



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:** Tony Lofrumento *Anthony Lofrumento Jr*  
**SUBJECT:** Summary of the May 2018 Meeting  
**DATE:** May 31, 2018  
**AUTHORIZATION(S):** *Margellen Ecia*

**Executive Summary**

**Issue for Decision**

Review of the Summary of the May 2018 Meetings of the Board of Regents.

**Proposed Handling**

Approval of the Summary of May 2018 meetings.

**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.

**Recommendation**

Approval of the Summary of the May 2018 meetings.

**Timetable for Implementation**

Effective June 12, 2018.

**VOTED**, that the Summary of the May 2018 Meetings of the Board of Regents of The University of the State of New York be approved.



**SUMMARY OF THE MAY 2018 MEETING**

**OF THE BOARD OF REGENTS**

**OF**

**THE UNIVERSITY OF THE STATE OF NEW YORK**

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

***May 7 and 8, 2018***

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

## ***THE BOARD OF REGENTS***

The Board of Regents of The University of the State of New York held a public session on Monday, May 7, 2018 at 9:00 a.m. pursuant to a call to duty sent to each Regent.

### **MEETING OF THE FULL BOARD, Monday, May 7<sup>th</sup> at 9:00 a.m.**

#### **Board Members in Attendance:**

Betty A. Rosa, Chancellor  
Roger Tilles  
Lester W. Young, Jr.  
Wade S. Norwood  
Kathleen M. Cashin  
James E. Cottrell  
Judith Chin  
Beverly L. Ouderkirk  
Judith Johnson  
Nan Eileen Mead  
Elizabeth S. Hakanson  
Luis O. Reyes  
Susan W. Mittler

Also present were Commissioner of Education, MaryEllen Elia, Executive Deputy Commissioner, Elizabeth Berlin, Counsel and Deputy Commissioner for Legal Affairs, Alison B. Bianchi, and the Secretary, Board of Regents, Anthony Lofrumento. Vice Chancellor T. Andrew Brown and Regents Christine D. Cea, Josephine Victoria Finn and Catherine Collins were absent and excused.

Regent Lester W. Young, Jr., Chair of the Workgroup to Improve Outcomes for Boys and Young Men of Color was asked to provide thoughts for a moment of reflection and also introduced the "Focus of Our Work" video – *Interviews with Youth: "What has My Brother's Keeper Meant to You?"*

Regent Roger Tilles provided comments on the career and passing of New York State Librarian Bernard "Bernie" A. Margolis.

### **ACTION ITEM**

#### **Executive Session Motion**

**MOVED**, that the Board of Regents convene in executive session, Tuesday, Tuesday, May 8 at 10:15 a.m. to discuss litigation matters.

<b>Motion by:</b>	Regent Roger Tilles
<b>Seconded by:</b>	Regent Susan W. Mittler
<b>Action:</b>	Motion carried unanimously.

## **DISCUSSION ITEM**

### **Introducing New Guidance and Resources for Social Emotional Learning BR (D) 1**

Renée Rider, Associate Commissioner, School Operations and Management Services, Tyrone Martinez-Black, CASEL (Collaborative for Academic, Social and Emotional Learning), Elizabeth Devaney, Children's Institute and Carri Manchester, Associate in Educational Planning and Evaluation, Office of Student Support Services led a discussion on New Guidance and Resources for Social Emotional Learning. (Attachment I).

Chancellor Betty A. Rosa adjourned the meeting.

**MEETING OF THE FULL BOARD, Tuesday, May 8, 2018 at 10:35 a.m.**

**Board Members in Attendance:**

Betty A. Rosa, Chancellor  
Roger Tilles  
Lester W. Young, Jr.  
Wade S. Norwood  
Kathleen M. Cashin  
James E. Cottrell  
Judith Chin  
Beverly L. Ouderkirk  
Judith Johnson  
Nan Eileen Mead  
Elizabeth S. Hakanson  
Luis O. Reyes  
Susan W. Mittler

Also present were Commissioner of Education, MaryEllen Elia, Executive Deputy Commissioner, Elizabeth Berlin, Counsel and Deputy Commissioner for Legal Affairs, Alison B. Bianchi, and the Secretary, Board of Regents, Anthony Lofrumento. Vice Chancellor T. Andrew Brown and Regents Christine D. Cea, Josephine Victoria Finn and Catherine Collins were absent and excused.

Chancellor Rosa asked Regent Mead provided thoughts for a moment of reflection.

**ACTION ITEM**

**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 2018 Meeting of the Board of Regents  
BR (A) 2**

**MOVED**, that the Summary of the March 2018 Meeting of the Board of Regents of The University of the State of New York be approved.

**Motion by:** Regent Roger Tilles  
**Seconded by:** Regent Elizabeth S. Hakanson  
**Action:** Motion carried unanimously.

## **PROGRAM AREA CONSENT ITEMS**

### **Higher Education**

#### **Master Plan Amendment: Touro College to authorize the College's First Ph.D. Program BR (CA) 1**

**MOVED**, that the Board of Regents approve a master plan amendment to authorize Touro College to offer its first doctoral program in the Humanities discipline. The amendment will be effective until May 8, 2019, unless the Department registers the Ph.D. program prior to that date, in which case master plan amendment shall be without term.

#### **Proposed Amendment to Section 52.21 of the Regulations of the Commissioner of Education Relating to Graduate Admission Examination Requirements to Implement Chapter 454 of the Laws of 2017 BR (CA) 2**

**MOVED**, that §52.21 of the Regulations of the Commissioner of Education be amended, as submitted, effective May 23, 2018.

#### **Proposed Amendment to Section 80-1.5 of the Regulations of the Commissioner of Education Relating to Safety Nets for Teacher Certification Examinations BR (CA) 3**

**MOVED**, that §80-1.5 of the Regulations of the Commissioner of Education be amended, as submitted, effective May 23, 2018.

#### **St. Bonaventure University: Master Plan Amendment to Offer a Master of Fine Arts (M.F.A.) Degree Program in Feature Film Production BR (CA) 4**

**MOVED**, that the Board of Regents approve a master plan amendment to authorize St. Bonaventure University to offer its first masters-level program in the Fine Arts discipline area, a Master of Fine Arts (M.F.A.) in Feature Film Production. The amendment will be effective until May 9, 2019, unless the Department registers the program prior to that date, in which case master plan amendment shall be without term.

#### **Proposed Amendment to Subpart 4-2 of the Rules of the Board of Regents and Section 52.21 of the Regulations of the Commissioner of Education Relating to the Continuous Accreditation Requirement for Educator Preparation Providers BR (CA) 5**

**MOVED**, that Subpart 4-2 of the Rules of the Board of Regents is repealed and that §52.21 of the Regulations of the Commissioner of Education be amended, as submitted, effective May 23, 2018.

**The City University of New York City College and The City University of New York  
Graduate School: Regents Authorization to award the Bachelor of Music (B.M.)  
and Master of Music (M.M.) Degrees  
BR (CA) 6**

**MOVED**, that the Board of Regents authorize the CUNY Board of Trustees to award the Bachelor of Music (B.M.) and Master of Music (M.M.) degrees on students who successfully complete registered programs at CUNY City College and the Bachelor of Music (B.M.) degree on students who successfully complete registered programs at CUNY Graduate School, effective May 8, 2018.

**P-12 Education**

**Petition of the Central School District of the City of Salamanca for Consent to  
Exceed the Constitutional Debt Limit  
BR (CA) 7**

**MOVED**, that the Board of Regents hereby gives consent to the issuance of bonds and/or bond anticipation notes by the Board of Education of the City School District of the City of Salamanca in the amount not to exceed \$12,710,308 for a capital improvement project consisting of reconstruction and renovation of, and the construction of improvements, additions, and upgrades to various District buildings and facilities to be used in excess of the constitutional debt limit of said school district.

**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) 8**

**MOVED**, that the Regents should approve the proposed (re)appointments.

**Report of the Committee on the Professions Regarding Licensing Petitions  
BR (CA) 9**

**MOVED**, that the Regents approve the recommendations of the Committee on the Professions regarding licensing petitions and degree conferrals.

**Houghton College – Master Plan Amendment for Bachelor of Science (B.S.)  
Degree Program in Electrical Engineering  
BR (CA) 10**

**MOVED**, that the Board of Regents approve an amendment to the master plan of Houghton College to authorize the College to offer the B.S. Electrical Engineering program. This amendment will be effective until May 8, 2019, unless the Department registers the program prior to that date, in which case the master plan amendment shall be without term.

**Master Plan: Initial Authorization of Albert Einstein College of Medicine to Award  
Degrees  
BR (CA) 11**

**MOVED**, that that the Board of Regents approve the master plan to authorize Albert Einstein College of Medicine to offer the following programs: M.D. in Medicine; Ph.D. in Biomedical Sciences; M.S. in Clinical Research Methods; and M.S. in Bioethics.

**State University of New York Health Science Center at Syracuse (SUNY Upstate  
Medical University): Master Plan Amendment to Offer a Program in Behavior  
Analysis Studies Leading to the Master of Science (M.S.) Degree**

**MOVED**, that the Board of Regents approve the amendment to the master plan of the State University of New York authorizing SUNY Upstate Medical University to offer its first master's level program in the social sciences discipline area, an M.S. program in Applied Behavior Analysis. The amendment will be effective until May 2019, unless the Department registers the program prior to that date, in which case master plan amendment shall be without term.

**MOVED**, that the Regents approve the consent agenda items.

**Motion by:** Regent Judith Chin  
**Seconded by:** Regent Susan W. Mittler  
**Action:** Motion carried unanimously.

**STANDING COMMITTEE REPORTS**

**CULTURAL EDUCATION**

Your Committee on Cultural Education had its scheduled meeting on May 7, 2018. Regent Roger Tilles, Chair of the Cultural Education Committee, submitted the following written report. In attendance were committee members: Regent Tilles, Chair, Regent Cottrell, Regent Chin, Regent Ouderkirk, Regent Johnson and Regent Mead. Regents, in addition to CE Committee Members, in attendance were: Chancellor Rosa, Regent Hakanson, Regent Mittler, Regent Young, and Regent Reyes. Also in attendance were

Commissioner Elia, Executive Deputy Commissioner Berlin, and Counsel and Deputy Commissioner for Legal Affairs Alison Bianchi.

## **ITEMS FOR DISCUSSION**

Chair's Remarks: Regent Tilles welcomed everyone and introduced Deputy Commissioner Mark Schaming. Deputy Commissioner Schaming provided a brief report on Office of Cultural Education news and activities;

- In 1956, the museum acquired a cultural item as part of a larger collection purchased from the Albert G. Heath Collection at the Logan Museum of Anthropology at Beloit College in Beloit, WI. The sacred object, a Grandfather Drum, identified by representatives of the Little Traverse Bay Bands of Odawa Indians, was repatriated to representatives of the Odawa on April 23, 2018. Odawa representatives came to the State Museum from Michigan, toured the galleries, and met with our anthropology team and received the sacred Grandfather Drum.
- State Archaeologist, Dr. Christina Rieth, received the Founder's Award from the New York Archaeological Council on April 28th. This award recognizes individuals who have made substantive contributions to New York archaeology and historic preservation. Dr. Rieth was cited for her long service as New York State Archaeologist and Director of the Museum's Cultural Resource Survey Program, public outreach, and her New York-based archaeological research.
- The State Museum opened two exhibitions; Art of Erie Canal which will be open from April 28 – September 23, 2018 and "a small fort, which our people call Fort Orange" which is open through May 5, 2020.
- James Neal, President of the American Library Association spoke on Wednesday April 25 in the Huxley theater on as part of the New York State Library's 200th celebration.
- On May 10th at the Clifton Park-Halfmoon Public Library, a one-day summit for Ready to Read certified trainers and statewide partners will explore additional early learning topics.

### **New York State Museum's Geologic Mapping Program [CE (D) 1]**

Dr. Andrew Kozlowski from the New York State Museum provided an overview and update of mapping the geology of New York that started in 1836 as the New York State Geological and Natural History Survey. Since 1992, the Museum has participated in the United States Geological Survey's, National Cooperative Mapping program. This program provides annual funding for state geological surveys to map surficial deposits and bedrock. Dr. Kozlowski reviewed how modern geologic maps are generated through a combination of fieldwork, laboratory work, and computer-aided drafting, and how geologic mapping contributes to our understanding of New York's geologic history.

## **WCNY Creates and Delivers Innovative Local and Statewide Educational Programming [CE (D) 2]**

Julie Daniels, Director of Education Television and Public Broadcasting introduced representatives from WCNY; Robert J. Daino, President and CEO and Debbie Stack, Senior Director of Interactive Education & Community Engagement. WCNY provided an overview of how working with community stakeholders and diverse partners, they develop and deliver standards-based, engaging hands-on educational experiences for students and educators. This includes: Enterprise America, an experiential learning program that combines classroom instruction with the real-world experience of operating a 21st century model city; a NYS accredited two-year embedded Career and Technical Education Media Marketing Communications program; Double Down an academic quiz show; Regents Review 2.0, a statewide broadcast and online Regents exam preparation program supporting all ten NYS Regents exams; and interactive classroom lessons for PBS LearningMedia.

## **HIGHER EDUCATION**

Your Higher Education Committee held its scheduled meeting on May 8, 2018. All members were present with the exception of Regents Collins, Cea, Finn and Vice Chancellor Brown.

## **MOTION FOR ACTION BY FULL BOARD**

### **Action Items**

Madam 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 8, 2018, copies of which have been distributed to each member of the Board of Regents.

**Proposed Amendment to Section 80-5.4 Related to Substitute Teachers** (Emergency Action) - Your Committee discussed a proposed amendment to allow districts to continue to be provided with the flexibility needed to address their hiring needs and employ substitute teachers who demonstrate competency in the classroom for more than 40 days beyond the current sunset date of June 30, 2018 and through the new sunset date of June 30, 2020. If adopted, the proposed amendment will be adopted as an emergency action, effective July 1, 2018. After much discussion, it was decided to table the item until the June 2018 meeting.

### **Matters Not Requiring Board Action:**

**Clinical Practice Work Group Activities and Recommendations for Field Experience and Student Teaching Requirements in Teacher Preparation Programs**

Your Committee was provided with an overview of the Work Group activities and recommendations, including their outreach to the field to obtain feedback on draft recommendations for field experience and student teaching requirements in teacher preparation programs. At its January 2017 meeting, the Board of Regents reviewed the edTPA Task Force recommendations. One of the Task Force recommendations was to establish a committee to examine the length and content of the student teaching experience in teacher preparation programs. In response, the Department convened the Clinical Practice Work Group in June 2017 to examine the current regulations related to field experiences and student teaching. The Work Group was composed of members from the P-12 and higher education communities from across the state and met eight times through March 2018 to develop recommendations for updating the regulations. The current field experience and student teaching requirements have been in effect since January 2000. The Department will continue discussion and provide the Board with recommendations for proposed regulation changes in September 2018.

### **Proposed Amendment to Part 80 Related to the Speech and Language Disabilities Certificate**

Your Committee was provided with a proposed amendment to add a new Section 80-3.16 to the Regulations of the Commissioner of Education to allow individuals completing a speech-language pathology program accredited by the American Speech, Language, and Hearing Association (ASHA) to obtain an Initial certificate in Speech and Language Disabilities (All Grades). In New York State, candidates can obtain an Initial certificate in speech and language disabilities (all grades) by completing an approved teacher education program in speech and language disabilities or meeting certification requirements through individual evaluation, which includes completion of a college-supervised practicum of 150 hours. However, most other states do not require completion of a teacher education program for individuals to provide speech services in a school or have speech language pathology programs that may include very little pedagogical coursework for classroom instruction. As such, most institutions of higher education outside of New York do not have separate teacher education programs in speech and language disabilities. Rather, most other states require completion of a program accredited by the American Speech, Language, and Hearing Association (ASHA) for individuals to provide speech services in schools. Following the 60-day public comment period required under the State Administrative Procedure Act, it is anticipated that the proposed amendment will be presented to the Board of Regents for adoption at its September 2018 meeting. If adopted at the September 2018 meeting, the proposed amendment will become effective on October 3, 2018.

### **Proposed Amendments to Section 4-1.3 of the Rules of the Board of Regents Related to Institutional Accreditation**

Your Committee was provided with proposed amendments to Section 4-1.3 of the Rules of the Board of Regents relating to Voluntary Institutional Accreditation for Title IV Purposes. On February 8, 2018, the Department appeared before the National Advisory Committee on Institutional Quality and Integrity (NACIQI) concerning the petition of the

Board of Regents and Commissioner of Education for renewal of recognition by the U.S. Secretary of Education as an institutional accrediting agency. NACIQI is charged with making a recommendation to the Secretary of Education concerning applications for recognition as institutional accrediting agencies. At the February 8, 2018 NACIQI meeting, the Committee accepted the following motion concerning the Board of Regents and Commissioner of Education's recognition: NACIQI recommends to continue the agency's current recognition and require the agency to come into compliance within 12 months and submit a compliance report 30 days after the 12 month period that demonstrates the agency's compliance. Your Committee also discussed an amendment to the regulations to establish a fee structure for institutional accreditation. Following the 60-day public comment period required under the State Administrative Procedure Act, it is anticipated that the proposed amendment will be presented to the Board of Regents for adoption at its September 2018 Regents meeting and would become effective as a permanent rule on October 3, 2018.

### **Consent Agenda**

The Board of Regents acted on the following consent agenda items at the May 2018 meeting.

- **Master Plan Amendment: Touro College** – to authorize the College's first Ph.D. program – a Doctor of Philosophy in Jewish Studies – The Board approved a master plan amendment to authorize Touro College to offer its first doctoral program in the Humanities discipline. The amendment will be effective until May 8, 2019, unless the Department registers the Ph.D. program prior to that date, in which case master plan amendment shall be without term.
- **Proposed Amendment to Section 52.21 of the Regulations of the Commissioner of Education Relating to Graduate Admission Examination Requirements to Implement Chapter 454 of the Laws of 2017** – The Board approved the amendment of Section 52.21 of the Commissioner's Regulations and will become effective as a permanent rule on May 23, 2018.
- **Proposed Amendment to Section 80-1.5 of the Regulations of the Commissioner of Education Related to Safety Nets for Teacher Certification Examinations** – The Board approved the amendment of Section 80-1.5 of the Commissioner's Regulations effective May 23, 2018.
- **Master Plan Amendment: St. Bonaventure University** – to offer a Master of Fine Arts (M.F.A.) degree program in Feature Film Production – The Board approved a master plan amendment to authorize St. Bonaventure University to offer its first masters-level program in the Fine Arts discipline area, a Master of Fine Arts (M.F.A.) in Feature Film Production. The amendment will be effective until May 9, 2019, unless the Department registers the program prior to that date, in which case master plan amendment shall be without term.

- **Proposed Amendment to Subpart 4-2 of the Rules of the Board of Regents and Section 52.21 of the Regulations of the Commissioner of Education Relating to Continuous Accreditation Requirement for Educator Preparation Providers** – The Board voted that Subpart 4-2 of the Rules of the Board of Regents be repealed and that §52.21 of the Regulations of the Commissioner of Education be amended, as submitted, effective May 23, 2018.
- **Regents Authorization to Award Degrees: The City University of New York City College and New York Graduate School** – to award the Bachelor of Music (B.M.) and Master of Music (M.M.) Degrees – The Board of Regents authorizes the CUNY Board of Trustees to award the Bachelor of Music (B.M.) and Master of Music (M.M.) degrees on students who successfully complete registered programs at CUNY City College and the Bachelor of Music (B.M.) degree on students who successfully complete registered programs at CUNY Graduate School, effective May 8, 2018.

## **P-12 EDUCATION**

Your P-12 Education Committee held its scheduled meeting on May 7, 2018. All members were present, except for Vice Chancellor Brown and Regents Cea, Finn and Collins, who were excused.

### **ACTION ITEMS**

#### **Transfer Application: From the New York City Department of Education Chancellor to the Board of Regents [P-12 (A) 1]**

Your Committee recommends that the Regents find that: (1) the proposed charter school 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 3 subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the request of Williamsburg Charter High School to have the Board of Regents serve as the charter entity for the school, with authority to oversee and supervise such charter school, in accordance with §2851(5) of the Education Law. The motion passed unanimously. Regent Tilles was not present for the vote.

#### **Merger Revision to Charters Authorized by the Board of Regents [P-12 (A) 2]**

Your Committee recommends that the Board of Regents finds that: (1) Classical Charter Schools meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) Classical Charter Schools can demonstrate the

ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by Classical Charter Schools, and the Board of Regents, therefore, approves the charter revision and amends the provisional charter accordingly. The motion passed unanimously. Regent Tilles was not present for the vote.

### **Revision to a Charter Authorized by the Board of Regents [P-12 (A) 3]**

Your Committee recommends the Board of Regents finds that: (1) the 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 Mott Hall Charter School and amends the provisional charter accordingly. The motion passed. Regents Reyes and Mittler abstained. Regent Tilles was not present for the vote.

### **Renewal Recommendations for Charter Schools Authorized by the Board of Regents [P-12 (A) 5]**

Your Committee recommends that the Board of Regents finds that, the New Visions Charter High School for Advanced Math and Science III: (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 New Visions Charter High School for Advanced Math and Science III and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2023.

Your Committee recommends that the Board of Regents finds that, the New Visions Charter High School for the Humanities III: (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 New Visions Charter High School for the Humanities III and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2023.

Your Committee recommends that the Board of Regents finds that, the South Bronx Classical Charter School II: (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 Classical Charter School II and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2023.

The Committee voted on all three charter schools in one vote, which passed unanimously. Regent Tilles was not present for the vote.

### **Reports of Incidents of Harassment, Bullying and/or Discrimination Pursuant to the Dignity for All Students Act [P-12 (A) 4]**

Your Committee recommends that a new subparagraph (x) be added to paragraph (1) of subdivision (kk) of section 100.2 of the Regulations of the Commissioner of Education, as submitted, effective May 8, 2018, as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare in order to ensure that incidents of harassment, bullying, and/or discrimination which may constitute violations of the Dignity for All Students Act are promptly reported to the principal, superintendent, or designee. The motion passed unanimously.

### **MOTION FOR ACTION BY FULL BOARD**

Madam Chancellor and Colleagues: Your P-12 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 8, 2018, copies of which have been distributed to each Regent.

### **MATTERS NOT REQUIRING BOARD ACTION**

**Information Privacy Program [P-12 (D) 1]** – the Committee was updated on data privacy and security activities as well as the progress of regulations that are being drafted to implement New York's data privacy law. The Department's Chief Privacy Officer (CPO), in partnership with the Data Privacy Advisory Council (DPAC), is currently working to draft a regulatory proposal for the Board's consideration that would implement requirements around student data privacy. To date, the DPAC has focused its work on gathering

information from the field of stakeholders and experts to begin drafting data security and privacy standards that will apply to every educational agency. The standards will serve as minimum requirements that must be adopted for compliance but beyond which educational agencies may choose to go. The Department is currently conducting a listening tour across the State to seek input from parents, education experts and other stakeholders on additional elements of the parent's bill of rights, and on sections of the student data privacy law that should be addressed in regulations.

**Annual Professional Performance Review (APPR) Update** – On April 26, 2018, a bill was introduced in the New York State Assembly that would amend the Education Law which governs teacher and principal evaluation. The same bill was introduced in the Senate the following day. The bill has passed in the Assembly but has not yet passed in the Senate. The Committee was provided with a review of the provisions of the bill, should it become law. A few of the provisions discussed include:

- the use of State-created or administered tests being optional instead of mandatory;
- the elimination of the State Growth Model for teachers of grades 4-8, building principals covering those grade levels, and high school principals (grades 9-12);
- the selection of assessments for student learning objectives being subject to collective bargaining; and
- the use of the evaluation system currently in place during the term of any collective bargaining agreements that are in effect prior to the effective date of the amendment.

If the bill becomes law, the Department will amend Commissioner's Regulations to conform to the new requirements. A new template will be developed for the new APPR plans, field guidance and other resources will be issued, and training will be provided to the field. Districts will collectively bargain new APPR plans which must be approved by the Commissioner. There is no specific date by which school districts must negotiate their new plans in order to maintain eligibility for State aid increases.

### **Consent Agenda**

The Board of Regents will take action on the following consent agenda item at their May 8, 2018 meeting.

- Petition of the City School District of the City of Salamanca for Consent to Exceed the Constitutional Debt Limit.

### **P-12 EDUCATION/HIGHER EDUCATION**

Your P-12 Education and Professional Practice Committees held their scheduled joint meeting on May 7, 2018. All members were present, except for Vice Chancellor Brown, Regents Cea, Finn and Collins, who were excused.

## **ACTION ITEM**

### **Health Education [P-12/PPC (A) 1]**

The Committees were updated on the work of the NYS Mental Health Education Advisory Council to develop mental health related resources and tools for supporting student mental health instruction. A panel of representatives from the Mental Health Education Advisory Council presented on State and local perspectives regarding mental health, and shared recommendations with the Board of Regents relating to instruction in mental health. The presenters are:

- Ellen Pendegar, MHANYS Chair of Board of Directors, and Chief Executive Officer of Ulster County Mental Health Association.
- Dustin Verga, NYS Certified Health Educator, Shenendehowa High School, New York State Association for Health, Physical Education, Recreation and Dance;
- Pat Breux, Coordinator of School and Youth Initiatives, Suicide Prevention Center, NYS Office of Mental Health;
- Amanda Davidson, Youth Engagement Specialist, Youth Power!

The Committees were provided with proposed amendments to regulations previously discussed in January 2018 and were asked to permanently adopt at the May 2018 meeting. The following action was taken:

Your Committee recommends that subdivision (j) of §135.1, subdivision (a) of §135.3, and paragraph (1) of subdivision (b) of §135.3 of the Regulations of the Commissioner of Education relating to health education be amended, as submitted, effective July 1, 2018. The motion passed unanimously.

### **MOTION FOR ACTION BY FULL BOARD**

Madam Chancellor and Colleagues: Your P-12 Education and Professional Practice Committees recommend, 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 8, 2018, copies of which have been distributed to each Regent.

## **PROFESSIONAL PRACTICE**

Your Professional Practice Committee held its scheduled meeting on May 7, 2018. All members were present, except Regent Josephine Victoria Finn, Regent Christine D. Cea, Regent Catherine Collins, who were excused. Chancellor Betty A. Rosa was also present.

## **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 33 consent order applications and 16 surrender applications be granted.

These recommendations are made following the review of 51 cases involving fourteen registered professional nurses, twelve licensed practical nurses, three licensed practical nurses who are also registered professional nurses, two licensed master social workers, two pharmacists, two physical therapists, one certified public accountant, one certified public accountant (sole proprietorship), one chiropractor, one dental hygienist, one landscape architect, one licensed master social worker who is also a licensed clinical social worker, one pharmacy, one physical therapy professional corporation, one professional engineer, one public accountancy professional corporation, and one registered professional nurse who is also a nurse practitioner (Family Health).

## **Restorations**

Your Committee recommends the following:

That the application of David Katzenberg for the restoration of his license to practice as a Certified Public Accountant in New York State be denied. [PPC EXS (A) 4]

That the application of Brian Shaw for the restoration of his license to practice as a Physician in New York State be denied. [PPC EXS (A) 5]

## **MOTION FOR ACTION BY FULL BOARD**

Madam 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 7, 2018, 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
- Licensing Petitions
- Board (Re)Appointments
- Master Plan Amendment: Houghton College
- Master Plan: Albert Einstein College of Medicine
- Master Plan Amendment: SUNY Upstate Medical University

**Proposed Amendment of Section 61.4 of the Regulations of the Commissioner of Education Relating to the Endorsement Requirements for Licensure as a Dentist [PPC (A) 1].**

Your Committee discussed the following: The proposed amendment would permit individuals, with Canadian dentist licenses, to become licensed as dentists in New York State through endorsement of those licenses, as long as they meet certain requirements.

**MOVED**, that the Committee Reports be approved.

**Motion by:** Regent Judith Chin  
**Seconded by:** Regent Beverly L. Ouderkirk  
**Action:** Motion carried unanimously.

**PRESENTATION**

**2018 Louis E. Yavner Awards**

The late Regent Emeritus Louis E. Yavner established and funded the Louis E. Yavner Teaching Award. This annual awards recognize teachers who have made outstanding contributions to teaching about the Holocaust and other violations of human rights.

Regent Wade S. Norwood provided comments about the significance of the accomplishments of the recipient, Mr. William Zimpfer, including his work with the Anne Frank Tree Project (Attachment II.) Southern Cayuga Central School District became one of 11 sites nationwide to receive a sapling from the same chestnut tree that Anne Frank could see from her upper story windows while she was in hiding. Anne Frank's diary contains several references to the tree, which she considered a symbol of hope. Regent Norwood presented Mr. William Zimpfer, a teacher with the Southern Cayuga Central School District, with the 2018 Yavner Teaching Award. Mr. Zimpfer received a formal citation (Attachment III) and a check in the amount of \$250 and provided comments to the Board.

Chancellor Rosa adjourned the meeting.

**Appendix I**  
**NEW YORK STATE BOARD OF REGENTS CHARTER ACTIONS**

<b>Name of Institution</b>	<b>Program Area</b>	<b>County (City/Town) of Location</b>	<b>Description of Charter Action(s)</b>
Cornerstone Masonic Historical Society	CE	Orange (Monroe)	Extend provisional charter for five years.
The French and Indian War Society at Lake George	CE	Warren (Lake George)	Grant provisional charter for five years.
Savona Free Library	CE	Steuben (Savona)	Amend charter to: <ul style="list-style-type: none"> <li>• specify the trustee range to be not less than five nor more than eleven and the trustee term length to be three years;</li> <li>• change the corporate name to “Dr. Sandor &amp; Berthe Benedek Memorial Library”.</li> </ul>
Woodstock Public Library District	CE	Ulster (Woodstock)	Amend charter to specify the trustee term length to be five years.
German School Brooklyn	P12	Kings (Brooklyn)	Extend provisional charter for three years.
Mount Mercy Academy	P12	Erie (Buffalo)	Amend charter to specify the corporation will have members and update dissolution language.
Notre Dame High School of Elmira	P12	Chemung (Elmira)	Amend charter to add authority to operate grades 7 & 8 and update language pertaining to the members and dissolution language.
Radisson Nursery School	P12	Onondaga (Baldwinsville)	Grant provisional charter for three years.
Albert Einstein College of Medicine	HE/OP	Bronx (Bronx)	Grant provisional charter for five years.
Niagara University	HE	Niagara (Niagara)	Amend charter to increase the maximum number of trustees to be 35.
St. Bonaventure University	HE	Cattaraugus (Allegany)	Amend charter to add authority to confer the Master of Fine Arts (M.F.A.) degree.

Skidmore College	HE	Saratoga (Saratoga Springs)	Amend charter to increase the maximum number of voting trustees to be 40.
Touro College	HE	New York (New York)	Amend charter to add authority to confer the Doctor of Philosophy (Ph.D.) degree.

**Appendix II**  
**REGENTS ACTIONS IN 51 PROFESSIONAL DISCIPLINE CASES**  
**AND 2 RESTORATION PETITIONS**

**May 7 - 8, 2018**

The Board of Regents announced disciplinary actions resulting in the surrender of 16 licenses and 35 other disciplinary actions. The penalty indicated for each case relates solely to the misconduct set forth in that particular case. In addition, the Board acted upon 2 restoration petitions.

**I. SURRENDERS**

**Engineering, Land Surveying and Geology**

Ghusalal L. Patel; Professional Engineer; Alpine, NJ 07620-0535; Lic. No. 047571; Cal. No. 30426; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Conspiracy to Defraud the United States; and Wire Fraud, Federal felonies.

**Landscape Architecture**

William W. Johnson; Landscape Architect; Ocala, FL 34481; Lic. No. 000758; Cal. No. 30443; Application to surrender license granted. Summary: Licensee did not contest the charge of failing to comply with the mandatory continuing education requirements to be registered to practice as a landscape architect.

**Nursing**

Rita Iliakhs; Registered Professional Nurse; Denver, CO 80223; Lic. No. 365068; Cal. No. 30164; Application to surrender license granted. Summary: Licensee admitted to the charge of failing to disclose on her New York registration renewal application that she was disciplined by the Colorado State Board of Nursing.

Lisa M. Dangerfield a/k/a Lisa Marie Miller a/k/a Lisa Heitkamp; Licensed Practical Nurse; Glendale, AZ 85305-1356; Lic. No. 236561; Cal. No. 30281; Application to surrender license granted. Summary: Licensee did not contest the charge of while working as a licensed practical nurse in the State of Arizona, following the removal of larger quantities of the controlled substance oxycodone than was removed during other shifts for administration to a patient, failing to document said patient's assessment for possible cause of a supposed increase in pain, and failing to accurately document, or account for, all of the doses of said patient's oxycodone.

Julio Torres; Licensed Practical Nurse; Stratford, NJ 08084-1414; Lic. No. 309111; Cal. No. 30294; Application to surrender license granted. Summary: Licensee admitted to the charge of practicing the profession of nursing in the State of New Jersey when his license to practice nursing had expired.

Mary Ann Holt a/k/a Mary A. Davis; Registered Professional Nurse; Boulder, CO 80302-9529; Lic. No. 422308; Cal. No. 30332; Application to surrender license granted. Summary: Licensee did not contest the charge of practicing the profession of nursing as a registered nurse in the State of Colorado while having an expired license.

Winsome Madena McNeish; Licensed Practical Nurse, Registered Professional Nurse; Bloomfield, NJ 07003; Lic. Nos. 211580, 430634; Cal. Nos. 30359, 30360; Application to surrender licenses granted. Summary: Licensee admitted to the charge of having been found not capable, for medical or any other good cause, of discharging the functions of a licensee in a manner consistent with the public's health, safety and welfare, where the conduct if committed in New York, would constitute practicing the profession of nursing while impaired by mental disability.

Ellen Wilson a/k/a Ellen Wilson-Dorsey; Licensed Practical Nurse; Burlington, NJ 08016-2368; Lic. No. 249164; Cal. No. 30423; Application to surrender license granted. Summary: Licensee admitted to the charge of falsely stating on an application for renewal of licensure as a nurse in the State of New Jersey that no action had been taken or was pending against her license by any other licensing authority.

Eleanor A. Newtown a/k/a Eleanor Newtown Bruce; Licensed Practical Nurse; Wells, ME 04090-6930; Lic. No. 075240; Cal. No. 30427; Application to surrender license granted. Summary: Licensee did not contest the charge of practicing the profession of nursing in the State of Maine after her license expired.

Josefina Santos Kumaran; Registered Professional Nurse; San Antonio, TX 78240; Lic. No. 586392; Cal. No. 30438; 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 would constitute unprofessional conduct, practicing the profession of nursing with gross negligence.

Daniel Edward MacNeill; Registered Professional Nurse; Rochester Hills, MI 48309; Lic. No. 677147; Cal. No. 30449; Application to surrender license granted. Summary: Licensee admitted to the charge of stealing a blank prescription from the prescription pad of a physician for his personal use.

## **Pharmacy**

Kian Gohari; Pharmacist; Brooklyn, NY 11210; Lic. No. 047530; Cal. No. 30440; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Conspiracy to Distribute Oxycodone, a felony and Conspiracy to Commit Health Care Fraud, a felony and pharmacy violations.

## **Physical Therapy**

Eugene McGloin; Physical Therapist; Huntington Station, NY 11746-1015; Lic. No. 007085; Cal. No. 30389; Application to surrender license granted. Summary: Licensee admitted to charges of having been found guilty of professional misconduct in New Jersey, where the conduct if committed in New York would constitute unprofessional conduct, conduct in the profession which evidences moral unfitness and willfully filing a false report.

## **Social Work**

Kelsey Anne Jacoby; Licensed Master Social Worker; New York, NY 10021; Lic. No. 096025; Cal. No. 30312; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Forcible Touching, a class A misdemeanor.

Denise Marie Metzger; Licensed Master Social Worker; Post Falls, ID 83877; Lic. No. 059644; Cal. No. 30425; Application to surrender license granted. Summary: Licensee admitted to the charge of practicing as a licensed master social worker while her registration had lapsed in the State of Idaho.

## **II. OTHER REGENTS DISCIPLINARY ACTIONS**

### **Chiropractic**

Christopher Thomas Foglia; Chiropractor; Ronkonkoma, NY 11779; Lic. No. 007116; Cal. No. 30210; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$1,000 fine.

### **Dentistry**

Sandra L. Yost; Dental Hygienist; Gloversville, NY 12078; Lic. No. 023875; Cal. No. 29697; Found guilty of professional misconduct; Penalty: \$1,000 fine, 2 years suspension, execution of suspension stayed, probation 2 years to run concurrently with period of suspension.

### **Nursing**

Eris N. Shakesphere; Licensed Practical Nurse; Hudson, NY 12534; Lic. No. 298716; Cal. No. 27771; Found guilty of professional misconduct; Penalty: \$500 fine, 2 years suspension, execution of suspension stayed, probation 2 years to run concurrently with period of suspension.

Leslie E. Witt a/k/a Leslie E. Powell; Registered Professional Nurse; Bellmore, NY 11596-2011; Lic. No. 325866; Cal. No. 29827; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation to commence if and when return to practice.

Heather Lynn Tucker; Licensed Practical Nurse; Syracuse, NY 13215; Lic. No. 281132; Cal. No. 29931; Application for consent order granted; Penalty agreed upon: 5 months actual suspension, 19 months stayed suspension, 2 years probation to commence upon return to practice.

Dominica T. Ojibe; Licensed Practical Nurse; Avenel, NJ 07001; Lic. No. 306413; Cal. No. 30006; Application for consent order granted; Penalty agreed upon: 3 months actual suspension, 21 months stayed suspension, 2 years probation, \$500 fine.

Amanda Kim Gavan a/k/a Amanda K. Cobb; Licensed Practical Nurse, Registered Professional Nurse; Kirkville, NY 13082; Lic. Nos. 240297, 590083; Cal. Nos. 30062, 30063; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

Asuncion Aguinaldo Maloney; Registered Professional Nurse; Lawrence, NY 11559-1253; Lic. No. 304288; Cal. No. 30108; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation to commence if and when return to practice.

Gail Linda Titelbaum; Registered Professional Nurse; Canastota, NY 13032-4249; Lic. No. 576541; Cal. No. 30189; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Naomi A. Hess; Licensed Practical Nurse; Fillmore, NY 14735; Lic. No. 262175; Cal. No. 30195; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, 2 years probation.

Jacqueline M. Johnson; Registered Professional Nurse; Philadelphia, PA 19119; Lic. No. 560885; Cal. No. 30205; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Darcelle L. Moyer; Licensed Practical Nurse; Addison, NY 14801-1033; Lic. No. 276886; Cal. No. 30207; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation.

Debra Ann Mulqueen; Registered Professional Nurse; West Islip, NY 11795; Lic. No. 400311; Cal. No. 30211; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Amanda Rae Pero a/k/a Amanda R. Pero; Registered Professional Nurse, Nurse Practitioner (Family Health); Long Beach, NY 11561; Lic. No. 633442, Cert. No. 338999; Cal. Nos. 30216, 30217; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Samantha Jo Vallese; Licensed Practical Nurse; Lockport, NY 14094; Lic. No. 300747; Cal. No. 30223; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$250 fine payable within 6 months.

Janet Mary Tillotson; Licensed Practical Nurse, Registered Professional Nurse; Islip, NY 11751; Lic. Nos. 115918, 332847; Cal. Nos. 30227, 30228; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Kevin Lamont Travis; Licensed Practical Nurse; Kingston, NY 12401; Lic. No. 301824; Cal. No. 30230; Application for consent order granted; Penalty agreed upon: 2 months actual suspension, 22 months stayed suspension, 2 years probation to commence upon return to practice.

Regina M. Mott; Registered Professional Nurse; Levittown, NY 11756; Lic. No. 357218; Cal. No. 30246; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, 2 years probation.

Jeannene D. Lawrence; Licensed Practical Nurse; Scottsville, NY 14546; Lic. No. 324664; Cal. No. 30261; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$250 fine.

Linda Sue Sperow; Registered Professional Nurse; Amsterdam, NY 12010; Lic. No. 392352; Cal. No. 30266; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Allison Rossi; Registered Professional Nurse; Walnut Creek, CA 94598; Lic. No. 642056; Cal. No. 30269; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation to commence if and when return to practice in the State of New York.

Amy Maria Brandlin; Registered Professional Nurse; Penn Yan, NY 14527; Lic. No. 463060; Cal. No. 30279; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Rebecca Carrozo; Registered Professional Nurse; Webster, NY 14580; Lic. No. 544225; Cal. No. 30291; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

## **Pharmacy**

Rite Aid of New York, Inc. 3496; Pharmacy; Lockport, NY 14094; Reg. No. 021801; Cal. No. 30069; Application for consent order granted; Penalty agreed upon: Censure and Reprimand, \$1,000 fine payable within 2 months.

Matthew J. Talbot; Pharmacist; Poughkeepsie, NY 12603; Lic. No. 044251; Cal. No. 30091; Application for consent order granted; Penalty agreed upon: 3 months actual suspension, 21 months stayed suspension, 2 years probation.

## **Physical Therapy**

Donna A. Gulick; Physical Therapist; East Amherst, NY 14051; Lic. No. 008276; Cal. No. 29701; Application for consent order granted; Penalty agreed upon: 12 months actual suspension, 12 months stayed suspension, 2 years probation to commence upon return to practice.

Donna A. Gulick and Peter H. Young Physical Therapy, P.C., a/k/a Orthosports Physical Therapy; East Amherst, NY 14051; Cal. No. 29737; Application for consent order granted; Penalty agreed upon: \$7,500 fine, 1 year probation.

## **Public Accountancy**

Rosenberg Rich Baker Berman PA, P.C.; Somerset, NJ 08873; Cal. No. 30253; Application for consent order granted; Penalty agreed upon: \$4,000 fine payable within 30 days.

Thomas J. Trumeter, C.P.A.; Certified Public Accountant; Rochester, NY 14623; Lic. No. 061605; Cal. No. 30254; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$5,000 fine.

Thomas J Trumeter; Certified Public Accountant (Sole Proprietorship); Rochester, NY 14623; Reg. No. 102947; Cal. No. 30255; Application for consent order granted; Penalty agreed upon: \$2,500 fine payable within 30 days.

## **Social Work**

Mary E. Collins; Licensed Master Social Worker, Licensed Clinical Social Worker; Skaneateles, NY 13152; Lic. Nos. 054493, 070953; Cal. Nos. 30084, 30085; Application for consent order granted; Penalty agreed upon: 8 months actual suspension, 16 months stayed suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

### **III. RESTORATIONS**

The Board of Regents voted on May 8, 2018 to deny the application for restoration of the certified public accountant license of David Katzenberg, Great Neck, NY. Mr. Katzenberg's license was surrendered effective June 1, 2009.

The Board of Regents voted on May 8, 2018 to deny the application for restoration of the physician license of Brian Shaw, Chappaqua, NY. Dr. Shaw's license was surrendered effective January 12, 2005.

# ATTACHMENT I

## SOCIAL EMOTIONAL LEARNING:

ESSENTIAL FOR LEARNING,  
ESSENTIAL FOR LIFE

**Renée L. Rider**, Associate Commissioner,  
Office of School Operations and Management  
Services

**Tyrone Martinez-Black**, Policy and Practice  
Specialist, Collaborative for Academic, Social,  
and Emotional Learning

**Elizabeth Devaney**, Director, Social Emotional  
Learning Center at the Children's Institute

**Carri Manchester**, Associate in Educational  
Planning and Evaluation, Office of Student  
Support Services



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

# AGENDA

- Introductions
- History of Social Emotional Learning in New York State
- A National Perspective
- Implementing Social Emotional Learning as a Framework
- New Social Emotional Learning Benchmarks and Guidance
- Discussion

*I have no doubt that the survival of the human race depends at least as much on the cultivation of social and emotional intelligence, as it does on the development of technical knowledge and skills.*

Linda Darling-Hammond



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# NEW YORK STATE SAFE SCHOOLS TASK FORCE RECOMMENDATIONS

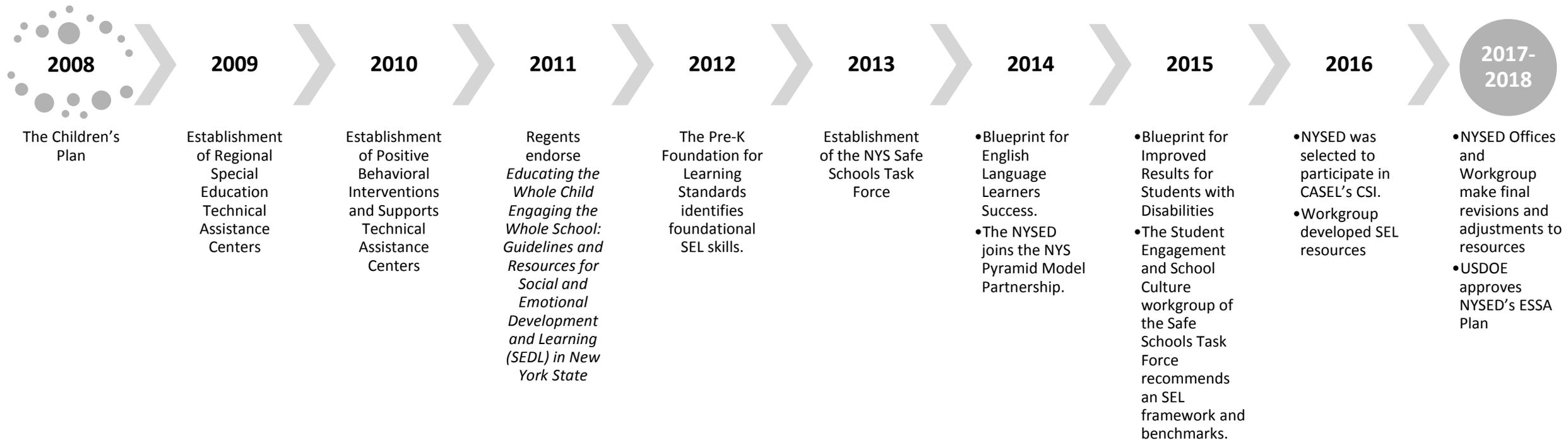
## **Two Themes** Were Evident Throughout the Deliberations of the NYS Safe Schools Task Force

- ***Focus on Social Emotional Learning*** to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships.
- ***Promote and measure school climate*** rather than focus exclusively on measuring school violence.

# SOCIAL EMOTIONAL LEARNING IN NEW YORK'S EVERY STUDENT SUCCEEDS ACT (ESSA) PLAN

- New York State's recently approved ESSA Plan states the following goal:  
"[e]nsure that all students have access to support for their social-emotional well-being."
- Fostering the development of Social Emotional Learning competencies for all students and adults in our schools and communities supports the following ESSA Plan priorities:
  - To improve academic achievement and graduation rates;
  - To improve school climate; and
  - To increase educational equity.
- ESSA Plan includes school quality indicators such as measures of chronic absenteeism and out-of-school suspensions

# A STRONG FOUNDATION FOR SOCIAL EMOTIONAL LEARNING (SEL)



# SOCIAL AND EMOTIONAL LEARNING IN NEW YORK

- In August 2016, New York was identified as one of 9 states to participate in Cohort II of the Collaborative for Academic, Social, and Emotional Learning's **(CASEL's) Collaborating States Initiative (CSI)** to advance policies, guidelines, and standards for social and emotional learning. As a member of Cohort II, NYSED is working on:
  - Development of Social Emotional Learning benchmarks
  - Development of a guidance for K-12 schools to support Social Emotional Learning implementation
  - Partnership with school districts creating model crosswalks for Social Emotional Learning implementation
  - Ways to incorporate changes to any higher education preparation programs leading to certification

# HANDOUTS

- ***Social Emotional Learning: Essential for Learning, Essential for Life, Essential for New York***, a one page summary highlighting key components of SEL for New York and promoting soon-to-be-available resources
- ***New York State Social Emotional Learning Benchmarks*** for voluntary implementation
- ***Social Emotional Learning: Essential for Learning, Essential for Life***, a framework explaining SEL concepts, and the need for and benefit of SEL in NY

# A National Perspective

Tyrone Martinez-Black

Collaborative for Academic, Social, and Emotional Learning

## WHO IS CASEL?

- **Collaborative for Academic, Social, and Emotional Learning** was founded in 1994 to help make Social Emotional Learning (SEL) an essential part of every young person's education by:
  - Advancing the **science** of Social Emotional Learning
  - Improving state and federal **policies**
  - Expanding effective Social Emotional Learning **practice**

# IMPACT OF SEL IS LONG-LASTING—AND GLOBAL

A major new research study finds that social and emotional learning (SEL) programs benefit children for months and even years.



**82** different programs reviewed  
(38 outside U.S.)

Involving more than  
**97,000** students, kindergarten through middle school

Effects assessed  
**6 months–18 years** after programs completed



## SEL Students Benefit in Many Areas

*Mean advantage for SEL participants compared to control groups across all studies*

### HIGHER...

Percentile Points

Academic performance	<b>13</b> (based on 8 studies)
SEL skills	<b>9</b> (29 studies)
Attitudes	<b>5</b> (26 studies)
Positive social behaviors	<b>5</b> (28 studies)

### LOWER...

Percentile Points

Conduct problems	<b>6</b> (34 studies)
Emotional distress	<b>6</b> (35 studies)
Drug use	<b>6</b> (28 studies)



Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.



Benefits were similar regardless of students' race, socioeconomic background, or school location.

Additional details at <http://www.casel.org/2017-meta-analysis/>

# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

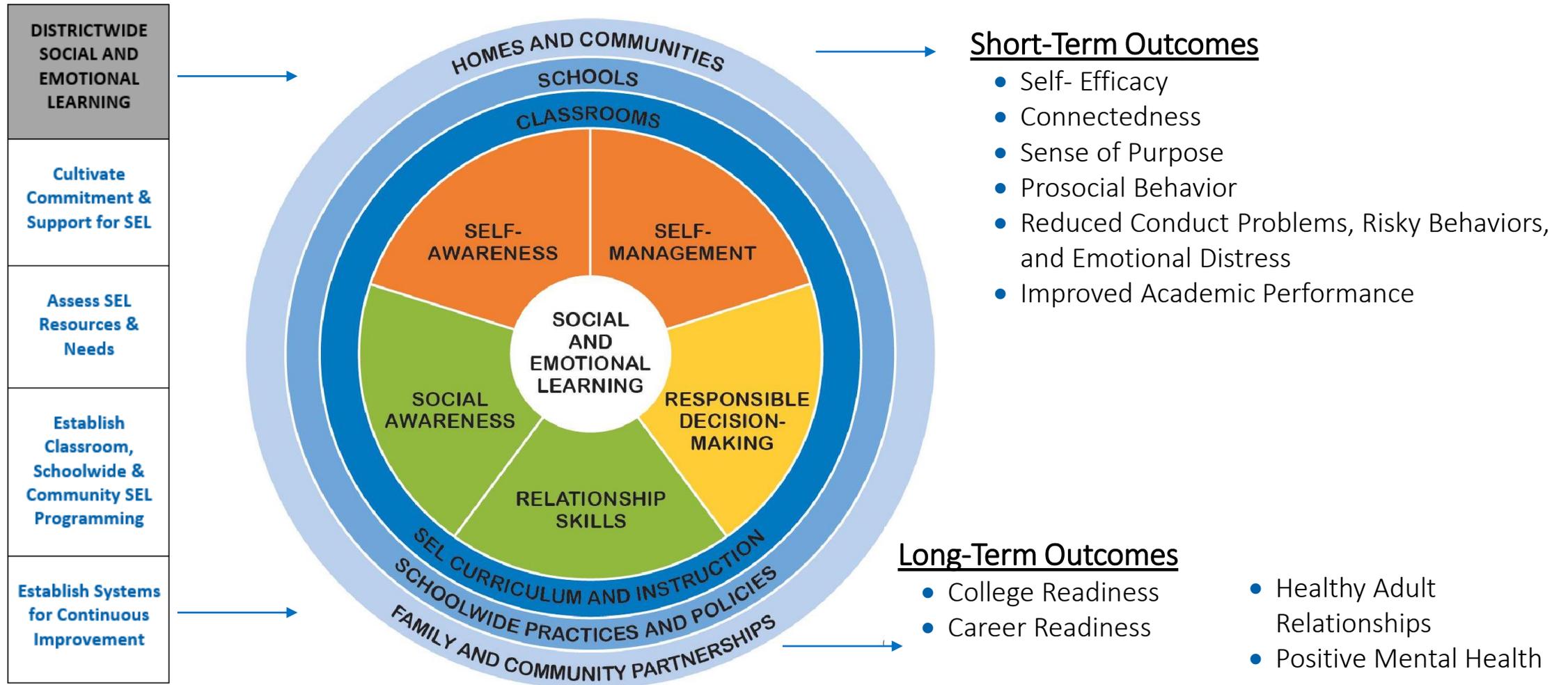
## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



# FRAMEWORK FOR DISTRICT AND SCHOOL SYSTEMIC SOCIAL EMOTIONAL LEARNING



# PURPOSE OF THE CASEL COLLABORATING STATES INITIATIVE (CSI)

- **To help SEAs create statewide conditions that make it more likely educators will engage in the work of systemic, evidence-based Social Emotional Learning.**

Because each state is unique in terms of progress, programs, priorities, and politics related to SEL, each CSI state team develops a customized plan to advance student SEL.

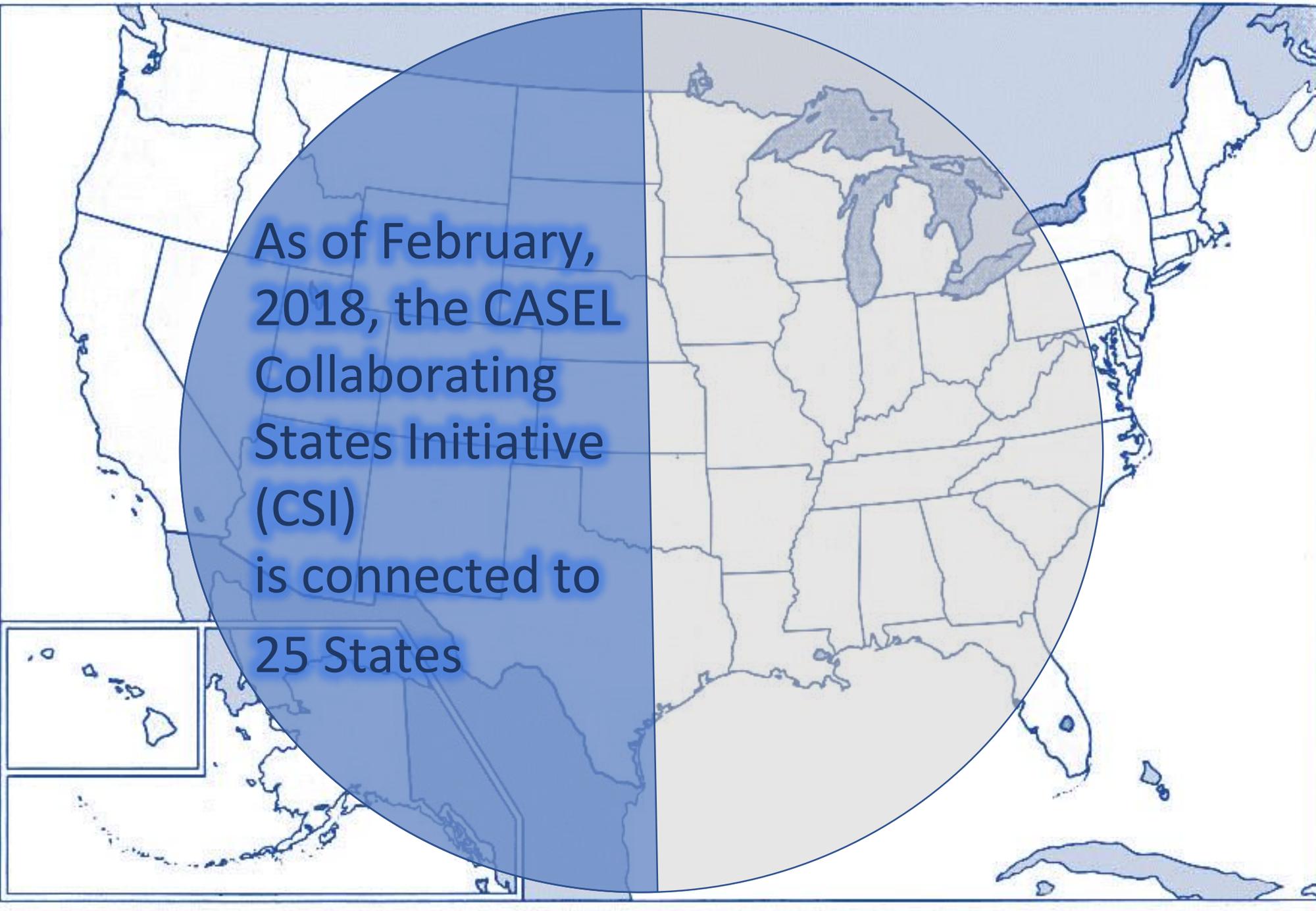
- A short term goal (in the next 2 years) is to encourage and equip educators to implement systemic, evidence-based SEL in schools and classrooms.
- A longer term goal (5-10 years) is to help ensure that preschool to high school students are fully prepared to succeed.
  - To reach 50% of students by 2025
  - To reach all students, ultimately

# HISTORY OF CASEL'S WORK WITH STATES

- In 2004 CASEL was a member of the original working group that collaborated to develop the Illinois (IL) SEL standards. IL was the first state in the country to develop K-12 SEL standards.
- In 2010 CASEL launched the State Scorecard Project, an ongoing state scan of standards, policies and guidelines.



	2011	2013	2015	2017	Projected by 2019
Preschool	48	49	50	50	50
Preschool-Early Elementary	2	3	7	8	
K-12	1	3	4	8	16



As of February, 2018, the CASEL Collaborating States Initiative (CSI) is connected to 25 States

In 2016 CASEL formally launched the **Collaborating States Initiative (CSI)**. Teams from 25 separate states participated in the most recent national meeting of the CSI in February 2018.

**The CSI has the potential to influence:**

- ~ 11,500 (63%) school districts
- ~ 58,000 (59%) public schools
- ~ 1.8 million (58%) teachers
- ~ 30 million (59%) students

## WHAT ARE STATE TEAMS DOING AS PART OF THEIR CUSTOMIZED PLANS IN THE COLLABORATING STATES INITIATIVE (CSI)?

- Developing communications and framing for Social Emotional Learning
- Developing Social Emotional Learning policies and guidance (e.g., implementation, integration with academics, equity and cultural competence, assessment, professional development)
- Integrating Social Emotional Learning with existing policies and programs
- Articulating competencies for Social Emotional Learning
- Developing professional development on Social Emotional Learning
- Connecting with districts to support their efforts

# WHAT ARE THE BIG ISSUES STATE LEADERS ARE THINKING ABOUT WITH REGARD TO SOCIAL EMOTIONAL LEARNING?

- Opportunities presented by ESSA, and how best to seize them
- Equity and excellence
- Integration and infusion of Social Emotional Learning into everything – NOT one more thing
- Funding
- Desire for examples from other states – what's working
- How to meet demand from educators in districts
- Assessment (including ways of assessing progress in the classroom, and quality of Social Emotional Learning implementation)

# Social Emotional Learning as a Framework

Elizabeth Devaney, Director  
Social Emotional Learning Center, Children's Institute

# WHAT WE TEACH

“If a child doesn’t know how to read, *we teach.*

If a child doesn’t know how to swim, *we teach.*

If a child doesn’t know how to multiply, *we teach.*

If a child doesn’t know how to drive, *we teach.*

If a child doesn’t know how to behave, we

*.....teach?      .....punish?*

Why can’t we finish the last sentence as automatically as we do the others?”

# THE NEED FOR SOCIAL EMOTIONAL LEARNING – DISTRICT PERSPECTIVE

- Exclusive focus on academics does not meet children's or school's needs
- Need for a new way to approach education
- Moves away from “treating” mental health and social and emotional problems to universal prevention
- Social Emotional Learning offers universal approach within a multi-tiered system of supports
- Teachers agree that Social Emotional Learning is important and want help in how to implement it

# DISTRICT-WIDE SOCIAL EMOTIONAL LEARNING – A CASE EXAMPLE, GREECE, NY

- Support from highest levels – “permission” to focus on Social Emotional Learning
- District-wide needs assessment to guide direction
- Incorporated in school improvement plans
- Different approaches across grade levels but common language
- Training and supports for all staff
- Changes to policy (e.g., Report cards)
- Teacher leaders focused on Social Emotional Learning
- Integrated and aligned with other initiatives

# MOVING FORWARD WITH SOCIAL EMOTIONAL LEARNING: WHAT DO DISTRICTS NEED?

- Understanding the work takes time (3-5 years)
- A focus on adults first
- Practice-based assessment and coaching
- Comprehensive implementation guidance to ensure alignment with other efforts
- Opportunities to share across districts (e.g., leadership circles)
- Resources and funding

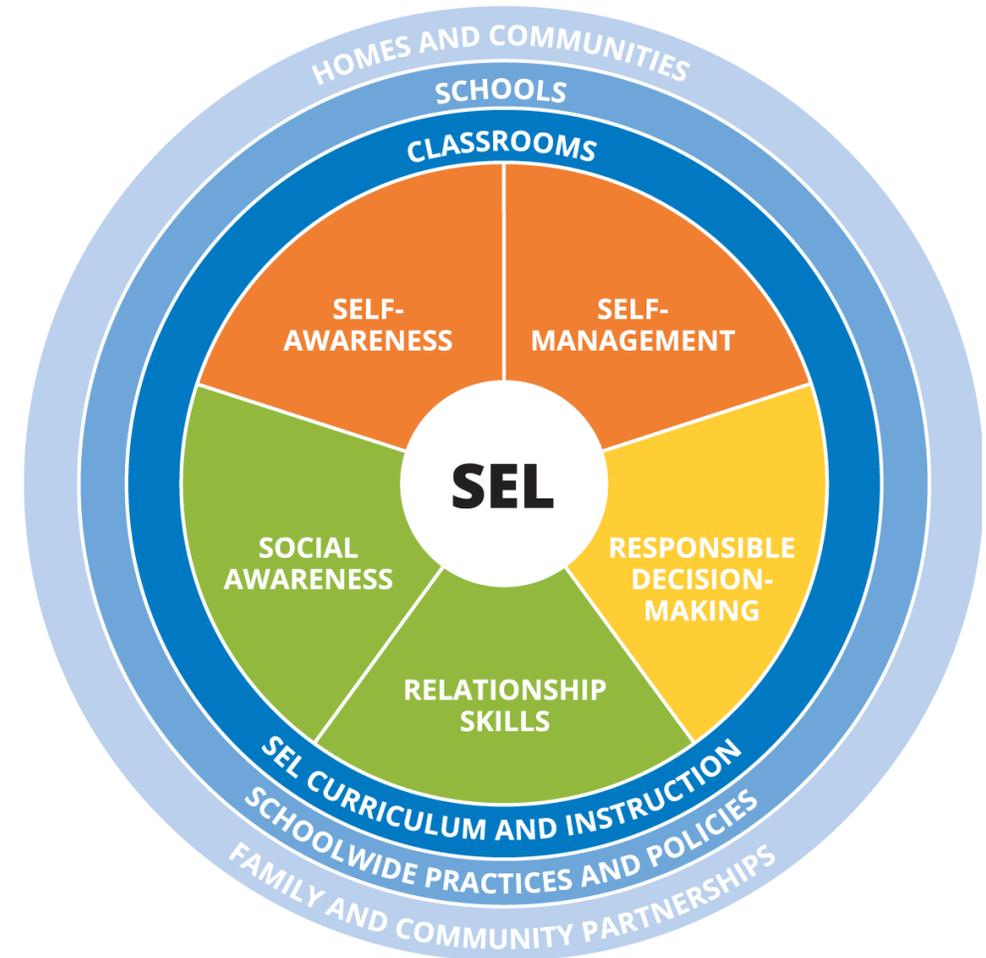
# Social Emotional Learning Benchmarks and Guidance

Carri Manchester

New York State Education Department

# SOCIAL AND EMOTIONAL LEARNING FIVE CORE COMPETENCIES

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making



## NEW YORK'S GOALS TO GUIDE SOCIAL EMOTIONAL LEARNING BENCHMARKS

1. Develop **self-awareness** and **self-management** skills essential to success in school and in life.
2. Use **social-awareness** and interpersonal skills to establish and maintain **positive relationships**.
3. Demonstrate **ethical decision-making skills** and responsible behaviors in personal, school, and community contexts.

# SOCIAL EMOTIONAL LEARNING BENCHMARKS

- **Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.**

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
<b>C. Contribute to the well-being of one's school and community.</b>	<p><b>3C.1a. Identify and perform roles that contribute to one's classroom.</b></p> <p><b>3C.1b. Identify and perform roles that contribute to one's family.</b></p>	<p><b>3C.2a. Identify and perform roles that contribute to the school community.</b></p> <p><b>3C.2b. Identify and perform roles that contribute to one's local community.</b></p>	<p><b>3C.3a. Evaluate one's participation in efforts to address an identified school need.</b></p> <p><b>3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.</b></p>	<p><b>3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school culture and climate.</b></p> <p><b>3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</b></p>	<p><b>3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</b></p> <p><b>3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</b></p>

INFUSING AND ALIGNING

Cultural Responsiveness

Academics

Mental Health and Trauma

School Climate

**SEL**

Approach to Discipline

Teacher Preparation

**Equity**

Adult SEL

School Policy

Family Engagement

# ALIGNING SOCIAL EMOTIONAL LEARNING AND ACADEMICS

Districts developing standards-aligned Social Emotional Learning content include:

- Berkshire Farm UFSD
- Fulton CSD
- Greece CSD
- Lake Placid CSD
- Monticello CSD
- Niskayuna CSD
- New York City Department of Education/Morningside Center for Teaching Social Responsibility
- Oneonta CSD
- Schenectady CSD
- Wyandanch CSD

**SOCIAL EMOTIONAL LEARNING**  
ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

**SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES**  
ENGLISH LANGUAGE ARTS (ELA), GRADE 4

**Social Emotional Learning Competency**  
Relationship skills: The ability to maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek help when needed.

- Communication skills
- Social engagement
- Relationship-building
- Conflict resolution skills
- Teamwork
- Seeking help when needed<sup>4</sup>

**Fostering Relationship skills may integrate with the following ELA Standards:**  
This compendium is not exhaustive; alignment with additional Standards may be possible. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of SEL competencies, providing examples for infusion into instruction. The bullets following each competency lists what students (at age and developmentally appropriate levels) will know and be able to do.

Common Core or Current Learning Standards (Common Core Through August 2019)	Next Generation Learning Standards (Full implementation September 2020)
RI.4.9, W.4.3, W.4.6, SL.4.1a-e	To be added

**SAMPLE SEL ACTIVITIES**

- Teach lessons to develop speaking and listening skills (e.g., how to identify and prepare one's message, how to introduce oneself and be sure others are listening, how to speak loudly and clearly so that others can hear, etc.)
- Teach lessons on active listening and give students chance to practice, taking turns in pair shares.
- Teach students how to give feedback in specific situations that will help students improve their communication skills
- Teach lessons on how to receive constructive feedback.

<sup>4</sup> Adapted from the Collaborative for Academic, Social, and Emotional Learning (CASEL), 2017

 This document was developed in partnership with the New York State Education Department (NYSED), the Collaborative for Academic, Social, and Emotional Learning (CASEL), and is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 License.

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## NEXT STEPS

Department staff will:

1. Incorporate Feedback from the Board into the Guidance Documents.

2. Distribute these Resources to the Field as well as post on the Department Website.

*Target Date - June 2018.*

3. Continue our work with districts to develop crosswalks that align Social Emotional Learning with Academics.

*Target Date - Fall 2018.*



THANK YOU!



New York State  
EDUCATION DEPARTMENT  
[Knowledge > Skill > Opportunity](https://www.nysed.gov)

# ATTACHMENT II



Home

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About Anne Frank

News



It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

~ Anne Frank, July 15, 1944

[Learn more about Anne.](#)

<< 1 | 2 | 3 | 4 >>

Southern Cayuga Central School District is one of 11 sites nationwide to receive an Anne Frank Tree sapling from the Anne Frank Center USA! Explore our website to learn more about Anne Frank and our efforts through the Tree Project to ensure that her unbridled spirit and message of love and hope live on.

“ *It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart. (Anne Frank, July 15, 1944)* ”



## Anne Frank Center Sapling Project



What do the White House, Central High School in Little Rock, the Boston Commons, and the World Trade Center Site have in common with the Southern Cayuga School District? How do Anne Frank, Harriet Tubman, Emily Howland and William Seward fit into this equation? The answer lives in a small group of tree saplings cultivated from one of the most famous horse chestnut trees in history.

During World War II, Anne Frank, a Jewish teenager hiding from the Nazis in Amsterdam, kept a diary for two years before being exposed. This diary was published by her father, the only family survivor, after Anne's death at the age of 15 from Typhus in a concentration camp. During those years of concealment, one of the few things that Anne could see from the window was a large horse chestnut tree. The tree survived until 2010 when fungus and a wind storm brought it down.

In October 2009, the Anne Frank Center announced that it was giving 11 saplings cut from this tree to sites in the US that represented social justice and freedom. Some of the places selected include obvious choices such as the World Trade Center site and Central High School, home of the Little Rock 9, but on the surface Southern Cayuga may seem a strange choice: a little rural school with seemingly no claim to fame. In fact, with the exception of Central High School, Southern Cayuga is the only school district on this prestigious list.

Actually, the school's grant application for the tree makes a strong case. To the north of the school lies Fort Ontario that housed Jewish refugees during World War II. The school is located near the homes of Harriet Tubman and William Seward, both abolitionists who lived in Auburn. Poplar Ridge, where the school is located, was strongly influenced by Quakers who believed in the equality of all men and women. The Women's Hall of Fame is located in nearby Seneca Falls, and the school's elementary school is named after Miss Emily Howland, who not only worked side by side with Elizabeth Cady Stanton and Susan B. Anthony, but also founded many schools for freed blacks and their children in the South. Finally, what better way to promote tolerance than to have the tree sapling in the care of other children, our future.

# Author Jack Mayer Visits the Southern Cayuga Anne Frank Tree Site

Published May 10, 2017 | By Meghan Littlejohn



The Southern Cayuga Anne Frank Tree Project was proud to welcome author Jack Mayer to Southern Cayuga. Dr. Mayer was the keynote speaker at our Annual Difference Makers' Dinner which took place on May 5th, 2017. Difference Maker Awards were presented to Jesse Platt and Dick and Cathy Burns.

Jack Mayer is a pediatrician and a writer. Dr. Mayer was a National Cancer Institute Fellow at Columbia University researching the molecular biology of childhood cancer. He is the author of the award-winning non-fiction [Life in a Jar: The](#)

[Irena Sendler Project](#), which tells the story of a Polish Catholic social worker who organized a rescue network of fellow social workers to save 2,500 Jewish children from certain death in the Warsaw ghetto.

In addition to giving an inspirational speech at the Annual Difference Makers' Dinner, Dr. Mayer lectured to Southern Cayuga School District students. Dr. Mayer also had the chance to tour the SCCS Anne Frank Tree Site. We were honored to host his visit to Southern Cayuga.



The tree in the June 2017

Southern Cayuga  
Anne Frank Tree Project



Annual Difference  
Makers' Night

# Immigration & Agriculture

ECONOMIC & HUMAN REALITIES

FRIDAY MAY 11<sup>TH</sup> · 6:00 PM

## Panel Discussion with Q&A Session

### Presenters:

#### Bill Cook

Dairy Farm Owner/Manager of Aurora Ridge Dairy

#### Zach & Gopini Nelson

SCCS Graduate, Peace Corp Volunteer in Nepal

#### Mary Jo Dudley

Director of the Cornell Farmworker Program

*Spanish Translation Available*



Tours of the Anne Frank  
Tree Site will be available.

Southern Cayuga High School  
2384 State Route 34B  
Aurora, NY

6:00 PM

Difference Maker Dinner  
by Kendra's Culinary Cuisine

\$5 Suggested Donation

7:00 PM

Panel Discussion &

Award Presentation to our  
2018 Difference Makers:

Andrew Simkin &  
Brittney Meade



[www.sccsannefranktree.org](http://www.sccsannefranktree.org)

# Holocaust Survivor Marion Blumenthal-Lazan visits Southern Cayuga Anne Frank Tree Site

Published May 23, 2016 | By Meghan Littlejohn



The Southern Cayuga Anne Frank Tree Project was honored to welcome back Marion Blumenthal-Lazan and her husband, Nathaniel, to our sapling tree site on Friday, May 13, 2016. Marion and Nathaniel were in our area on a 9 day visit, in which they lectured at 10 separate school districts in Central New York. This is the 15th consecutive year that Marion and Nathaniel have lectured in our region, sharing their message of how to make this world a better place by promoting hope, respect, education, hard work, acceptance of others, courage, and the need for us all to be good to each other.

Marion's visit was especially meaningful, as our tree site, created by Phil Donovan, contains references and images inspired by Marion. Eleven boulders surround the tree site, representing the number of Anne Frank trees given to the United States. There are also 4 small round boulders of the same type of stone placed amongst the other boulders. These four boulders reference Marion's metaphor of the four perfect pebbles used in her book of the same name. Witnessing Marion walk around our tree site and search for the "four perfect pebbles" was a very meaningful and emotional experience for us all.

Marion was present at, and participated in, the planting ceremony of our sapling tree on June 12, 2013. She was also the keynote speaker at the "standing room only" ceremony held later that evening. You can view the video of the planting ceremony at: <https://www.youtube.com/watch?v=DZLp87ziTJI>.

Marion Blumenthal-Lazan travels internationally as a holocaust speaker. Over one million students and adults have listened to Marion's lectures. You can visit her website at [www.fourperfectpebbles.com](http://www.fourperfectpebbles.com).

Posted in Uncategorized

## THE SAPLING PROJECT

As Anne wrote about her own hopes and dreamed of a better future, she often looked out upon a large horse chestnut tree in the garden behind the Secret Annex. For her, the tree symbolized freedom as well as nature, which she longed to enjoy once again.

Sadly, the aging chestnut tree behind the Secret Annex collapsed from disease in 2010. However, in the few years before the tree's demise, the stewards at the Anne Frank House wisely created saplings that have since been distributed to numerous locations around the world.

Anne Frank Center for Mutual Respect received 11 of the saplings to donate to worthy educational organizations across the US.

Following a three-year safeguard quarantine, the saplings were cleared for planting in January 2013. Currently there are 11 sites that host the saplings.

The following organizations are the recipients of Anne Frank Tree saplings.

- U.S. Capitol, West Front Lawn, Washington, D.C.
- The Children's Museum of Indianapolis, Indiana
- Sonoma State University, California
- Southern Cayuga School District, New York
- Washington State Holocaust Resource Center Washington, Washington
- Boston Common, Massachusetts
- Central High School, Arkansas
- Holocaust Memorial Center, Michigan
- Idaho Anne Frank Human Rights Memorial, Idaho
- William J. Clinton Presidential Center, Arkansas
- Liberty Park, Commemorating 9/11, New York City

There are currently no available sapplings. For more information on the Sapling Project please email [saplingproject@annefrank.com](mailto:saplingproject@annefrank.com)



# ATTACHMENT III



## CITATION

### *William Zimpfer*

#### *For the Year 2018 Louis E. Yavner Teaching Award for Distinguished Contributions to Teaching the Holocaust and Other Violations of Human Rights*

William Zimpfer, as a veteran teacher you have demonstrated commitment to teaching about the Holocaust and history which extends beyond your community. In your efforts to make history more meaningful to your students, you have transformed your school community into a historic site for generations to come as a symbol of tolerance and peace. Your work in securing the Anne Frank tree and creating an organization that honors her legacy has made the Southern Cayuga Central School District a landmark of social justice.

We applaud your commitment to combat the horrible consequences of racism, hatred and discrimination. It is evident that the Anne Frank Center Sapling Project made a wise decision in entrusting you with this significant piece of living history. Every day your students gaze upon this tree and realize the power of hope and love even in midst of horrific tragedy. The Southern Cayuga Anne Frank Tree Project is an asset to your community bringing in the arts, social justice activists, authors, conducting food drives and funding field trips.

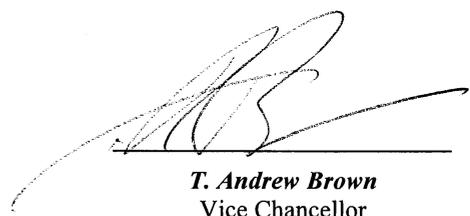
The testimony of Monica Groth, a former student who is now a sophomore in college, sums up the impact of your teaching.

*"What was termed systemic evil was explained, analyzed and recognized in an eighth grade classroom. Mr. Zimpfer explained that a Nazi chain of command was established and its members dehumanized. To this day I specifically remember the content of his words when exposing the testimony of a Nazi general at the Nuremberg trials. Mr. Zimpfer said, "When asked by the court why he had followed orders and if he ever felt guilty for doing so, the officer replied, 'I brought my quota in on time. I delivered it where I was told to'" ...Even though his quota was of human beings and he was sending them to the gas chambers to die. It was from Mr. Zimpfer in eighth grade that I first learned how systemic evil can morph the mind of millions into being ignorant of their roles as murderers and villains- how it may convince the links in a chain of command that their consciences are functionless, their choices powerless and their actions mere gears in a machine. This is a frightening area of study which continued to interest me in later years."*

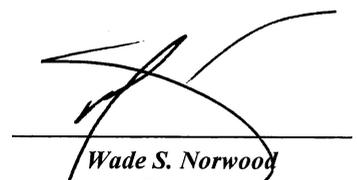
Therefore, on May 8, 2018, it is with special pride and with great respect that the Board of Regents honors you, William Zimpfer, as the 2018 recipient of the Louis E. Yavner Teaching Award for educating others about the Holocaust and other violations of human rights.



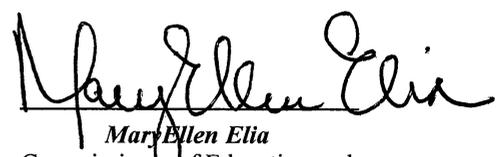
Betty A. Rosa  
Chancellor  
New York State Board of Regents



T. Andrew Brown  
Vice Chancellor  
New York State Board of Regents



Wade S. Norwood  
Regent  
New York State Board of Regents



Mary Ellen Elia  
Commissioner of Education and  
President of The University