



EMPIRE STATE SUPERVISORS AND ADMINISTRATORS ASSOCIATION

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Summary of January 2025 Board of Regents Meeting

The Board of Regents conducted their monthly meeting on Monday, January 13, and Tuesday, January 14, 2025.

Regent Roger Tilles opened the meeting with some reflective thoughts on the life of President Jimmy Carter, especially highlighting his commitment to strengthening public education during his presidency. Regent Judith Chen noted that 1/29/25 kicks off the Lunar New Year. Regent Chin went on to share that 2025 is the Year of the Snake, bringing us wisdom and intuitive energy.

P-12 related topics covered during the January 2025 meeting that are summarized in this report include:

- **Review and discussion of a recent Comptroller audit regarding Chronic Absenteeism of students.**
- **Update on status of Performance-Based learning and Assessment Networks (PLAN) Pilot.**
- **Proposed changes relating to regulations for the interim suspension of an individual holding a teaching certificate.**
- **Office of Special Education and ACCES (Adult Career and Continuing Education Services) Update.**
- **Presentation of the proposed amendment to change the name of the Adult Career and Continuing Education Services (ACCES) Committee to the Special Education and ACCES (SE-ACCES) Committee.**
- **Update of the roles and responsibilities of the Professional Standards and Practices Board for Teaching (PSPB).**

- **Review and discussion of a Recent Comptroller Audit Regarding Chronic Student Absenteeism.**

In October 2024, an audit report was released by the Office of the State Comptroller (OSC) titled **“Missing School: New York’s Stubbornly High Rates of Chronic Absenteeism.”** The report reviews comprehensive school attendance rates for NYS elementary, middle, and high schools over the past five years. It also presents a comprehensive breakdown of disaggregated data in several school categories and student subgroups. Using the report as a framework, NYSED staff and Board of Regents members discussed the reasons for the high rate of student absenteeism and possible ways to address the problem.

As a point of emphasis, Deputy Commissioner, P12 Instructional Supports, Jason Harmon shared that in developing their report, the Comptroller’s Office used the US Department of Education’s definition of **Chronic Absenteeism – the share of students who miss at least 10 percent of days (typically 18) in a school year, as their primary source of data.** He went on to say that the Chronic Absenteeism Index focuses only on a small group of students who miss a significant amount of school, and does not capture the overall scope of student attendance in a school building.

To address this inequity, NYSED is proposing that, for 2024-2025 school year accountability purposes, the Chronic Absenteeism Indicator be replaced by a more comprehensive **Attendance Indicator.** The new formula for calculating the indicator would ensure that ALL students are assigned an attendance level and contribute to accountability calculations, not just those who are chronically absent. The Deputy Commissioner stressed that NYSED feels this information will provide much a clearer data set for schools to use with setting goals for continuous improvement.

As the discussion concluded, both Board of Regents members and NYSED staff stressed that they are committed to a shared responsibility in addressing the chronic absenteeism problems across the state through increased resource funding, improvement strategies, and support models.

The link below includes the slides that were used during the presentation. Specifically, slides 13 and 14 include a concise review of how the new Attendance Indicator will be calculated.

<https://www.regents.nysed.gov/sites/regents/files/AUDBF%20-%20Attendance%20Matters.pdf>

- **Update on status of Performance-Based Learning and Assessment Networks (PLAN) Pilot.**

The Board was updated on the progress of the **Performance-Based Learning and Assessment Networks (PLAN Pilot).** In support of the Graduation Measures Initiative, the PLAN Pilot initiative is exploring how performance-based learning and assessment practices can be effectively implemented in schools.

The project is now in the Pilot Implementation Phase with each of the 23 Participating Schools having selected one of three Performance Based Learning Focus Areas that guide the instructional and assessment approaches that are utilized.

The three focus areas include:

1. Career and Technical Education (CTE) and Work-Based Learning
2. Inquiry Based Pedagogical Approaches with Learner Profiles
3. Project Based Learning and Performance-Based Assessment Tasks

The 23 schools are supported by three Technical Assistance Centers with additional assistance provided by identified Mentor Schools and Advisory Workgroups. SUNY Researchers are also collecting evaluative data from the 23 schools to guide recommendations for the future.

Below you will find a link to the slides that were referenced during the presentation.

<https://www.regents.nysed.gov/sites/regents/files/P-12%20-%20For%20printing%20-%20Performance-Based%20Learning%20and%20Assessment%20Networks%20Pilot.pdf>

- **Proposed Regulatory Changes to the Interim Suspension of an Individual Holding a Teaching Certificate**

The Board discussed a proposed amendment relating to situations where individuals holding teaching certificates have been accused of moral conduct violations with regards to appropriate boundaries of the teacher/student relationship. The proposed amendment would establish set procedures to determine if the misconduct is severe enough to justify the immediate, interim suspension of the individual's teaching certificate.

Deputy Commissioner for Higher Education, William Murphy, explained that these new procedures align very closely with the process that is used by the Office of the Professions when similar incidents are investigated. The Deputy Commissioner added the policy establishes a clear and consistent process for investigating allegations, conducting hearings, and ensuring that due process rights are followed.

Following the 60-day public comment period, it is anticipated that the proposed amendment will be presented to the Board adoption at the May 2025 meeting.

Below you will find a link to the actual amendment as it was presented.

<https://www.regents.nysed.gov/sites/regents/files/125hed1revised.pdf>

- **Office of Special Education and ACCES Update**

Representatives from the newly merged Offices of Special Education and Adult Career and Continuing Education Services Committee (ACCES) reviewed the scope of the collaborative efforts their newly unified department – the **Office of Special Education and ACCES**.

NYSED staff members shared that the new interconnectedness between the two departments will promote greater collaboration between the two offices. Additionally, they feel the change will assist the NYSED staff with better supporting students and their families with the transitions they must navigate beginning with PreK interventions through postsecondary support opportunities.

Below you will find a link the slides used during the presentation.

<https://www.regents.nysed.gov/sites/regents/files/FB%20Monday%20-%20Office%20of%20Special%20Education%20and%20Adult%20Career%20and%20Continuing%20Education%20Services%20Update.pdf>

- **Presentation of Proposed Amendment to Change the Name of Adult Career and Continuing Education Services (ACCES) to the Special Education and ACCES (SE-ACCES) Committee.**

The Board discussed the proposed amendment that renames the merged Offices of Special Education and ACCES. The unified Offices of Special Education and ACCES will now be referred to as the **Office of Special Education and ACCES (OSEA)** to reflect the change.

Additionally, the name of the ACCES committee has also been changed to the **Special Education and ACCES Committee (SE-ACCES)**.

It is anticipated that the proposed amendment will be presented for formal adoption at the May 2025 Board of Regents Meeting.

A link to the amendment can be found below.

<https://www.regents.nysed.gov/sites/regents/files/125accesd1.pdf>

- **Update of the Roles and Responsibilities of the Professional Standards and Practices Board for Teaching (PSPB).**

Several members of the **NYSED Professional Standards and Practices Board** provided a review of their roles and responsibilities and summarized some of the current areas where they are focusing their efforts.

The 30 member Board includes P-12 teachers and administrators, higher education representatives from SUNY, CUNY and the Commission on Independent Colleges and Universities.

The link below includes the slides that were referenced during the presentation and includes more detailed information on their specific responsibilities.

<https://www.regents.nysed.gov/sites/regents/files/HE%20-New%20York%20State%20Professional%20Standards%20and%20Practices%20Board%20for%20Teaching%20Update.pdf>