



TO: The Honorable Members of the Board of Regents

FROM: Christopher J. Halpin, Secretary

SUBJECT: Summary of the May 2025 Meeting

DATE: May 29, 2025

AUTHORIZATION(S):

SUMMARY

Issue for Decision

Should the Board of Regents approve the Summary of the May 2025 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 June 2025 meeting.

Procedural History

This document summarizes the actions of the Board of Regents during the monthly meeting and is brought before the Board during its next meeting 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 May 2025 Meeting of the Board of Regents of The University of the State of New York be approved.

Timetable for Implementation

Effective June 10, 2025.



***SUMMARY OF THE MAY 2025 MEETING
OF THE BOARD OF REGENTS
OF
THE UNIVERSITY OF THE STATE OF NEW YORK***

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

May 5 and 6, 2025

Christopher J. Halpin, Secretary

The Board of Regents of The University of the State of New York held a public session in Albany on Monday, May 5th 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, May 5th at 9:00 a.m.

Board Members in Attendance:

Lester W. Young, Jr., *Chancellor*

Judith Chin, *Vice Chancellor*

Roger Tilles

Wade S. Norwood

Susan W. Mittler

Frances G. Wills

Aramina Vega Ferrer

Roger P. Catania

Adrian I. Hale

Hasoni L. Pratts

Patrick A. Mannion

Seema Rivera

Brian Krist

Keith B. Wiley

Felicia Thomas-Williams

Also present were Commissioner, Betty A. Rosa, 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 Christine D. Cea and Shino Tanikawa were absent and excused.

ACTION ITEM

Executive Session Motion

MOVED, that the Board of Regents convene in executive session on Monday, May 5th at 1:10 p.m. to discuss litigation matters.

Motion by:	Vice Chancellor Judith Chin
Seconded by:	Regent Roger P. Catania
Action:	Motion passed unanimously.

PRESENTATION

Comprehensive Update on Responses to English Language Learners

Angelique Johnson-Dingle, Elisa Alvarez, Gladys Cruz, Questar III BOCES, Jasmine Varella, Eastern Suffolk BOCES, Sagrario Rudecindo-O'Neill, Beacon City School District, and Brenda A. Garcia, New York City Department of Education (NYC DOE), engaged in a conversation, moderated by department staff, updating the board on supports, resources, and pedagogical approaches to supporting English Language Learners. (Attachment I).

Chancellor Young adjourned the meeting.

MEETING OF THE FULL BOARD, Tuesday, May 6 at 10:10 a.m.

Board Members in Attendance:

Lester W. Young, Jr., *Chancellor*

Judith Chin, *Vice Chancellor*

Roger Tilles

Wade S. Norwood

Susan W. Mittler

Frances G. Wills

Aramina Vega Ferrer

Roger P. Catania

Adrian I. Hale

Hasoni L. Pratts

Patrick A. Mannion

Seema Rivera

Brian Krist

Keith B. Wiley

Felicia Thomas-Williams

Also present were 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 Christine D. Cea and Shino Tanikawa 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 April 2025 Meeting of the Board of Regents

BR (A) 2

MOVED, that the Summary of the April 2025 Meeting of the Board of Regents of The University of the State of New York be approved.

Motion by: Regent Roger P. Catania
Seconded by: Regent Brian Krist
Action: Motion passed unanimously.

**State Education Department April 2025 Fiscal Report
BR (A) 3**

MOVED, that the Board of Regents approve the State Education Department March 2025 Fiscal Report as presented.

Motion by: Regent Aramina Vega Ferrer
Seconded by: Regent Hasoni L. Pratts
Action: Motion passed unanimously.

PROGRAM AREA CONSENT ITEMS

Adult Career and Continuing Education Services (ACCES)

**Proposed Amendment of Sections 3.2(a)(6) and 3.2(d)(6) of the Rules of the Board
of Regents Relating to a Standing Committee Name Change
BR (CA) 1**

MOVED, that sections 3.2(a)(6) and 3.2(d)(6) of the Rules of the Board of Regents be amended, as submitted, effective May 21, 2025.

Higher Education

**Master Plan Amendment Applications
(Elim Bible College and Suffolk County Community College)
BR (CA) 2**

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

**Permission to Operate in New York State: Baylor University
BR (CA) 3**

MOVED, that the Board of Regents renew Baylor University's permission to offer in-person courses applicable to its undergraduate degree programs in New York City. This approval will be effective for a five-year period beginning on June 1, 2025, and ending on May 31, 2030.

**Permission to Operate in New York State: Berklee College of Music
BR (CA) 4**

MOVED, that the Board of Regents renew Berklee College of Music's permission to offer a Master of Arts in Creative Media and Technology and an undergraduate semester away program in Music Production and Engineering at its New York City facility. This approval will be effective for a five-year period beginning on June 1, 2025, and ending on May 30, 2030.

**Permission to Operate in New York State: Drew University
BR (CA) 5**

MOVED, that the Board of Regents renew Drew University's permission to offer courses applicable to its undergraduate degree programs in New York City. This approval will be effective for a five-year period beginning on May 31, 2025, and ending on May 30, 2030.

**Permission to Operate in New York State: Kent State University
BR (CA) 6**

MOVED, that the Board of Regents renew Kent State University's permission to offer a study away program in New York City, in which students take courses related to fashion design and merchandising. This approval will be effective for a five-year period beginning on May 31, 2025, and ending on May 30, 2030.

**State University of New York Brockport: Regents Authorization to award the
Master of Health Administration degree
BR (CA) 7**

MOVED, that the Board of Regents authorize the State University of New York Brockport to award the Master of Health Administration (M.H.A.) degree.

**State University of New York at Buffalo: Regents Authorization to award the
Doctor of Musical Arts degree**

BR (CA) 8

MOVED, that the Board of Regents authorize the State University of New York at Buffalo to confer the Doctor of Musical Arts (D.M.A.) degree.

**Proposed Addition of Section 83.7 to the Regulations of the Commissioner of
Education Relating to the Moral Character of Certificate Holders**

BR (CA) 9

MOVED, that section 83.7 of the Regulations of the Commissioner of Education be added, as submitted, effective May 21, 2025.

P-12 Education

**Proposed Amendment of Sections 100.5(a) and (b) and 100.4(d) of the
Regulations of the Commissioner of Education Relating to Exemptions from
Diploma Assessment Requirements for Major Life Events**

BR (CA) 10

MOVED, that sections 100.5(a) and (b) and 100.4(d) of the Regulations of the Commissioner of Education be amended, as submitted, effective June 9, 2025, as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare to provide regulatory flexibility so that eligible students may be granted exemptions from diploma assessment requirements for major life events and to ensure that the emergency action taken at the March 2025 meeting remains continuously in effect.

**Proposed Amendment of Sections 100.19 and 100.21 of the Regulations of the
Commissioner of Education Relating to Reimagining the Every Student Succeeds
Act (ESSA) Accountability System**

BR (CA) 11

MOVED, that sections 100.19 and 100.21 of the Regulations of the Commissioner of Education be amended, as submitted, effective May 12, 2025, as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare to immediately align the Regulation of the Commissioner of Education with New York State's ESSA Accountability plan and to

ensure that the emergency action taken at the February 2025 meeting remains continuously in effect.

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) 12

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) 13

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 64.7 of the Regulations of the Commissioner of Education Relating to the Execution by Registered Professional Nurses of Non- Patient Specific Orders to Provide Certain Emergency Medical Services and Administer Pregnancy Tests BR (CA) 14

MOVED, that section 64.7 of the Regulations of the Commissioner of Education be amended, as submitted, effective May 12, 2025 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 timely conform the Commissioner's regulations to implement the requirements of Chapter 520 of the Laws of 2024, which became effective February 22, 2025 and to ensure that the emergency action taken at the February 2025 meeting remains continuously in effect.

**Proposed Amendment of Sections 66.5 and 66.6 of the Regulations of the
Commissioner of Education Relating to the Use of Therapeutic Pharmaceutical
Agents and Continuing Education Requirements for Licensed Optometrists
Certified to Prescribe and Use Therapeutic Pharmaceutical Agents
BR (CA) 15**

MOVED, that sections 66.5 and 66.6 of the Regulations of the Commissioner of Education be added, as submitted, effective June 9, 2025, 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 in order to timely implement the provisions of section 1 of Chapter 516 of the Laws of 2024, which became effective November 22, 2024, and to ensure that the emergency action taken at the March 2025 meeting remains continuously in effect.

MOVED, that the Regents approve the consent agenda items.

Motion by: Regent Seema Rivera
Seconded by: Regent Roger P. Catania
Action: Motion passed unanimously.

STANDING COMMITTEE REPORTS

REGENTS COMMITTEE ON HIGHER EDUCATION

Regents Committee on Higher Education Members

Regent Rivera, Chair, Vice Chancellor Chin, Regent Norwood, Regent Wills, Regent Ferrer, Regent Catania, Regent Hale, and Regent Pratts.

The Higher Education Committee held its scheduled meeting on May 5, 2025. All members were present except Regent Christine D. Cea who was excused. Chancellor Young, Regent Roger Tilles, Regent Susan W. Mittler, Regent Patrick A. Mannion, Regent Brian Krist, Regent Keith B. Wiley, and Regent Felicia Thomas-Williams also attended the meeting but did not vote on any action.

MATTERS NOT REQUIRING BOARD ACTION

Proposed Amendment to Sections 3.47 and 3.50 of the Rules of the Board of Regents Relating to the Authorization of Degrees: Adding the Master of Public

Policy (M.P.P.) Degree as a Registered Degree in New York State. [HE (D) 1] -

Department staff presented a proposed regulatory amendment to add the Master of Public Policy (M.P.P.) Degree as a Registered Degree in New York State. According to the Association for Public Policy Analysis and Management (APPAM), the M.P.P. degree award is “the professional degree for analyzing, evaluating, and solving all aspects of policy.” It is recognized in neighboring states (Pennsylvania, Massachusetts, and New Jersey) and in several other states across the nation. Programmatic accreditation is available to M.P.P. programs via the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

M.P.P. programs typically include coursework in quantitative and qualitative methods, including econometrics, public and/or administrative law, ethics, policy implementation, program evaluation, and policy analysis. M.P.P. programs may differ from Master of Arts (M.A.) and Master of Science (M.S.) programs by including intensive internships or professional experiences and capstone projects that are linked to the professional requirements of specific public service organizations or social problems, rather than research theses. Furthermore, M.P.P. programs may differ from Master of Public Administration (M.P.A.) programs by focusing on analytic methods rather than administrative systems and management.

Graduates of M.P.P. programs work in a variety of organizations and agencies in positions such as policy analyst, community relations manager, economic development director, executive director, and public relations consultant. The skills acquired by M.P.P. graduates, including data analysis, policy analysis, and modeling, are valuable in and transferable to a variety of settings, including domestic government agencies, private firms, and nonprofit organizations. According to labor market analytics tool Lightcast, for the five-year period ending in 2029, overall demand in target occupations for graduates of masters-level programs in public policy is projected to increase by approximately 5% statewide and 4% nationally.

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

REGENTS COMMITTEE ON P-12 EDUCATION

Regents Committee on P-12 Education Members

Vice Chancellor Chin, Chair, Regent Tilles, Regent Cea, Regent Norwood, Regent Wills, Regent Ferrer, Regent Tanikawa, Regent Catania, and Regent Rivera

The P-12 Education Committee held its scheduled meeting on May 5, 2025. All members were present with the exception of Regent Christine D. Cea and Regent Shino Tanikawa who were both excused.

Chancellor Lester W. Young, Jr., Regent Susan W. Mittler, Regent Adrian I. Hale, Regent Hasoni L. Pratts, Regent Patrick A. Manion, Regent Brian Krist, Regent Keith B. Wiley, and Regent Felicia Thomas-Williams also attended the meeting but did not vote on any action.

ACTION ITEMS

Revisions to Charters Authorized by the Board of Regents [P12 (A) 1] -

Department staff presented recommendations for charter revisions for Board of Regents-authorized charter schools.

NYSED is recommending that the Board of Regents approve charter revisions for the following charter schools authorized by the Board of Regents pursuant to Article 56 of the Education Law (the NYS Charter Schools Act):

Bronx (2):

- Rosalyn Yalow Charter School (NYC CSD 7): Revisions to increase the school's grade span to add Grades 6 – 8 to its current K – Grade 5 configuration and make a corresponding increase to its authorized enrollment from 470 to 600 students by the 2027-2028 school year; and to amend its Key Design Elements;
- South Bronx Classical Charter School VI f.k.a. Stradford Preparatory Charter School for Boys (NYC CSD 11): Revision to change the school's grade span from its current Grade 5 – 8 configuration to K – Grade 5; and to amend the Key Design Elements;

Brooklyn (1):

- Compass Charter School (NYC CSD 13): Revision to increase the school's grade span to add Grades 6 – 8 to its current K – Grade 5 configuration and make a corresponding increase to its authorized enrollment from 324 to 534 students by the 2027-2028 school year; and

Mount Vernon City School District (1):

- Amani Public Charter School (Mount Vernon CSD): Revision to increase the school's grade span to add K – Grade 4 to its current Grade 5 – 8 configuration and make a corresponding increase to the school's authorized enrollment from 355 to 554 students by the 2028-2029 school year.

The Committee recommends that the Board of Regents finds that (1) **Rosalyn Yalow 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 amend 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 amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the charter revisions for **Rosalyn Yalow Charter School** and amends the provisional charter accordingly.

The Committee recommends that the Board of Regents finds that (1) **South Bronx Classical Charter School VI** 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 amend 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 amend the charter will 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 **South Bronx Classical Charter School VI** and amends the provisional charter accordingly.

The Committee recommends that the Board of Regents finds that (1) **Compass 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 amend 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 amend the charter will 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 **Compass Charter School** and amends the provisional charter accordingly.

The Committee recommends that the Board of Regents finds that (1) **Amani Public 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 amend 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 amend the charter will 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 **Amani Public Charter School** and amends the provisional charter accordingly.

The motion passed unanimously.

Merger Revision Recommendation for Charter Schools Authorized by the New York City Department of Education Chancellor and the Board of Trustees of the State University of New York [P12 (A) 2] - Department and NYC DOE staff presented recommendations for charter revisions.

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):

Bronx (1)

- Nuasin Next Generation Charter School (NYCDOE-authorized), in the Bronx NYC CSD 9 and Next Generation Charter School (SUNY-authorized), in the Bronx NYC CSD 12 are seeking to merge with the surviving education corporation being SUNY-authorized.

The Committee recommends that the Board of Regents finds that pursuant to the authority contained in Education Law §§ 223 and 2853(1)(b-1):

Nuasin Next Generation Charter School will be and hereby is merged with **Next Generation Charter School**, with **Next Generation Charter School** as the surviving education corporation under the amended name of “**Next Generation Charter Schools.**”

Next Generation Charter School, the surviving corporation under the amended name of “**Next Generation Charter Schools,**” shall continue to administer the educational operations and purposes of the constituent corporations in the same manner as they presently exist.

The separate existence of **Nuasin Next Generation Charter School** and **Next Generation Charter School** hereby ceases, and **Next Generation Charter School**,

the surviving corporation under the amended name of “**Next Generation Charter Schools,**” is hereby vested with all the rights, privileges, immunities, powers and authority possessed by or granted by law to each of the constituent corporations. All assets and liabilities of the respective constituent corporations are hereby assets and liabilities of such surviving corporation. All property, real, personal, and mixed, and all debts to each of the corporations on whatever account are hereby attached to **Next Generation Charter School,** the surviving corporation under the amended name of “**Next Generation Charter Schools,**” and may be enforced against it to the same extent as if the debts, liabilities, and duties had been incurred or contracted by it. The merged corporation shall operate under the provisional charter granted to **Next Generation Charter School** under the amended name of “**Next Generation Charter Schools.**”

The motion passed unanimously.

Renewal Recommendations for Charter Schools Authorized by the Board of Regents [P12 (A) 3] - Department staff presented recommendations for charter renewals (some with revisions).

NYSED is recommending that the Board of Regents approve charter renewals for the following charter schools authorized by the Board of Regents pursuant to Article 56 of the Education Law (the NYS Charter Schools Act):

Brooklyn (3):

- Brooklyn Laboratory Charter School (NYC CSD 13): Four-year renewal;
- La Cima Charter School (NYC CSD 16): Four-year renewal and a revision to amend the school’s Key Design Elements;
- New American Academy Charter School (The) (NYC CSD 18): Five-year renewal;

Buffalo City School District (3):

- Buffalo Academy of Science Charter School (Buffalo CSD): Five-year renewal;
- West Buffalo Charter School (Buffalo CSD): Five-year renewal;
- Western New York Maritime Charter School (Buffalo CSD): Two-year renewal;

Hempstead (1):

- Evergreen Charter School (Hempstead UFSD): Five-year renewal and a revision to increase the school’s authorized enrollment from the currently approved 1175 students to 1225 students by year five of the renewal charter term;

Queens (1):

- United Charter High School for Advanced Math and Science IV (NYC CSD 27): Five-year renewal; and

Staten Island (1):

- New Ventures Charter School (NYC CSD 31): Four-year renewal.

The Committee recommends that the Board of Regents finds that **Brooklyn Laboratory Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Brooklyn Laboratory Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

The Committee recommends that the Board of Regents finds that **La Cima Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **La Cima Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

The Committee recommends that the Board of Regents finds that **New American Academy Charter School (The)**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and

the Board of Regents therefore approves the renewal application of **New American Academy Charter School (The)** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **Buffalo Academy of Science Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Buffalo Academy of Science Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **West Buffalo Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **West Buffalo Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **Western New York Maritime Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Western New York Maritime Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

The Committee recommends that the Board of Regents finds that **Evergreen Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Evergreen Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **United Charter High School for Advanced Math and Science IV**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **United Charter High School for Advanced Math and Science IV** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **New Ventures Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **New Ventures Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

The motion passed unanimously.

Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education Chancellor [P12 (A) 4] - Department and NYC DOE staff presented recommendations for charter renewals from the NYC DOE Chancellor.

The NYC DOE Chancellor is recommending that the Board of Regents approve charter renewals for the following charter schools authorized by the NYC DOE Chancellor pursuant to Article 56 of the Education Law (the NYS Charter Schools Act):

Bronx (3):

- Bronx Community Charter School (NYC CSD 10) – Five-year renewal;
- Equality Charter School (NYC CSD 11) – Five-year renewal with a revision to add grades 3 and 4 to the current K – Grade 2, Grade 5-12 configuration;
- Mott Haven Academy Charter School (NYC CSD 7) – Five-year renewal with a revision to amend the school’s mission statement;

Brooklyn (5):

- Brooklyn Charter School (The) (NYC CSD 14) – Five-year renewal;
- Brooklyn Scholars Charter School (NYC CSD 19) – Five-year renewal;
- Community Roots Charter School (NYC CSD 13) – Five-year renewal;
- Ember Charter School for Mindful Education, Innovation, and Transformation ;(NYC CSD 16) – Five-year renewal;
- Hebrew Language Academy Charter School (NYC CSD 22) – Five-year renewal;

Manhattan (3):

- Inwood Academy for Leadership Charter School (NYC CSD 6) – Four-year renewal;
- New Heights Academy Charter School (NYC CSD 6) – Five-year renewal and revision to remove Grade 5 from the school’s current Grade 5-12 configuration; and
- New York French-American Charter School (NYC CSD 3) – Two-year renewal.

The Committee recommends that the Board of Regents finds that **Bronx Community Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Bronx Community Charter**

School and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **Equality Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Equality Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **Mott Haven Academy Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Mott Haven Academy Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **Brooklyn Charter School (The)**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Brooklyn Charter School (The)** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **Brooklyn Scholars Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Brooklyn Scholars Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **Community Roots Charter School** (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Community Roots Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **Ember Charter School for Mindful Education, Innovation and Transformation**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Ember Charter School for Mindful Education, Innovation and Transformation** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **Hebrew Language Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Hebrew Language Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **Inwood Academy for Leadership Charter School** (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Inwood Academy for Leadership Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

The Committee recommends that the Board of Regents finds that **New Heights Academy Charter School**: (1) 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **New Heights Academy Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

The Committee recommends that the Board of Regents finds that **New York French-American Charter School** (1) 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 this article; and (4) granting the application would have a

significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **New York French-American Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

The motion passed unanimously.

MATTERS NOT REQUIRING BOARD ACTION

Supports and Updates for Religious and Independent Schools in New York State
NYSED staff discussed the supports provided to Religious and Independent Schools through the Office of Religious and Independent School Support (ORISS) and provided an update on the implementation of Substantial Equivalence requirements.

MOTION FOR ACTION BY FULL BOARD

The P-12 Education Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the report of the Committee's deliberations at its meeting on May 6, 2025.

Deputy Commissioner Angelique Johnson-Dingle reviewed the items on the Consent Agenda.

REGENTS COMMITTEE ON PROFESSIONAL PRACTICE

Regents Committee on Professional Practice

Regent Norwood, Chair, Vice Chancellor Chin, Regent Cea, Regent Wills, Regent Catania, Regent Hale, Regent Pratts, and Regent Mannion

The Professional Practice Committee held its scheduled meeting on May 6, 2025. All members were present except for Regent Christine D. Cea, who was excused. Chancellor Lester W. Young, Jr., Regent Roger Tilles, Regent Susan W. Mittler, Regent Aramina Vega Ferrer, Regent Seema Rivera, Regent Brian Krist, Regent Keith B. Wiley, and Regent Felicia Thomas-Williams, also attended the meeting, but did not vote on any action.

ACTION ITEMS

Professional Discipline Cases [PPC 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 4 cases. In addition, your Committee recommends, upon the recommendation of the Committee on the Professions, that 30 consent order applications and 4 surrender applications be granted.

These recommendations are made following the review of 38 cases involving eight licensed practical nurses, six registered professional nurses, two physical therapists, two registered professional nurses who are also nurse practitioners in Adult Health and Family Health, one certified public accountant, one licensed clinical social worker, one licensed master social worker who is also a licensed clinical social worker, one licensed practical nurse who is also a registered professional nurse who is also a nurse practitioner in Family Health who is also a nurse practitioner in Psychiatry, one ophthalmic dispenser, one physical therapist assistant, one physical therapy professional service corporation, one polysomnographic technologist, one professional engineer, one public accountancy professional service corporation, one veterinarian, and one veterinary technician.

Proposed Amendment of Section 74.2 of the Regulations of the Commissioner of Education Relating to the Licensing Examinations and Testing Accommodations in the Social Work Professions [PPC (A) – 1] – Department staff presented, for emergency action, proposed amendments to section 74.2 of the Commissioner's regulations to conform New York State's standards to the national testing accommodations standards for the Social Work Licensing Examination by permitting English as a second language accommodations.

The Committee recommends that section 74.2 of the Regulations of the Commissioner of Education be amended, as submitted, effective May 6, 2025, 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 provide these accommodations to anticipated Spring 2025 graduates for upcoming examination dates.

The motion passed unanimously.

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 May 6, 2025, copies of which have been distributed to each Regent.

MATTERS NOT REQUIRING BOARD ACTION

Professional Assistance Program Overview – Department staff presented information on the Professional Assistance Program.

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

MOVED, that the Committee Reports be approved.

Motion by:	Regent Hasoni L. Pratts
Seconded by:	Regent Frances G. Wills
Action:	Motion passed. Regent Krist recused himself from the Professional Practice Committee Report item PPC EXS (A) 2.

SCHOLARSHIP PRESENTATION

2025 Regent Eleanor Powell Bartlett Career and Technical Education Scholarship

David Frank, Assistant Commissioner of the Office of Education Policy, opened the presentation of the 2025 Regent Eleanor Powell Bartlett Career and Technical Education (CTE) Scholarships.

Regent Eleanor Powell Bartlett, who previously served on the Board representing the 3rd Judicial District created a scholarship to award senior-year CTE high school students seeking post-secondary opportunities in CTE. This scholarship recognizes the important role that CTE plays in New York. This year, two students have been selected to receive \$500 scholarships.

Regent Seema Rivera introduced the 2025 recipients, Jeffrey Mulhern, a senior from Duanesburg High School and the Capital Region BOCES Heavy Equipment

Repair and Operation program. The second recipient is Angelina Hayes, a senior from Averill Park High School and enrolled in the Criminal Justice program at Questar III BOCES.

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)
Cairo Historical Society	CE	Greene (Cairo)	Extend provisional charter for five years.
Claverack Historical Society	CE	Columbia (Claverack)	Extend provisional charter for five years.
The Cultural Museum of African Art-The Eric Edwards Collection	CE	Kings (Brooklyn)	Extend provisional charter for five years.
The Hip Hop Museum	CE	Bronx (Bronx)	Extend provisional charter for five years.
Richford Historical Society	CE	Tioga (Richford)	Extend provisional charter for five years.
Rochester Baseball Historical Society	CE	Monroe (Rochester)	Extend provisional charter for five years.
RoGallery Museum of LIC	CE	Queens (Long Island City)	Grant provisional charter for five years.
The Studio Museum in Harlem	CE	New York (New York)	Consent to filing of certificates of assumed name "Studio Museum in Harlem" and "Studio Café".
Town of Roseboom Historical Association	CE	Otsego (Roseboom)	Extend provisional charter for five years.
Carondelet Education Center	P12	Albany (Latham)	Dissolve absolute charter.
Trumansburg Community Nursery School	P12	Tompkins (Trumansburg)	Amend charter to change the corporate address and extend the charter for three years.
Woodland Hill Montessori School	P12	Rensselaer (Rensselaer)	Amend and restate charter.
University of Rochester	HE	Monroe (Rochester)	Amend charter to add authority to confer the Doctor of Business Administration (D.B.A.) degree.

Appendix II

REGENTS ACTIONS IN 38 PROFESSIONAL DISCIPLINE CASES

May 6, 2025

The Board of Regents announced disciplinary actions resulting in the revocation of 3 licenses, surrender of 3 licenses and 1 authorization, and 31 other disciplinary actions. The penalty indicated for each case relates solely to the misconduct outlined in that particular case.

I. REVOCATIONS & SURRENDERS

Nursing

Megan Elizabeth Miller; Licensed Practical Nurse; Gloversville, NY 12078; Lic. No. 299000; Cal. No. 34412; Found guilty of violation of probation; Penalty: Penalty previously imposed under Order No. 33388 terminated, revocation.

Amy J. Fairbanks; Licensed Practical Nurse; Alden, NY 14004; Lic. No. 266646; Cal. No. 34420; Found guilty of violation of probation; Penalty: Penalty previously imposed under Order No. 33185 terminated, revocation.

Physical Therapy

Hatem R. Behiry; Physical Therapist; Brooklyn, NY 11228; Lic. No. 018271; Cal. No. 32820; Found guilty of professional misconduct; Penalty: Revocation.

Lyn Jonson Ballener; Physical Therapist; Elmhurst, NY 11373; Lic. No. 032523; Cal. No. 34588; Application to surrender license granted. Summary: Licensee admitted to the charge of submitting fraudulent claims and falsifying patient records.

Go Flex Rehab Physical Therapy, P.C.; Professional Service Corporation; Staten Island, NY 10303; Cal. No. 34589; Application to surrender certificate granted. Summary: Registrant admitted to the charge of submitting fraudulent claims and falsifying patient records.

Public Accountancy

Josephson & Josephson CPA's P.C. a/k/a Josephson & Dolinger CPA's P.C.; Professional Service Corporation; New York, NY 10019; Cal. No. 34010; Application to surrender registration granted. Summary: Registrant did not contest charges of failing to register a professional service corporation while said professional service corporation was engaged in the practice of public accountancy; failing to undergo a peer review of a professional service corporation's attest services; failing to include required content elements and appropriate language in an audit report, signed on or about September 27, 2022, in connection with a 2021 audit of a 401 (k) plan; failing to include required content elements and appropriate language in an audit report, signed on or about September 30, 2022, in connection with a 2021 audit of a 401 (k) plan; and failing to identify names of schedules and/or omission of schedules, failing to include required disclosures and/or incorrect section headings in connection with a 2022 audit of a profit sharing/401 (k) plan.

Respiratory Therapy

Sanjay Syamaprasad; Polysomnographic Technologist; Brooklyn, NY 11234; Auth. No. 000625; Cal. No. 34659; Application to surrender authorization granted. Summary: Licensee did not contest allegations of unlawfully placing and using a video surveillance device in a restroom, at the licensee's place of employment, without a person's knowledge or consent.

II. OTHER REGENTS DISCIPLINARY ACTIONS

Engineering, Land Surveying and Geology

Jose Antonio Velasquez Blanco; Professional Engineer; South Ozone Park, NY 11420; Lic. No. 064348; Cal. No. 33155; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, 2 years probation, \$5,000 fine.

Nursing

Heather Nicole Pesciotta; Registered Professional Nurse; Marlboro, NY 12542; Lic. No. 593697; Cal. No. 33869; Application for consent order granted; Penalty agreed upon: 3 months actual suspension, 21 months stayed suspension, 2 years probation, \$1,500 fine.

Jillian Amanda Marks; Registered Professional Nurse, Nurse Practitioner (Adult Health); Clarence, NY 14031; Lic. No. 676369, Cert. No. 308221; Cal. Nos. 33879, 33880; Application for consent order granted; Penalty agreed upon: 2 months actual suspension, 22 months stayed suspension, upon return to practice, 2 years probation.

Rachelle N. Laney; Licensed Practical Nurse; Byron, NY 14422; Lic. No. 316212; Cal. No. 33885; Found guilty of professional misconduct; Penalty: Indefinite actual suspension for no less than 6 months and until substance abuse free and fit to practice, upon return to practice, 2 years probation.

Amy Apple; Registered Professional Nurse; Latham, NY 12110; Lic. No. 551160; Cal. No. 34330; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Richard Johnson; Licensed Practical Nurse; Elmont, NY 11003-2438; Lic. No. 291350; Cal. No. 34471; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, 2 years probation, \$500 fine.

Melissa Anne Matthews; Registered Professional Nurse; Sayre, PA 18840; Lic. No. 817117; Cal. No. 34487; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, 2 years probation, \$1,000 fine.

Danielle Sara Ross; Registered Professional Nurse, Nurse Practitioner (Psychiatry); Jamestown, NY 14701; Lic. No. 631965, Cert. No. 401762; Cal. Nos. 34489, 34488; Application for consent order granted; Penalty agreed upon: 6 months actual suspension, 18 months stayed suspension, upon return to practice, 2 years probation.

Christa Marie Kelsey; Registered Professional Nurse; Canandaigua, NY 14424; Lic. No. 662743; Cal. No. 34519; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension for no less than 2 months and until fit to practice, upon return to practice, 2 years probation, \$1,000 fine.

Simone Ann-Marie Allison; Licensed Practical Nurse; Watervliet, NY 12189-2004; Lic. No. 315831; Cal. No. 34522; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon return to practice, 2 years probation, \$500 fine.

Grace Nhamani; Licensed Practical Nurse, Registered Professional Nurse, Nurse Practitioner (Family Health), Nurse Practitioner (Psychiatry); Bronx, NY 10469; Lic. Nos.

253323, 512906, Cert. Nos. 339260, 403348; Cal. Nos. 34529, 34530, 34531, 34532; Application for consent order granted; Penalty agreed upon: 2 months actual suspension, 22 months stayed suspension, 2 years probation, \$2,500 fine.

Jennifer Nicole Kingcade; Licensed Practical Nurse; Buffalo, NY 14208; Lic. No. 283346; Cal. No. 34538; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$250 fine.

Margaret Mary Dougherty; Registered Professional Nurse; Brewster, NY 10509; Lic. No. 685336; Cal. No. 34547; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension for no less than 6 months and until fit to practice, upon return to practice, 2 years probation.

Krista Switzer; Registered Professional Nurse, Nurse Practitioner (Family Health); Tully, NY 13159; Lic. No. 527096, Cert. No. 338886; Cal. Nos. 34566, 34567; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Dianne Marie King; Licensed Practical Nurse; Saratoga Springs, NY 12866; Lic. No. 295755; Cal. No. 34592; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Corrilyn Rose Meyer; Licensed Practical Nurse; Riverhead, NY 11901; Lic. No. 328994; Cal. No. 34597; Application for consent order granted; Penalty agreed upon: 1 year actual suspension, 1 year stayed suspension, 2 years probation, \$500 fine.

Emily Eckler; Registered Professional Nurse; Farmington, NY 14425; Lic. No. 490347; Cal. No. 34606; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, 2 years probation, \$500 fine.

Ophthalmic Dispensing

Peter H. Cade III; Ophthalmic Dispenser; Huntington, NY 11743; Lic. No. 008778; Cal. No. 34346; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, 2 years probation.

Physical Therapy

Shannon Marie Willey; Physical Therapist Assistant; Bridgeport, NY 13030; Lic. No. 011283; Cal. No. 34542; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Public Accountancy

Matthew W. Dreyer; Certified Public Accountant; South Setauket, NY 11720; Lic. No. 093214; Cal. No. 34590; Application for consent order granted; Penalty agreed upon: 3 months actual suspension, 21 months stayed suspension, upon return to practice, 2 years probation, \$10,000 fine.

Social Work

Wolf Sigal; Licensed Master Social Worker, Licensed Clinical Social Worker; Monsey, NY 10952-2850; Lic. Nos. 075353, 077796; Cal. Nos. 34424, 34425; Application for consent order granted; Penalty agreed upon: 6 months actual suspension, 18 months stayed suspension, upon return to practice, 2 years probation, \$1,000 fine.

Sandra Serrano; Licensed Clinical Social Worker; Peekskill, NY 10566-6810; Lic. No. 069744; Cal. No. 34665; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$750 fine.

Veterinary Medicine

Liana S. Sutz a/k/a Liana S. Lewandowski; Veterinary Technician; Hamburg, NY 14075; Lic. No. 003545; Cal. No. 34549; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$250 fine.

Stephen M. Katz; Veterinarian; Bronx, NY 10458; Lic. No. 007191; Cal. No. 34578; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, 2 years probation, \$2,500 fine.

ATTACHMENT I

Comprehensive Update on Responses to English Language Learners

May 2025

Office of Bilingual Education and World Languages
Questar III BOCES
Eastern Suffolk BOCES
Beacon City School District
NYCPS Office of Multilingual Learners

OBEWL Priority Focus Areas



Standards and Instructional Support

Policy

Enforcement and Monitoring

Building Professional Capacity

ELL Graduation Rates

ENGLISH LANGUAGE LEARNERS GRADUATION RATE

SUBGROUP	TOTAL ENROLLED	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	199,129	171,794	86%	65,442	33%	102,048	51%	4,304	2%	889	0%	16,270	8%	1,082	1%	8,996	5%
English Language Learner	12,322	6,375	52%	157	1%	5,349	43%	869	7%	110	1%	3,781	31%	132	1%	1,915	16%
Non-English Language Learner	186,807	165,419	89%	65,285	35%	96,699	52%	3,435	2%	779	0%	12,489	7%	950	1%	7,081	4%
Ever English Language Learner	28,984	26,562	92%	8,781	30%	17,473	60%	308	1%	18	0%	1,612	6%	142	0%	647	2%
Never English Language Learner	157,823	138,857	88%	56,504	36%	79,226	50%	3,127	2%	761	0%	10,877	7%	808	1%	6,434	4%

Regional Bilingual Education Resource Networks (RBERNs)

RBERNs

- Capital Region RBERN
- Hudson Valley RBERN
- Capital/ Hudson Valley Share
- Long Island RBERN
- Mid-State RBERN
- Capital/ Mid State Share
- NYC RBERN
- West Region RBERN
- Midwest RBERN



Featured professional learning opportunities:

- Leveraging Technology to Support Students from Trauma-Informed Backgrounds (HV RBERN)
- Navigating Multiple Identities: Supporting LGBTQ+ ELL Youth (RBERN West)
- Student Shadowing: Understanding the Social-Emotional Needs of Multilingual Learners (LI RBERN)
- Multicultural Education: How to Support Multicultural and Multilingual Learners (Capital Region RBERN)
- The Academic and Linguistic Demands in Bilingual Education: Strategic Instruction Across ELA & HLA (RBERN West)



Addressing Teacher Shortage

- OBEWL has partnered with institutions of higher education to provide **11 Clinically-Rich Intensive Teacher Institutes (CR-ITIs)** across NYS
- The Department has provided additional flexibility for certified English to Speakers of Other Languages (ESOL) teachers to earn **Supplementary Certification** in a content area and for content area teachers to obtain Supplementary ESOL certification or a Supplementary Bilingual Education extension.

Dual Language Immersion

OBEWL partnered with the U.S. Department of Education's Office of English Language Acquisition (OELA) and the Region 2 Comprehensive Center (R2CC) to visit two Dual Language Immersion (DLI) programs across New York State.

Specific lessons and information from these visits are featured in Dual Language Immersion (DLI) Playbooks.

OBEWL established the New York State DLI Consortium to continue partnership and coordination among districts.

Foster meaningful opportunities for engagement. School leaders emphasize engaging with schools, parents, boards of education, legislators, federal representatives, and communities when developing DLI program policies in the following ways:

- 🍏 Conducting targeted outreach about DLI enrollment options to communities that are linguistically, racially, ethnically, and socioeconomically diverse

Example: The schools in the Ossining Union Free School District in New York have for over fifteen years implemented [Proyecto ALCANCE](#), a district initiative to prepare immigrant-origin parents for school and civic engagement, involvement, leadership, and advocacy for their children and the members of their community through a servant leadership model.¹⁵



Immigrant Student Supports

PROTECCIÓN DE LOS DERECHOS DE LOS ESTUDIANTES INMIGRANTES EN EL ESTADO DE NUEVA YORK



Todos los estudiantes de 5 a 21 años tienen derecho a recibir educación pública gratuita, independientemente de su nacionalidad, país de origen o estado migratorio.



Las escuelas deben inscribir de forma inmediata a los estudiantes que son inmigrantes o viven en refugios y aceptar una variedad de pruebas de residencia.



Las escuelas deben ser un lugar seguro. Las autoridades policiales no pueden retirar a un estudiante de la escuela ni interrogarlo sin el consentimiento de sus padres.



Las leyes federales y del estado de Nueva York prohíben el acoso por parte de estudiantes o empleados por motivos reales o percibidos relacionados con la raza, el color de la piel, el origen nacional o el estado de ciudadanía.



Los refugiados y otros inmigrantes considerados personas sin hogar (esto incluye a aquellos que viven en hogares temporales o con otra familia) deben estar inscritos en la escuela, incluso si no tienen registros de vacunación. Los estudiantes deben recibir las primeras dosis de todas las vacunas requeridas durante los primeros 14 días de asistencia a la escuela.



LÍNEA DIRECTA DEL NYS PARA PADRES DE ESTUDIANTES QUE APRENDEN INGLÉS
1-800-469-8224

Visite la **Oficina de Educación Bilingüe y Lenguas del Mundo** (OBEWL) en línea
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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

February 2025

TO: BOCES District Superintendents
School District Superintendents
Superintendents of Special Act School Districts
Superintendents of State-Operated Schools
Superintendents of State-Supported Schools
Public School Administrators
Non-Public School Administrators
Charter School Leaders
Special Education Directors
Chairpersons of Committees on Special Education
Administrators of Nonpublic Schools with Approved Special Education Programs
Organizations, Parents, and Individuals Interested in Special Education

FROM: Elisa Alvarez, Associate Commissioner, Office of Bilingual Education and World Languages
Dr. Santosh Oliver, Assistant Commissioner, Office of Standards and Instructional Programs
Christopher Suriano, Associate Commissioner, Office of Special Education
Dr. Giovanni Virgiglio, Executive Coordinator, Office of Religious and Independent School Support

SUBJECT: Option to Provide Virtual Instruction

Per §100.2(u) of the Regulations of the Commissioner of Education, school districts, Boards of Cooperative Educational Services (BOCES), registered nonpublic schools, charter schools, and educational programs operated by a state-operated, state supported, or approved private school for the education of students with disabilities, or administered or supervised by a state agency, are allowed, but not required, to leverage virtual instruction to provide uninterrupted learning opportunities to individual students who may be unable or averse to attending school, including during times of political uncertainty. This may include English Language Learners, immigrant and migrant students, as well as others who may be affected and reluctant to attend school in person due to concerns about their personal safety and security.

Any school exercising this flexibility must ensure that virtual instruction is inclusive, equitable, and reflective of students' diverse needs, while adhering to the parameters set forth by the Commissioner of Education. As defined in Section 100.1(y) of the Regulations of the Commissioner of Education,

Ages 9-12

LIVING WITH VIOLA

Rosena Fung

Annick Press. 2021. Graphic Novel/Realistic Fiction.

Living with Viola portrays Livy's struggle with self-doubt, anxiety, and the weight of her immigrant experience. She addresses the inner turmoil of navigating a new school, societal expectations, and a sense of not quite fitting in. The novel excels in its balance of humor and heaviness, managing to address serious topics such as depression and panic attacks with sensitivity while still infusing the narrative with warmth and humor.

Featured Author



ROSENA FUNG

Rosena (pronounced "Rosanna") Fung is an illustrator, educator, and comic artist. Fung's works draw from her own bicultural Chinese-Canadian experience, as well as transnational perspective, to explore and (re)visit moments in history and space. Fung attributes her writing ethos to her sense of accountability to the people she is writing about, and the stories she is presenting in her writing. Fung's literature includes debut graphic novel *Living With Viola*, Age 16, and

middle-grade anthology *Today I Am*. For *Living With Viola*, Fung received several starred reviews and was included on best of the year lists from the New York Public Library, School Library Journal, Kirkus Reviews, and the Bank Street College of Education. Fung's Age 16, published in 2024 by Annick Press, explores the complicated relationships between three generations, jumping in time between the experiences of three 16-year-old girls: Roz in Toronto in 2000; her mother, Lydia, in Hong Kong in 1972; and Roz's grandmother, Mei Laan, in Guangdong in 1954.

Related Resources:

Read Brave Toolkit for *Living with Viola*, March 2023:
tinyurl.com/guiderosena

Dream Gardens: Talking Up the Children's Books We Love Podcast | Small Spaces- an interview with Rosena Fung: tinyurl.com/guiderosena3

Learn More about Rosena Fung: rosenafung.com



SAMIRA SURFS

Rukhsana Gidroz; Illustrated by Fahmida Azim
Penguin Random House. 2022. Sports Fiction.

Twelve-year-old Samira, a Rohingya refugee living in Cox's Bazar, Bangladesh, finds healing and strength through surfing. After fleeing violence in Myanmar, Samira discovers a group of Bengali girls who surf. She becomes determined to join them, despite her fears and the secrecy required to protect her family. As Samira begins secret surf lessons, she forms bonds of sisterhood with the girls and dreams of entering a surf contest that could change her life.

Ages 8-12

30

30

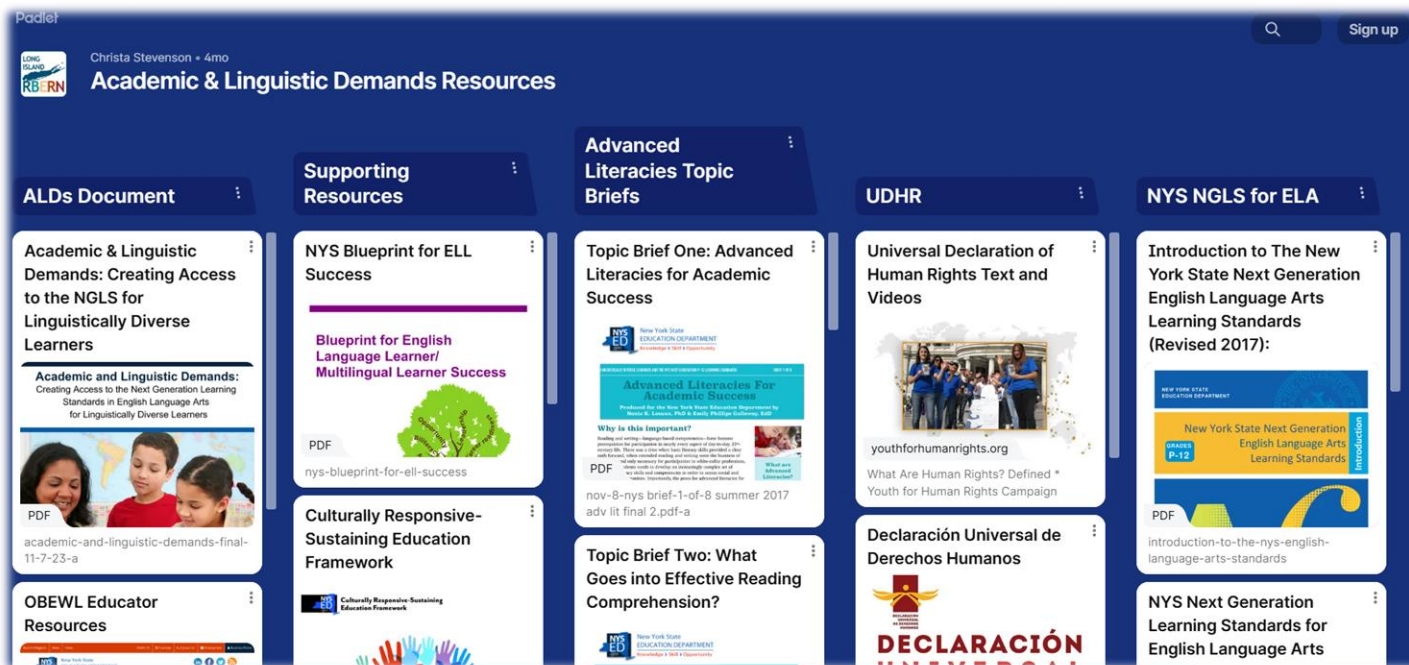
7

Literacy Supports

Applying the Science of Reading for linguistically diverse students

Professional learning to implement
Academic and Linguistic Demands

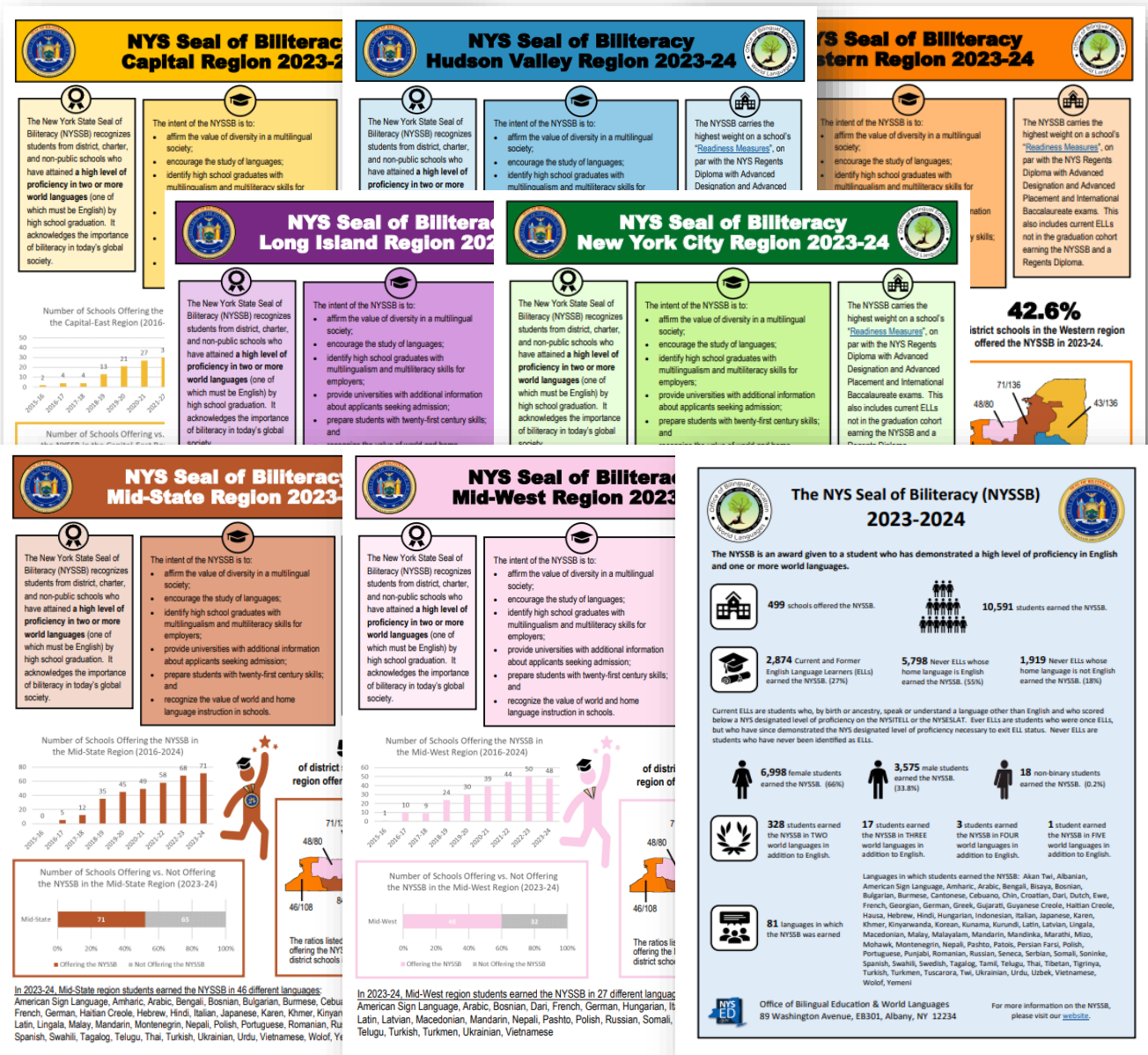
Topic briefs addressing Science of Reading for
English Language Learners and Multilingual Learners



Indigenous Language Program Supports



New York State Seal of Biliteracy



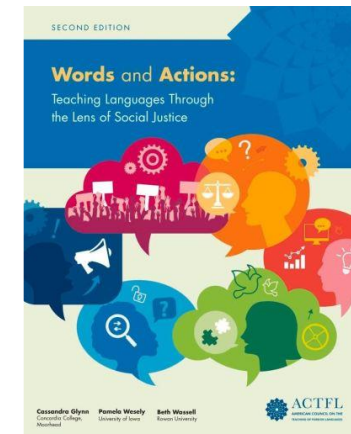
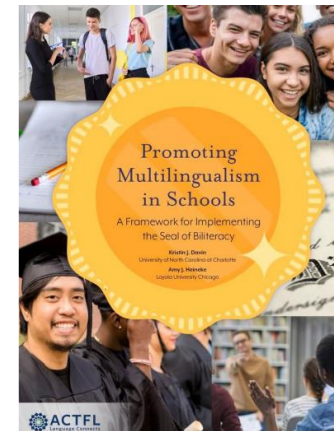
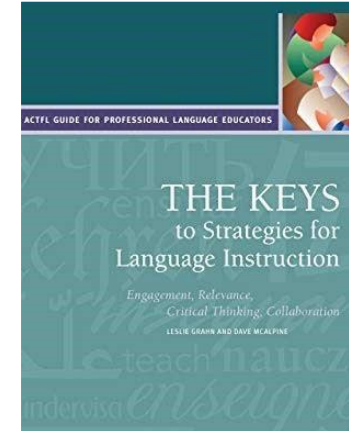
World Languages

World Language Learning Standards-Phased Implementation

- Standards will be introduced for students entering Grade 9 in 2024-2025.
- All Checkpoint A exams (following one full year of instruction) are aligned with new standards.

Professional Learning

- Monthly webinar series
- In-person workshops
- State-wide and regional book studies





Beacon City School District

Dr. Sagrario Rudecindo-O'Neill, Assistant
Superintendent of Curriculum and Student
Support



New York State
EDUCATION DEPARTMENT

[Knowledge](#) > [Skill](#) > [Opportunity](#)

The Beacon City School District is located approximately 65 miles north of New York City. It serves the City of Beacon and parts of the towns of Fishkill and Wappinger's Falls in Dutchess County. The school district is made up of one high school, one middle school, and four small elementary schools. The district serves 2947 students.

Beacon has a long, rich history of celebrating and affirming its diverse community.

In pursuing this Mission, we believe:

- The diversity of our community is a strength.
- In providing an equitable education for all students regardless of race, ethnicity, religion, socioeconomic status, disability, gender identity, or sexuality;
- A culture of care, including ensuring a safe and supportive emotional environment for all, will help ensure the wellness of the entire school community; and
- The district will utilize and distribute resources and programming in the most equitable manner possible.



BEACON CITY SCHOOL DISTRICT

Dedicated to Excellence in Education

Demographics

Black or African American	14%
Hispanic/Latina	30%
Asian or Native Hawaiian Pacific Islander	2%
White	45%
Multi-Racial	9%
Multilingual Learners	3%
Students with Disabilities	19%
Economically Disadvantaged	47%



Student Supports

- **Students with Interrupted Formal Education (SIFE) and Middle and High School**

- City University of New York (CUNY) Bridges Program
- The CUNY Bridges program is a CUNY-led program designed to support emergent bilinguals and newcomers, especially those labeled as Students with Limited or Interrupted Formal Education (SIFE). It focuses on building academic skills, including literacy and numeracy, to help students access grade-level content. The program offers various curricula and resources, including professional learning for teachers.
- **Student Resources:**
 - **Multilingual libraries**
 - **Decodable readers (Just Right Readers)**
 - **AI Supports**
 - **Chrome Translate extension (i.e., Google Slides translator)**

- **Students in Grades K-3**

- For students in grades K-3, in addition to research-based ENL teaching strategies, Foundations is a structured literacy program developed by Wilson Language Training that uses a multisensory approach to teach reading, spelling, and handwriting to students in Kindergarten through 3rd grade. It is based on the science of reading and aligns with MTSS/RTI frameworks.

- **Students in Grades 4-5**

- An accelerated, highly explicit, multimodal Tier 2 word study program for students in Grades 4–12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.

Caregiver Support and Engagement

ENL/Multilingual Welcome Event

Caregiver Literacy Support Evenings

Caregiver University

Tech Support

Understanding Your Child's IEP and 504

Multicultural Celebrations

College and Financial Aid Informational Meetings

Teacher and Staff Professional Learning

In-house Professional Learning Facilitated by ASI

Current Topics:

- **Creating Welcoming and Affirming Environments for Culturally Diverse Students**
- **We are All Teachers of ENL Students: Supporting ENL Students in All Classrooms**
- **What's in a Word? Vocabulary Acquisition for All Students**
- **Supporting Students and Immigrant Families**

Teacher and Staff Professional Learning

Partnership with Hudson Valley Regional Bilingual Education Resource Network (HVRBERN)



In-house Professional Learning Facilitated by ASI

Current Topics:

- **Creating Welcoming and Affirming Environments for Culturally Diverse Students**
- **We are All Teachers of ENL Students: Supporting ENL Students in All Classrooms**
- **What's in a Word? Vocabulary Acquisition for All Students**
- **Supporting Students and Immigrant Families**

Eastern Suffolk BOCES

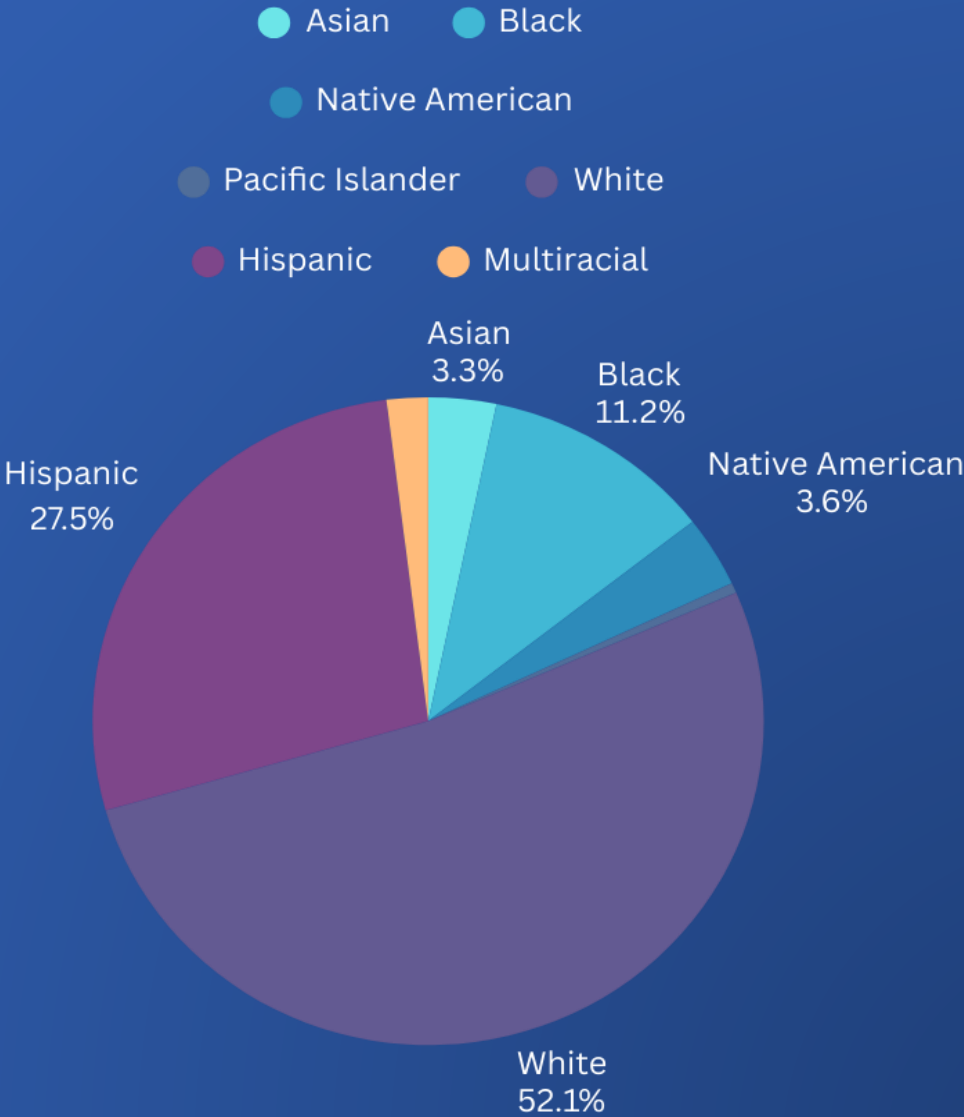
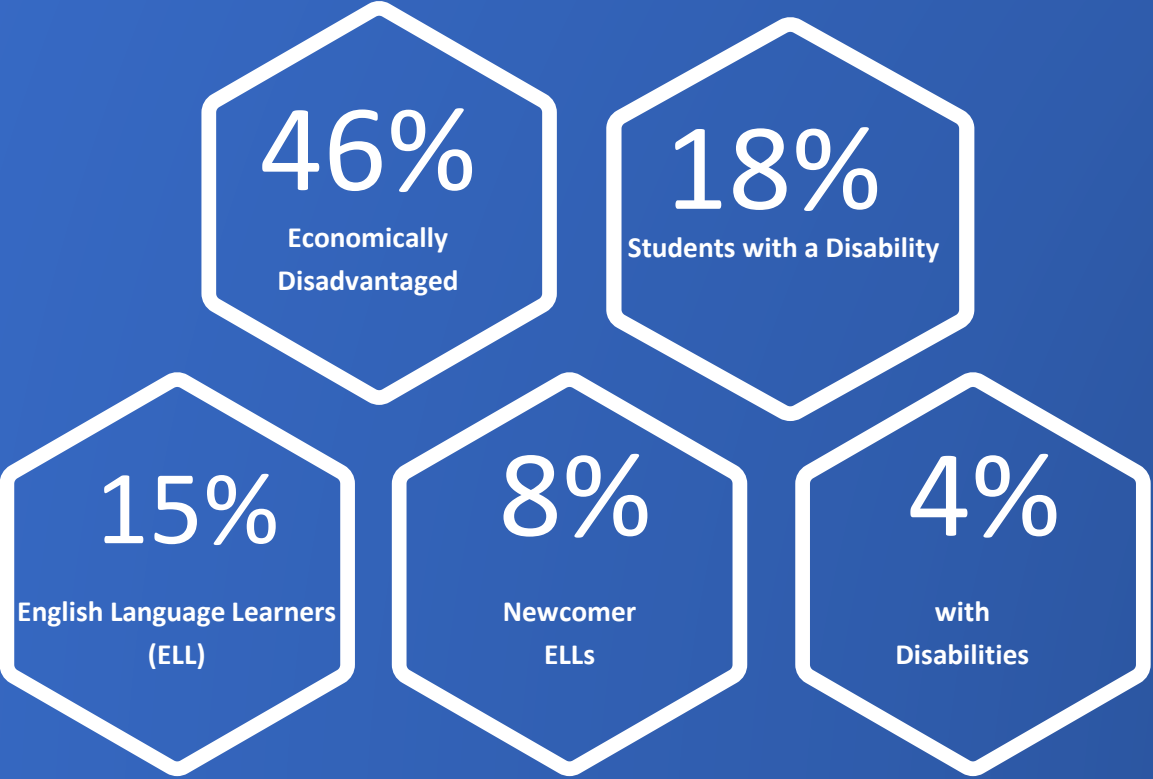
**Building Leadership through Serving Families,
Rural Communities and ELL/MLs**



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Eastern Suffolk BOCES Demographic Composition

148,454 Students



Family Engagement Resources and Services

Who

- Parents/caregivers of migrant students
- Parents/caregivers of ELL & ML students

What

- Shifting enrollment trends
- Linguistic and cultural diversity

How

- Direct services for students, parents and caregivers
- Family academies and resources

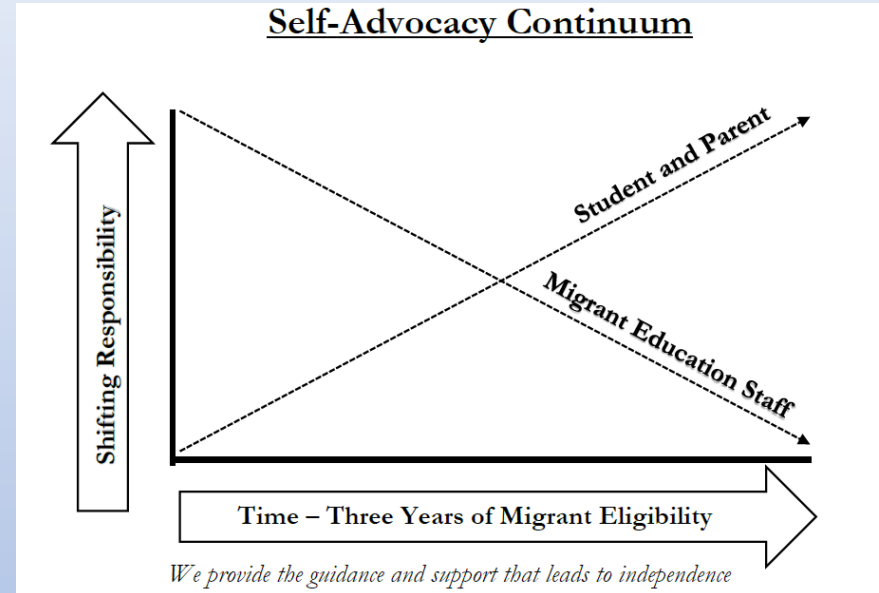
Why

- Creating a welcoming and affirming environment
- Sense of belonging, community, and networking opportunities

Impact

- Integration with the community
- Capacity building

Support for Migrant & Rural Communities



Advocating For → Advocating With → Self-Advocacy

We provide the guidance and support that leads to independence.



Indigenous Nations of Eastern Suffolk

- Language revitalization
- 1 Federal recognition
- 2 State recognition
- Montauk seeks State and Federal recognition



Montauk Nation



Unkechaug Nation



Shinnecock Nation



Cultivating Teacher Leaders

Long Island ELL/ML Teacher Leadership Collaborative

Dear Superintendent ,

I am pleased to inform you that teacher(s) from your district have been selected to participate in our newly established *Long Island English Language Learner/Multilingual Learner*

Town Hall
World Languages

This collaborative
meaningful
together
expertise
community

Dear Colleagues,

Thank you for your valuable contributions during our recent town hall meeting on October 17th with Elisa Alvarez, Associate Commissioner of Education for Bilingual Education and World Languages. Your insights and dedication to enhancing educational outcomes for ELLs/MLs are greatly appreciated, and we're very excited to build on the momentum you helped create.

In response

ELL/ML Teacher Leadership Collaborative
practices, and

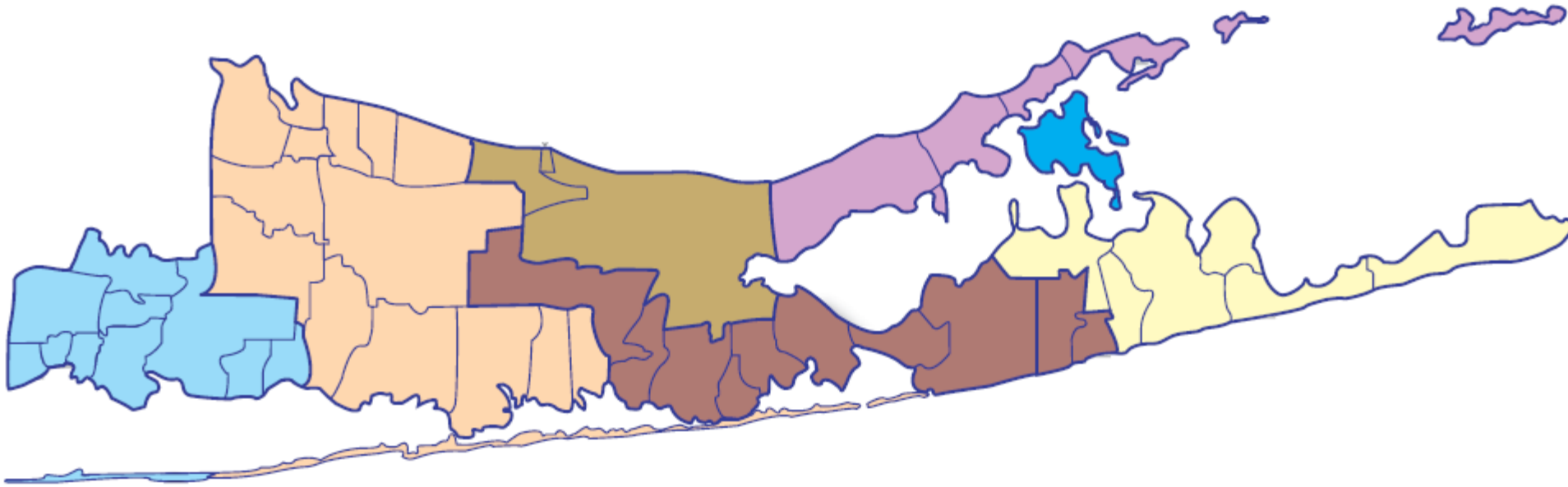
Here's what you can expect:

- **Frequency:** The collaborative will meet monthly.
- **Format:** All meetings will be held virtually for convenience and accessibility.
- **Flexible Agenda:** The dates, times, locations, and topics for each session will be determined based on input from collaborative members, ensuring relevance to your needs and interests.

Objectives

- “To-With-By” Model
- Networking and sharing best practices
- Empowerment
- Capacity and leadership skills building
- Multiple subgroups working on different projects

Rural Communities of Eastern Suffolk Long Island



Riverhead

- 44 Shoreham-Wading River CSD
- 45 Little Flower UFSD
- 46 Riverhead CSD

Southold

- 57 Mattituck-Cutchogue UFSD
- 58 New Suffolk Common SD
- 59 Southold UFSD
- 60 Greenport UFSD
- 61 Oysterponds UFSD
- 62 Fishers Island UFSD

Shelter Island

- 63 Shelter Island UFSD

Southampton

- 47 Eastport/South Manor CSD
- 48 Remsenburg-Speonk UFSD
- 49 Westhampton Beach UFSD
- 50 Quogue UFSD
- 51 East Quogue UFSD
- 52 Hampton Bays UFSD
- 53 Tuckahoe Common SD
- 54 Southampton UFSD
- 55 Bridgehampton UFSD
- 56 Sagaponack Common SD

East Hampton

- 64 Sag Harbor UFSD
- 65 Wainscott Common SD
- 66 East Hampton UFSD
- 67 Springs UFSD
- 68 Amagansett UFSD
- 69 Montauk UFSD



Questar III BOCES



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Questar III BOCES

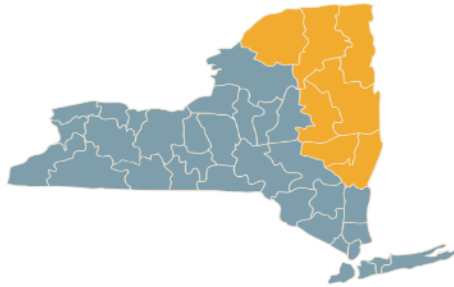
- Houses the Capital District RBERN
- Coordinates the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute
- Offers ESL Itinerant Services to component school districts and one of our Technical Schools

Capital District RBERN at Questar III BOCES

SERVICE RECIPIENTS

149 SCHOOL DISTRICTS & 8 CHARTER SCHOOLS

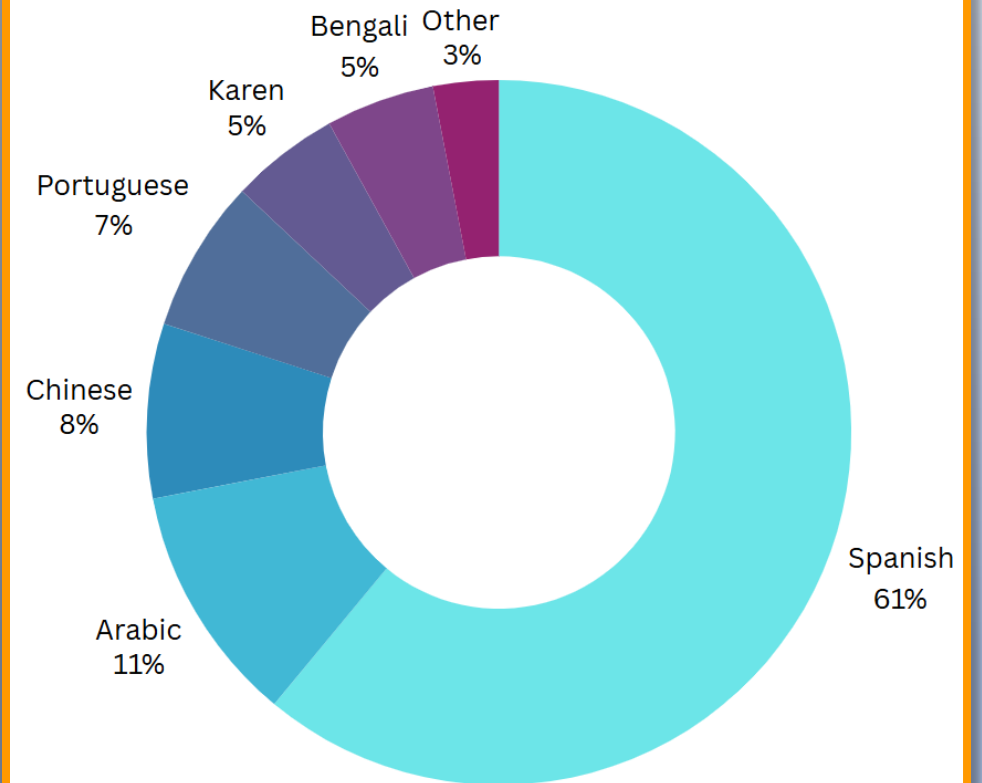
8 BOCES: Questar III (home), Capital Region, Champlain Valley, Franklin-Essex-Hamilton, Hamilton-Fulton-Montgomery, Herkimer-Fulton-Hamilton-Otsego, St. Lawrence-Lewis, Washington-Saratoga-Warren-Hamilton-Essex



Population:
Over 5,000 English Language Learners

Languages Spoken:
Over 75

Top Language Spoken



Capital District RBERN at Questar III BOCES

We Offer:

- Professional Development (Regional and In-District)
- Job Embedded Coaching and Mentoring
- Technical Support on a Variety of Topics
- On-site Consultation
- ENL and Dual Language Program Design and Planning
- Family Engagement Activities
- Translation and Interpretation Referrals
- Title III and CR Part 154 Requirements Technical Support
- Seal of Biliteracy Implementation Support
- World Languages Workshops
- Angelo Del Toro PR/HYLI regional workshops

Professional Development Impact: 2024-2025

In the 2024-2025 school year, the CD RBERN has:

- Facilitated 124 professional development workshops
- Served approximately 1,600 participants

These sessions took various formats to accommodate different learning preferences and scheduling needs:

- In-person
- Virtual
- District-specific training
- Regional BOCES workshops
- Collaborations with institutions of higher education

Examples of Professional Development Topics Offered This Year

- Dual Language Bilingual Education 101 for Teachers & Administrators
- Dual Language Bilingual Education 101 for Parents: What are DLBE Programs?
- Dual Language - Bridging Spanish and English Instruction
- Enhance Your Instruction in Spanish: Basic Orthography and Grammar Skills for Teachers
- ENL 101 for Administrators and Teacher Leaders
- Strategies for Supporting Heritage Language Learners in the World Language Classroom
- Strategies for Supporting ELLs in the Mainstream Classroom
- Differentiation and Modifications for ELLs
- Empowering Language Learning: Scaffolding Strategies for English Language Learners through AI Integration
- Ethical Use of AI as a Student: Navigating Opportunities and Responsibilities
- Supporting English Language Learners Through AI Driven Scaffolding
- Scaffolding for Elementary ELLs Using AI
- Distinguishing Between Language vs. Learning Differences for English Language Learners
- ELLs Across the MTSS- i
- Teaching Math to Multilingual Learners
- Identification of Students with Interrupted Formal Education
- Supporting Students with Interrupted Formal Education (SIFE)
- Spelling and Phonemic Proficiency Unleashed
- Planning for ELLs using the Academic and Linguistic Demands
- Cultural Awareness Training: Multicultural Education
- How Teaching Assistants can use AI to support ELLs
- Creating a Welcoming and Affirming Environment: Strategies for Connecting with Your ELLs
- Embracing Diversity: Cultivating Multicultural Competence in the World Language Classroom

Empowering ELLs and MLS: Dual Language Programs and Heritage Language Teaching

Dual Language Programs

Albany International Academy (Established Program) & Schenectady School District- Developing Stages (Expected 2026)

We provide support, professional development, and guidance to promote bilingualism and biliteracy, aiming to:

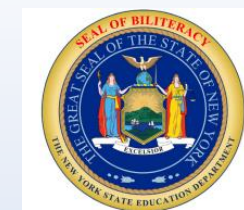
- Develop fully bilingual and bicultural students proficient in English and Spanish.
- Ensure academic performance at or above grade level for both groups.
- Foster positive cross-cultural attitudes and behaviors.



Heritage Language Learning (HLL)

RBERN is committed to empowering English Language Learners (ELLs) and Multilingual Learners (MLS) by promoting heritage language learning as a key component of language development and cultural identity. Our support includes:

- **Professional Development** on culturally responsive teaching, scaffolding strategies, and the integration of AI tools tailored for native and heritage speakers of Spanish and other languages.
- **Curriculum Building** aligned with the revised NYS World Language Standards, with a focus on biliteracy development.
- **Classroom Visits and Coaching** to support instructional practices and student engagement.
- **Resource Sharing** to enrich heritage language programs and support diverse linguistic needs.
- **Creating HLL Pathways** that help students reconnect with their home language and culture.
- **Student Recruitment** and Advocacy for programs like the NYS Seal of Biliteracy and PR/HYLI, encouraging leadership, community involvement, and academic excellence.



New York State Seal of Biliteracy

Seal of Biliteracy Support

Guidance & Consultation

- Support schools in launching or improving Seal programs
- Advise on eligibility, pathways, and handbook development

School Visits & On-Site Support

- Assist with program implementation during school visits
- Observe and provide feedback on culminating presentations
- Help refine rubrics and instructional practices

Professional Development & Resources

- Facilitate regional trainings and webinars
- Share sample handbooks, templates, and rubrics
- Support districts in training Seal Panelists

Advocating for English Language Learners

Statewide Engagement

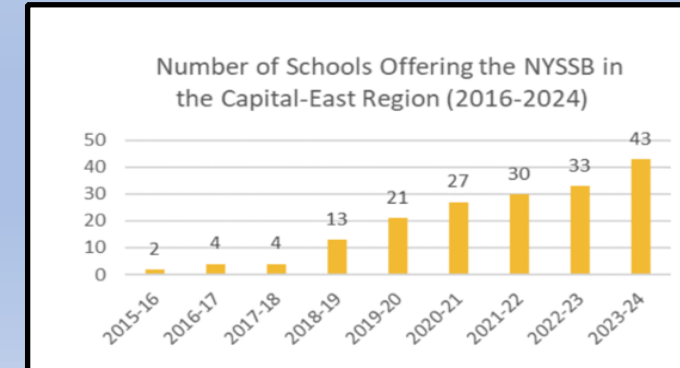
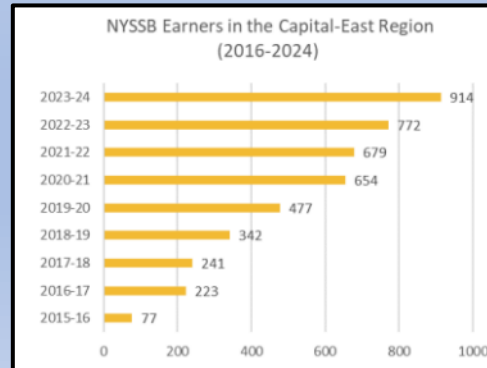
- Serve on the NYS Seal of Biliteracy Task Force
- Advocate for equitable access and expansion of Seal programs

District-Level Collaboration

- Attend consortium meetings to build shared capacity across districts
- Offer tailored consultations to support English learners and heritage language learners

914 students from the Capital region earned the NYSSB in 2023-24.

31.6%
 of district schools in the Capital region
 offered the NYSSB in 2023-24.



Angelo Del Toro Puerto Rican Hispanic Youth Leadership Institute

Collaboration with the NYS Assembly/Senate Puerto Rican/Hispanic Task Force in conjunction with the annual SOMOS conference, Office of Bilingual Education and World Languages, and the New York City Public Schools.



Angelo Del Toro Puerto Rican Hispanic Youth Leadership Institute

PRHYLI Goals

- Development of leadership skills in Latino/Hispanic youth (11th and 12th graders);
- Creation of opportunities for Latino/Hispanic students to interact with positive role models such as Puerto Rican and other Hispanic/Latino elected officials, educators, and business leaders;
- Creation of partnerships and conversations among educators, business leaders, and students, and
- Development of in-depth knowledge of NYS legislative process.

PRHYLI Phases

- Regional Delegation Trainings following PRHYLI Manual
- Participation in 3-day Institute in Albany Extension
- Refinement of leadership skills in home communities
- Visit to Washington – understanding of federal government by outstanding student delegates
- Visit to Puerto Rico – understanding of Puerto Rico government by outstanding student delegates

Angelo Del Toro Puerto Rican Hispanic Youth Leadership Institute Impact

- Has changed the lives of thousands of EL/ML students.
- In partnership with SOMOS, high school seniors have received over half a million dollars in scholarships.



ENL Services to EL and ML Learners

Provide ENL Itinerant Services

Component Districts

- Ensure compliance with CR Part 154
- Offer customized program in districts

Technical School Students

- Ensure that students can access trades
- Offer integrated program in trades



NYC Public Schools

May 5, 2025



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Boldly Reimagining Multilingual Education in NYC Public Schools

- The advisory council is led by the NYCPS Division of Inclusive and Accessible Learning and facilitated in partnership with the Columbia University Center for Public Research and Leadership.
- Over 50 NYC Public Schools students, families, educators, and community members serve as advisors.



Welcoming and Inclusive Schools

Our students' and families' diverse cultural, linguistic, and racial backgrounds are recognized and valued.



Pathways to Multilingualism

Every district supports continuous language learning and development from preschool to graduation through high-quality programs, curriculum, and instruction.



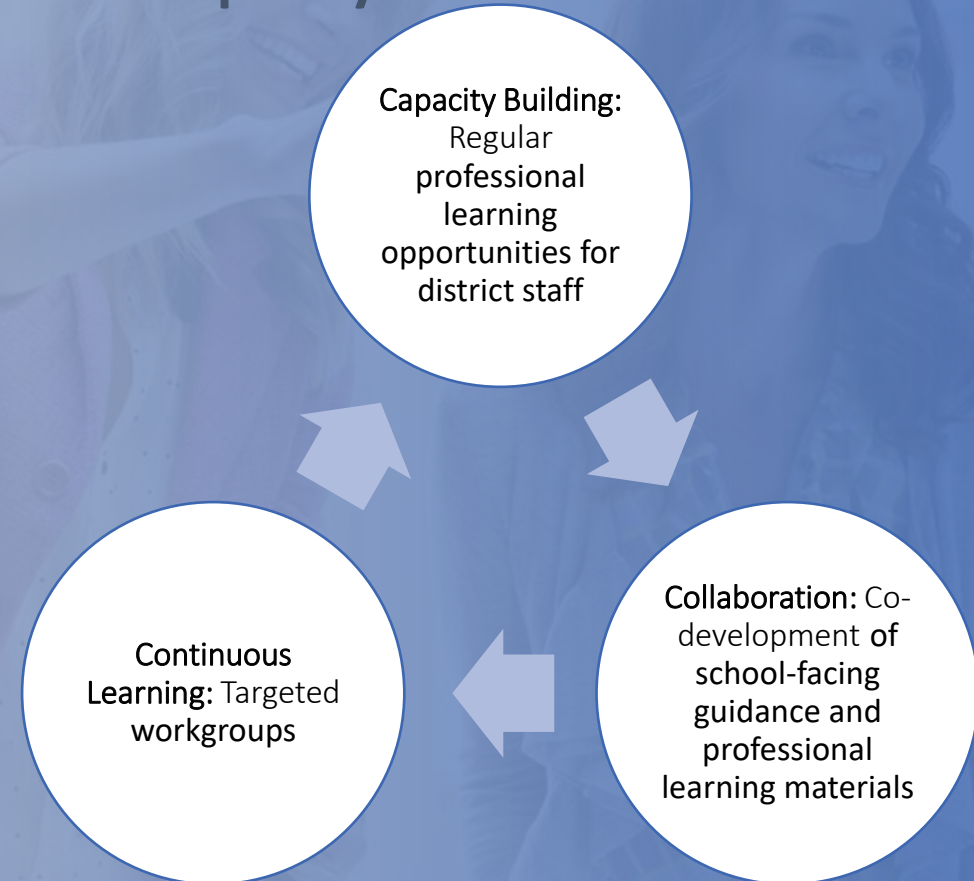
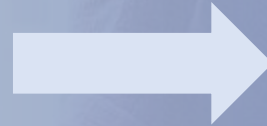
Preparing Global Leaders

Students have opportunities to develop and apply leadership, language, literacy, critical thinking, and other 21st-century skills in real-world contexts.

Engaging our Superintendents

Building strong partnerships and district staff capacity

45 Superintendents



Immigrant Student Support: Dream Squads

Dream Squads are **school or district-based teams of 3+ educators** who serve as **multilingual and immigrant advocates** and work together to create and sustain a welcoming and inclusive environment.

Superintendent
Dr. Kristy De La Cruz



Superintendent
Michael Prayor



16,000+ multilingual learners | **113** schools | **99%** of schools recommend having a Dream Squad

Four focus areas:



STUDENT
EMPOWERMENT



FAMILY
EMPOWERMENT



EDUCATOR
ENGAGEMENT



SCHOOL
LEADERSHIP

Immigrant Student Support: Dream Squads

"Our work as a Dream Squad and its significance to families is much more than events or initiatives we plan, it is not really captured in the artifacts we provide. It is in the day-to-day interactions with our students and their families. They know who to turn to with questions about anything at all and for assistance. Especially to families who are new to the country or even to the neighborhood, that means a lot." - Dream Squad Member



New York State
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QUESTIONS?