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## Summary of December 2022 Board of Regents Meeting

The NYS Board of Regents conducted their monthly meeting on Monday, December 12, and Tuesday, December 13. Chancellor Lester Young opened the meeting by introducing a presentation on the progress that has been made with improving digital equity across the state.

- **Digital Equity Update**

Commissioner Rosa emphasized the importance of **digital equity** as a key component of the Board's efforts in moving toward true equity in our schools. Several NYSED staff members then outlined some of the recent progress that has been made.

Improving connectivity remains a key component for achieving digital equity and data was introduced from October 2021 BEDS Data showing the percentages of schools that have sufficient in-school connectivity. While most schools throughout the state now have digital access, the data showed that significant gaps are still present in NYC schools.

Information was presented on how schools are meeting Board of Regents instructional expectations based on statistics gathered from District Instructional Plans. Current data indicates that 86% of districts have a device available for each student. The main challenges that schools now face are in the area of improving networks and infrastructure to support increased usage of devices in classrooms and with hiring personnel to provide technical support.

The work being done with developing the remote learning framework through the Teaching in Remote/Hybrid Learning Environments (TRLE) Grant was reviewed. TRLE Project Coordinator, Tanya Lewis-Jones, highlighted a partnership with SUNY Stony Brook to develop instructional learning modules to assist teachers with furthering their instructional practices in remote and hybrid learning.

Assistant Superintendent for Assessment, Accountability and Technology, Kent Baker, and Assistant Superintendent for Curriculum, Instruction and Professional Development, Karen Bechdol from the Albany City Schools, presented an overview of the work that is occurring in the Albany schools to develop tangible digital resources, increase capacity, and promote technology-related instructional designs that improve teaching and learning.

Mr. Baker shared that Albany used the challenges of the pandemic to drive the progress that was made through recognizing the digital divide that existed, and collectively assessing how best to address the situation. He talked about the tension that existed with staff as they returned to regular in-person instruction and their struggle with how best to still utilize the lessons learned during remote learning and integrate the technology effectively into in-person lessons. To assist staff with these challenges, Albany hired 4 full-time and 10 part-time instructional coaches to assist teachers with meeting student and staff needs during the transition. They also developed an extensive professional development plan that is integrated with the learning standards, provides a variety of digital instructional tools, and focuses on what an equitable and culturally responsible classroom looks like. At the classroom level, Albany emphasizes the expression of student voices through the use of their personal devices, which includes frequent formative assessments that monitor learning during instruction. A comprehensive system for collecting data through classroom visits and walkthroughs was implemented and common planning time was made available for all district staff.

The link below includes much of the specific data that was referenced in the presentation.

<https://www.regents.nysed.gov/common/regents/files/FB%20Monday%20-%20P-12%20Education%20Digital%20Equity%20Update.pdf>

## • **Adoption of 2023-2024 Board of Regents Budget Proposal**

The Board unanimously adopted their 2023-2024 Budget Proposal. The core focus of the proposal supports initiatives within three pillars: **Equity, Improving Customer Service**, and the **P-20 Continuum**. Areas of emphasis for each of the pillars are listed below.

### **Equity, Excellence and Access**

1. Advancing Culturally Responsive Sustaining Education.
2. Expanding access to Career and Technical Education.
3. Ensuring funding equity for Students with Disabilities.
4. Preventing hunger from impeding learning.
5. Responding to the impact of the pandemic.
6. Promoting transparency through accountability.

### **Improving Customer Service**

1. Providing more efficient customer service through increasing staff capacity and modernizing NYSED's information technology systems.
2. Supporting multilingual students and their families.
3. Creating a Data and Information Management System to support fact-based decision making.
4. Providing mandate relief to school districts and NYSED.

### **P-20 Continuum**

1. Providing high quality, integrated, seamless, universally available Pre-Kindergarten.
2. Expanding regionalization and reorganization of aid programs to promote equity and ensure that a wide variety of educational programming is available statewide.
3. Incentivizing regionalization and promoting Regional Technical High Schools.
4. Supporting access to the Arts, Libraries and Cultural Education Institutions.
5. Expanding access to advanced coursework including opportunities for earning college credit and participation in career opportunity programs.

With regards to the **Regents State Aid** portion of the budget proposal, points of emphasis will focus on the expected 100% phase-in of Foundation Aid and providing wealth adjusted minimum increases to districts. Priorities include:

1. Obtaining funds to research and update the Foundation Aid Formula to better identify measures of student and community need such as updated poverty counts.
2. Fully funding expense - based aids including Building Aid, Transportation Aid, Excess Cost Aid, and BOCES Aid to assist with more accurate regional cost determinations.
3. Expanding Access to Career and Technical Education by enhancing BOCES and Special Services Aid, and increasing funding streams to support CTE placements.
4. Increased funding to assist districts with supporting multilingual students and their families, especially for districts that have experienced significant enrollment increases.
5. Increased funding and regional contract initiatives for relieving school district mandates, such as reimbursement for efforts associated with transitioning to electric buses.
6. Increased funding to promote digital equity and learning through instructional aids such as textbooks, library materials and technology related software and hardware.

The proposed budget will now be sent to the legislature for review and discussion with tentative adoption date of April 1, 2023.

The links below provided a more detailed description of specific budget items included in both proposals.

[https://www.regents.nysed.gov/common/regents/files/SA%20-%202023-2024%20Regents%20Budget%20and%20Legislative%20Initiatives\\_0.pdf](https://www.regents.nysed.gov/common/regents/files/SA%20-%202023-2024%20Regents%20Budget%20and%20Legislative%20Initiatives_0.pdf)

<https://www.regents.nysed.gov/common/regents/files/SA%20-%202023-24%20Regents%20State%20Aid%20Proposal.pdf>

## - **Use of Indigenous Names, Mascots and Logos**

The Board discussed a proposed amendment which would prohibit the use of indigenous names, mascots and logos by public schools. Commissioner Rosa introduced the discussion noting that this is a concept that directly aligns with DEI goals. The Commissioner went on to say that, after many conversations with representatives from many of the indigenous nations in the state, she has come to a greater realization that it is important to view the issue from the perspective of the individuals who are affected.

An advisory council is being formed which will work to resolve areas of confusion for schools. A common example that is occurring involves questions regarding whether or not the name such as “Warriors” is an appropriate team name, if the school mascot or logo does not include any reference to indigenous people.

The current proposed amendment would require that Boards of Education commit to eliminating the use of all indigenous names, logos and mascots by the end of the 2022-23 school year. School Boards will be required to identify a plan to eliminate the use of any prohibited name, logo or mascot by the end of the 2024-2025 school year.

The proposed amendment will now go out for the 60-day public comment period. It is anticipated to be presented for adoption at the April 2023 Board of Regents meeting.

<https://www.regents.nysed.gov/common/regents/files/1222p12d2.pdf>

- **Individual Arts Assessment Pathway**

The Board discussed a proposed amendment to establish the Individual Arts Assessment Pathway (IAAP) to graduation. All public and private high schools will now have the opportunity to participate in IAAP with students, entering 9<sup>th</sup> grade in the Fall of 2023, being eligible to pursue the diploma option. Currently, 25 school districts and 48 schools across the state are participating in the IAAP pilot.

Regent Roger Tilles expressed concern that many districts do not currently offer a sufficient number of art courses for students to complete the IAAP sequence. He stressed the need for districts to expand course options at both the high school and middle levels to increase access for students to pursue the pathway. Chancellor Young recommended that data be looked at to determine how many schools currently have the capacity to implement the IAAP, and that options are explored for how schools can take steps to implement the program.

The proposed amendment will now go out for 60-day public comment for anticipated adoption at the April 2023 Board meeting.

<https://www.regents.nysed.gov/common/regents/files/P-12%20-%20Update%20on%20the%20Arts%20and%20the%20Individual%20Arts%20Assessment%20Pathway.pdf>

- **Coordinator of Work-Based Learning Programs Certification**

With the implementation of more diploma pathway options in recent years, more students across the state are participating in workplace experiences as part of pathway requirements. This has resulted in an increased demand for **Coordinators of Work-Based Learning Experiences**.

Currently, there are two separate types of certification extensions that teachers and counselors can pursue to be qualified to supervise different types of work-based experiences:

1. Coordinator of Work-Based Learning for Career Awareness
2. Coordinator of Work-Based Learning Programs for Career Development

The Board discussed a proposed amendment which would replace the two current certification extensions with a single **Coordinator of Work-Based learning Programs** certificate. The new certificate would qualify the holder to supervise any school related work-based experiences. Coursework requirements (six credits) to earn the newly created certificate extension would remain the same.

The proposed amendment will now go out for the 60-day public comment period. It is anticipated it will be presented for adoption at the April 2023 Board of Regents meeting.

<https://www.regents.nysed.gov/common/regents/files/1222hep12d1.pdf>