



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

TO: The Honorable the Members of the Board of Regents

FROM: Christopher J. Halpin, Acting Secretary

SUBJECT: Summary of the May 2021 Meetings

DATE: May 27, 2021

AUTHORIZATION(S):

SUMMARY

Issue for Decision

Should the Board of Regents approve the Summary of the May 2021 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 May 2021 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 Regents Items

Not applicable.

Recommendation

Approval of the Summary of the May 2021 meeting.

VOTED, that the Summary of the May 2021 Meeting of the Board of Regents of The University of the State of New York be approved.

Timetable for Implementation

Effective June 7, 2021.



**SUMMARY OF THE MAY 2021 MEETING
OF THE BOARD OF REGENTS
OF
THE UNIVERSITY OF THE STATE OF NEW YORK
Held by Video Conference
May 10, 2021**

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

***Submitting the Meeting Summary
Christopher J. Halpin, Acting Secretary***

PROFESSIONAL PRACTICE COMMITTEE MEETING

The Professional Practice Committee held its scheduled meeting on May 10, 2021. All members of the Committee were present. Regent Turner and Regent Ferrer attended as well (See Professional Practice Committee Report on page 16).

THE BOARD OF REGENTS

The Board of Regents of The University of the State of New York held a public session by video conference on Monday, May 10th at 9:45 a.m. pursuant to a call to duty sent to each Regent.

MEETING OF THE FULL BOARD, Monday, May 10th at 9:45 a.m.

Board Members in Attendance:

Lester W. Young, Jr., *Chancellor*
Roger Tilles
Christine D. Cea
Wade S. Norwood
Kathleen M. Cashin
James E. Cottrell
Josephine Victoria Finn
Judith Chin
Beverly L. Ouderkirk
Catherine Collins
Nan Eileen Mead
Elizabeth S. Hakanson
Luis O. Reyes
Susan W. Mittler
Frances G. Wills
Ruth B. Turner
Aramina Vega Ferrer

Also present were Commissioner, Betty A. Rosa; Counsel and Deputy Commissioner for Legal Affairs, Daniel Morton-Bentley; and Secretary, Board of Regents, Anthony Lofrumento.

Regent Beverly L. Ouderkirk provided the moment of reflection.

ACTION ITEM

Executive Session Motion

MOVED, that the Board of Regents convene in executive session on Monday, May 10th at 4:00 p.m. to discuss litigation and personnel matters, and to receive legal advice from Counsel.

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

PRESENTATION

Excellence Through Equity

Dr. Yvette Jackson provided the Board with a presentation titled Excellence Through Equity. Dr. Jackson is an Adjunct Professor at Teachers College and Senior Scholar for the National Urban Alliance. Dr. Jackson is also the author of The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools (Attachment I).

ACTION ITEM

**The New York State Board of Regents Policy Statement on Diversity, Equity and Inclusion in New York State Schools
BR (A) 7**

MOVED, that The New York State Board of Regents Policy Statement on Diversity, Equity and Inclusion in New York Schools be approved (Attachment II).

Motion by: Regent Catherine Collins
Seconded by: Regent Frances G. Wills
Action: Motion carried unanimously.

P-12 EDUCATION COMMITTEE MEETING

The P-12 Education Committee held its scheduled meeting on May 10, 2021. All members of the Committee were present. Regent Turner and Regent Ferrer attended as well (See P-12 Education Committee Report on page 10).

HIGHER EDUCATION COMMITTEE MEETING

The Higher Education Committee held its scheduled meeting on May 10, 2021. All members of the Committee were present. Regent Turner and Regent Ferrer attended as well (See Higher Education Committee Report on page 9).

MEETING OF THE FULL BOARD, Monday, May 10th at 4:15 p.m.

Board Members in Attendance:

Lester W. Young, Jr., *Chancellor*
Roger Tilles
Christine D. Cea
Wade S. Norwood
Kathleen M. Cashin
James E. Cottrell
Josephine Victoria Finn
Judith Chin
Beverly L. Ouderkirk
Catherine Collins
Nan Eileen Mead
Elizabeth S. Hakanson
Luis O. Reyes
Susan W. Mittler
Frances G. Wills
Ruth B. Turner
Aramina Vega Ferrer

Also present were Commissioner, Betty A. Rosa; Counsel and Deputy Commissioner for Legal Affairs, Daniel Morton-Bentley; and Secretary, Board of Regents, Anthony Lofrumento.

ACTION ITEMS

**Proposed Amendment to Sections 52.21, 60.6, 61.19, 80-1.2, 80-3.7, 100.1, 100.2, 100.4, 100.5, 100.6, 100.7, 100.19 and 151-1.3 and the addition of Section 80-5.27 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis
BR (A) 5**

MOVED, that sections 52.21, 60.6, 61.19, 80-1.2, 80-3.7, 100.1, 100.2, 100.4, 100.5, 100.6, 100.7, 100.19 and 151-1.3 be amended and a new section 80-5.27 be added, as submitted, as an emergency measure, effective May 11, 2021, upon a finding by the Board of Regents that such action is necessary for the preservation of public health and the general welfare in order to immediately provide flexibility to certain regulatory requirements in response to the COVID-19 crisis and to ensure the emergency action taken at the March 2021 Regents meeting remains continuously in effect.

Motion by: Regent Susan W. Mittler
Seconded by: Regent Roger Tilles
Action: Motion passed unanimously.

**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 2021 Meetings of the Board of Regents
BR (A) 2**

MOVED, that the Summary of the April 2021 Meetings of the Board of Regents of The University of the State of New York be approved.

Motion by: Regent Christine D. Cea
Seconded by: Regent Elizabeth S. Hakanson
Action: Motion passed unanimously.

PROGRAM AREA CONSENT ITEMS

Office of Counsel

**Proposed Amendment to Section 3.8(b) of the Rules of the Board of Regents to Designate The Executive Deputy Commissioner as the Deputy Commissioner of Education as specified in Education Law §101, who, in the Absence or Disability of the Commissioner or when a vacancy exists in the Office of Commissioner, Shall Exercise and Perform the Functions, Power, and Duties of the Commissioner
BR (CA) 1**

MOVED, that section 3.8(b) of the Rules of the Board of Regents be amended, as submitted, effective May 26, 2021.

P-12 Education

**Registration of Public Schools
BR (CA) 2**

MOVED, that the schools listed on the attached table be registered effective with the beginning of the 2021-22 school year. (Note: Table is found as part of BR (CA) 2)

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) 3**

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

**Report of the Committee on the Professions Regarding Licensing Petitions
BR (CA) 4**

MOVED, that the Board of Regents approve the recommendations of the Committee on the Professions regarding the degree conferrals.

**New York Institute of Technology—Master Plan Amendment for a Doctor of Philosophy (PhD) degree program in Engineering
BR (CA) 5**

MOVED, that the Board of Regents approve an amendment to the master plan of New York Institute of Technology to authorize the Institute to offer the PhD Engineering

program. This amendment will be effective until May 2022, unless the Department registers the program prior to that date, in which case the master plan amendment shall be without term.

**Roberts Wesleyan College—Master Plan Amendment for the Doctor of Occupational Therapy (O.T.D.) Program in Occupational Therapy
BR (CA) 6**

MOVED, that the Board of Regents approve a Master Plan Amendment to authorize Roberts Wesleyan College to offer the Doctor of Occupational Therapy (O.T.D.) program in Occupational Therapy. This amendment will be effective until May 31, 2022, unless the Department registers the program prior to that date, in which case Master Plan Amendment shall be without term.

**City University of New York Graduate School and University Center:
Authorization to Award the Bachelor of Social Work (B.S.W.) Degree
BR (CA) 7**

MOVED, that the Board of Regents authorize the CUNY Board of Trustees to award the B.S.W. degree on duly qualified students successfully completing the B.S.W. program at the CUNY Graduate School and University Center effective May 11, 2021.

MOVED, that the Regents approve the consent agenda items.

Motion by: Regent James E. Cottrell
Seconded by: Regent Frances G. Wills
Action: Motion passed. Regent Collins abstained on the vote for BR (CA) 4.

STANDING COMMITTEE REPORTS

HIGHER EDUCATION

Your Higher Education Committee held its scheduled meeting on May 10, 2021. All members of the Committee were present.

Action Items

MOTION FOR ACTION BY FULL BOARD

Mister Chancellor and Colleagues: Your Higher Education Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in

the written report of the Committee's deliberations at its meeting on May 10, 2021, copies of which have been distributed to each member of the Board of Regents.

Matters Requiring Board Action:

None.

Matters Not Requiring Board Action:

Proposed Amendments of Sections 52.21 and 80-2.9 and Subpart 80-4 of the Regulations of the Commissioner of Education Relating to the Creation of Bilingual Education Extensions, and Programs Leading to the Bilingual Education Extension, for Initial and Professional School Counselor Certificates - Your Committee heard Department staff present regulatory amendments to Sections 52.21 and 80-2.9 and Subpart 80-4 of the Commissioner's regulations to create the Bilingual Education extension, Supplementary Bilingual Education extension, and registration requirements for programs leading to the Bilingual Education extension for the new Initial and Professional School Counselor certificates that will begin to be issued on February 2, 2023.

Proposed Amendment to Sections 3.47 and 3.50 of the Rules of the Board of Regents Relating to the Authorization of Degrees: Adding Master of Theological Studies (M.T.S.) and Doctor of Business Administration (D.B.A) Degrees as registered degrees in New York State - Your Committee heard staff present regulatory amendments to Sections 3.47 and 3.50 of the Rules of the Board of Regents to add two degrees; the Master of Theological Studies (M.T.S.) and the Doctor of Business Administration (D.B.A), as registered degrees in New York State.

Presentation on the edTPA Passing Scores for New York State Teacher Certification - Department staff presented to the Committee the current edTPA passing scores for the teacher performance assessment requirement for teacher certification and a plan to extend them from December 31, 2021 through December 31, 2022.

Consent Agenda Items:

None.

P-12 EDUCATION

Your P-12 Education Committee held its scheduled meeting on May 10, 2021. All members were present.

ACTION ITEMS

Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education Chancellor [P-12 (A) 1]

Your Committee recommends that the Board of Regents finds that the **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 the 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, 2024.

The motion passed. Regent Collins abstained from the vote.

Revision Recommendation for a Charter School Authorized by the New York City Department of Education Chancellor [P-12 (A) 2]

Your Committee recommends that the Board of Regents finds that the **Metropolitan Lighthouse 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 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 this article; and (4) granting the request to amend the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for Metropolitan Lighthouse Charter School and amends the provisional charter accordingly.

The motion passed. Regent Collins abstained from the vote.

Renewal Recommendations for Charter Schools Authorized by the Board of Regents [P-12 (A) 3]

Your Committee recommends that the Board of Regents finds that the **South Bronx Community Charter High 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 the South Bronx Community Charter High School and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2024.

Your Committee recommends that the Board of Regents finds that, the **Vertus 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 the Vertus 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, 2024.

The motion passed. Regents Cashin, Collins, Reyes, and Mittler abstained from the vote.

Revision Recommendations for Charter Schools Authorized by the Board of Regents [P-12 (A) 4]

Your Committee recommends that the Board of Regents finds that: (1) the **Evergreen 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 Evergreen Charter School and amends the provisional charter accordingly.

Your Committee recommends that the Board of Regents finds that: (1) the **New Visions Charter High School for Advanced Math and Science II** 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 New Visions Charter High School for Advanced Math and Science II and amends the provisional charter accordingly.

Your Committee recommends that the Board of Regents finds that: (1) the **New Visions Charter High School for Advanced Math and Science III** 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 New Visions Charter High School for Advanced Math and Science III and amends the provisional charter accordingly.

Your Committee recommends that the Board of Regents finds that: (1) the **New Visions Charter High School for Advanced Math and Science IV** 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 New Visions Charter High School for Advanced Math and Science IV and amends the provisional charter accordingly.

Your Committee recommends that the Board of Regents finds that: (1) the **New Visions Charter High School for the Humanities II** 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 New Visions Charter High School for the Humanities II and amends the provisional charter accordingly.

Your Committee recommends that the Board of Regents finds that: (1) the **New Visions Charter High School for the Humanities III** 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 New Visions Charter High School for the Humanities III and amends the provisional charter accordingly.

Your Committee recommends that the Board of Regents finds that: (1) the **New Visions Charter High School for the Humanities IV** 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 New Visions Charter High School for the Humanities IV and amends the provisional charter accordingly.

Your Committee recommends that the Board of Regents finds that: (1) the **Stradford Preparatory Charter School for Boys** 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 Stradford Preparatory Charter School for Boys and amends the provisional charter accordingly.

Your Committee recommends that the Board of Regents finds that: (1) the **Urban Dove Team 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 Urban Dove Team Charter School and amends the provisional charter accordingly.

Your Committee recommends that the Board of Regents finds that: (1) the **Urban Dove Team Charter School II** 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 Urban Dove Team Charter School II and amends the provisional charter accordingly.

Your Committee recommends that the Board of Regents finds that: (1) the **Utica Academy of Science 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 Utica Academy of Science Charter School and amends the provisional charter accordingly.

The motion passed. Regents Collins and Mittler abstained from the vote.

Proposed Amendment to Sections 100.2(c), 100.5(h), and 136.3 of the Regulations of the Commissioner of Education Relating to Providing Flexibility for Hands-only CPR Instruction, the New York State Seal of Biliteracy, and Health Examinations and Certificates in Response to the COVID-19 Crisis (COVID-19 Part X) [P-12 (A) 5]

Your Committee recommends that sections 100.2(c), 100.5(h), and 136.3 of the Regulations of the Commissioner of Education be amended, as submitted, effective May 11, 2021, 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 immediately provide flexibility for certain regulatory requirements in response to the COVID-19 crisis.

The motion passed.

MOTION FOR ACTION BY FULL BOARD

Mr. Chancellor and Colleagues: Your P-12 Education Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the oral report of the Committee's deliberations at its meeting on May 10, 2021.

MATTERS NOT REQUIRING BOARD ACTION

Proposed Amendment to Section 100.5 of the Regulations of the Commissioner of Education Relating to the Civic Readiness Pathway to Graduation and the New York State Seal of Civic Readiness [P-12 (D) 1]

Department staff provided an update on the Civic Readiness Initiative and the Seal of Civic Readiness. Your Committee discussed a proposed regulatory change to add the Seal of Civic Readiness as a +1 Pathway to a diploma.

Update on the Regional Meetings for Substantial Equivalency

Department staff provided an update on the regional meetings for Substantial Equivalency.

Consent Agenda

The Board of Regents approved for permanent adoption the following consent agenda item at its May 10, 2021 meeting.

- School Registrations for “Rest of State”/Outside of NYC schools

PROFESSIONAL PRACTICE

Your Professional Practice Committee held its scheduled meeting on May 10, 2021. All Committee members participated in the meeting by video conference.

ACTION ITEMS

Professional Discipline Cases

Your Committee recommends that the reports of the Regents Review Committees, including rulings, findings of fact, determinations as to guilt, and recommendations, by unanimous or majority vote, contained in those reports which have been distributed to you, be accepted in 2 cases. In addition, your Committee recommends, upon the recommendation of the Committee on the Professions, that 22 consent order applications and 14 surrender applications be granted, and further recommends that 1 summary

suspension application be granted, with Regent Elizabeth S. Hakanson abstaining in such summary suspension case.

These recommendations are made following the review of 39 cases involving ten registered professional nurses, five licensed practical nurses, four licensed practical nurses who are also registered professional nurses, three pharmacists, two dentists, two massage therapists, one certified public accountant, one landscape architect, one licensed clinical social worker, one licensed master social worker who is also a licensed clinical social worker, one pharmacy, one professional engineer, one speech-language pathologist, and one veterinary technician.

MOTION FOR ACTION BY FULL BOARD

Chancellor and Colleagues: Your Professional Practice Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the written report of the Committee's deliberations at its meeting on May 10, 2021, copies of which have been distributed to each Regent.

MATTERS NOT REQUIRING BOARD ACTION

Your Committee discussed several topics of interest, including:

Deputy Commissioner's Report/Update

- Full Board Consent Agenda Items
 - Board (Re)Appointments
 - Licensing Petitions/Conferral of Degrees
 - New York Institute of Technology—Master Plan Amendment for a Doctor of Philosophy (PhD) degree program in Engineering
 - Roberts Wesleyan College—Master Plan Amendment for the Doctor of Occupational Therapy (O.T.D.) program in Occupational Therapy
 - City University of New York Graduate School and University Center: Authorization to Award the Bachelor of Social Work (B.S.W.) Degree

Adoption of Proposed Amendments to Sections 29.2 and 29.7 of the Rules of the Board of Regents and the Title of Part 63 of the Regulations of the Commissioner of Education and Addition of Sections 63.14 and 63.15 to the Regulations of the Commissioner of Education Relating to the Licensure of Registered Pharmacy Technicians (Discussion & Action)

The proposed rule conforms the Rules of the Board of Regents and the Regulations of the Commissioner of Education to Chapter 414 of the Laws of 2019, which, effective April 25, 2021, amended the Education Law by, inter alia, establishing and defining the new profession of registered pharmacy technicians. Registered pharmacy technicians may only practice in facilities licensed in accordance with Article 28 of the Public Health Law, or pharmacies owned and operated by such facilities, under the direct

personal supervision of a licensed pharmacist employed in such facilities or pharmacies. The proposed rule, among other things, establishes the licensure requirements for registered pharmacy technicians, which include education, certification, age, moral character, application and fee requirements; adds registered pharmacy technicians to the list of health care professions that are subject to the Regents' unprofessional conduct provisions; establishes limitations on how an unlicensed person may assist a licensed pharmacist in the dispensing of drugs; and establishes supervision ratios.

Proposed Amendment to Sections 52.14 and 73.1 of the Regulations of the Commissioner of Education Relating to the Requirements for Chiropractic Education Programs and Education Requirements for Licensure as a Chiropractor (Discussion)

The proposed amendments conform sections 52.14 and 73.1(a) of the Regulations of the Commissioner of Education to the national preprofessional education standards for chiropractor licensure by, among other things, requiring the completion of not less than 90 semester hours of preprofessional postsecondary education, with a GPA of not less than 2.75 on a 4.0 scale or its substantial equivalent as determined by the Department and a minimum of 24 semester hours in life and physical science, which may include, but is not limited to, courses in general biology, human anatomy, physiology, general chemistry, biochemistry, physics, biomechanics and kinesiology, and, of these 24 semester hours, half of such courses must include a laboratory component. The proposed amendment to section 73.1(a) of the Regulations of the Commissioner of Education also provides applicants, who lack not more than 30 credits of the required 90 semester hours of preprofessional postsecondary education, to satisfy this requirement by either completing an internship acceptable to the Department; or graduate study acceptable to the Department, after earning a degree in chiropractic.

Update from Regent Cea regarding the resolution adopted by the Board of Regents in December which called for action to incorporate substantive content on the health needs of people with Intellectual and Developmental Disabilities (IDD) into the medical school curriculum. The Federation of State Medical Boards adopted this resolution at their May 1 meeting.

MOVED, that the Committee Reports be approved.

Motion by: Regent Susan W. Mittler
Seconded by: Regent Christine D. Cea
Action: Motion passed unanimously.

**State Education Department April 2021 Fiscal Report
BR (A) 3**

MOVED, that Board of Regents accept the April 2021 State Education Department Fiscal Report as presented.

Motion by: Regent Catherine Collins
Seconded by: Regent Nan Eileen Mead
Action: Motion passed unanimously.

**USNY Fiscal Agent Authorization
BR (A) 4**

MOVED, that the Board of Regents designate Sharon Cates-Williams as fiscal agent for USNY effective May 27, 2021.

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

**Appointment of Secretary to the Board of Regents
BR (A) 6**

MOVED, that the Board of Regents approves the appointment of Christopher J. Halpin as Secretary to the Board of Regents, effective September 17, 2021.

Motion by: Regent Catherine Collins
Seconded by: Regent Susan W. Mittler
Action: Motion passed unanimously.

RESOLUTIONS

Chancellor Young and Commissioner Rosa provided remarks on the career and retirement of Mary R. Drzonsc, Director of Operations for the Executive Deputy Commissioner at the end of May. She was presented with a Resolution in recognition of her service and dedication to the Department, the Regents Research Fund and the people of the State of New York (Attachment III).

Chancellor Young provided remarks on the career and retirement of Anthony “Tony” Lofrumento, Secretary to the New York State Board of Regents at the end of May. He was presented with a Resolution in recognition of his service and dedication to the Department and to the Board of Regents (Attachment IV).

Chancellor Young adjourned the meeting.

Appendix I
NEW YORK STATE BOARD OF REGENTS CHARTER ACTIONS

Name of Institution	Program Area	County (City/Town) of Location	Description of Charter Action(s)
Children's Maritime Museum at Port Jefferson	CE	Suffolk (Port Jefferson)	Grant absolute charter.
Fort Ann Historical Society	CE	Washington (Fort Ann)	Extend the provisional charter for five years.
Friends of Broderick Park	CE	Erie (Buffalo)	Grant a Regents certificate of incorporation.
Gallupville House	CE	Schoharie (Gallupville)	Amend to appoint trustees and revive the Regents certificate of incorporation.
The Greenpoint Monitor Museum	CE	Kings (Brooklyn)	Extend provisional charter for five years.
Pioneer Library System	CE	Ontario (Canandaigua)	Amend charter to change the trustee term length from five years to three years; to specify that no trustee shall hold office consecutively for more than three full three year terms; and to state that the principal office of the corporation is in Canandaigua, New York.
Catholic School Region of Staten Island	P12	New York (New York)	Amend charter to change the name of two school locations and to delete four school locations.
Notre Dame Catholic Academy of Ridgewood	P12	Queens (Ridgewood)	Extend provisional charter for three years.
St. Albert the Great Academy	P12	Cayuga (Auburn)	Grant provisional charter for three years.
Fei Tian College	HE	Orange (Cuddebackville)	Amend charter to add authority to confer the Master of Science (M.S.) degree at the Middletown Branch Campus.
Roberts Wesleyan College	OP	Monroe (Rochester)	Amend charter to add authority to confer the Doctor of Occupational Therapy (O.T.D.) degree.

Appendix II

REGENTS ACTIONS IN 39 PROFESSIONAL DISCIPLINE CASES May 10, 2021

The Board of Regents announced disciplinary actions resulting in the summary suspension of 1 license, surrender of 13 licenses and 1 registration, and 24 other disciplinary actions. The penalty indicated for each case relates solely to the misconduct set forth in that particular case.

I. SUMMARY SUSPENSION

Massage Therapy

Paul Anthony White; Massage Therapist; Hartford, NY 12830; Lic. No. 030259; Cal. No. 32562; Application for summary suspension granted.

II. SURRENDERS

Dentistry

Christopher Anthony Evola; Dentist; Durham, NY 12422; Lic No. 041580; Cal. No. 32356; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Attempted Insurance Fraud in the 4th Degree.

Landscape Architecture

Richard F. Webb; Landscape Architect; Jaffrey, NH 03452; Lic. No. 000860; Cal. No. 32492; Application to surrender license granted. Summary: Licensee did not contest the charge of willfully failing to comply with the mandatory continuing education requirements to be registered to practice as a landscape architect.

Nursing

Sharon Lia Conklin; Licensed Practical Nurse; Nicholson, PA 18446; Lic. No. 261430; Cal. No. 30892; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Endangering the Welfare of a Child, a misdemeanor.

Elizabeth Ellen Amerman; Licensed Practical Nurse; Saugerties, NY 12477; Lic. No. 234729; Cal. No. 32055; Application to surrender license granted. Summary: Licensee admitted to charges of medication administration errors with controlled substances and having been convicted of Falsifying Business Records, a misdemeanor.

Rachel Ann Beck a/k/a Rachel A. Cush; Registered Professional Nurse; Westminster, CO 80003-2956; Lic. No. 592934; Cal. No. 32113; Application to surrender license granted. Summary: Licensee did not contest the charge of falsely stating on an application for licensure as a registered professional nurse that she had never been terminated from any hospital or licensed facility.

Edmund Albert Bouley; Registered Professional Nurse; Agawam, MA 01001-0030; Lic. No. 388501; Cal. No. 32279; Application to surrender license granted. Summary: Licensee admitted to the charge of having been found guilty of professional misconduct in Texas, where the conduct, if committed in New York State, would constitute professional misconduct for practicing the profession of nursing fraudulently.

Sandra Marie Drake a/k/a Sandra Marie Kelly; Registered Professional Nurse; Rutherfordton, NC 28139; Lic. No. 442636; Cal. No. 32473; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Receiving Stolen Goods or Property, a class H felony, in the State of North Carolina.

Pharmacy

MacLeods Prescription Pharmacy, Inc. d/b/a MacLeod's Pharmacy; Pharmacy; Niagara Falls, NY 14304; Reg. No. 011689; Cal. No. 31164; Application to surrender registration granted. Summary: Registrant admitted to the charge of requiring three female clients to undress prior to filling their prescriptions.

Robert Wallace Kendzia; Pharmacist; Niagara Falls, NY 14304-4326; Lic. No. 022673; Cal. No. 31732; Application to surrender license granted. Summary: Licensee admitted to the charge of requiring three female clients to undress prior to filling their prescriptions.

Michael E. Stearns; Pharmacist; Ellenville, NY 12428; Lic. No. 032257; Cal. No. 32427; Application to surrender license granted. Summary: Licensee admitted to the charge of stealing medication for personal use.

Public Accountancy

Robert Keith Stewart; Certified Public Accountant; Blue Point, NY 11772; Lic. No. 043442; Cal. No. 32366; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Conspiracy to Commit Securities Fraud and Fraud in Connection with a Tender Offer.

Social Work

Aimee Lynn Richards; Licensed Master Social Worker, Licensed Clinical Social Worker; Greenville, NY 12083-3424; Lic. Nos. 076148, 080867; Cal. Nos. 32460, 32461; Application to surrender licenses granted. Summary: Licensee did not contest the charge of sexual involvement with a client.

Hym Tobias Katz; Licensed Clinical Social Worker; Baldwin, NY 11510-1639; Lic. No. 021094; Cal. No. 32498; Application to surrender license granted. Summary: Licensee did not contest the charge of willfully failing to comply with the mandatory continuing education requirements to be registered to practice as a licensed clinical social worker.

III. OTHER REGENTS DISCIPLINARY ACTIONS

Dentistry

William George Eliades; Dentist; Roslyn, NY 11576-1306; Lic. No. 037540; Cal. No. 32135; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$10,000 fine.

Engineering, Land Surveying and Geology

Irving B. Prus; Professional Engineer; Forest Hills, NY 11375; Lic. No. 060428; Cal. No. 32447; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$2,500 fine.

Massage Therapy

Christa Marie DiMarco; Massage Therapist; Waverly, NY 14892; Lic. No. 020224; Cal. No. 31954; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Nursing

Linda Lee Young a/k/a Linda Derks; Licensed Practical Nurse, Registered Professional Nurse; Waterloo, NY 13165; Lic. Nos. 279003, 620834; Cal. Nos. 31335, 31336; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension for no less than 4 months and until fit to practice, upon return to practice, 2 years probation.

Tracy Ann Koblinski; Registered Professional Nurse; Veneta, OR 97487; Lic. No. 700352; Cal. No. 31905; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, upon return to practice in New York State, 2 years probation, \$500 fine.

Hope Ann Mosher; Registered Professional Nurse; Porter Corners, NY 12859; Lic. No. 716203; Cal. No. 31969; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$750 fine.

Ann Marie Pellman; Registered Professional Nurse; Rochester, NY 14617-3619; Lic. No. 491134; Cal. No. 31987; Application for consent order granted; Penalty agreed upon: Censure and reprimand, 1 year probation, \$500 fine.

Linda Marie Starr; Registered Professional Nurse; Geneva, NY 14456; Lic. No. 504790; Cal. No. 32108; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension for no less than 3 months and until fit to practice, upon return to practice, 2 years probation.

Kaysha Kiner; Registered Professional Nurse; Cheektowaga, NY 14206; Lic. No. 757218; Cal. No. 32148; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Kevin R. Black; Licensed Practical Nurse, Registered Professional Nurse; Selden, NY 11784; Lic. Nos. 165148, 384749; Cal. Nos. 32160, 32078; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Jeanne Kathryn Gauthier; Registered Professional Nurse; Pleasant Valley, NY 12569; Lic. No. 592382; Cal. No. 32186; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, upon return to practice in New York State, 2 years probation, \$500 fine.

Melanie Faith Lajuett; Licensed Practical Nurse, Registered Professional Nurse; Rochester, NY 14612; Lic. Nos. 273811, 586636; Cal. Nos. 32189, 32190; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension for no less than 3 months and until fit to practice, upon return to practice, 2 years probation, \$500 fine.

Jeanette Lynn Lopez; Registered Professional Nurse; Staten Island, NY 10314-4037; Lic. No. 627121; Cal. No. 32197; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation.

Erin Rebecca Diven; Licensed Practical Nurse; Fairport, NY 14450-1055; Lic. No. 316951; Cal. No. 32215; Found guilty of professional misconduct; Penalty: Indefinite actual suspension for no less than 1 month and until substance and alcohol abuse free and fit to practice, upon return to practice, 2 years probation.

Sandra M. Walker; Licensed Practical Nurse; Albany, NY 12206; Lic. No. 285161; Cal. No. 32216; Found guilty of professional misconduct; Penalty: 6 months stayed suspension, 2 years probation, \$500 fine.

Joan Marie Parulski a/k/a Joan M. Parulski; Licensed Practical Nurse; Cameron Mills, NY 14820-9763; Lic. No. 296947; Cal. No. 32233; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Chastity Leslie Joseph; Licensed Practical Nurse, Registered Professional Nurse; Medford, NY 11763; Lic. Nos. 291991, 712287; Cal. Nos. 32318, 32319; Application for consent order granted; Penalty agreed upon: 2 months actual suspension, 22 months stayed suspension, 2 years probation.

Pharmacy

Gary G. Vinbaytel; Pharmacist; Brooklyn, NY 11235; Lic. No. 041730; Cal. No. 32232; Application for consent order granted; Penalty agreed upon: 5 years stayed suspension, 5 years probation, \$1,000 fine.

Speech-Language Pathology and Audiology

Therezabeth Garcia; Speech-Language Pathologist; New Windsor, NY 12553; Lic. No. 015023; Cal. No. 31960; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, 2 years probation.

Veterinary Medicine

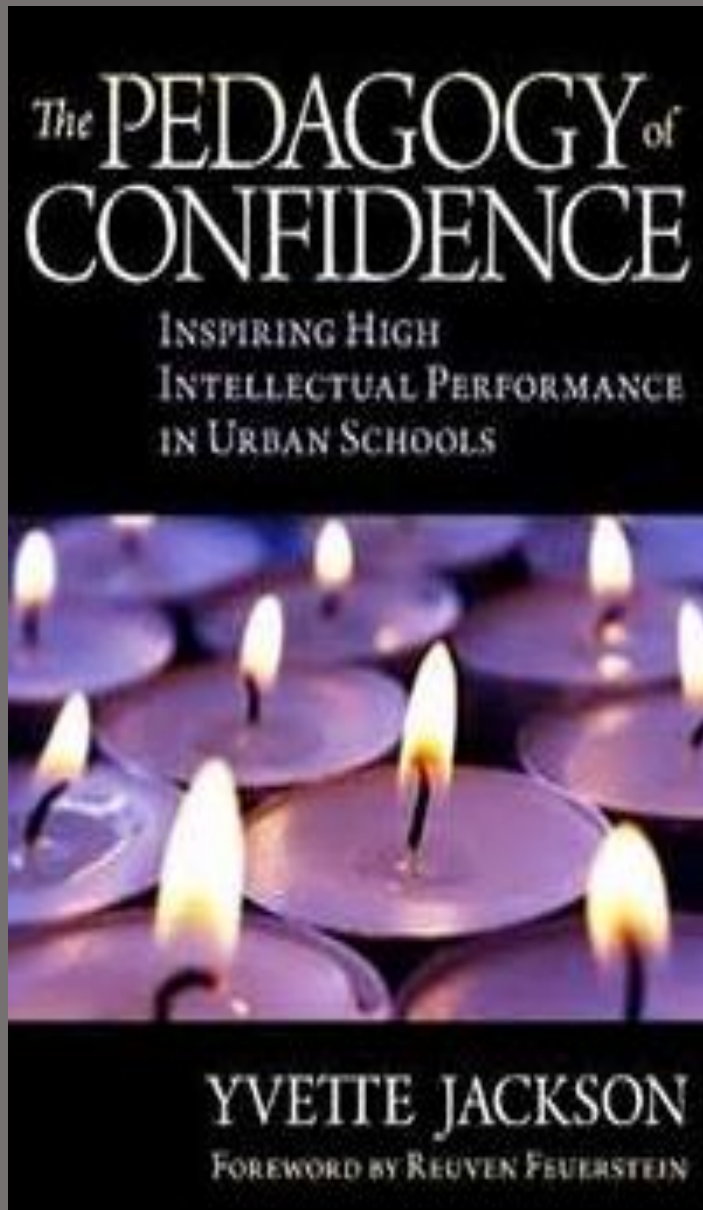
Christina Lee Lopez a/k/a Christina Crabb; Veterinary Technician; Hauppauge, NY 11788; Lic. No. 005105; Cal. No. 32207; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon return to practice, 2 years probation, \$500 fine.

ATTACHMENT I



Excellence through Equity

YVETTE JACKSON, Ed.D.



*ALL brains have the innate potential & desire
for
developing **strengths**
&
High Intellectual Performances
for
Self-Determination, **Excellence**, and Contribution.*



BELIEF

Engage **ALL** Students to
Draw Out Their
Innate Potential:
(EDUCO)

HIGH
EXPECTATIONS:

- Strengths
- High Intellectual Performances
- “Gifted” Behaviors
- Self-Determination
- Contribution



Gifted Education

*Providing Support
&
Mitigating Barriers
For
ALL to
THRIVE
&
FLOURISH*

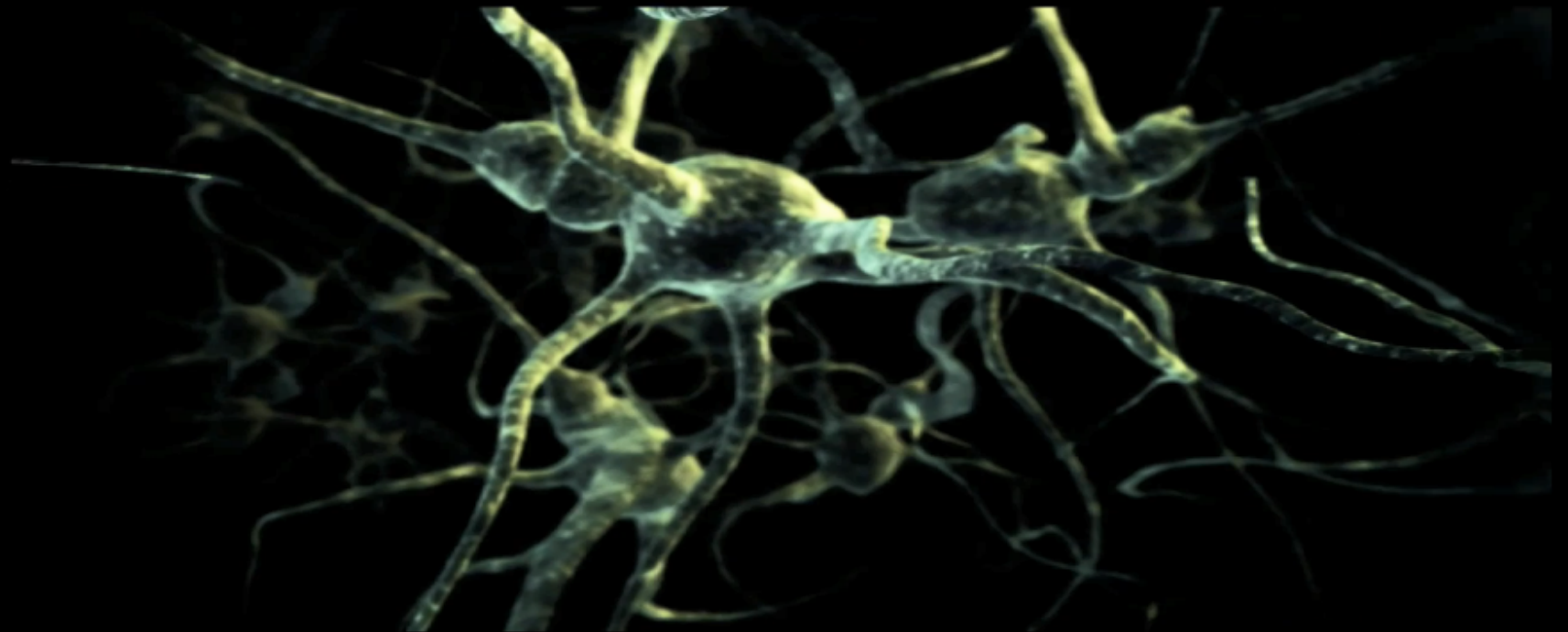
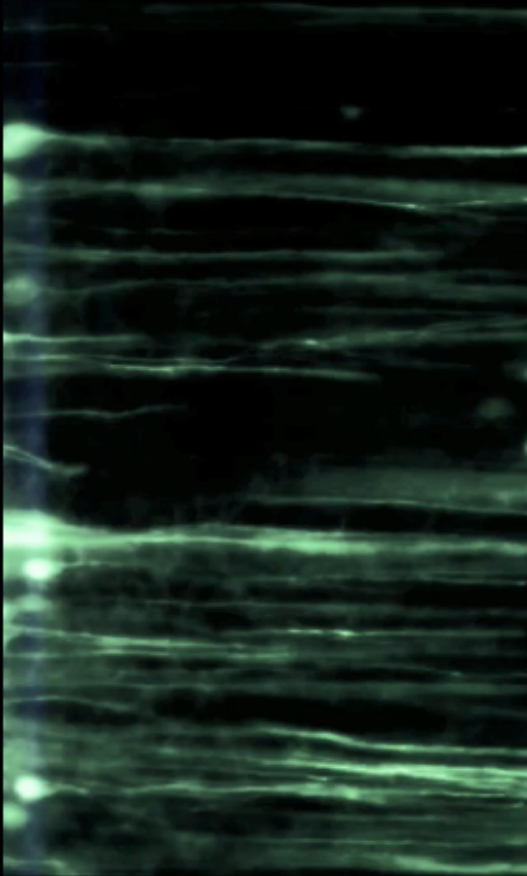
AFFIRMATION,

INSPIRATION,

MEDIATION

THE NEUROSCIENCE

The human brain is a network of approximately one hundred billion neurons.



How do we develop **ALL** our students' innate potential for
strengths gifts & talents?

Yvette Jackson, Ed.D.

How do we develop **ALL** our students' innate potential for gifts & talents?



GENIUS
Uncovered

The Einstein
Effect

Schools

Why there's no such thing as a gifted child

Even Einstein was unexceptional in his youth. Now a new book questions our fixation with IQ and says adults can help almost any child become gifted

● Join us on **Thursday 3 August** for an online Q&A looking at what parents & teachers can do to boost children's brainpower



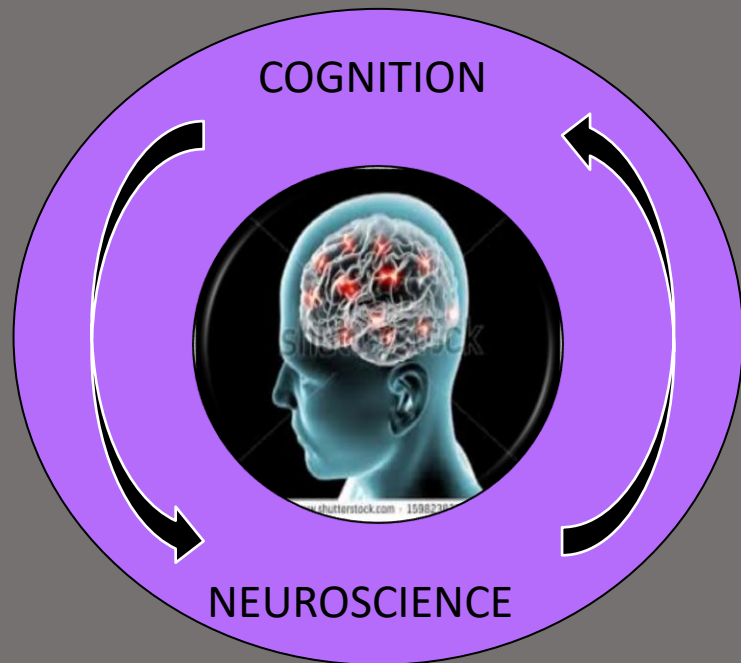
55k 982

Wendy Berliner

Tuesday 25 July 2017
02.15 EDT



EQUITY CONSCIOUSNESS



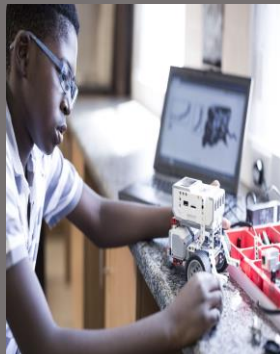
ALL of us are wired for developing strengths and high intellectual performances, so why are so many students of color and second language learners labeled as underachieving?

What affects the innate potential of **ALL** students that is under-addressed or ignored for students of color?

How do we

Cultivate Their Innate Potential for High Intellectual Performances & Excellence?

Yvette Jackson, Ed.D.



EQUITY CONSCIOUSNESS



ENGAGEMENT

CHALLENGE

REFLECTION

FEEDBACK

EQUITY CONSCIOUSNESS

THE SCIENCE OF
ENGAGEMENT
&
LEARNING

CONNECTING TO
STRENGTHS



VALUING DIVERSITY OF STRENGTHS

Neurons
86 – 100
billion



YOUR
TOP 3?

ENDORPHINS
DOPAMINE



HOW DO WE STRENGTHEN THE MYELIN SHEATH?

- Connect new learning to past experiences
 - Enriching engagement
- **Build on strengths/interests**

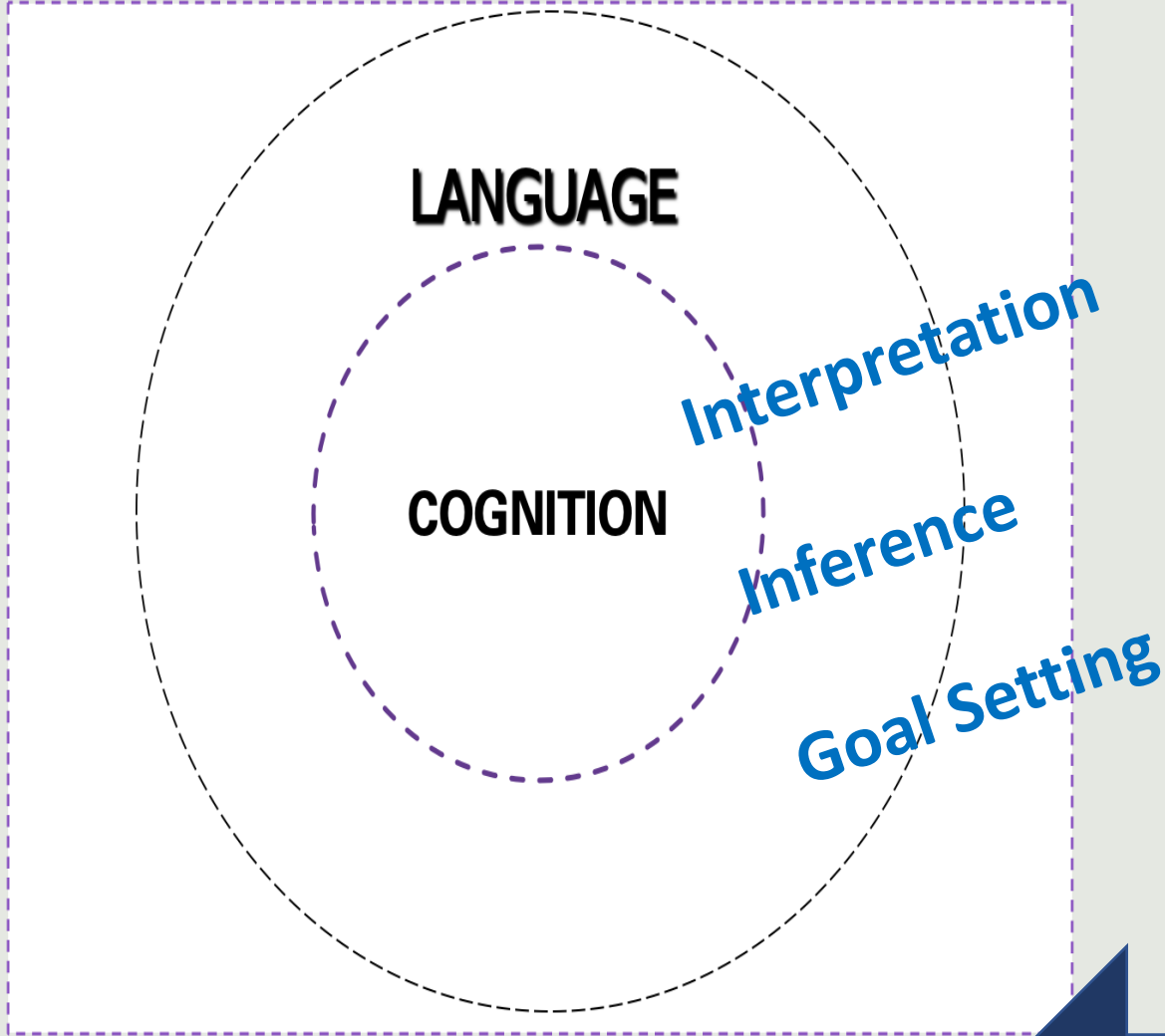
EQUITY CONSCIOUSNESS

THE SCIENCE OF
ENGAGEMENT
&
LEARNING:

CONNECTING TO
**PERSONAL FRAME
OF REFERENCE**



Cultural Frame of Reference



CULTURE

“Language and culture are the frameworks through which humans experience, communicate, and understand reality.”

Lev Vygotsky

SOCIAL & EMOTIONAL

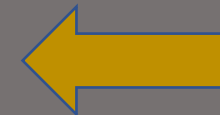
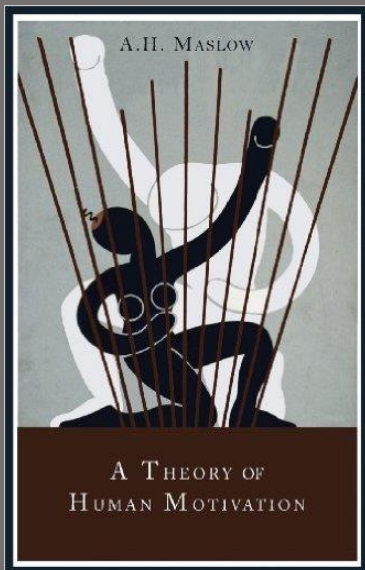
MASLOW'S HIERARCHY OF NEEDS

• Survival

• Physical Safety

• Social Connection & Belonging

• Self-Esteem & Self-Actualization

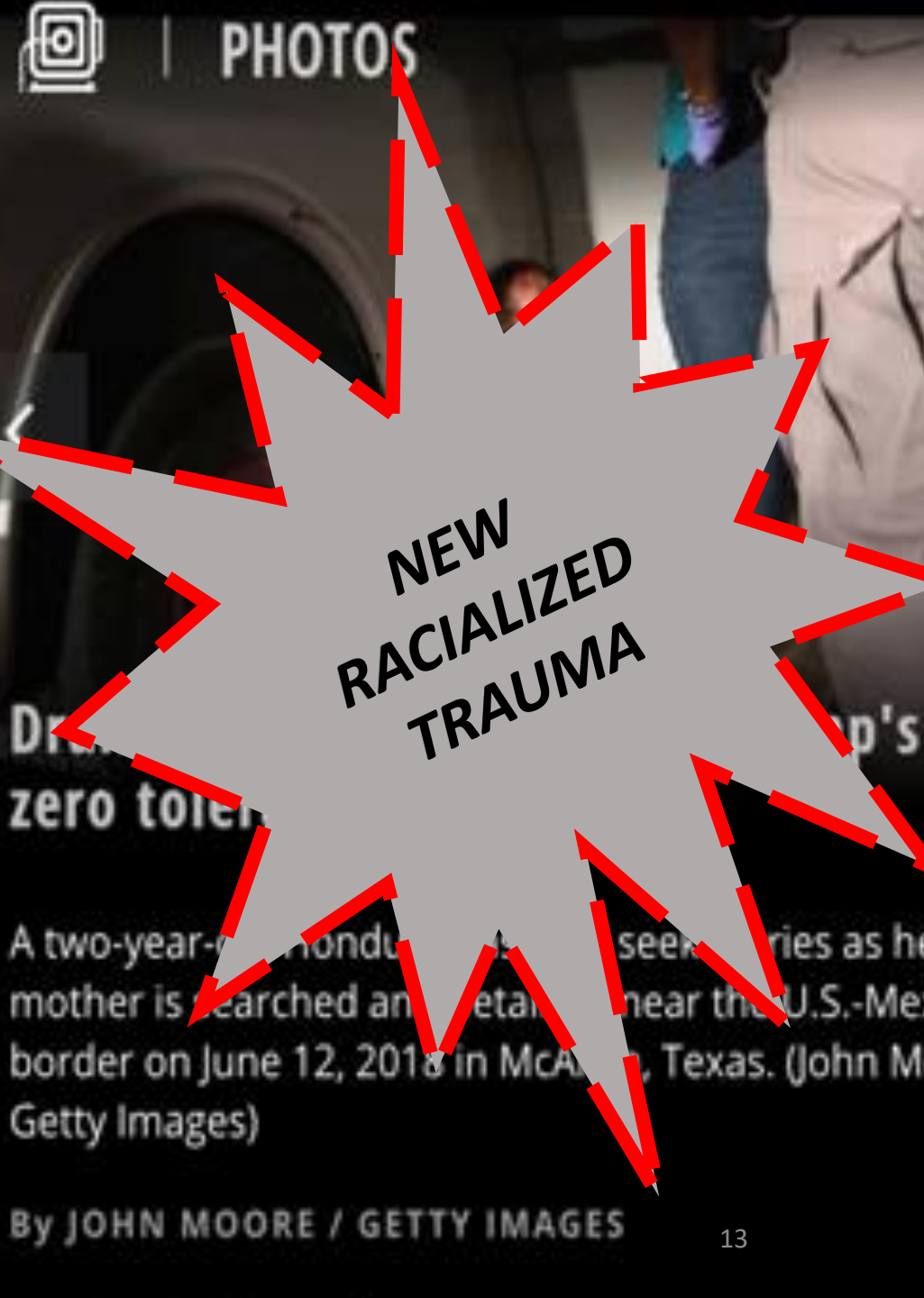


Frame
of
Reference
for
Students
of
Color 12



How to address the surge of anti-Asian hate crimes

Yvette Jackson, Ed.D.



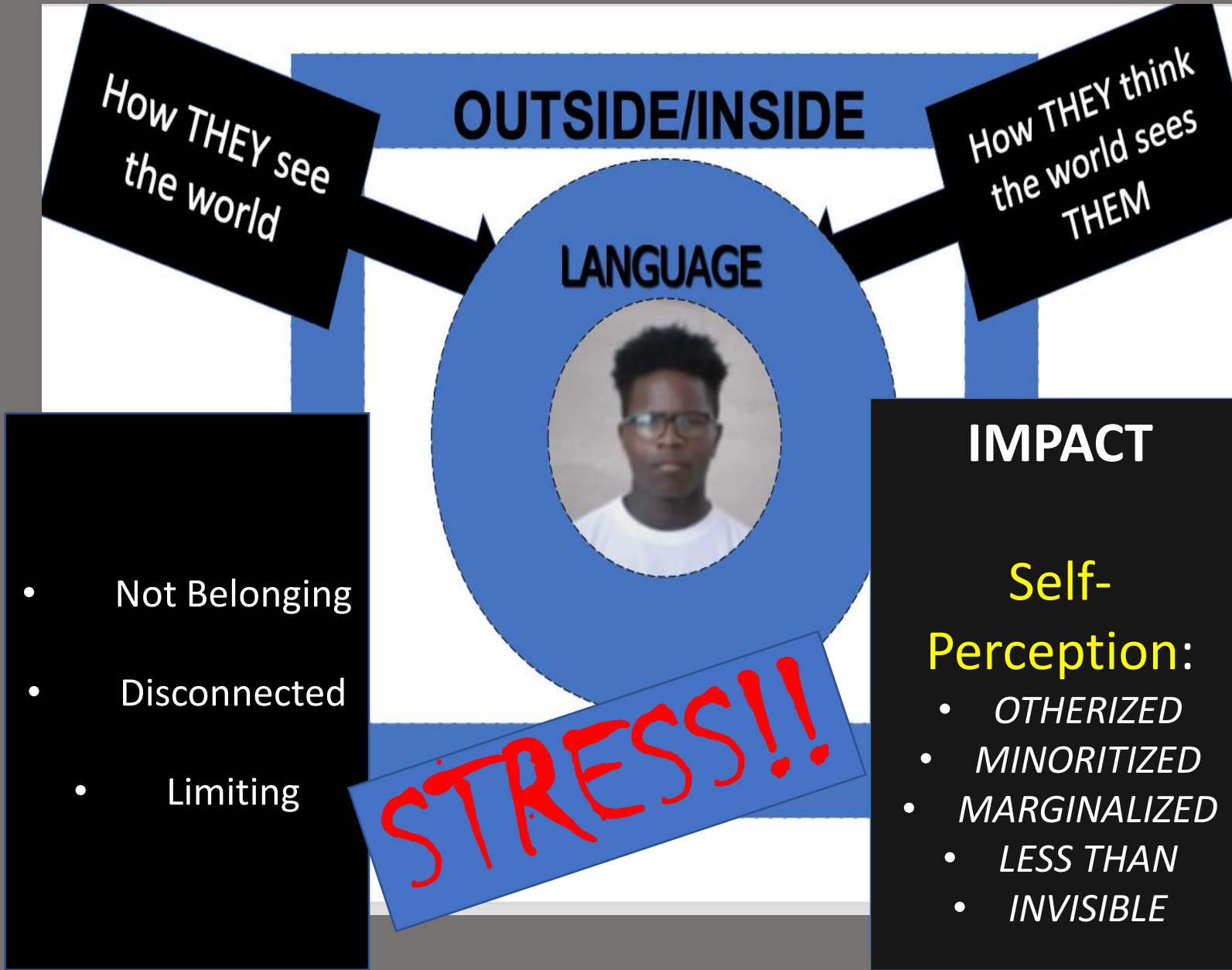


OPPRESSING INNATE POTENTIAL IN SCHOOLS

CULTURAL MYTHS ↔ BELIEFS

- Intelligence is fixed and related to race
- Focus on weakness reverses underachievement
- IQ and SAT predict potential
- Gifted education only benefits those labeled as gifted

- *Ignoring STRENGTHS*
- *Racism/Stereotypes*
- *Inequities*





- *Adverse Childhood Experiences (ACE)*
- ~~Post Traumatic Stress Disorder (PTSD)~~
- **HISTORICAL TRAUMA**



STRESS!!

Reduces blood flow-

DEPRESSES LEARNING:

- Memory & On your feet thinking
- Problem Solving & Decision Making
- *Vicious Habits* – rewires the brain to do the same thing over and over instead of finding new approaches



COMMUNITY OF BELONGING

VALUE

AFFILIATION

AGENCY

INVESTMENT



AFFIRMATION,

INSPIRATION,

MEDIATION

7 High Operational Practices™:

All students have an innate desire for engagement, challenge, developing strengths, belonging and feeling valued. The *Pedagogy of Confidence*® addresses this desire through its High Operational Practices™ (HOPs) that guide culturally responsive pedagogy for equity through excellence, eliciting and nurturing high intellectual performances for self-actualization and personal contribution from **ALL** students.

1. IDENTIFYING AND ACTIVATING STUDENT STRENGTHS. Teaching that encourages students to recognize and apply their strengths releases neurotransmitters of pleasure, motivating students to actively participate and invest in a learning experience, set goals for their learning, and follow through with their learning for meaningful application and deeper development of strengths for personal agency.

2. BUILDING RELATIONSHIPS. Students fare best cognitively, socially and emotionally when they know they are liked, appreciated, valued as part of a vibrant, caring community. Positive relationships stimulate oxytocin, positively impacting both the motivation and the memory capacity critical for learning.

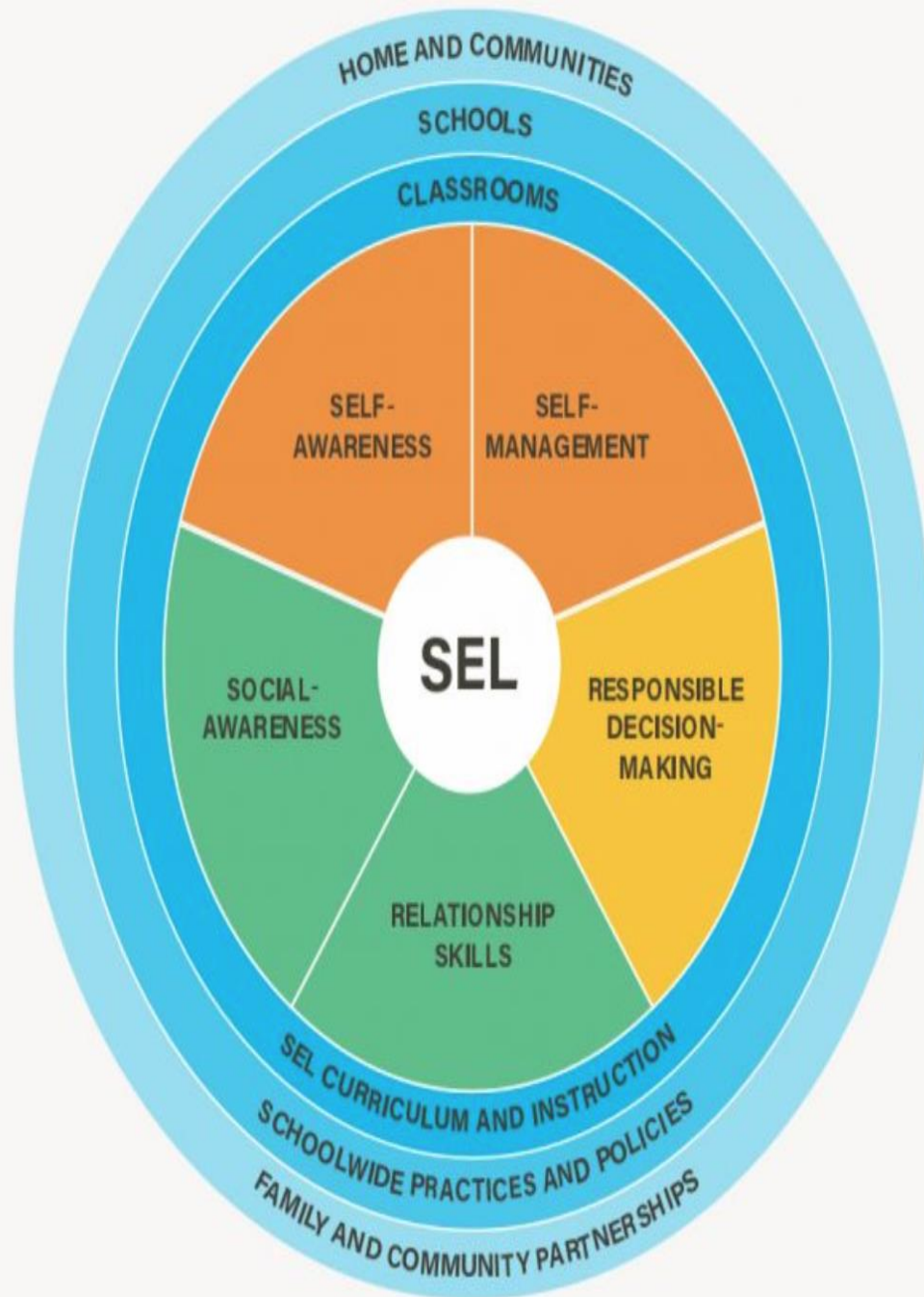
3. ELICITING HIGH INTELLECTUAL PERFORMANCE. Students crave challenges. Their intelligence flourishes when they are asked to think at high levels about complex issues, demonstrate what they know in creative ways, and develop useful habits of mind such as reflection, raising substantive questions for deeper understanding and thinking flexibly and innovatively.

4. PROVIDING ENRICHMENT. Enrichment taps students' interests, generates strengths, expands their cognitive capacity, and guides them to apply what they know in novel situations for self-actualization.

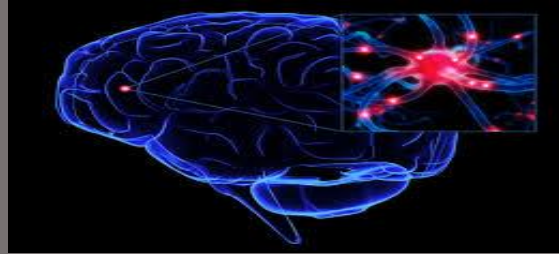
5. INTEGRATING PREREQUISITES FOR ACADEMIC LEARNING. Foundation schema building activities are critical so that students have the right foundations for learning new information and acquiring new skills. This foundation heightens students' understanding, competence, confidence, and motivation.

6. SITUATING LEARNING IN THE LIVES OF STUDENTS. Students perform most effectively when they can connect new learnings to what is relevant and meaningful to them. These connections validate their lived experiences activating the focusing of the brain through its Reticular Activating System (RAS). Without such personal connections, the new learnings are not likely to be retained and used effectively.

7. AMPLIFYING STUDENT VOICE. Encouraging students to voice their interests, perspectives, reflections, opinions and enabling them to make personal contributions is not only motivating but also builds the confidence, agency, academic language, investment, and skill students need to join wider communities of learners and doers in the world outside of school.



IDENTIFYING & ACTIVATING STRENGTHS



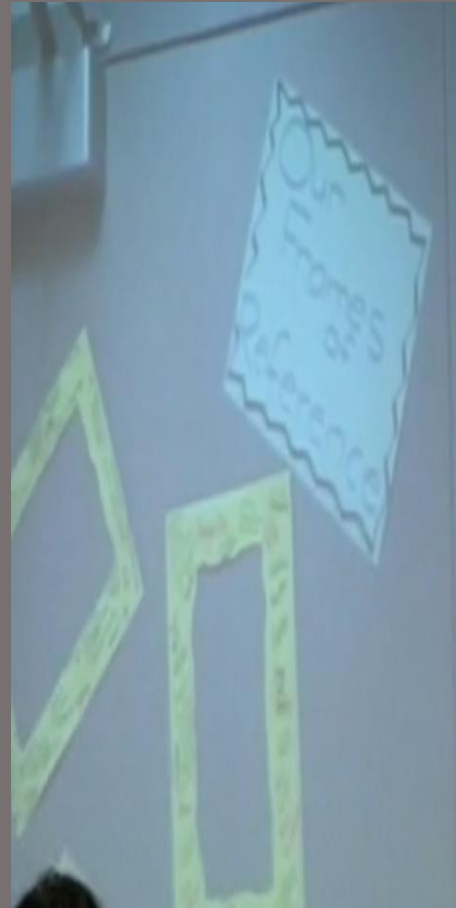
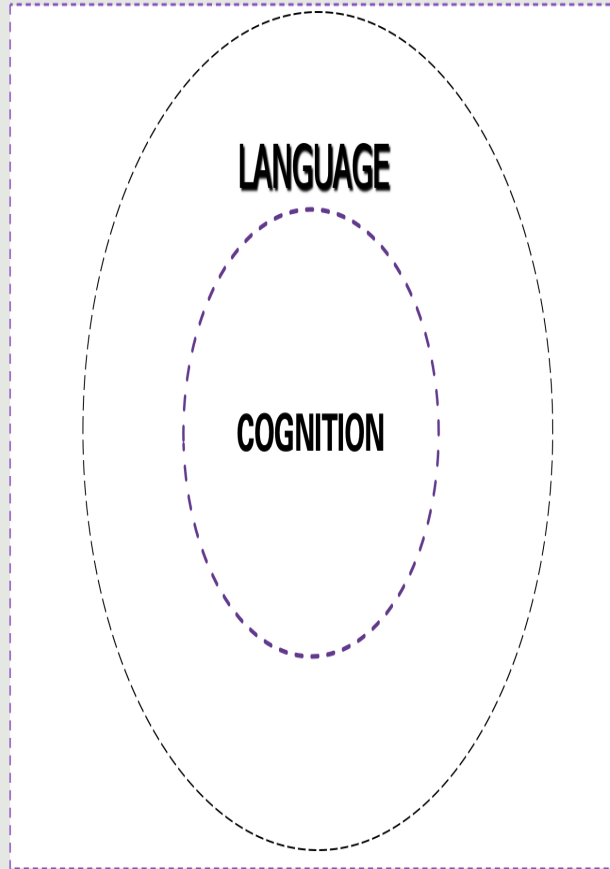
AFFIRMING VALUE

SOCIAL EMOTIONAL LEARNING

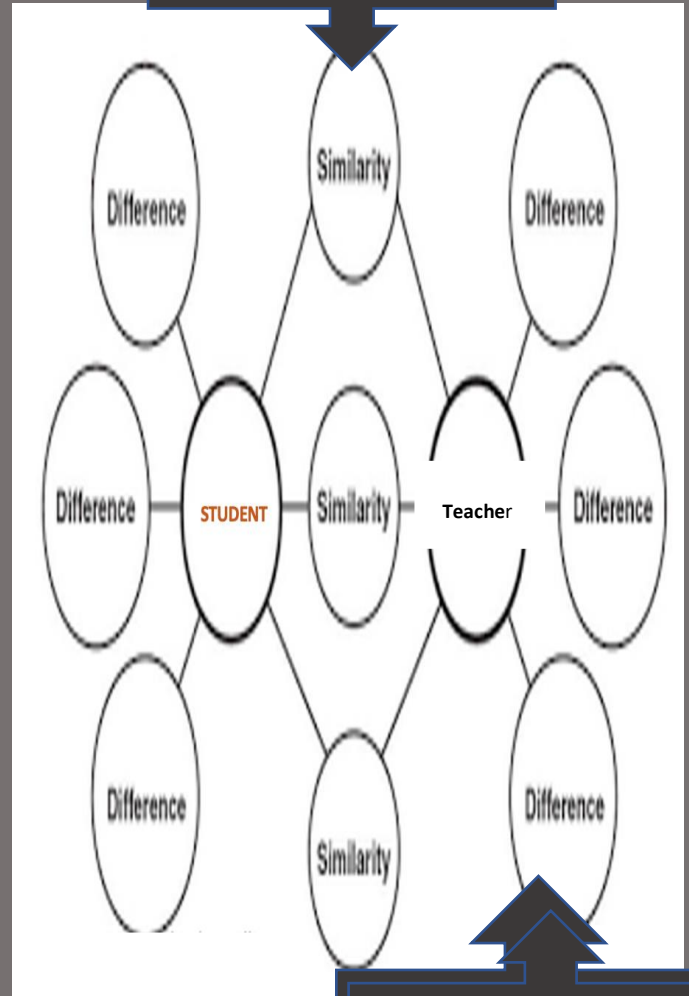
- ✓ SELF-AWARENESS
- ✓ ATTENTIVENESS
- ✓ RELATIONSHIP
- ✓ COMPASSION
- ✓ EMPATHY

Tasha Kellam Leadership Basketball player
My strengths can help me be a leader because when I was little I was shy and very quiet, but as I grew older and I gained ^{some} strengths. These ~~st~~ top 5 strengths are athletic, competitive, mature, responsibility, intelligence. They are going to help me grow ^{as a person} because as a basketball player you need discipline, you need to be competitive and mainly you have to be mature. They help me as a leader because I share these things with my friends, teachers and family members. I give them great advice, and as a leader you have to make sure that you lead other people to being a leader someday.

BUILDING RELATIONSHIPS



AFFILIATION



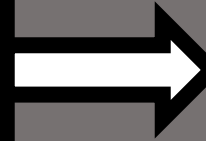
CELEBRATION

LEADING EQUITY CONSCIOUSNESS

Set a Metanarrative of BELONGING

AFFILIATION:

*Human Commonalities/
Universalities*



TRAITS

- *Empathy*
- *Dialogical Perspective*
- *Compassion*

INTERCULTURAL RELATIONS

CULTIVATING HIGH INTELLECTUAL PERFORMANCES & GIFTED BEHAVIORS

CHAPTER 40 REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR **GIFTED STUDENTS**

General intellectual aptitude. Such students demonstrate or have the potential to demonstrate:

- Superior Reasoning;
- Persistent Intellectual Curiosity;
- Advanced Use of Language;
- Exceptional Problem Solving;
- Rapid Acquisition and Mastery of Facts, Concepts, and Principles; and
- Creative and Imaginative Expression Across a Broad Range of Intellectual Disciplines Beyond Their Age-Level peers.

HIGHER ORDER THINKING PROCESSES

- **Abstractions**
 - Figurative Thinking
 - Hypothetical Thinking
 - Reasoning
 - Deductive
 - Inductive
 - Forecasting
 - Dialogical Thinking
 - Syllogistic Thinking
 - Theorizing
 - Philosophizing
 - Propositions
 - Decision Making



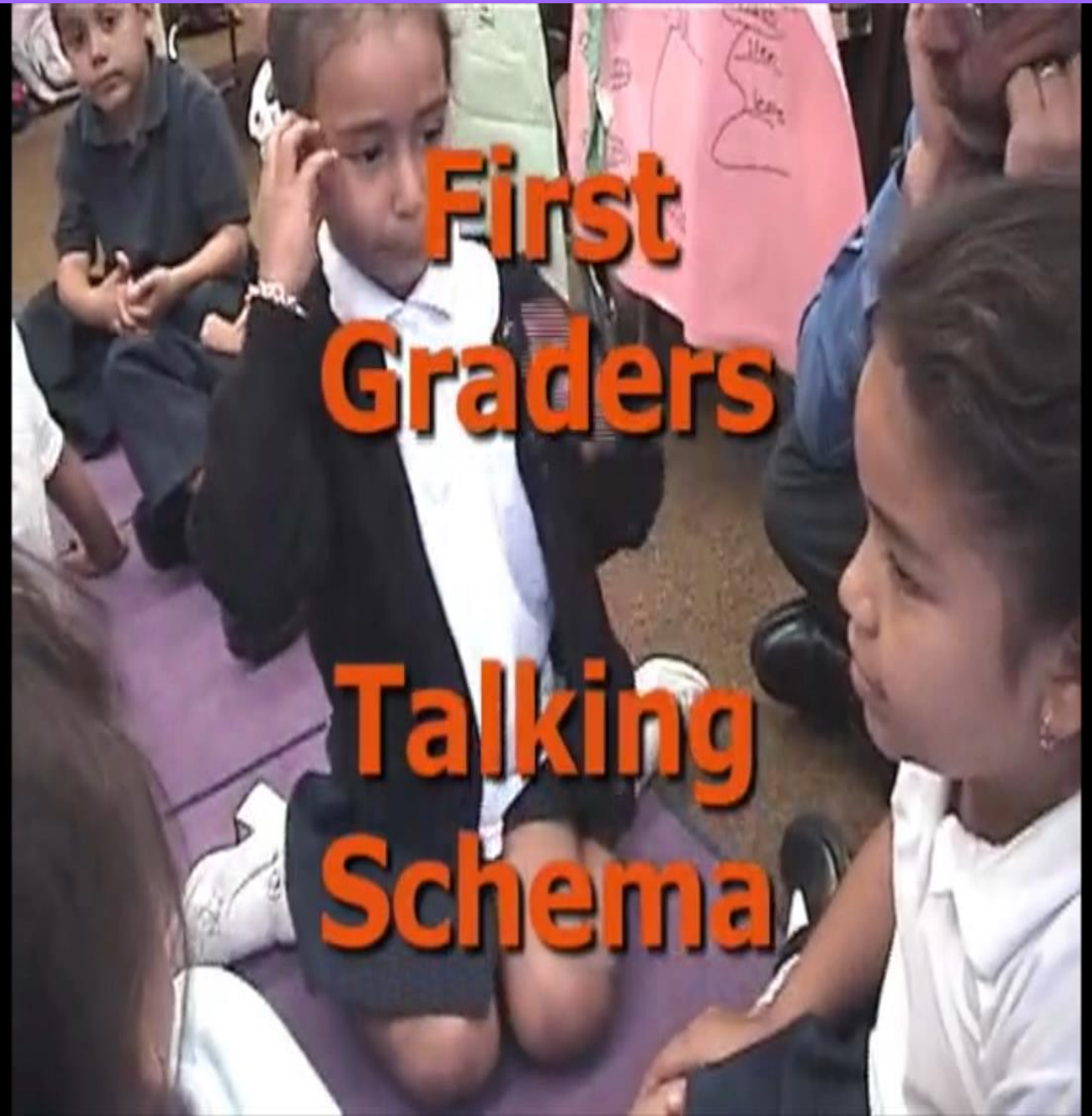
CULTURAL FRAME OF REFERENCE

CULTIVATING HIGH INTELLECTUAL PERFORMANCES & GIFTED BEHAVIORS

CHAPTER 40 REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR **GIFTED STUDENTS**

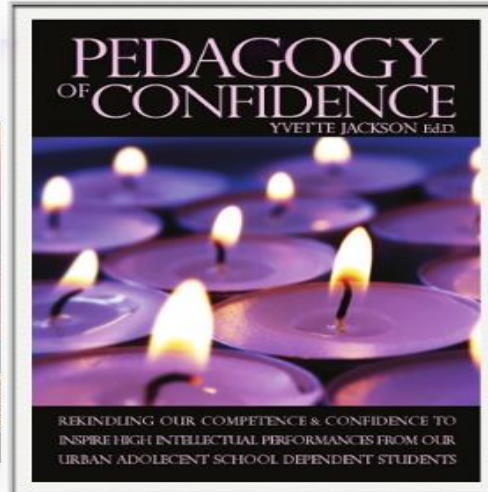
General intellectual aptitude. Such students demonstrate or have the potential to demonstrate:

- Superior Reasoning;
- Persistent Intellectual Curiosity;
- Advanced Use of Language;
- Exceptional Problem Solving;
- Rapid Acquisition and Mastery of Facts, Concepts, and Principles; and
- Creative and Imaginative Expression Across a Broad Range of Intellectual Disciplines Beyond Their Age-Level peers.



EMANCIPATING EXCELLENCE

WHY



You are the one students are waiting for !

ATTACHMENT II

The New York State Board of Regents

Policy on Diversity, Equity and Inclusion

May 2021



THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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ROGER TILLES, B.A., J.D.	Manhasset
CHRISTINE D. CEA, B.A., M.A., Ph.D.	Staten Island
WADE S. NORWOOD, B.A.	Rochester
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JAMES E. COTTRELL, B.S., M.D.	New York
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Commissioner of Education and President of The University

BETTY A. ROSA, B.A., M.S. in Ed., M.S. in Ed., M.Ed., Ed.D.

The State Education Department does not discriminate on the basis of race, creed, color, national origin, religion, age, sex, military, marital status, familial status, domestic violence victim status, carrier status, disability, genetic predisposition, sexual orientation and criminal record in its recruitment, educational programs, services, and activities. NYSED has adopted a web accessibility policy, and publications designed for distribution can be made available in an accessible format upon request. Inquiries regarding this policy of nondiscrimination should be directed to the Office of Human Resources Management, Room 528 EB, Education Building, Albany, New York 12234.

The New York State Board of Regents Policy Statement on **Diversity, Equity and Inclusion in New York State Schools**

The New York State Constitution authorizes the Board of Regents to oversee the general supervision of all educational activities within the State. The Regents exercise their authority in various ways, including by promulgating rules and regulations, adopting student learning standards, establishing academic and graduation requirements, and providing guidance and best practices to the field to ensure academic excellence for all students. The Board may also exercise its authority by adopting policy positions on significant educational and social issues. It is important for the Board of Regents to establish and communicate to all New Yorkers its beliefs and expectations for all schools and students – especially at those pivotal moments in history that we are currently experiencing.

A growing body of research finds that *all* students benefit when their schools implement strong Diversity, Equity and Inclusion (DEI) policies and practices – including academic, cognitive, civic, social-emotional, and economic benefits. Strong DEI policies, in partnership with parents and families, empower students from all backgrounds to visualize successful futures for themselves and provide them with a sense of belonging and self-worth. These benefits can lead to improved student achievement, which in turn can lead to better outcomes in other areas of their lives, including work and civic engagement. This is true regardless of a school’s geographic location or the demographic composition of its students and faculty.

We recognize that the decision to adopt a DEI policy, as well as the contents of such a policy, are ultimately matters of local discretion. However, the Regents believe strongly that there is a moral and an economic imperative to remove the inequities that stand in the way of success for whole segments of New York’s student population. *Accordingly, the Board expects that all school districts and institutions of higher education will develop and implement policies and practices that advance diversity, equity and inclusion – and that they will implement such policies and practices with fidelity and urgency.*

It shall therefore be the policy of the NYS Board of Regents to encourage and support efforts at the State and local level to create within every school an ecosystem of success that is built upon a foundation of diversity, equity, inclusion, access, opportunity, innovation, confidence, trust, respect, caring, and relationship-building. All students must feel that they are welcome, they belong, and they are supported in every school.

The Board of Regents believes that effective DEI policies must consider the entirety of the schooling process and expects districts to include the following elements in their policies:

- **Governance:** Establish a district Diversity, Equity and Inclusion Committee that is representative of all stakeholders, including students.

- **Teaching and Learning:** Address the need for *inclusive and culturally responsive teaching and learning*, including but not limited to curricula in all content areas; books and instructional materials; pedagogical practices and professional development; classroom grouping policies and practices; student support systems for all developmental pathways; full and equitable opportunities to learn for all students; and multiple assessment measures.

As part of this work, districts should consider:

- Specifically *acknowledging the role that racism and bigotry have played, and continue to play, in the American story.*
 - Adopting a [Culturally Responsive-Sustaining \(CR-S\) Framework](#) that specifically embeds the ideals of diversity, equity and inclusion by creating student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students’ abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.
 - Actively avoiding the “danger of the single story.” When one story is the only story, it becomes the definitive story; when that happens in school, students are deprived of the opportunity of seeing themselves as part of the American story. This is not about eliminating or minimizing any of America’s history; it is simply about ensuring that the contributions of *all groups* are included in the telling of the American story.
 - Ensuring coherent opportunities for students to actively participate in experiences that prepare them for a lifetime of civic engagement and contributions to social justice, including, for example, completing projects that enable students to apply the learning they have acquired within and across subject areas.
- **Family and Community Engagement:** Ensure that family and community engagement practices are based on mutual trust, confidence, and respect. Encourage participation in community building conversations, reducing language barriers, and fostering inclusivity through translated communications from our schools.
 - **Workforce Diversity:** Recruit and retain a diverse workforce in all areas and at all levels, thereby reducing stereotypes and preparing students for an increasingly global society.

- **Diverse Schools and Learning Opportunities:** Districts should –
 - Take creative steps to enhance the level of socioeconomic and racial diversity within district schools (even if the district’s student population is relatively homogeneous).
 - Examine the use of language which prevents some students from accessing and fully participating in the district’s classes, programs, and offerings. Language matters, and it is therefore critical that districts eliminate the use of terms and phrases that perpetuate negative stereotypes and minimize student opportunities.
 - Ensure that coursework, programs, and activities are accessible to all students, regardless of their disability status, native language, income level, or any other basis.

- **Student Supports, Discipline, and Wellness:** Districts should –
 - Employ programs and practices that enhance *all* students’ self-identity, self-confidence, and self-esteem.
 - Implement non-discriminatory discipline policies and practices.
 - Focus on the well-being of the “whole child” by always considering and addressing the full range of student developmental pathways.

The Board of Regents acknowledges that much of this work is already happening in districts all across the State. School and district leaders, teachers, staff, students, and parents are working to create school communities that are more diverse, more equitable, and more inclusive than ever before. Many of New York’s education stakeholders and their organizations have prioritized this issue, and their efforts must be recognized and applauded. But more work remains, and the Board of Regents and the State Education Department are committed to supporting schools and districts in their efforts to lift up all students.

ATTACHMENT III



Resolution in Recognition of the Service and Dedication of Mary R. Drzonsc

Mary R. Drzonsc will retire from her service with the New York State Education Department and the Regents Research Fund at the end of May.

In 1982, Mary was originally hired as an intern when the Regents Research Fund needed a computer-savvy college student to modernize its business processes, and she has been the heart and soul of the SED family ever since. She served as the Fund's Finance Manager and Fiscal Agent for 37 years, overseeing grants and endowments totaling tens of millions of dollars.

Beginning in 1991, Mary took on a second role, as Special Assistant to the Deputy Commissioner for the Office of Operations and Management Services, and since then has served half a dozen deputies and Executive Deputies. No matter how different their priorities and leadership styles, Mary won their respect with her work ethic and problem-solving ability.

In 2010, Mary became the Director of Operations for the Executive Deputy Commissioner. With her tremendous energy and multi-tasking skills, she not only handled day-to-day operations but also was entrusted with managing special projects, from major statewide professional development events to the My Brother's Keeper program's annual symposium.

No matter the task—big or small; no matter if it is the middle of the night; if it had to get done, Mary was the ultimate go-to person. Over the decades, she has developed a reputation as a tough negotiator, a compassionate listener, and a trusted colleague. She has a flair for reviewing documents and a finely tuned radar for sensing what is on the horizon.

Mary, with your drive, your focus, and your amazing ability to run down the hallways in high heels, you have served our State with distinction. We thank you for your selfless dedication to “taking care of the Department's business” and wish you good health, good hiking, and quality time with your loved ones as you enter this next chapter.

BE IT THEREFORE RESOLVED on this 10th day of May 2021 that the Members of the New York State Board of Regents acknowledge the service and dedication of Mary R. Drzonsc to the State Education Department, the Regents Research Fund, and the people of the State of New York.

Lester W. Young, Jr.
Chancellor



Betty A. Rosa
Commissioner

Sharon Cates-Williams
Executive Deputy Commissioner

ATTACHMENT IV



Resolution in Recognition of the Service and Dedication of Tony Lofrumento

Anthony "Tony" Lofrumento will retire from his position as Secretary to the New York State Board of Regents on May 26, 2021.

Tony has given more than 30 years of dedicated and professional service to the New York State Education Department, including 13 years as Secretary to the New York State Board of Regents. Tony holds a Bachelor of Arts degree in Psychology from the State University of New York at Albany and a Master of Science degree in Education and Special Education from the College of Saint Rose. Tony holds Permanent Teacher Certificates in Elementary Education and Special Education from the State of New York.

After working in a college community service placement job in a special education setting, he remained on as a volunteer, then was hired as a summer camp counselor. That experience led him to enroll in a graduate special education program and later hired as a special education teacher. That early community service 'requirement' turned into a new direction from early aspirations to becoming a psychologist. Then in 1985, Tony joined the New York State Education Department. For 36 years, Tony has served in various positions of ever-increasing responsibility within the Department, including service in the Office of Workforce Preparation and Continuing Education and the Office of Professions, where he ultimately rose to the position of Director of Professional Licensing, leading a staff of 125 employees. In 2008, Tony was appointed to serve as Secretary to the Board of Regents following the retirement of David Johnson.

Tony has served as Secretary to the Board of Regents under the leadership of Chancellors Robert M. Bennett, Meryll H. Tisch, Betty A. Rosa and currently, Lester W. Young, Jr. In his role as Secretary, Tony manages the operations and staff of the Regents Office, where he is responsible for the preparation and coordination of the monthly Board meetings; advising the seventeen members of the Board on Board processes, policies and practices; responding to inquiries and requests from individual Board members on a wide variety of topics and representing the Board to the public.

The preceding description of Tony's job duties barely begins to scratch the surface of all the work he actually does on behalf of the Board of Regents and the State Education Department, seemingly around the clock. In the face of the enormous daily pressures that come with the position of Board Secretary, Tony has always performed his job with grace, dignity, professionalism, discretion, good cheer, and a desire to do what is best for the Board, the Department, and the people of the State of New York.

Tony, we thank you for your lifelong commitment to the Board of Regents and the Department and we wish you nothing but well-wishes, health, and happiness as you begin your well-earned and much-deserved retirement.

BE IT THEREFORE RESOLVED on this 10th day of May 2021 that the Members of the New York State Board of Regents express their profound appreciation to Tony Lofrumento for his decades of tireless and dedicated public service.

A handwritten signature in black ink, appearing to read "Lester W. Young, Jr.", written over a horizontal line.

Lester W. Young, Jr.
Chancellor



A handwritten signature in black ink, appearing to read "Betty A. Rosa", written over a horizontal line.

Betty A. Rosa
Commissioner