



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

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Dear Colleagues,

As I wrote in my [May newsletter](#), we at the New York State Education Department, together with Board of Regents Chancellor Lester W. Young, Jr., Regent Catherine Collins of the 8th Judicial District, and the Members of the Board of Regents, [mourn the lives lost in Buffalo](#) in yet another reprehensible act of violence and hatred. We grieve for the innocent victims, their families, their towns, and our country.

As we look for ways to support our students and our fellow community members following this incomprehensible tragedy, the Department is committed to preparing our children to become active members of their communities who raise each other up and work together for the common good. We are enormously grateful to our educators as they help their students navigate and process the unthinkable.

In the wake of the heinous mass shooting in Buffalo, the Department is taking numerous steps to explore potential areas of support for students and schools across the state. Such actions include having content experts from the Department, in partnership with NYS educators, review all June 2022 Regents Exams, which have already been printed and packaged for shipment to schools. During that review, our experts determined that there is content on the new Regents Examination in United States History and Government (Framework) that has the potential to compound student trauma caused by the recent violence in Buffalo.

While developed by NYS-certified social studies teachers more than two years ago and field-tested to confirm that the exam's content is educationally sound, the tragedy in Buffalo has created an unexpected and unintended context for the planned assessment. The Regents Examination in United States History and Government (Framework) was scheduled to be held for the first time on June 1, 2022. The Department planned to administer this examination earlier than other Regents Exams to allow NYS educators to review the content of the exam and a representative sample of student results to make a recommendation for the performance standards (i.e., "cut scores") for this new assessment.

