



2020-21 High School School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	School Without Walls	Coretta Bridges	9-12

Completing this Document

All high schools completing this document will have between four and seven SCEP Goals:

Required:

1. Graduation Rate (4-year, 5-year, and 6-year)
2. ELA
3. Math
4. Survey

Potential other goals:

5. English Language Proficiency (required for all schools with a Level 1 for this indicator, optional for others)
6. Chronic Absenteeism (required for all schools with a Level 1 for this indicator, optional for others)
7. College, Career, and Civic Readiness (required for all schools with a Level 1 for this indicator, optional for others)

2018-19 Accountability Data

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
All Students	1	4	2	3	1	1	3

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
Black	1	4	2		1	1	3
ED	1	4	2	3	1	1	3

Stakeholder Participation

Background

The SCEP must be developed in consultation with **parents, school staff**, and in secondary schools, **students**, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an “X” in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	x	x			
5/29/20	X	X			
6/10/20				X	
7/23/20					

Stakeholder Participation

TSI School Stakeholder Involvement

TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated. The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)									
		05/29	06/10	7/23							
Coretta Bridges	Principal	x	x								
Lakisha Wilson	Assistant Principal	x	x								
Jennifer St. Clair	Counselor	x	x								
Karen McCann	Teacher	x	x								
Holly Taylor	Teacher	x	x								
Mary Gagnier	Teacher	x	x								
Daren Vergara	Teacher	x	x								
Karen Wagner	Teacher	x	x								
Karie Shaw	Teacher	x	x								

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Strategy Identified	
SCEP Goal(s) this strategy will support	

Clearinghouse-Identified

If "X" is marked above, provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Strategy Identified	
SCEP Goal(s) this strategy will support	
Clearinghouse used and corresponding rating	
<input type="checkbox"/>	What Works Clearinghouse
	<input type="checkbox"/> Rating: Meets WWC Standards Without Reservations
	<input type="checkbox"/> Rating: Meets WWC Standards With Reservations
<input type="checkbox"/>	Social Programs That Work
	<input type="checkbox"/> Rating: Top Tier
	<input type="checkbox"/> Rating: Near Top Tier
<input type="checkbox"/>	Blueprints for Healthy Youth Development
	<input type="checkbox"/> Rating: Model Plus
	<input type="checkbox"/> Rating: Model
	<input type="checkbox"/> Rating: Promising

Evidence-based Intervention

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy Identified	
SCEP Goal(s) this strategy will support	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Graduation Rate Goal

Graduation Rate Goal

Goal

Directions: In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, copy this table and paste a new table below so that each identified subgroup has its own goal.

Subgroup	June 2021 Goal		2018-19 Graduation Rate	
	All	4-year	90.2	4-year
5-year		91.3	5-year	88.1
6-year		88.2	6-year	92.8

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Graduation Rate?
Earlier intervention before kids fall behind in credits. Improved attendance. More kids attending SWW to complete PBATS. Traditional summer school doesn't align with the curriculum of SWW. Not all students complete unique SWW requirements CS, sr. project, etc.
Strengths: Connections to school, advisors, counselors, Ext. Class, student choice
Following the relationship model

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Aug	Aug	Counselors identify students who are behind in credits at each grade level
Sept	Sept	Teachers administer pre-assessments to determine learning gaps
Sept	Jan	Increase support in the building for OCR completion through project labs
Oct	Jan	Increase parent/guardian contact via Zoom or other virtual meetings
Sept	Jan	Find ways to connect parents to Google classroom, increase parent emails, School-wide use of the Remind app, etc.
Oct	Jan	Monthly grade level meetings to identify student needs and develop appropriate intervention plans.
Sept	Jan	Require students to participate in a minimum of 2 virtual community service opportunities. Students may also participate in other volunteer opportunities that follow CDC guidelines.
Sept	Nov	Community Service Coordinator will provide information about virtual opportunities for students to participate in.
May	June	Identify Senior Project ideas at end of Junior year
Aug	Jan	Find more group options for community service

Graduation Rate Goal

Mid-Year Benchmark

Identify the percentage of students in each cohort group that you expect to be on track to graduate this year. This should represent an improvement over the percentage of students who were on track to graduate in January 2020.

Cohort Group	On-Track in January 2020	January 2021 Target
4-year	62%	68%
5-year	86%	89%
6-year	93%	93% All enrolled students graduated

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
Jan	Jun	Increase positive recognition opportunities for students
Jan	Apr	Enrolling students in marking period recovery OCR
Jan	Jan	Mid year community service feedback form check-in
Jan	Jun	Review and update students who are off-track and design interventions
Jan	Mar	Independent PBAT students required time scheduled with Intervention Specialist
May	Jun	Develop a document of student needs at the end of the year to be provided to the next year teachers

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Student engagement	Extended Class meetings w/principal	continued
	Robo calls	continued
	Partner with an Elementary School	October
Better communication with ELL families	Translation for ELL parents of Zoom schedule, robocalls, letters	August

ELA Goal

ELA Goal

Goal

Directions: The HS annual ELA goal will be to demonstrate improved performance on the annual ELA Regents examination. In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use “All Students.” TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

Subgroup	Levels	2017-18 Annual ELA Regents Results	2018-19 Annual ELA Regents Results	2020-21 Goal
All	1*	7.6%	10.4%	2%
	2*	15.2%	15.6%	8%
	3	43.9%	41.7%	48.4%
	4	18.2%	21.9%	41.6%
	5	15.2%	10.4%	%

**For accountability purposes, on the five-level ELA Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school’s ELA performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.*

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?
Students lack the ability to analyze literary devices, synthesize texts and provide textual evidence to support their analysis. They also lack experience with how to effectively answer multiple choice questions.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Aug	Sept	Review January exams to identify greatest areas of need
Sept	Jan	Incorporate more multiple choice assessments across content areas
Sept	Jan	Utilize more informational pieces of text across content areas
Sept	Jan	Increase practice of comparing multiple texts to find commonalities
Nov	Jan	Provide more scaffolding to reduce reliance on graphic organizers
Oct	Jan	Increase the use of more timed writing activities

ELA Goal

Mid-Year Benchmark

Identify the specific assessments of ELA that the school will administer mid-year and what specifically you expect to see in the results of those assessments to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels. The assessment identified should be one administered to those that will be taking the ELA Regents exam at the end of the year.

Assessment	January 2020 Performance	January 2021 Target
CC ELA Regents	Lv 2-9.52% Lv 3-39.68%	Lv 2-8.5% Lv 3 - 43%

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
Jan	Jan	Review January exams to identify greatest areas of need
Jan	May	Align texts for PBATS with texts for ELA exams
Jan	June	Continue to increase practice exams and timed activities
Jan	June	Student self-assessment using provided rubrics

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Time for individual instructional support	scheduled Zoom meetings	As needed
Assess understanding of specific texts	small group discussions	Throughout the reading until completed

Math Goal

Math Goal

Goal

Directions: The HS annual Math goal will be to demonstrate improved performance on the annual Regents examinations. All schools must identify goals for Algebra. Schools may also identify a goal for Geometry, though this is not required. Schools only identifying goals for Algebra should focus their strategies on supporting improved performance in Algebra.

In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

Algebra (required)

Subgroup	Levels	2017-18 Annual Algebra Regents Results	2018-19 Annual Algebra Regents Results	2020-21 Goal
	1*	%	%	%
	2*	%	%	%
	3	%	%	%
	4	%	%	%
	5	%	%	%

Geometry (optional)

Subgroup	Levels	2017-18 Annual Geometry Regents Results	2018-19 Annual Geometry Regents Results	2020-21 Goal
	1*	%	%	%
	2*	%	%	%
	3	%	%	%
	4	%	%	%
	5	%	%	%

**For accountability purposes, on the five-level Algebra and Geometry Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school's math performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.*

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Algebra (<i>and Geometry, if applicable</i>)?	Is this specific to certain sections of the school (grade/content area?)

Math Goal

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Staff	In this building there is trust amongst staff	Improved trust and collaboration	inconclusive-no data

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
No surveys were completed prior to the Covid-19 shut down.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug	Aug	Design a survey to assess current staff view of climate
Aug	Aug	Plan a back to school team building event
Sept	Jan	Allow for monthly teacher strategy sharing during staff meeting
Sept	Jan	Encourage teacher to teacher classroom visitation
Sept	Jan	Weekly acknowledgements “Kudos” of staff members during weekly meetings

Survey Goal

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
Teacher records	20% of teachers sharing and utilizing ideas and strategies from colleagues

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
Jan	June	Monthly sharing of positive collaborations with colleagues
Jan	Jan	Administer a follow up school designed climate survey

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When

ELP Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When

Chronic Absenteeism Goal

Chronic Absenteeism

Note: This goal is required for all schools that received a Level 1 for Chronic Absenteeism. Schools that received a Level 2, 3 or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup <i>(CSI Schools use "All Students")</i>	June 2021 Goal	2018-19 Chronic Absenteeism Rate
All	44.1%	48.5
Black		46.6
ED		52.8

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Students become disconnected from school in early grades due to lack of success	
Family needs	
Social/Emotional needs	

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Aug	Sept	Beginning of the year family kickoff
Sept	Jan	Increase phone calls to encourage student attendance
Aug	Jan	Organize and implement more home visits including more staff
Aug	Jan	Establish relationships with outside agencies and implement their programs in the building regularly
Aug	Jan	Use the school Youtube channel and other social media to provide parents with updated information
Nov	Jan	Have a quarterly attendance contest
Oct	Jan	Provide early intervention with the Intervention Specialist

Chronic Absenteeism Goal

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences	All students	42%	37%

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
Jan	Jun	Connect students with outside mentors
Jan	Jun	Develop work-study programs
Jan	Jun	Get more students to participate in WBL

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Student Engagement	Set a weekly requirement	Aug- Jun
Technology issues	District	
Home life	Connect with social worker, counselor	Aug - Jun
Employed Students	Help with time management strategies	Aug-Jun

College, Career, and Civic Readiness

Goal

Note: This goal is required for all schools that received a Level 1 for CCCR. Schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 CCCR Index
All	92.1	110.7
Black		109.5
ED		107.8

Root Causes

<p>What theories or hypotheses does the school have as to why the school received the College, Career, and Civic Readiness results that it did in 2018-19? Review the measures identified in the ESSA Indicator Worksheet used for this calculation prior to answering.</p>
<p>SWW requires 75 hours of community service which helps students meet this goal.</p>

Targeted Monitoring

<p>Prior to the start of the school year, all schools completing this goal should complete the ESSA Indicators Worksheet to determine the anticipated CCCR index of its 2017 cohort based what the school sees as the likely results at the end of the 2020-21 school year.</p>		
<table border="1"> <tr> <th>Initial Anticipated Score of 2017 cohort</th> <td></td> </tr> </table>	Initial Anticipated Score of 2017 cohort	
Initial Anticipated Score of 2017 cohort		
<p>Schools should then identify students who may be able to increase their anticipated point totals and ensure that their action plan below outlines strategies to support these targeted students. For example, if the student on track to graduate with a Regents diploma is enrolled in an AP course, this would change the student's possible score from 1.0 to 1.5.</p>		
<p>Schools should identify below the specific readiness measures identified in the ESSA Indicators Worksheet that the school will promote, support and monitor so that the CCCR index for the 2017 cohort improves.</p>		
<p>Readiness Measure to receive additional support and monitoring</p>		
<p><i>Ex. Score of 3 or higher on AP exam</i></p>		
<p>Offer the Bilingual Seal of Literacy Program</p>		

Action Plan: August to January

What will the school do in the first half of the year to address root causes and support the readiness measures identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Aug	Aug	Develop a plan to offer the Bilingual Seal of Literacy
Aug	Sept	Identify eligible students for the Bilingual Seal of Literacy
Sept	Nov	Ensure that all students have a community service contract

Mid-Year Benchmark

For the mid-year benchmark for CCCR, the school should once again complete the anticipated score projection performed using the ESSA Indicators worksheet by assigning the highest value to each student in the 2017 cohort that the school is relatively certain can be achieved. The school’s mid-year benchmark will be the score projection the school would like to have in January when this exercise is repeated. The school would see an increase in its projection for each student that the school now has more confidence that the student will achieve a higher result than originally anticipated		
Initial Anticipated Score	Mid-Year Anticipated Score Goal	End-of-the-year Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address root causes and support the readiness measures identified previously ? <i>(add additional rows as needed)</i>		
Start	End	Action

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
ability for students to be able to safely go into the community without health risks	Find virtual ways for students to do community service	on going

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. As part of the root cause analysis process, the school investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the school and promote improved student outcomes.
3. The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
 - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
 - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

TSI Schools: The items noted above should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).