



TO: The Honorable Members of the Board of Regents

FROM: Christopher J. Halpin, Secretary

SUBJECT: Summary of the March 2024 Meeting

DATE: April 4, 2024

AUTHORIZATION(S):

SUMMARY

Issue for Decision

Should the Board of Regents approve the Summary of the March 2024 Meeting of the Board of Regents?

Reason(s) for Consideration

Not applicable.

Proposed Handling

This issue will come before the Full Board for action at its April 2024 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.

Background Information

Not applicable.

Related Regent's Items

Not Applicable.

Recommendation

It is recommended that the Board of Regents take the following action:

VOTED: That the Summary of the March 2024 Meeting of the Board of Regents of The University of the State of New York be approved.

Timetable for Implementation

Effective April 16, 2024.



**SUMMARY OF THE MARCH 2024 MEETING
OF THE BOARD OF REGENTS
OF
THE UNIVERSITY OF THE STATE OF NEW YORK**

***Held at the
State Education Building
Albany, New York***

March 11 and 12, 2024

***Christopher J. Halpin, 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 in Albany on Monday, March 11th at 9:00 a.m. in the State Education Building pursuant to a call to duty sent to each Regent.

MEETING OF THE FULL BOARD, Monday, March 11th at 9:00 a.m.

Board Members in Attendance:

Lester W. Young, Jr., *Chancellor*
Josephine Victoria Finn, *Vice Chancellor*
Christine D. Cea
Wade S. Norwood
James E. Cottrell
Judith Chin
Catherine Collins
Luis O. Reyes
Susan W. Mittler (by video conference)
Frances G. Wills
Aramina Vega Ferrer
Shino Tanikawa
Roger P. Catania
Adrian I. Hale
Hasoni L. Pratts
Patrick A. Mannion

Also present were Commissioner, Betty A. Rosa, Executive Deputy Commissioner, Sharon Cates-Williams, Senior Deputy Commissioner for Education Policy, Jeff Matteson, Counsel and Deputy Commissioner for Legal Affairs, Daniel Morton-Bentley, and Secretary, Board of Regents, Christopher J. Halpin. Regent Roger Tilles was absent and excused.

ACTION ITEM

Executive Session Motion

MOVED, that the Board of Regents convene in executive session on Tuesday, March 12th at 9:45 am to discuss litigation and matters leading to the appointment of particular individuals.

Motion by: Vice Chancellor Josephine Victoria Finn
Seconded by: Regent Roger P. Catania
Action: Motion passed unanimously.

Election of Vice Chancellor

The Board met in public session to elect its Vice Chancellor for the period April 1, 2024 through March 31, 2025, the remainder of Vice Chancellor Finn's term. The

elections followed procedures adopted by the Board in June 2016. Daniel Morton-Bentley, Counsel, at the request of Chancellor Young, presided over the election process.

Chancellor Lester W. Young, Jr. nominated Regent Judith Chin. Regent Cea and current Vice Chancellor Josephine Victoria Finn seconded the nomination.

MOVED, that nominations for Vice Chancellor be closed.

Motion by: Regent James E. Cottrell
Seconded by: Regent Christine D. Cea
Action: Motion carried unanimously. Regent Norwood was absent for the vote.

Daniel Morton-Bentley then polled the Board for their vote. Regent Chin received a unanimous vote for the election of Vice Chancellor. Regent Chin then provided comments upon her election as Vice Chancellor.

PRESENTATION

ESSA Accountability Systems of Support

Jason Harmon, Theresa Billington, Stephen Earley, Kristen Wilcox, Professor, University at Albany, Ciana Espada, Principal, Brooklyn Gardens Elementary School, New York City Department of Education (NYCDOE), Rebecca Raymond, Principal, Brookhaven Elementary School, South Country Central School District, Jessica Weinberg, Instructional Coach, Brookhaven Elementary School, South Country Central School District, Lori Cannetti, Superintendent, Patchogue-Medford Union Free School District (UFSD), Joy Caputo, Instructional Coach, Patchogue-Medford UFSD, Cassandra Gasbarrini Principal, School 31, Buffalo City School District, Tara Jennings, Assistant Superintendent, Syracuse City School District, and Kristy Sloma, Assistant Principal, Theodore Roosevelt Elementary School, Binghamton City School District presented on the Office of Accountability's support structure designed to build capacity for continuous improvement. While the support for schools looks different based on their support model and unique needs, embedded within each of these models is the opportunity for schools to have ownership and agency around what their plan for support and improvement looks like through partnership and collaboration with Department staff. (Attachment I).

Chancellor adjourned the meeting.

MEETING OF THE FULL BOARD, Tuesday, March 12th at 10:15 a.m.

Board Members in Attendance:

Lester W. Young, Jr., *Chancellor*
Josephine Victoria Finn, *Vice Chancellor*
Christine D. Cea
Wade S. Norwood
James E. Cottrell
Judith Chin
Catherine Collins
Luis O. Reyes
Frances G. Wills
Aramina Vega Ferrer
Shino Tanikawa
Roger P. Catania
Adrian I. Hale
Hasoni L. Pratts
Patrick A. Mannion

Also present were Commissioner, Betty A. Rosa, Executive Deputy Commissioner, Sharon Cates-Williams, Senior Deputy Commissioner for Education Policy, Jeff Matteson, Counsel and Deputy Commissioner for Legal Affairs, Daniel Morton-Bentley, and Secretary, Board of Regents, Christopher J. Halpin. Regents Roger Tilles and Susan W. Mittler were absent and excused.

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 February 2024 Meeting of the Board of Regents
BR (A) 2**

MOVED, that the Summary of the February 2024 Meeting of the Board of Regents of The University of the State of New York be approved.

Motion by: Regent Catherine Collins
Seconded by: Regent Shino Tanikawa
Action: Motion passed unanimously. Regent Wills and Regent Ferrer were absent for the vote.

**State Education Department February 2024 Fiscal Report
BR (A) 3**

MOVED, that the Board of Regents approve the State Education Department February 2024 Fiscal Report as presented.

Motion by: Regent Adrian I. Hale
Seconded by: Regent Roger P. Catania
Action: Motion passed unanimously. Regent Wills and Regent Ferrer were absent for the vote.

ACTION ITEMS

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 Lisa Gesson be appointed for a 1 year 9-month unexpired term beginning April 1, 2024, and ending December 31, 2025.

Higher Education

**Conferral of Degrees: Glasgow Caledonian New York College
BR (CA) 2**

MOVED, the Board of Regents confer upon the following individuals, who have completed the requirements for registered degree programs at Glasgow Caledonian New York College, the respective degree as listed below.

**Master Plan Amendment Application
BR (CA) 3**

MOVED, that the Board of Regents approve the master plan amendment application on the attached summary table.

P-12 Education

**Proposed Amendment of Section 3.16 of the Rules of the Board of Regents
Relating to Updates to Delegation of Authority Regarding Charter Revisions
BR (CA) 4**

MOVED, that section 3.16 of the Rules of the Board of Regents be amended, as submitted, effective March 27, 2024.

**Registration of a Religious and Independent High School Visited in the
Spring of 2023
BR (CA) 5**

MOVED, that the following school, which had requested high school registration in the spring of 2021, has now been visited, and shall now be registered:

<u>School</u>	<u>County</u>	<u>Recommended Status</u>
Congregation Pe'er Bais Yaakov	Rockland	Registered

**Proposed Amendment of Section 100.5 of the Regulations of the Commissioner of Education Relating to Career and Technical Education (CTE) and Media Arts Course Flexibility for the Individual Arts Assessment Pathway (IAAP) and Career and Technical Education (CTE) +1 Pathways to High School Graduation
BR (CA) 13**

MOVED, that section 100.5 of the Regulations of the Commissioner of Education be amended, as submitted, effective March 27, 2024.

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 Board of Regents approve the proposed (Re)Appointments of Members to the State Boards for the Professions and (Re)Appointments of Extended Members to the State Boards for the Professions.

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

MOVED, that the Regents approve the recommendations of the Committee on the Professions regarding the licensing petition(s) and degree conferrals.

**Proposed Amendment of Section 29.2 of the Rules of the Board of Regents and
Addition of Subpart 79-21 to the Regulations of the Commissioner of Education
Relating to the General Misconduct Provisions for the Health Professions and
Requirements for Histotechnologist Licensure
BR (CA) 8**

MOVED, that section 29.2 of the Rules of the Board of Regents be amended, as submitted, and subpart 79-21 of the Regulations of the Commissioner of Education be added, as submitted, effective April 8, 2024, as an emergency action, upon the finding by the Board of Regents that such action is necessary for the preservation of the public health and general welfare to timely conform the Commissioner's regulations to

implement requirements of section 10 of Chapter 446 of the Laws of 2022, which became effective January 21, 2024, to immediately clarify that clinical laboratory technology professions are subject to the general misconduct provisions for health professions, and to ensure that the emergency action taken at the January 2024 meeting remains continuously in effect.

**Proposed Repeal and Addition of New Sections 52.11 and 62.1 of the Regulations of the Commissioner Related to the Registration of Curricula and Professional Study in Veterinary Medicine
BR (CA) 9**

MOVED, that section 52.11 and 62.1 of the Regulations of the Commissioner of Education be added, as submitted, effective March 27, 2024.

**Proposed Addition of Sections 63.16 and 60.14, and Subdivision (d) to Section 64.5 of the Regulations of the Commissioner of Education Relating to Dispensing Self-Administered Hormonal Contraceptives
BR (CA) 10**

MOVED, that sections 63.16 and 60.14, and subdivision (d) to section 64.5 of the Regulations of the Commissioner of Education be amended, as submitted, effective March 12, 2024, as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare and public health to immediately implement Chapter 128 of the Laws of 2023, which per Chapter 90 of the Laws of 2024, became effective January 1, 2024.

**Proposed Amendment of Section 70.4 of the Regulations of the Commissioner of Education Relating to Licensing Examinations in the Profession of Public Accountancy
BR (CA) 11**

MOVED, that section 70.4 of the Regulations of the Commissioner of Education be amended, as submitted, effective March 27, 2024.

**State University of New York at Stony Brook: Authorization to Award the Doctor of Occupational Therapy (O.T.D.) Degree
BR (CA) 12**

MOVED, that the Board of Regents authorize the SUNY Board of Trustees to award the O.T.D. degree on duly qualified students successfully completing the O.T.D. program at the State University of New York at Stony Brook effective March 12, 2024.

MOVED, that the Regents approve the consent agenda items.

Motion by: Regent Judith Chin
Seconded by: Regent James E. Cottrell
Action: Motion passed unanimously. Regent Wills and Regent Ferrer were absent for the vote.

STANDING COMMITTEE REPORTS

CULTURAL EDUCATION

Cultural Education Committee Members

Regent Tilles, Co-Chair, Regent Ferrer, Co-Chair, Regent Cea, Regent Cottrell, Regent Collins, Regent Reyes, Regent Mittler, Regent Wills, Regent Tanikawa, Regent Catania, and Regent Hale.

The Cultural Education Committee held its scheduled meeting on March 11, 2024. All committee members were present except Regent Roger Tilles and Regent Susan W. Mittler, who were excused. Chancellor Lester W. Young, Vice Chancellor Josephine Victoria Finn, Regent Wade S. Norwood, Regent Judith Chin, Regent Hasoni L. Pratts, and Regent Patrick A. Mannion also attended the meeting.

MATTERS NOT REQUIRING BOARD ACTION

Epistemic Injustice in Libraries - Dr. Beth Patin, an Assistant Professor at Syracuse University's School of Information Studies and member of the Regents Advisory Council on Libraries, presented on epistemic injustice and the impact on knowledge. To introduce the topic of epistemicide (defined as the devaluing, silencing, killing, or annihilation of knowledge) and the enduring harms that occur because of these injustices, Dr. Patin shared her family's civil rights activism and the lack of resources recording this history in the state of Alabama. She presented her research around ensuring equity in information and provided a framework to help teachers, librarians, and other information professionals ensure that diverse knowledge systems are preserved, shared, and honored.

Dr. Patin's family history of activism includes her grandfather's efforts to obtain an education and educational materials in Alabama. Utilizing her family's archives, Dr. Patin shared examples of various forms of protests that led to the integration of shops, restaurants and other establishments in Huntsville, Alabama. Pivotal to the Civil Rights Movement, her grandfather won the lawsuit which allowed her father to attend school and become the first black student to integrate Huntsville schools.

Dr. Patin then shared Alabama's educational standards for fourth grade history which require the identification of the purpose and vocabulary of the Civil Rights Movement. Dr. Patin also discussed the use of primary source documents in keeping history. Even given her family's profound impact on civil rights and integration of Alabama schools, Dr. Patin discovered that the Alabama Archives had very little information regarding her father and grandfather. Alabama admitted to a concerted effort to keep confederate history and while disregarding black history (a form of epistemicide) even though this information was necessary to meet the educational standards.

Dr. Patin discussed the various forms of epistemicide and the alternative framework required to nurture knowledge and diverse knowledge systems:

Testimonial epistemicide occurs when a hearer deflates the level of believability or credibility of the speaker. Testimonial epistemicide is combatted by believing those who are speaking and understanding when expertise is relevant and necessary.

Hermeneutical epistemicide occurs when collective language or resources do not exist to describe a person's experience or that of others. Hermeneutical epistemicide is corrected when language is developed and used to organize information.

Participatory injustice involves determining who is invited to participate and keeps one from engaging in their own knowledge development. Participatory injustices are stymied when the most people are allowed to participate at the highest levels.

Curricular injustice occurs when physical resources are not available for epistemic growth. Curricular injustice is combatted when diverse voices are assigned to knowledge development and sharing.

Following Dr. Patin's presentation, the Regents discussed how to share the presentation with other Regents committees and how to utilize this information to shape the work of the Department. The Regents discussed utilizing the Regents Advisory Council on Libraries to disperse information to partners as well as encouraging oral histories to record the experiences of diverse populations.

HIGHER EDUCATION

Regents Committee on Higher Education Members

Regent Collins, Chair, Regent Cea, Regent Norwood, Regent Cottrell, Regent Chin, Regent Reyes, Regent Mittler, Regent Wills, Regent Ferrer, Regent Tanikawa, and Regent Catania.

The Higher Education Committee held its scheduled meeting on March 11, 2024. All members were present except Regent Susan W. Mittler who was excused. Chancellor Lester W. Young, Jr., Regent Adrian I. Hale, Regent Hasoni L. Pratts, and Regent Patrick A. Mannion also attended the meeting but did not vote on any action.

ACTION ITEMS

Proposed Amendments of Sections 86.1, 86.2, 86.3, and 86.4 of the Regulations of the Commissioner of Education Relating to the Albert Shanker National Board for Professional Teaching Standards Certification Grant Program [HE (A) 1] -

Department staff presented proposed amendments to Commissioner's regulations related to the Albert Shanker Grant to revise eligibility requirements for teachers for grant funds to cover costs associated with obtaining and maintaining National Board Certification.

The Committee recommends that sections 86.1, 86.2, 86.3, and 86.4 of the Regulations of the Commissioner of Education be amended, as submitted, effective May 14, 2024, as an emergency rule upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare in order to have the proposed rule in effect to align with the Albert Shanker grant application cycle for the 2024-25 academic year.

Deputy Commissioner William Murphy reviewed the items on the Consent Agenda.

P-12 EDUCATION

Regents Committee on P-12 Education

Vice Chancellor Finn, Co-Chair, Regent Chin, Co-Chair, Regent Tilles, Regent Cea, Regent Norwood, Regent Cottrell, Regent Wills, Regent Ferrer, Regent Tanikawa, Regent Catania, and Regent Hale.

The P-12 Education Committee held its scheduled meeting on March 11, 2024. All members were present except for Regent Roger Tilles who was excused. Chancellor Lester W. Young, Jr., Regent Catherine Collins, Regent Luis O. Reyes, Regent Hasoni L. Pratts, and Regent Patrick A. Mannion also attended the meeting but did not vote on the action items.

ACTION ITEMS

Charter School Dissolutions [P12 (A) 1] - Department staff recommended approval for an order of dissolution and consent to judicial dissolution for the following education corporations authorized by the SUNY Charter Schools Institute that have ceased operations, in accordance with Article 56 of the Education Law (the NYS Charter Schools Act).

- **Oracle Charter School** – SUNY-authorized formerly in Buffalo City School District
- **New Covenant Charter School** – SUNY-authorized formerly in Albany City School District
- **UFT Charter School** – SUNY-authorized formerly in New York City CSD 19

The Committee recommends that the Board of Regents finds that: the provisional charter of the *New Covenant Charter School*, located in the Albany City School District, County of Albany, State of New York, which was granted by the Board of Regents in September 1999, be, and the same hereby is, dissolved, that notice to such effect be given to the Board of Trustees of the Corporation and the State University of New York Trustees, and that the Board of Regents directs that any student records and/or any remaining assets of the Corporation be transferred, and that any funds remaining in the possession of the Corporation that can be attributed to public funding be distributed, to each school district having resident children served by the charter school in the last school year in accordance with the provisions of Education Law §2851(2)(t), and that, in accordance with Education Law §220, the Corporation shall, within three (3) months of said dissolution, petition the supreme court in the judicial district where the principal office of the Corporation is or was located for an order directing such disposition.

The Committee recommends that the Board of Regents finds that the provisional charter of the *UFT Charter School*, located in NYC CSD 19, County of Kings, State of New York, which was granted by the Board of Regents in July 2005, be, and the same hereby is, dissolved, that notice to such effect be given to the Board of Trustees of the Corporation and the State University of New York Trustees, and that the Board of Regents directs that any student records and/or any remaining assets of the Corporation be transferred, and that, to the extent applicable and not otherwise governed by the Memorandum of Agreement dated February 27, 2020, between the Corporation and the Board of Education of the City School District of the City of New York, any funds remaining in the possession

of the Corporation that can be attributed to public funding be distributed, to each school district having resident children served by the charter school in the last school year in accordance with the provisions of Education Law §2851(2)(t), and that, in accordance with Education Law §220, the Corporation shall, within three (3) months of said dissolution, petition the supreme court in the judicial district where the principal office of the Corporation is or was located for an order directing such disposition.

The Committee recommends that the Board of Regents finds that consent is given to *Oracle Charter School* to file a petition for judicial dissolution pursuant to Article 11 of the Not-for-Profit Corporation Law, on notice to NYSED.

The motion passed unanimously.

NYCDOE Chancellor-authorized Charter Revisions [P12 (A) 2] - Department staff presented recommendations for charter revisions from the NYC DOE Chancellor. The NYC DOE Chancellor is recommending that the Board of Regents approve a charter revision for the following charter school authorized by the NYC DOE Chancellor pursuant to Article 56 of the Education Law (the NYS Charter Schools Act):

- **Bedford Stuyvesant New Beginnings Charter School** (NYC CSD 16) – A merger with Bedford Stuyvesant New Beginnings Charter School II under SUNY as the authorizer.

The Committee recommends that the Board of Regents finds that: (1) Bedford Stuyvesant New Beginnings Charter Schools meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) Bedford Stuyvesant New Beginnings 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 Bedford Stuyvesant New Beginnings Charter Schools, and the Board of Regents therefore approves the charter revision and amends the provisional charter accordingly.

The motion passed unanimously.

MATTERS NOT REQUIRING BOARD ACTION

Proposed Amendment to Section 100.2 of the Regulations of the Commissioner of Education Relating to Student and Parent Notification of Advanced Coursework [P12 (D) 1] - Department staff presented the proposed amendment to the Commissioner's regulations in accordance with Chapter 335 of the Laws of 2023, which, effective July 1, 2024, requires that each New York State school district and charter school provide notification of the benefits and opportunities of participating in advanced courses.

Artificial Intelligence in P-12 Education - Department staff and guests presented information on artificial intelligence in P-12 education, including current considerations and potential use of this transformative technology.

Deputy Commissioner Jason Harmon reviewed the items on the Consent Agenda.

PROFESSIONAL PRACTICE

Regents Committee on Professional Practice

Regent Norwood, Co-Chair, Regent Cottrell, Co-Chair, Vice Chancellor Finn, Regent Cea, Regent Collins, Regent Wills, Regent Catania, and Regent Hale.

The Professional Practice Committee held its scheduled meeting on March 12, 2024. All members were present. Chancellor Lester W. Young, Regent Luis O. Reyes, Regent Judith Chin, Regent Aramina Vega Ferrer, Regent Shino Tanikawa, Regent Hasoni L. Pratts, and Regent Patrick A. Mannion also attended the meeting, but did not vote on any action.

ACTION ITEMS

Professional Discipline Cases [PCC EXS (A) 1 – 3]

The 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 3 cases. In addition, the Committee recommends, upon the recommendation of the Committee on the Professions, that 18 consent order applications and 4 surrender applications be granted.

These recommendations are made following the review of 25 cases involving six certified public accountants, five licensed practical nurses, three public accountancy limited liability companies, three registered professional nurses, two licensed master social workers, two pharmacies, one licensed clinical social worker, one licensed master social worker who is also a licensed clinical social worker, and one pharmacist.

Restoration [PPC EXS (A) 4]

The Committee recommends that the application of Evelyn Walder Bray for the restoration of her license to practice as a Registered Professional Nurse in New York State be denied.

Proposed Addition of Section 63.17 to the Regulations of the Commissioner of Education Relating to the Administration of Injectable Medications by Pharmacists for the Treatment of Mental Health and Substance Use Disorder [PPC (A) - 1] –

Department staff presented, for emergency action, the proposed addition of section 63.17 to the Commissioner's regulations to conform them to Chapter 746 of the Laws of 2023, which effective April 1, 2024, amends the Education Law to authorize certified pharmacists to administer, pursuant to a patient specific prescription or patient specific order issued by a prescriber acting within their scope of practice, long acting injectable medications that are approved by the U.S. Food and Drug Administration for the treatment of mental health and substance use disorder.

The Committee recommends that section 63.17 of the Regulations of the Commissioner of Education be added, as submitted, effective April 1, 2024, as an emergency action, upon the finding by the Board of Regents that such action is necessary for the preservation of the public health and general welfare in order to timely implement the provisions of Chapter 802 of the Laws of 2022, as amended by Chapter 746 of the Laws of 2023, effective April 1, 2024.

The motion passed unanimously with Regent Catherine Collins abstaining.

MOTION FOR ACTION BY FULL BOARD

The 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 March 12, 2024, copies of which have been distributed to each Regent.

MATTERS NOT REQUIRING BOARD ACTION

Assistant Commissioner David Hamilton reviewed the items on the Consent Agenda.

MOVED, that the Committee Reports be approved.

Motion by: Regent Shino Tanikawa
Seconded by: Regent Adrian I. Hale
Action: Motion passed unanimously. Regent Wills and Regent Ferrer were absent for the vote.

ACTION ITEMS

Acceptance of a \$611,700 Grant from the Bill & Melinda Gates Foundation BR (A) 4

MOVED, that the \$611,700 grant to The University of the State of New York Regents Research Fund from The Bill & Melinda Gates Foundation be approved.

Motion by: Regent Adrian I. Hale
Seconded by: Regent Christine D. Cea
Action: Motion passed unanimously. Regent Wills and Regent Ferrer were absent for the vote.

Appointment of Dr. David Hamilton to Deputy Commissioner, Office of the Professions BR (A) 5

MOVED, that the Board of Regents approve the appointment of Dr. David Hamilton to the position of Deputy Commissioner, Office of the Professions.

Motion by: Regent James E. Cottrell
Seconded by: Regent Wade S. Norwood
Action: Motion passed unanimously. Regent Wills and Regent Ferrer were absent for the vote.

**Appointment of Dr. Owen Donovan to Assistant Commissioner, Professional Licensing and Practice
BR (A) 6**

MOVED, that the Board of Regents approve the appointment of Dr. Owen Donovan to the position of Assistant Commissioner, Professional Licensing & Practice.

Motion by: Regent James E. Cottrell
Seconded by: Regent Shino Tanikawa
Action: Motion passed unanimously. Regent Wills and Regent Ferrer were absent for the vote.

Chancellor Young adjourned the meeting.

Appendix I
NEW YORK STATE BOARD OF REGENTS CHARTER ACTIONS

Name of Institution	Program Area	County of Location (City/Town)	Description of Charter Action(s)
The Manhattan Children's Center	P12	New York (New York)	Amend charter to add additional address location at 111 West 92 nd Street, New York, NY 10025 and extend charter for three years.
Our Lady of Mercy Academy	P12	Nassau (Syosset)	Amend charter to update dissolution language.
Lebanese American University	HE	New York (New York)	Amend charter to increase trustee range to be 39 and add authority to confer the Bachelor of Science (B.S.), Master of Science (M.S.) and Master of Business Administration (M.B.A.) degrees at the New York Academic Center in New York ("LAU NYC Branch Campus") as an official campus of the University.
Wagner College	OP	Richmond (Staten Island)	Amend charter to add authority to confer the Doctor of Occupational Therapy (D.O.T.) degree.

Appendix II

REGENTS ACTIONS IN 25 PROFESSIONAL DISCIPLINE CASES AND 1 RESTORATION PETITION

March 11 - 12, 2024

The Board of Regents announced disciplinary actions resulting in the revocation of 2 licenses, surrender of 4 licenses, and 19 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 1 restoration petition.

I. REVOCATIONS & SURRENDERS

Nursing

Jessica M. Hull; Licensed Practical Nurse; Utica, NY 13502; Lic. No. 291580; Cal. No. 32230; Found guilty of professional misconduct; Penalty: Revocation.

Lisa Case; Licensed Practical Nurse; Fruitland Park, FL 34731-2036; Lic. No. 247306; Cal. No. 33991; Application to surrender license granted. Summary: Licensee did not contest the charge of, in the State of Florida, removing from a place of employment, as a nurse, without authorization, the medications cefalexin monohydrate, sulfamethoxazole (drugs used to treat bacterial infections), and ondansetron hydrochloride (a drug used to treat nausea and vomiting).

Public Accountancy

Joseph Cervone; Certified Public Accountant; Hartsdale, NY 10530; Lic. No. 038438; Cal. No. 33172; Found guilty of professional misconduct; Penalty: Revocation.

Matthew Evan Eckstein; Certified Public Accountant; Altona, NY 12910; Lic. No. 070743; Cal. No. 33970; Application to surrender license granted. Summary: Licensee admitted to charges of having been convicted of Grand Larceny in the 1st Degree, a class B felony, and Conspiracy in the 4th Degree, a class E felony; and committing the aforesaid crimes in the practice of the profession of public accountancy.

Social Work

Naimah Efia Johnson; Licensed Master Social Worker; Brooklyn, NY 11203; Lic. No. 082870; Cal. No. 33767; Application to surrender license granted. Summary: Licensee did not contest the charge of contact with a client outside the scope of appropriate professional boundaries.

Tanya Cole-Lesnick; Licensed Clinical Social Worker; Cortlandt Manor, NY 10567; Lic. No. 052145; Cal. No. 33863; Application to surrender license granted. Summary: Licensee did not contest the charge of failing to have a complete treatment record for a patient.

II. OTHER REGENTS DISCIPLINARY ACTIONS

Nursing

Beth M. Mills; Licensed Practical Nurse; Basom, NY 14013; Lic. No. 316171; Cal. No. 33104; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Charnise Lataneo Cockrell; Licensed Practical Nurse; Syracuse, NY 13203, Syracuse, NY 13224; Lic. No. 327294; Cal. No. 33303; Found guilty of professional misconduct; Penalty: Partial indefinite actual suspension in the area of medication administration and until completion of coursework, upon return to full practice, 2 years probation.

Leonard Ausilio Iacono; Registered Professional Nurse; Commack, NY 11725; Lic. No. 693557; Cal. No. 33816; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Emily Ann Kirchoff; Licensed Practical Nurse; Rochester, NY 14618; Lic. No. 302096; Cal. No. 33897; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Elizabeth Salil; Registered Professional Nurse; Penfield, NY 14526; Lic. No. 631124; Cal. No. 33914; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, upon return to practice, 2 years probation, \$500 fine.

Nancy Gecaj; Registered Professional Nurse; Newburgh, NY 12550; Lic. No. 721378; Cal. No. 33937; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$2,000 fine.

Pharmacy

Crouse Health Hospital, Inc.; Pharmacy; Syracuse, NY 13210; Reg. No. 012285; Cal. No. 33697; Application for consent order granted; Penalty agreed upon: Censure and reprimand, \$5,000 fine.

Leigh Harold McConchie; Pharmacist; Ballston Spa, NY 12020; Lic. No. 040910; Cal. No. 33703; Application for consent order granted; Penalty agreed upon: Censure and reprimand, \$2,500 fine.

Stone's Pharmacy, Inc.; Pharmacy; Lake Luzerne, NY 12846; Reg. No. 013811; Cal. No. 33704; Application for consent order granted; Penalty agreed upon: Censure and reprimand, \$5,000 fine.

Public Accountancy

James A. Kiriakos; Certified Public Accountant; Coram, NY 11727; Lic. No. 068640; Cal. No. 33797; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$1,000 fine.

MaloneBailey LLP; (Public Accountancy); Limited Liability Partnership; Houston, TX 77042; Cal. No. 33815; Application for consent order granted; Penalty agreed upon: Censure and reprimand, \$5,000 fine.

PKF O'Connor Davies LLP; (Public Accountancy); Limited Liability Partnership; Harrison, NY 10528; Cal. No. 33834; Application for consent order granted; Penalty agreed upon: Censure and reprimand, \$7,500 fine.

Poayguan James Lee; Certified Public Accountant; Flushing, NY 11354; Lic. No. 110032; Cal. No. 33867; Application for consent order granted; Penalty agreed upon: Censure and reprimand, \$5,000 fine.

JLKZ CPA LLP; (Public Accountancy); Limited Liability Partnership; Flushing, NY 11354; Cal. No. 33868; Application for consent order granted; Penalty agreed upon: Censure and reprimand, \$7,500 fine.

Lamartiniere Auguste; Certified Public Accountant; Jersey City, NJ 07304; Lic. No. 080470; Cal. No. 33982; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$1,500 fine.

Joseph Michael Gulitti Jr.; Certified Public Accountant; Cold Spring Harbor, NY 11724; Lic. No. 061418; Cal. No. 33984; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$2,500 fine.

Social Work

Angelina Maria Delgosha; Licensed Master Social Worker, Licensed Clinical Social Worker; Buffalo, NY 14228; Lic. Nos. 065745, 074283; Cal. Nos. 32711, 32710; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Jaivonne W. Seary; Licensed Master Social Worker; Newark, NJ 07103; Lic. No. 091890; Cal. No. 33812; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

III. RESTORATION

The Board of Regents voted on March 12, 2024 to deny the application for restoration of the registered professional nurse license of Evelyn Walder Bray, Mt. Vernon, NY 10550. Ms. Walder Bray's license was revoked on February 13, 2007.

ATTACHMENT I



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

ESSA Accountability Systems of Support

March 11, 2024
Presentation to the New York State
Board of Regents



Working to Attain Goals



Supporting All Schools



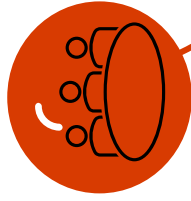
Building Capacity



Voices From the Field

Guiding Values

Explainable



Side By Side Partnerships

Resources with Multiple Entry Points

Reliable

School Comprehensive Education Planning and District Improvement Planning

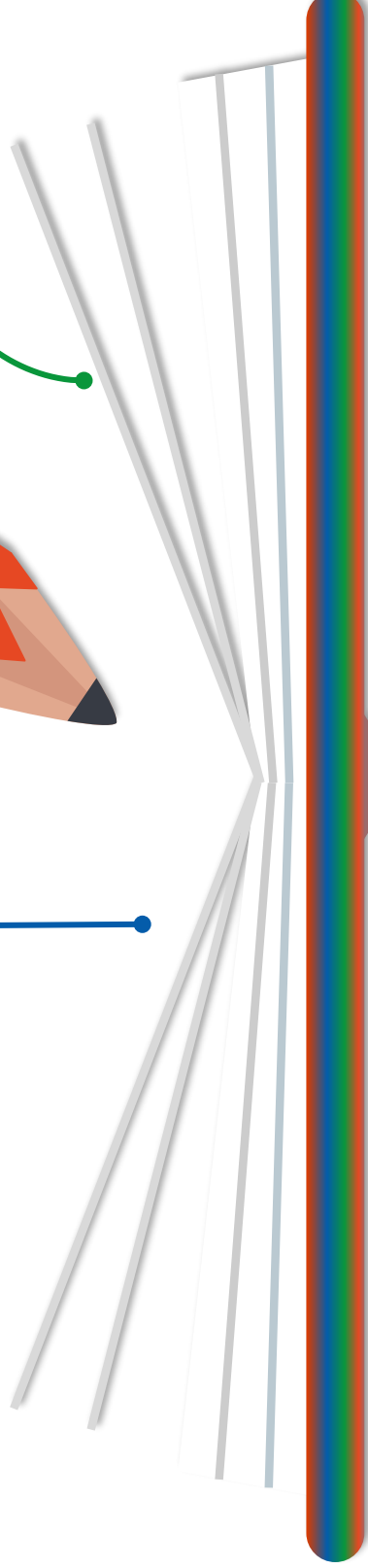
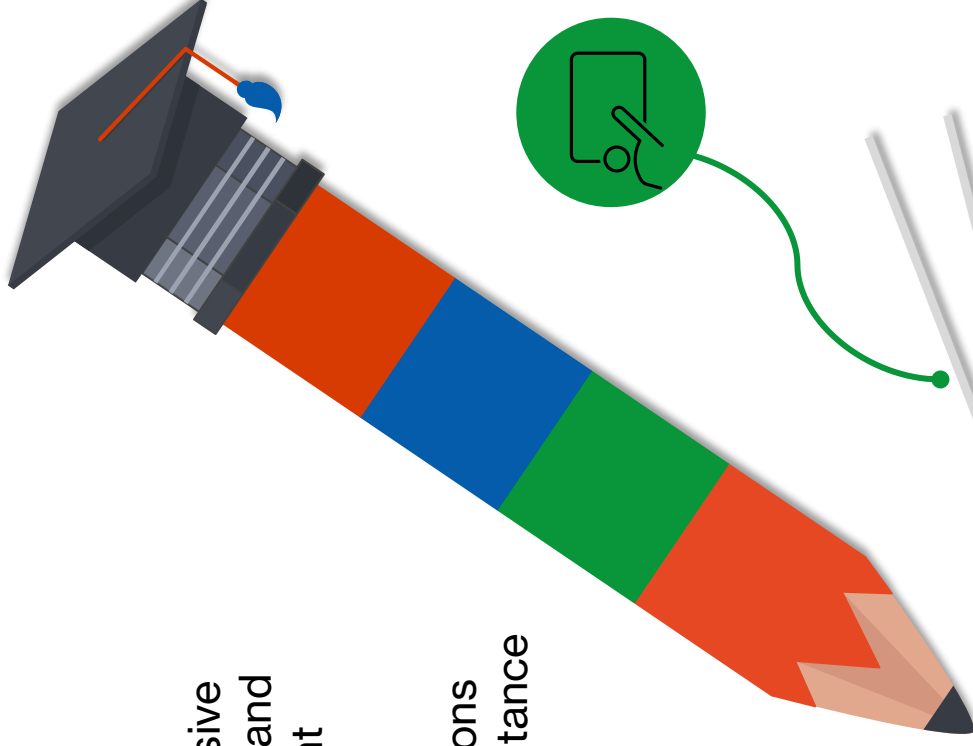
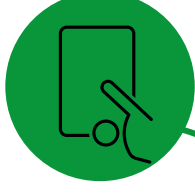
Tailored Conversations and Technical Assistance



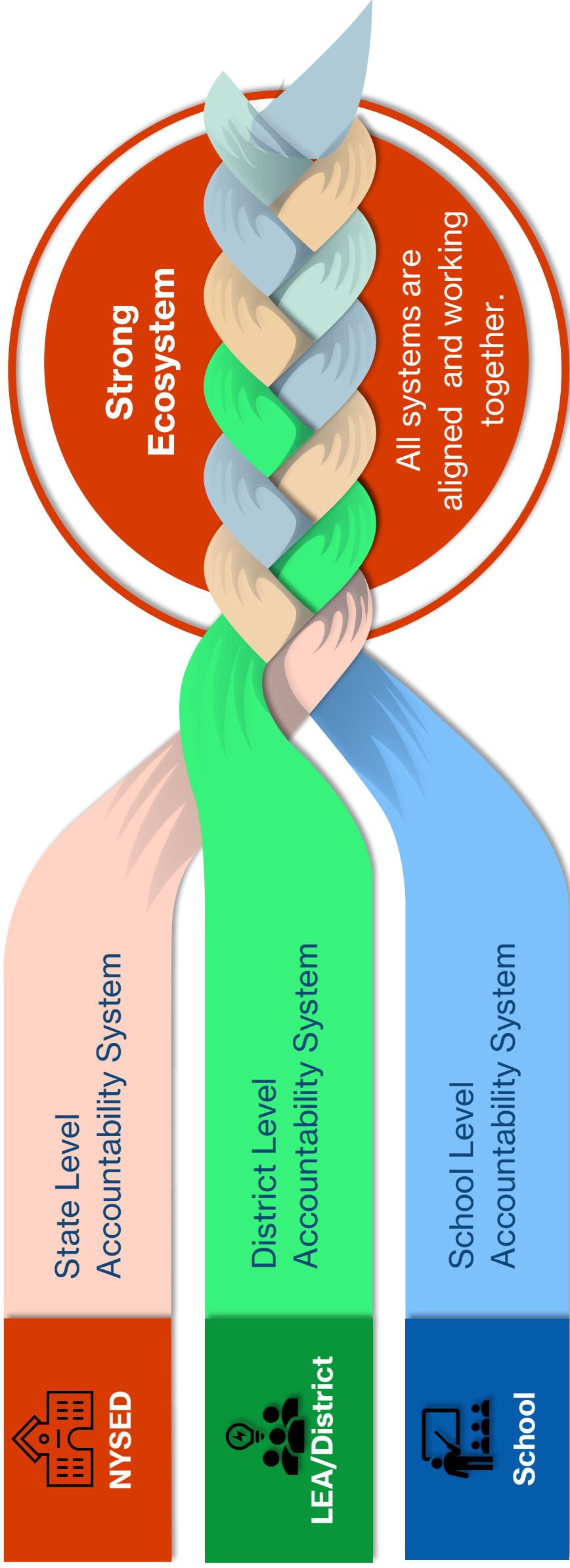
Transparent

Clarity in process and expectations

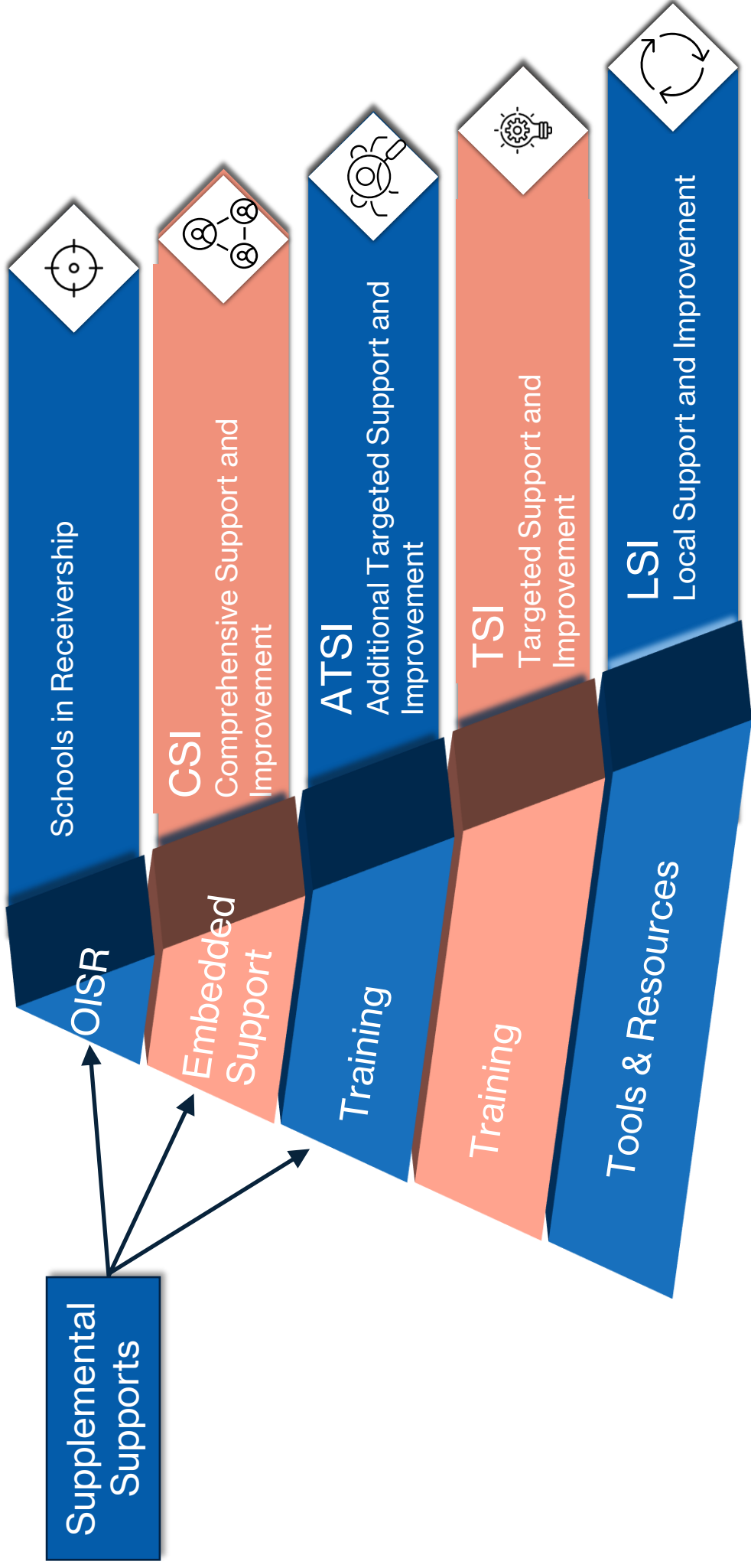
Support for All Schools



Shared Responsibility - Stronger Together!



Supporting All Schools in the Continuum



Building Internal Capacity

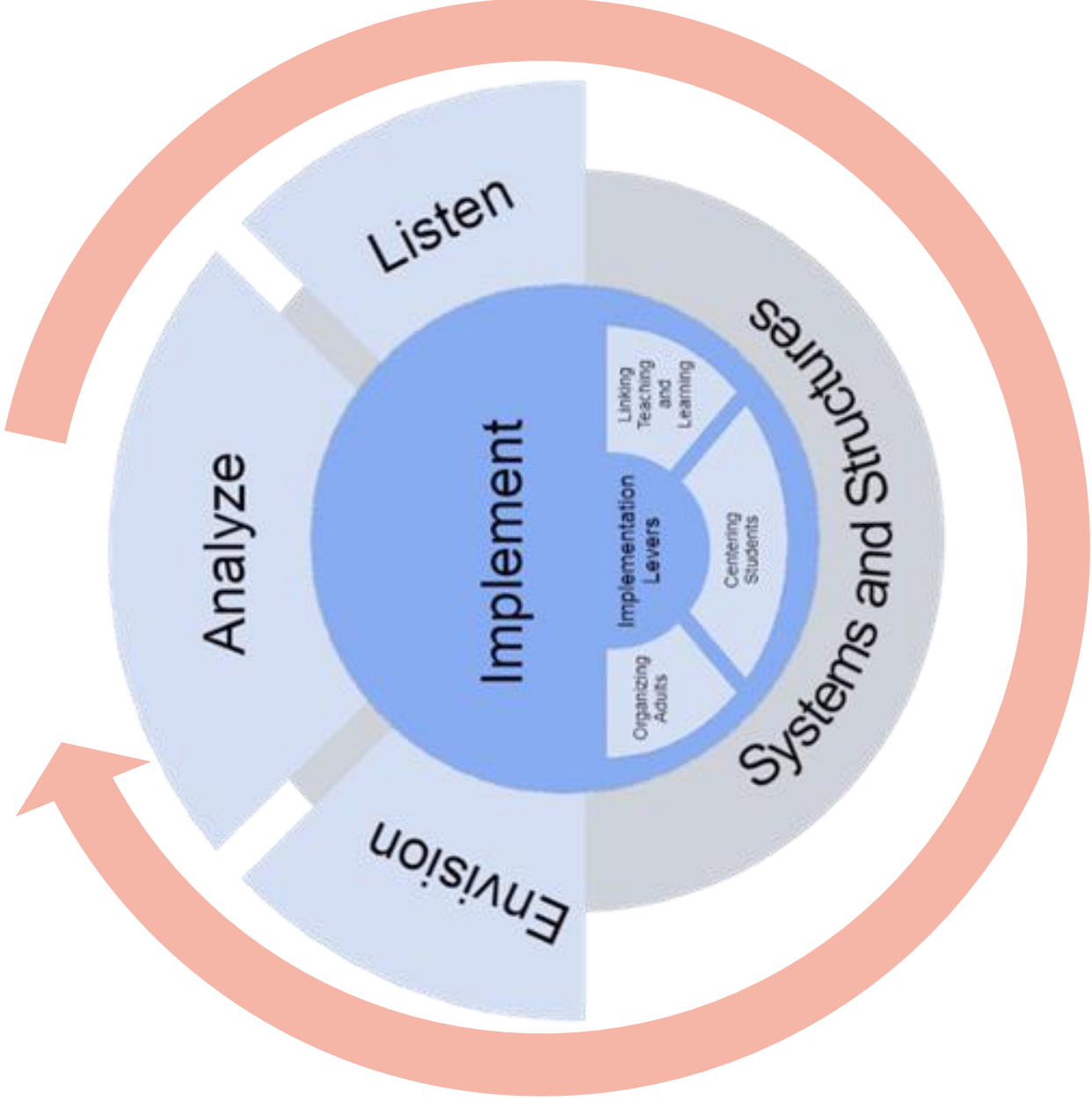


Dr. Kristen Wilcox

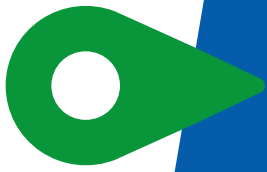
Micro-credential in
Improvement Science



Continuous Improvement



Journey to Differentiated Supports



2012-2018

All Priority and Focus Schools receive a 3-day, external on-site Needs Assessment.

2018

Vision for Differentiated Support is outlined in ESSA Plan.



2018-19

First year of ESSA identifications; all schools participate in a baseline Needs Assessment.



2019-20

Supplemental Supports begin; 45% of schools opt into additional SED-led support.



Opportunity and Access

2020-22

- Support offerings expand
- Participation increases

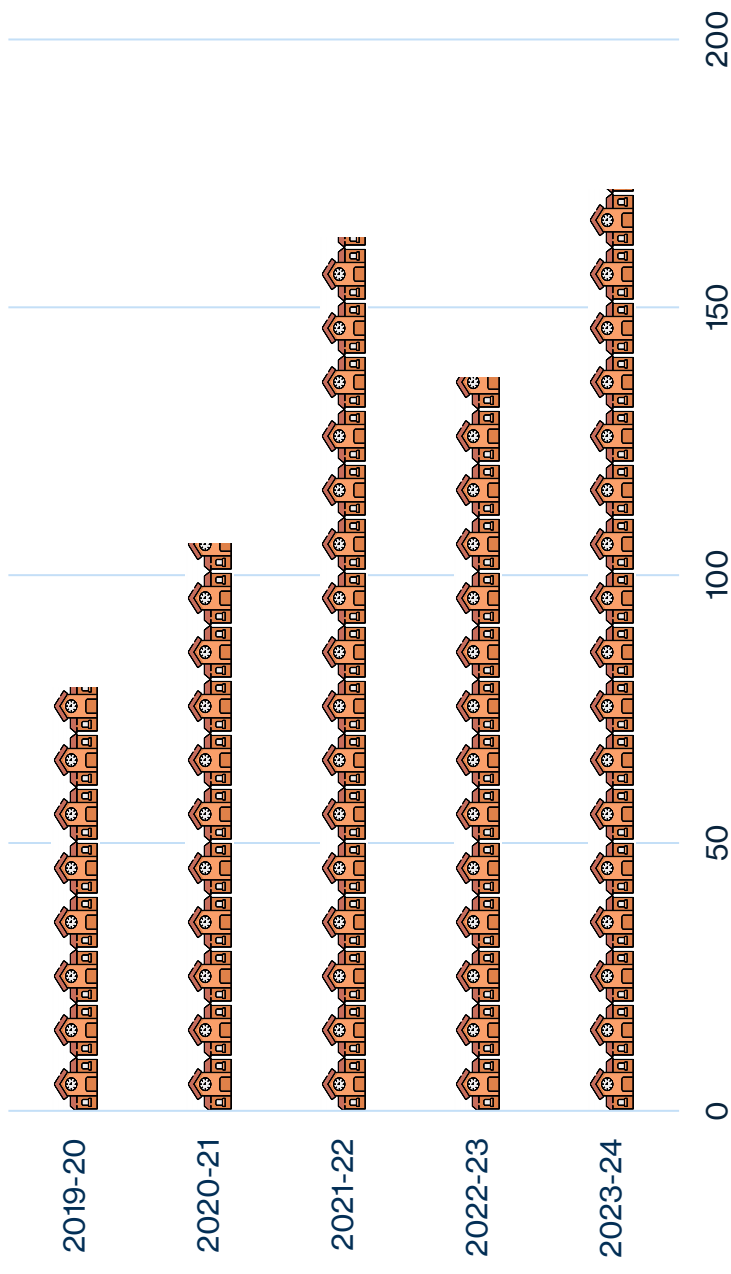
2022-23

- Coaching for Excellence and Assistant Principal Mentoring introduced.

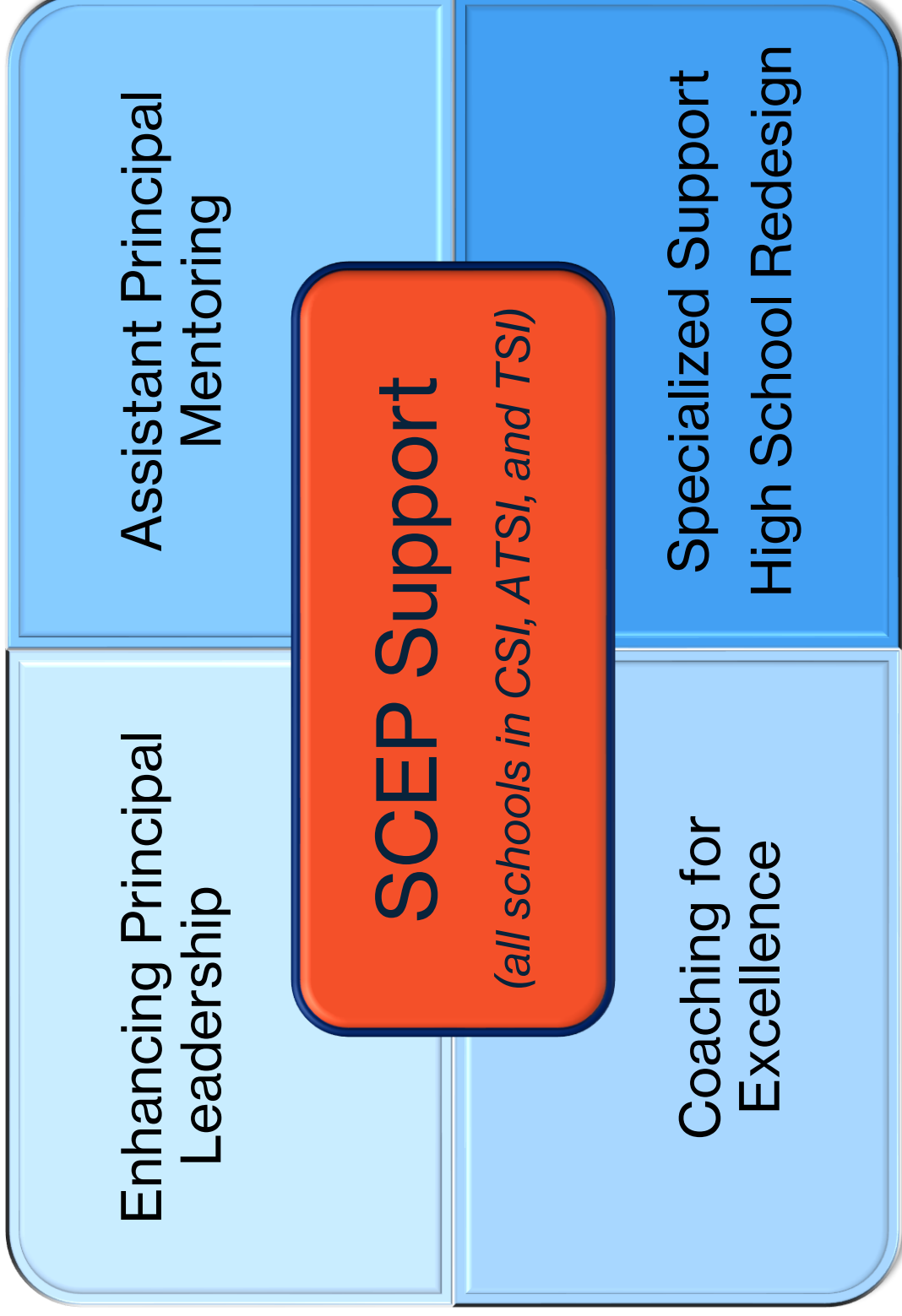
2023-24

- NYSED opens Supplemental Supports to Schools identified for ATSI
- 19 Schools identified for ATSI opt to participate.

Schools Supported Through Supplemental Support

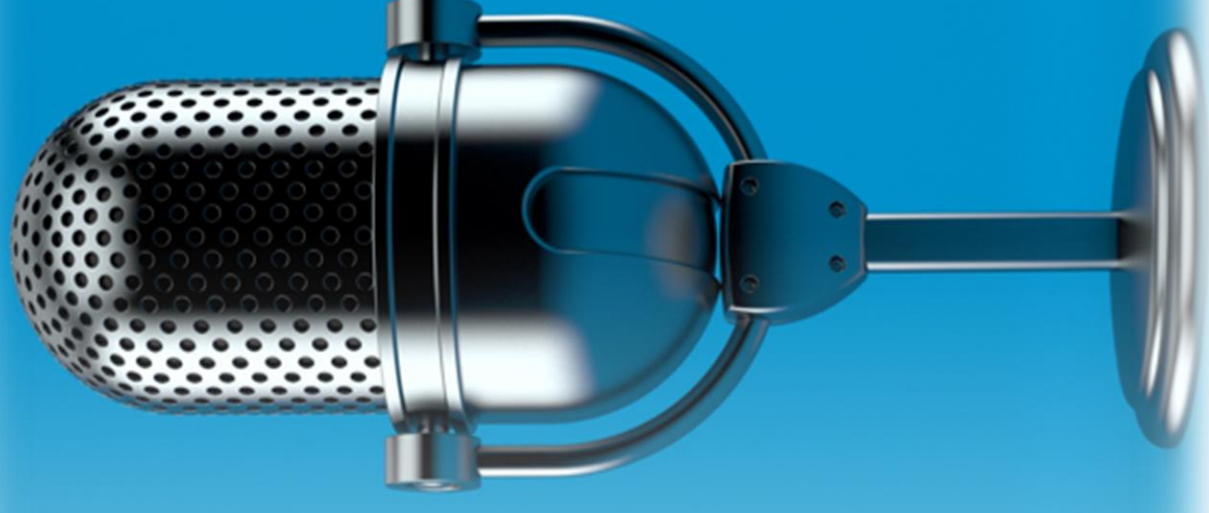


Differentiated and Supplemental Support



Enhancing Principal Leadership Voices

- Cassandra Gasbarrini, Principal,
School 31, Buffalo City School
District
- Ciani Espada, Principal,
Brooklyn Gardens Elementary
School, New York City
Department of Education



Enhancing Principal Leadership

School 31's Journey

- 1:1 Coaching
- Principal Summits



Enhancing Principial Leadership



School 31's Journey

- Practical ideas to build positive school culture
- Improved feedback to staff



Our Journey as a School Identified for Comprehensive Support and Improvement (CSI)



Ciani Espada, Principal
Brooklyn Gardens Elementary
School
19K557

BGES

*A Great Place to
Grow...*

Our Journey

2018-19

**New Principal
New Staff
CSI Status**

- Transparency
- Expanded Instructional Leadership Team

2019-20

Pandemic

- Data Driven Culture

Enhancing Principal Leadership

2020-21

**Remote then
Hybrid**

- Focus on Health and Safety

Enhancing Principal Leadership

Sustainability



2021-22

High-Leverage Moves

- Departmentalization
- Flexible Grouping
- Early Morning School
- SEL Focus
- Writing Forums
- Distributive Leadership

2022-23

Increased Instructional Focus

- Explicit Instruction
- Academic Vocabulary
- Citing Evidence Through Writing

Enhancing Principal Leadership

2023-24

Sustainable Systems

- New Support Model - LSI

Coaching for Excellence

Zooming in on the Enhancing Principal Leadership (EPL) Program Experience



One to One Coaching

Sessions

Individualized Support

Data Analysis

Classroom Walkthroughs

Cohort

Meetings



Networking with Other Principals



Building Relationships

Benefits of being in an EPL Cohort

Targeted Actionable Feedback



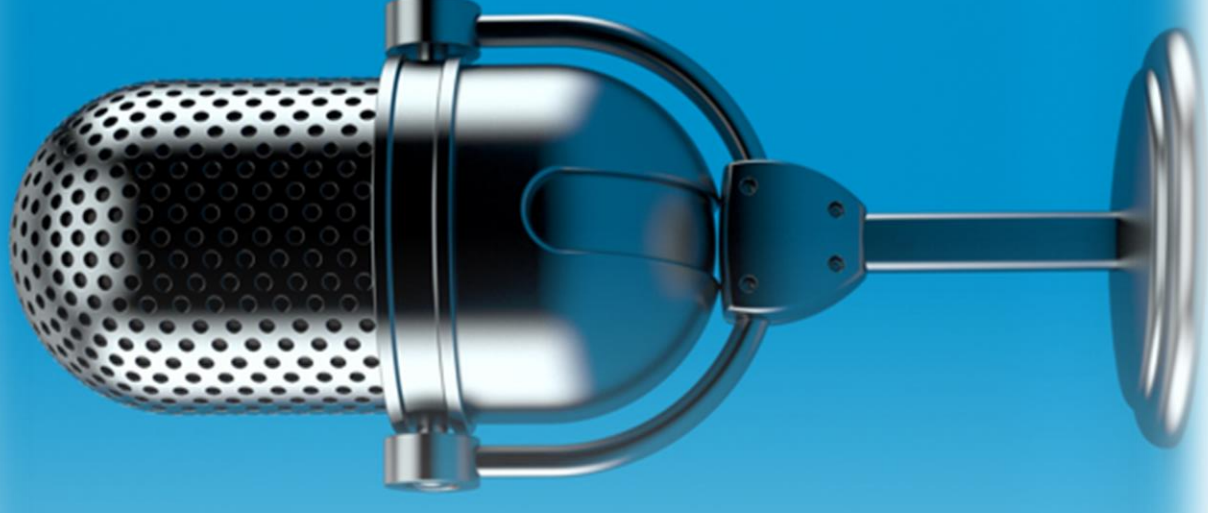
Professional Learning Opportunities

One to One Coaching Support for Staff Developers



Assistant Principal Mentoring

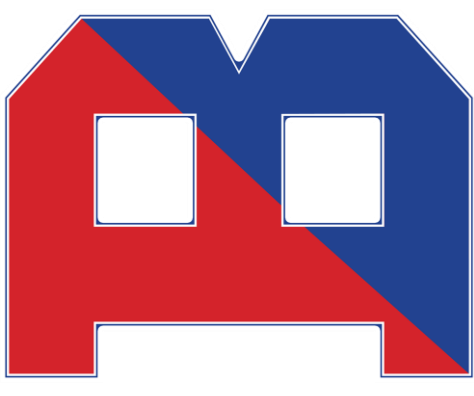
- Kristy Sloma, Assistant Principal,
Theodore Roosevelt ES, Binghamton
City School District



Assistant Principal Mentoring

Kristy Sloma, Assistant Principal

Theodore Roosevelt ES, Binghamton City School District



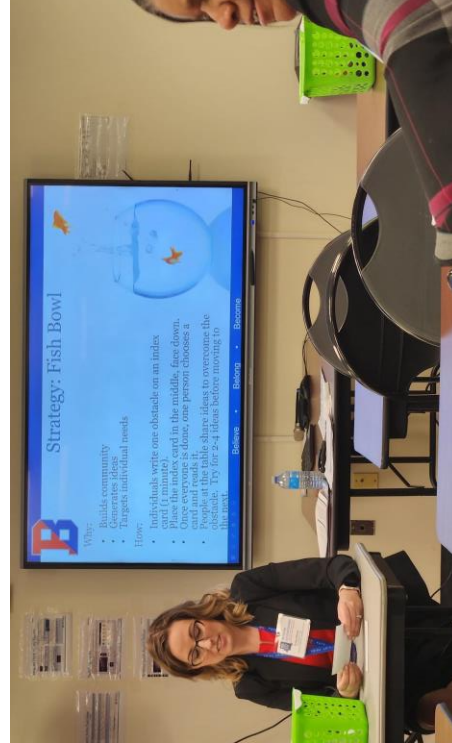
2 Aspects

Network Convenings



Mentoring

Culminating Project



Goal Reflection

Elevate Collaborative Teams To:



Improve Student Achievement



Submit Our Model PLC Application

Coaching For Excellence

- Lori Cannetti, Assistant Superintendent, Patchogue-Medford Union Free School District
- Rebecca Raymond, Principal, and Jessica Weinberg, Instructional Coach, Brookhaven Elementary School, South Country Central School District



Coaching For Excellence

PM



Joy Caputo - Instructional Coach Medford
Kelley Oppedisano - Instructional Coach
Eagle/River
Danielle Faccioli - Instructional Coach Tremont
Jasmine White - NYSED CfE Coach

- ✓ Initial support for teachers was simply to build relationships.
- ✓ Resource provider, assessment support, emotional support, facilitate small groups, and provide PD
- ✓ After meeting in Albany, coaches regrouped and collaborated to find a central focus for all three schools.

Establishing Common Expectations

January 2023

Students:

- did not have ownership.
- could not self-assess.



Where we are now - February 2024

Students have:

- unified rubrics.
- writing routines.
- common language to self-assess.

1st and 2nd grade Writing Rubric

Score	Response Features	Examples
0 Points	<ul style="list-style-type: none"> • Contains zero or few words or short phrases • Is blank • Is completely in a language other than English • Is illegible or unintelligible • Is completely copied text • Is isolated words or a list of words or short phrases 	
1 Point	<ul style="list-style-type: none"> • Contains some words, short phrases and occasionally simple sentences • Includes at least one sentence • Contains common words and short phrases • Includes at least one sentence in an attempt to introduce or complete a thought or an idea • May include inventive spelling 	
2 Points	<ul style="list-style-type: none"> • Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both • Includes at least one expanded or compound sentence • May include inventive spelling • Contains mostly simple sentences 	
3 Points	<ul style="list-style-type: none"> • Contains simple, expanded, and compound sentences • Contains some grade-level words and phrases • Includes introductory and/or concluding words and sentences that provide partial organization of thoughts, ideas, or both 	
4 Points	<ul style="list-style-type: none"> • Includes descriptions with many details and two or more events in sequence • Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling 	

First and Second Grade Writing Rubric

Score	Response Features	Examples
0 Points	<ul style="list-style-type: none"> • Contains zero or few words or short phrases • Is blank • Is completely in a language other than English • Is illegible or unintelligible • Is completely copied text • Is isolated words or a list of words or short phrases 	
1 Point	<ul style="list-style-type: none"> • Contains some words, short phrases and occasionally simple sentences • Includes at least one sentence • Contains common words and short phrases • Includes at least one sentence in an attempt to introduce or complete a thought or an idea • May include inventive spelling 	
2 Points	<ul style="list-style-type: none"> • Contains mostly simple sentences • Contains at least one compound or expanded sentence • Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both • May include inventive spelling 	
3 Points	<ul style="list-style-type: none"> • Contains simple, compound, and expanded sentences • Contains some grade-level words, academic vocabulary and phrases • Includes introductory and/or concluding words and sentences that provide partial organization of thoughts, ideas or both • May include inventive spelling 	
4 Points	<ul style="list-style-type: none"> • Contains a variety of simple, compound, expanded and one or more complex sentences • Contains some grade-level words and academic vocabulary • Includes descriptions with many details and two or more events in sequence • Includes introductory and/or concluding words and sentences that provide sufficient amount of organization 	

Types of Sentences	Examples
Simple Sentences: A sentence with one independent clause that must contain a subject and verb.	The boy ran.
Compound Sentences: In a compound sentence, two simple sentences are joined with a conjunction to make one sentence. FANBOYS Conjunctions (For And Nor But Or Yet So) join these independent clauses.	The boy ran and he tripped.
Expanded Sentences: In an expanded sentence additional details or clauses are added to the main clause of a simple sentence.	The boy ran to the park after lunch because he wanted to play with his friends.
Complex Sentences: contains one independent clause and one or more dependent clauses.	Since my friends were at the park, I ran there after lunch.
Subordinating Conjunctions:	<ul style="list-style-type: none"> After: Though As: Soon At least: While Whenever: Whenever If: Until In order that: Since No matter: Unless As long as: Although Even though:

Writing Resources

RACES Strategy

R- Restate the question as a sentence/statement

- Read the question then write.

A- Answer the question

- I answered the question.

C- Cite two to three examples from what you read

- Choose 2 to 3 sentence frames to start your sentence and add evidence:
 - The author States
 - For example
 - According to the text
 - On page ___ it says
- I cited text evidence.

E- Explain your answer

Choose ONE to start your explanation

- This shows that
- This means that
- I explained my answer.

S- Sum it up= re-state your main idea with different words

- Re-read your first sentence.
- Write it again in new words.

Organize your Evidence with the right Transitions

- According to the text....
- The author wrote....
- I know because....

Providing Examples/Details

- For example,
- For instance,
- Specifically,
- Additionally,

Providing Reasons

- First,
- To start,
- To begin with,
- Next,
- Another reason is...
- Finally,
- Lastly,
- Most importantly,
- One reason is ...

Adding Information

- Again...
- Also,
- Another...
- Besides...
- For example,
- For instance,
- Next,
- Finally,

Coming to a Conclusion

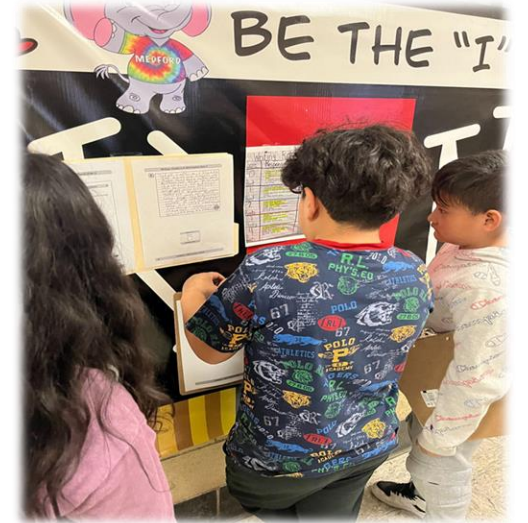
- In conclusion,
- All in all,
- To sum it up,
- Lastly,
- To summarize,
- As you can see,



Immediate Results

Increased:

- Collaboration
- Focused reflections of practices
- Academic vocabulary conversations
- Student engagement
- Volume of writing



Coaching for Excellence

Long term-benefits for the 2023-24 school year:

- Small group and peer collaboration
- Rubrics are routine and available in Spanish
- Consistent writing, assessment, and academic language
- Cross curricular constructed responses
- Focus on sentences, grammar and annotation
- Use of learning and language targets
- Student confidence and empowerment!



Sentence types

Simple:
The Elf flies at nite.

I like to eat pizza.

Compound:
I see the sun, but not on rainy days.

It is Christmas, so I go shopping.

Expanded:
I play soccer in the spring at the park.

Complex:
I made ginger bread cookies at my house during Christmas to give to Santa.

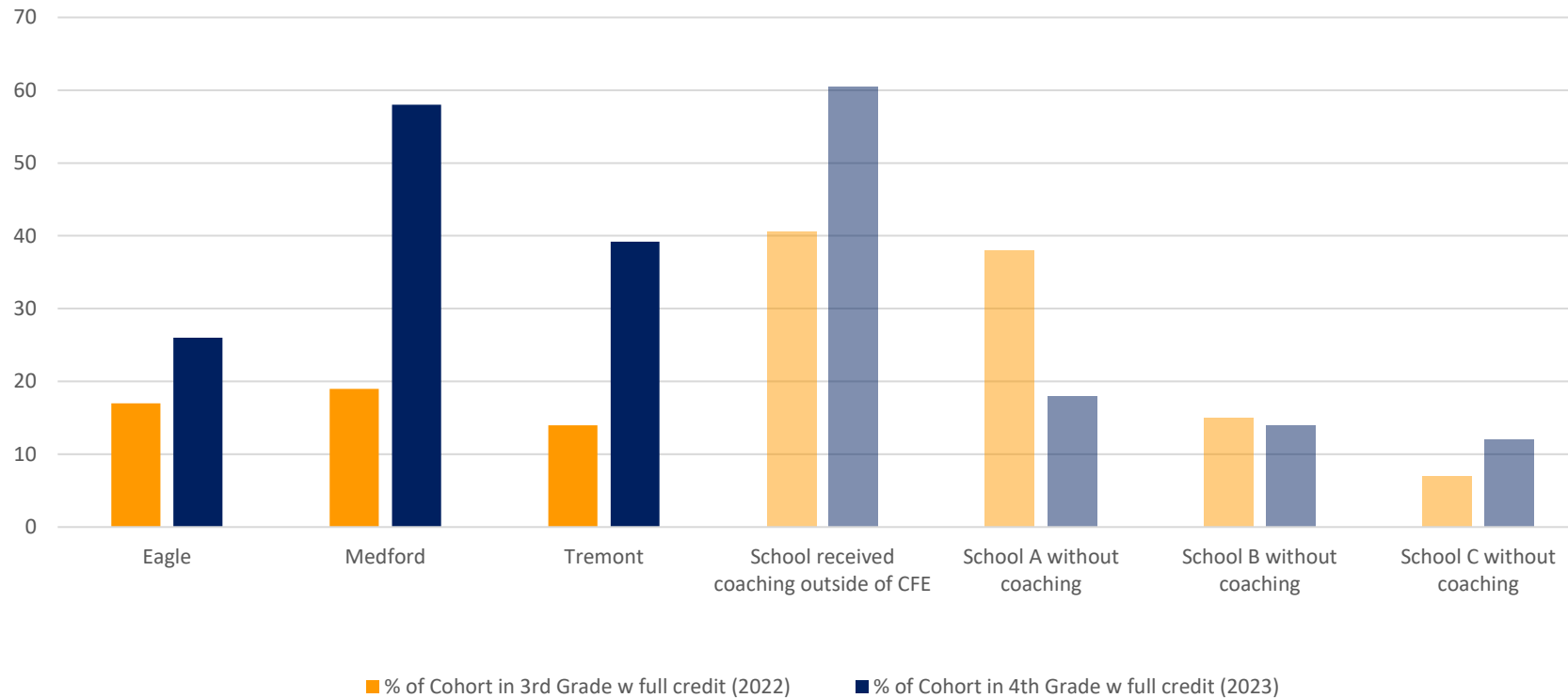
After school I eat a snack and watch tv.

Type of Sentence	Example
Simple Sentence: It is a sentence with one independent clause. That must contain a subject and a verb.	The boy ran. My dog plays.
Compound Sentence: In a compound sentence, two simple sentences are joined with a conjunction to make one sentence. FANBOYS Conjunctions (For And Nor But Or Yet So) join these independent clauses.	The boy ran, but he was still going to be late. My dog played and he was hungry.
Expanded Sentence: In an expanded sentence additional details or clauses are added to the main clause of a simple sentence.	Joe ran to the park after lunch, because he wanted to play with his friends. My dog played in the park after training, because he carried a reward.
Complex Sentence: It is a sentence that contains one independent clause and one or more dependent clauses. Subordinating Conjunctions	Since my friends were at the park, I ran after lunch. Unless my dog played, he would not come.
After As As soon as Whenever Whenever Before After Even if Although In order that Now that As long as Even though If Whereas Where Whereas So that	How While Whenever As though Even if Although Until As if Once That When Because Unless So that



Coaching for Excellence

Short-Constructed Response Student Improvement in Schools With and Without Coaching



Coaching for Excellence

A Story of How Our School Went from CSI Status to a **Beacon of Opportunities and Dreams**



Rebecca Raymond, Principal and
Jessica Weinberg, Instructional Coach

Brookhaven Elementary School, South Country Central School District

Coaching for Excellence

Historical Demographics of ELLs in South Country CSD 1999-Present

	1999-2000	2020-2021	2022-2023
# of English Language Learners	89	567	800
% of English Language Learners	2%	14%	17%
% of Hispanic Students	11%	41%	46%

Coaching for Excellence



Individual Teacher Goals

Teachers worked with coach to determine professional goals and actionable steps throughout the three coaching cycles.



Continuous Cycle of Goal Driven Practice Centered Around Our Students



Collaborative Goals Based on Teacher's Small Group Instructional Focus

- ~Cultural Relevance~
- ~Academic & Linguistic Differentiation~
- ~Focus on Writing~

Coaching for Excellence

Dual Language and ENL Team Goal

As a language team we will work together to create resources and materials which support our literacy instruction in English and Spanish. These materials will engage students while working independently, in partnerships and in small groups. Our scaffolds and differentiations will be reflective of a variety of data points, which include, but are not limited to, running records, ENIL, IRLA, ARTI, NYSESLAT, Units of Study rubrics, teacher observation and collegial collaboration.

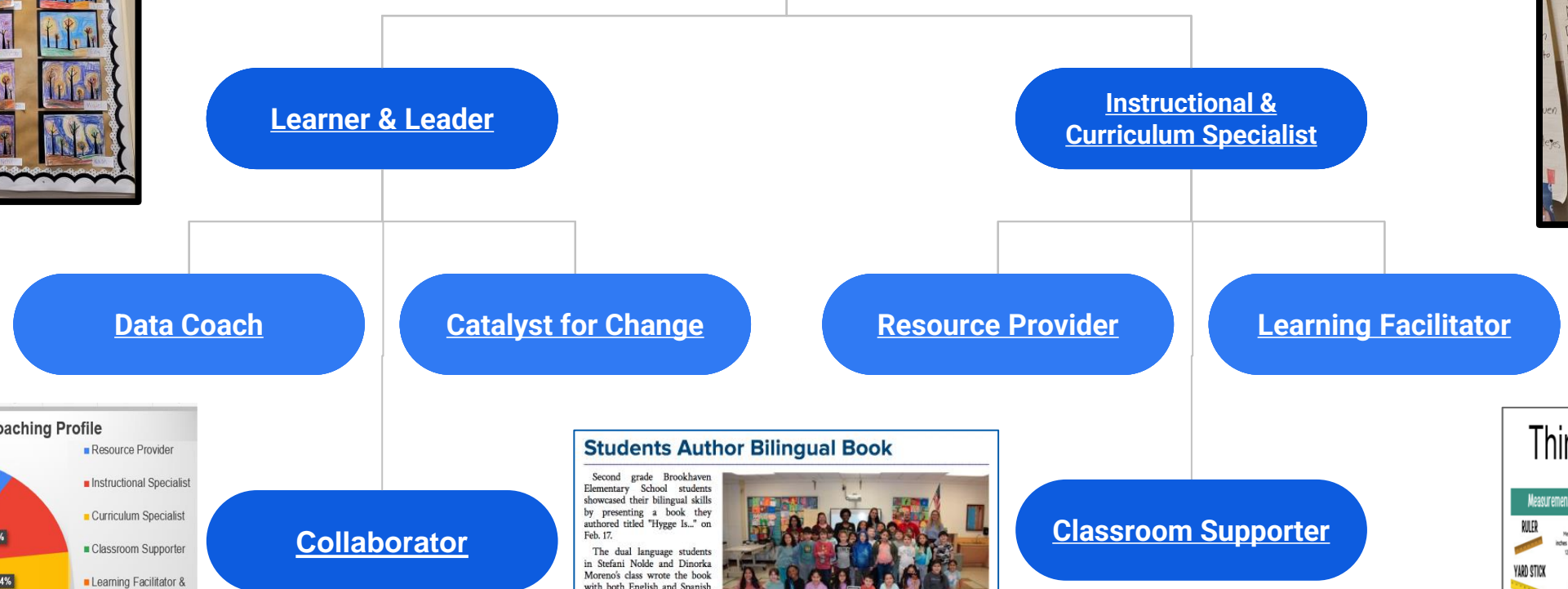


Nine Coaching Roles



9 Coaching Roles

Click roles to read more!



Students Author Bilingual Book

Second grade Brookhaven Elementary School students showcased their bilingual skills by presenting a book they authored titled "Hygge Is..." on Feb. 17.

The dual language students in Stefani Nalde and Dinorka Moreno's class wrote the book with both English and Spanish words. Each page features a student's drawing and words describing what hygge means to them. Hygge is a Danish concept that encompasses a feeling of cozy contentment, well-being and self-care. The theme of hygge mirrors the school's social and emotional curriculum.

Students wrote about relaxing in the woods and enjoying hot chocolate, among other things.

Third Grade Math Bilingual Vocabulary

Mrs. Everski & Mrs. Oliva

Measurement Tools Vocabulary

- RULER**: Measures the units: inches, centimeters, feet. 12 inches = 1 foot.
- YARD STICK**: Measures the units: yards, feet, inches. 3 feet = 1 yard.
- METER STICK**: Measures the units: centimeters, meters. 100 cm = 1 meter.
- MEASURING TAPE**: Measures the units: inches, feet.

length: how long something is from end to end

Pathway to Success

- Collaborative Teaching & Planning
- Goal Setting & Professional Development
- Vulnerability & SEL
- Meaningful Assessments
- Language Rich Environments
- SEL for Educators
- Creativity & Diversity



Brookhaven's
[Bilingual Bookroom](#)
Ribbon Cutting
Ceremony
November 8, 2023

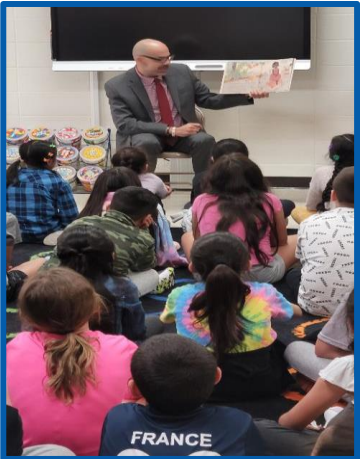
Brookhaven's bilingual bookroom is the culmination of everything we value in education. Authenticity, inclusiveness, rigor, hope, diversity, progress, collaboration and of course love. Love for literature, love for learning, love for our school community, and in the center of our hearts the deep love we share for our children. This bilingual bookroom expands access to all multilingual children as they develop their literacy. This space enables our incredible team of teachers and educational assistants to enhance differentiation, build on funds of knowledge, and deepen relationships with our students."

~ Jessica Weinberg

Opportunities to Share



Our visitations from other school districts last year have given us the impetus to continue connecting our shared experiences as learners, parents, & educators as we navigate diversity, equity & inclusion in our public schools.



Multilingual Ecology School/Class Walkthrough



Reflect on what you notice and wonder about your school/class.

- ✓ Now, think of your school/class through the perspective of a parent or a student.
- ✓ What do the spaces say about what you/your school values?
- ✓ What can be done to make these spaces more representative of your school community? Sketch out your thoughts.

I/we notice...	I/we wonder...	Our Suggestions

Brookhaven's Community Cultural Calendar

High School Redesign

- Tara Jennings, Assistant Superintendent Syracuse City School District



High School Redesign

Year 1 Redesign

- Started small and manageable
- 2 Priorities
- Focused on Math/ELA – Raise test scores
- Extended FLEX scheduling to include 10th grade
- Focused on Engagement – Increase student success
- MYP
- PLCs
- PDSA Cycles



High School Redesign

Initial Redesign Plan Priorities and Theory of Action

Priority	Theory of Action (If/Then Statement)
Self-Efficacy (Students at the Center)	If students have support with reacclimating to a full school schedule, then students' feelings of self-efficacy will increase.
Student Engagement (Teaching and Learning)	If teachers participate in at least one PLC supported by coaches, and common planning time, then collaborative work around MYP, formative assessment, and PDSA cycles can determine student focus groups and increase student engagement.
Core Content (Organizing Adults)	If FLEX scheduling is extended through 10 th grade and teachers are scheduled in Teams, then students will have the opportunity to complete more collaborative in-depth inquiry-based learning in Core Subjects. (interdisciplinary)

High School Redesign

Year 2 Redesign Plan Priorities and Theory of Action

Priority	Theory of Action (If/Then Statement)
Student Engagement (Students at the Center)	If teachers participate in PLCs supported by coaches and Common Planning on alternating weeks, then collaborative work around MYP/IB initiatives, formative assessment, and PDSA cycles can determine student focus groups and increase student engagement.
Core Content (Organizing Adults)	If FLEX scheduling is used for our Freshmen students, then it will ensure they are teamed and have more instructional time in ELA and Math to complete collaborative in-depth and inquiry-based learning.
IBO World School Initiative (Post-Secondary Pathways)	If we foster vertical planning focusing on MYP, IB, and CP initiatives then student participation in the MYP Personal Project will increase, all students will take at least on IB course during their Junior year, and we will increase the number of IB certificates.

High School Redesign

Student Interviews



- What are ways you've seen yourself grow or learn new things with the pandemic?
- What are things that you feel you've struggled with since the pandemic?
- What are some things you think are important for all teachers to know about what it is like to be a student at our school?
- What is the best day you've had at Corcoran?
- What suggestions do you have for things we could do to help students feel better about being in school?
- How do you feel when topics of race or racism are discussed? What can adults do to prioritize your well-being during these conversations?
- Do you feel that the curriculum you are being taught represents YOU?
- Does racism exist in our school? Please provide an example if you have one!
- Are there people at school that you feel comfortable talking with about issues involving race?
- What suggestions do you have for our school that are feasible and would help create a better school environment?

High School Redesign

2022-2023 Accountability Table

Corcoran HS	State Status	Weighted	Core	Graduation	ELP	Chronic Absenteeism
2017-2018	CSI	Level 1	Level 1	Level 1 67%	Level 2	Level 1
2021-2022	LSI	Level 2	Level 2	Level 2 82%	Level 2	Level 1

FIRST LSI COMPREHENSIVE HS SCHOOL in SCSD

High School Redesign

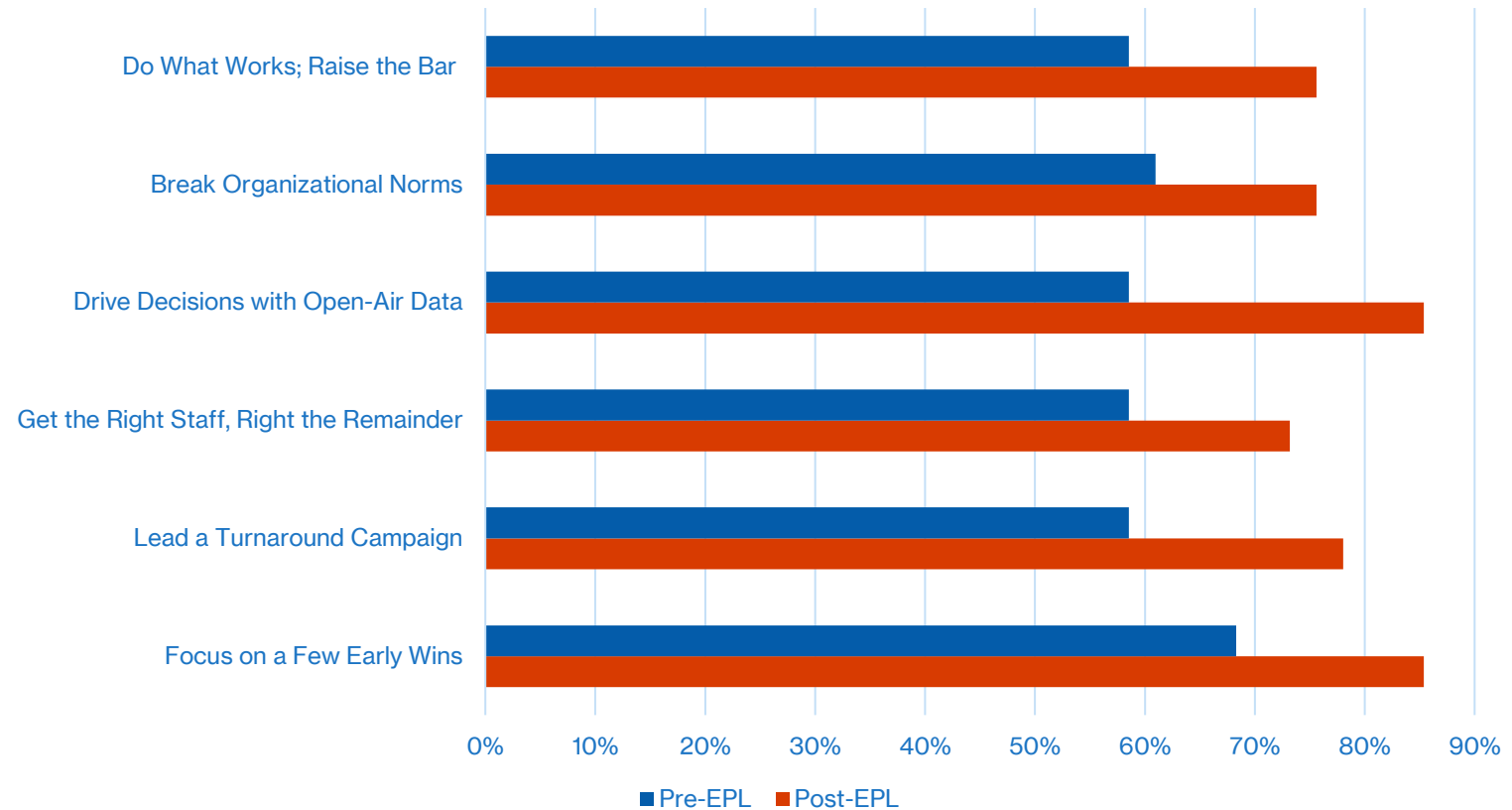
What has made this process work for us?

- Willingness to challenge ourselves and be uncomfortable to make growth
- Collaboration
- Staff Support
- Ever Changing and Evolving
- Living Document – Just like lesson plans change, so do redesign plans!
- Support (Laura and Linda)
- Supportive/Constructive vs. Judgmental

Measuring Impact



Percent of Principals w/ Avg Turnaround Actions Between "Agree" and "Strongly Agree"



Measuring Impact

Principal Survey: Coaching For Excellence Program



*“In all my years working in districts in need of improvement, **this program has proven to be the greatest initiative to promote growth.** It allows for a grass-root approach versus a top-down, which is difficult to move staff forward. Our CfE coach is well established and respected amongst staff, which allows her to promote all necessary changes need to school improvement.”*

- Principal of a school in 2022-23 Coaching for Excellence

Coaching for Excellence End-Of-Year Survey of Coaches:

- 98% said they agree/strongly agree with the statement that the program helped improve instruction in my school, with **70% strongly agreeing**

“CfE has developed my skills as a leader, mentor, specialist and instructional coach through the school visits, meetings, support and validation. The networking events were fantastic!” – Coaching for Excellence coach

NYSED Continuous Improvement Next Steps

Develop Targeted Feedback Tool to gather information about impact on sustainable practices

Develop District Level Supports while working to weave the various NYSED priorities/expectations across program areas.

Expand opportunities to support Instructional Coaches.

Articulate the purpose of accountability.

Reimagine accountability system.

