.

***Mr. Diallo Shabazz, Executive Director of One Hundred Black Men***

# Providing greater clarity on the roadmap leading to college and career success

Encourage all school districts to offer boys and young men of color high-quality coursework such as Advanced Placement courses; Honors Programs; Science, Technology, Engineering, and Math (STEM) programs; Arts and Fine Arts Programs, among others. Research has shown that higher expectations result in higher performance; simply, students with high expectations perform at a higher level than those with low expectations.

Expand Career and Technical Education (CTE) funding for expanding participation rates of boys and young men of color in these types of programs. High quality CTE programs provide opportunities for students to demonstrate and reinforce both academic and technical skills as well as experiences in work-based learning where on the job mentoring can play a critical role in developing life-long, transferable employability skills for a constantly changing global economy. More examples of NYS P-TECH model need to be implemented in our large cities to provide targeted populations with the opportunities to experience academic and career-focused success at an early grade level. Outreach in middle schools for such programs helps students and families make decisions on education, and careers that can transform lives. They provide work-based learning opportunities that enable students to connect what they are learning to real-life career scenarios and choices. Redefining college readiness to include these components will also help out students to successful rewarding employment and success in life.

***Ms. Irma Zardoya, President & CEO of the NYC Leadership Academy***

## Building equitable systems

- Expand the definition of college and career readiness in order to establish a clear/discernable path to college & career success, which addresses milestones for kindergarten readiness, early grade reading, middle grade math, high school graduation, post-secondary enrollment, and post-secondary degree completion.
- Serve as a resource to school districts that accept the My Brother's Keeper Challenge and implement a coherent cradle-to-college and career strategy aimed at improving life outcomes for boys and young men of color. Support their local planning process, assist them in developing successful strategies for action, and track their progress.
- Invest in the expansion and development of exemplary school models and practices that demonstrate cultural and linguistic responsiveness to the needs of boys and young men of color, e.g., schools that create a 9-16 continuum for the eventual placement of college graduates into teaching and other educational professions. Direct a majority of the requested funds to the big four city school districts outside of New York City with a portion available through an RFP process to other districts.

**Dr. Gerry House**, *President of the Institute for Student Achievement*

# Increased Proposed Funding Summary

Recommendation	Funding Request (in millions)
Office of Family and Community Engagement	\$12.9
Expanded Career and Technical Education (CTE) programs	\$ 6.5
Expansion and development of exemplary school models and practices	\$ 5.5
Expand the Teacher Opportunity Corps	\$ 8
Incentive for school districts to accept the My Brother's Keeper Challenge	\$ 7
Supporting school professional development programs	\$10
Statewide Council to analyze and review data to address issues related to racial disparities	\$ .1
<b>Total Funding Requested</b>	<b>\$50.0</b>

## Next steps

If the Board of Regents approves these recommendations, the Department will:

- Advocate for the inclusion of these recommendations during the upcoming State Budget process and Legislative Session;
- Advance the implementation of the Education policy recommendations, including conducting an assessment of tasks to be completed, establishing timelines, and identifying and securing any additional needed resources; and
- Continue to gather information from other areas across the State related to improving outcomes for boys and young men of color.