



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Lansingburgh Central School District	Dr. Antonio W. Abitabile, Ed.D.

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Social Emotional Learning and Trauma Sensitive Practices
2	Chronic Absenteeism
3	Parent and Family Engagement
4	Data Collection and Implementation to Drive Curriculum and Instruction

PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Social-Emotional Learning and Trauma-Sensitive Practices</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The Lansingburgh Central School District prioritizes social-emotional learning and embedded trauma-sensitive practices in order to create a safe and nurturing environment for all students.</p> <p>Lansingburgh Central School District Mission Statement: “Our mission is to provide all students with a safe and nurturing educational environment where high expectations, rigor, life-long learning, and civic responsibility are developed and encouraged.” The district’s mission statement aligns with our efforts to incorporate social-emotional learning and trauma-sensitive practices in order to ensure a safe and nurturing environment for all students. The district will continue to facilitate a Trauma-Sensitive School committee in each of the four buildings, in addition to a district-wide committee.</p> <p>The equity self-reflection survey revealed that the district should continue to prioritize social-emotional programs.</p> <p>Student and teacher surveys that were conducted revealed the want and need for SEL integration into all aspects of learning in order to foster acceptance and a positive climate.</p> <p>This priority is closely aligned with other commitments, including the SCEP commitments. When students feel safe and connected in their school community, it will have a positive impact on attendance, which will increase their academic engagement and academic success.</p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Ally Program</p>	<p>The Ally Program has been established with the intent that every Lansingburgh student would have a teacher, staff member, or counselor they could reach out to for support. This program will be Tiered based on students' needs. For example, a student at Tier 1 will meet quarterly with their ally and attend building-wide events, a student at Tier 2 will meet with their Ally bi-weekly and a student at Tier 3 will meet with their Ally weekly.</p> <p>The plan will ensure the consistency of the program and its implementation throughout the school year.</p> <p>The purpose of the Ally Program is to build close relationships between staff and students to ensure students' social-emotional well-being and academic success. This includes checking in, lunches, after-school meetings, and a few scheduled events.</p>	<p>We will know this strategy is making a difference by the results of the K12 Insight Student/Parent & Family surveys and the amount of participation. Additionally, staff and students will be surveyed, through Google Forms, specifically regarding the Ally Program.</p> <p>Feedback from student focus groups will be used to evaluate the effectiveness of the Ally Program. Specifically, it is the hope that all students will identify that they have a trusted adult to seek out in the building.</p>	<p>Administrators will schedule time for teachers/staff to contact allies (ie: during conference days, during team time, and/or faculty meetings).</p> <p>Administration and Guidance will use summer work days to refine the Ally program.</p>
<p>School counselors will continue to implement Social Emotional</p>	<p>-Second Step-PK-8: School Counselors will continue to push into each grade level once a month and conduct</p>	<p>-Pre and Post Assessments will gauge student understanding on each SEL unit. The goal is for students to achieve an 85%</p>	<p>-School Counselors/Social Workers will run these programs.</p>

Priority 1

<p>Learning Programs as well as small group counseling district-wide</p>	<p>lessons. Counselors and Social Workers will continue pushing into Special Education classes this year.</p> <p>The M-Power Program will be utilized in grades 9-12 for Social-emotional Learning Programming.</p>	<p>or higher on the post-assessments for each unit.</p> <p>Administrators will observe School Counselors delivering Second Step programs and give feedback through the observation process.</p> <p>- The pre-test will determine specific areas students need additional time. The use of post-test data will drive further instruction and conversation.</p> <p>-School counselors also evoke feedback from school staff on possible topics</p>	<p>-Funding for the Second Step Program and M-Power Program will be provided by the district</p>
<p>District and Building Level Trauma-Sensitive Schools Teams/Committees</p>	<p>The Trauma-Sensitive Schools District Leadership Team will continue to meet three times a year. They will develop annual goals, action plans, utilize surveys, and provide resources, and professional development to building-level teams.</p> <p>Building committees will align the work of the district committee and develop and monitor an action plan for the building. Through this work calming corners, turnaround rooms, and restorative practices will continue to evolve.</p>	<p>These committees will increase the TSS checklist score for the items they prioritize. The TSS checklist is a fidelity self-assessment for Trauma-Sensitive practices for schools.</p> <p>Trauma-Sensitive Schools Checklist</p> <p>Trauma Sensitive Schools Checklist Aligned Action Plan Document</p> <p>Students/staff will be surveyed through Google Forms regarding the Ally Program.</p>	<p>Money is needed for sensory materials (Example: Fidget Spinners), calming boxes, development of calming corners, and expansion of turn-around rooms.</p> <p>There must be time for committees to meet.</p> <p>Space is needed for a turn-around room and calming corners in classrooms.</p> <p>Funding for PD on Social and Emotional practices and growth, such as restorative practices.</p>

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

95% of students will agree or strongly agree with the statement on the annual Ally Program survey, “There is a teacher, counselor or staff member at school who I can talk to about a problem.”

Second Step Program success will be evaluated by pre and post-tests for each unit, (i.e Summative Knowledge Assessments) that will be given by the School Counselors and Social Workers. Student achievement will increase by 5% from the pre-test to the post-test. Though this goal is the same from 2021-2022, each grade level has different post-assessments.

The District TSS committee will see an increase in the results of the TSS Checklist. These results will move one point in the goal area of each building from the 2021-2022 score (please see the TSS Action Plans).

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Chronic Absenteeism</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The Lansingburgh Central School District is committed to providing all students with a safe and nurturing educational environment where high expectations, rigor, life-long learning, and civic responsibility are developed and encouraged. Attendance is directly related to student achievement and social-emotional well-being.</p> <p>Due to ESSA accountability measures, and student academic, social-emotional, and college/career readiness needs, our district has prioritized reducing our chronic absenteeism rates to meet state goals.</p> <p>Positive school attendance will allow students to take advantage of all the other opportunities the district is providing. When students are at school they are engaged in learning, and their needs are being monitored so that programming can be provided as needed. Student attendance allows for positive socialization skills provided by School Counselors and SEL curriculum.</p> <p>The “How Learning Happens” document states that positive learning environments increase responsibility, have intentional and meaningful learning, create a strong sense of belonging, help strengthen their identity, and promote relationships and personal agency.</p> <p>The Equity Self-Reflection showed that we have sustained cultivating a classroom environment of affirmation and acceptance. This commitment will help us build on our strength in this area.</p> <p>This commitment directly supports our identified school by committing to reduce chronic absenteeism starting with our youngest learners and following through graduation. This commitment also fits into the district’s long-term goal of increasing attendance rates and decreasing chronic absenteeism.</p>

Priority 2

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Increase education and communication about chronic absenteeism at all grade levels.</p>	<p>Administrators and school staff will create programming and communication tools that are age-appropriate for their students.</p> <p>The district will use social media to promote awareness of chronic absenteeism.</p> <p>The district will provide a regular mailing indicating students' attendance status. The mailing will be provided for students with absenteeism rates above 5%.</p> <p>The district will utilize Parent Square as a means of communication with families, as well as Intervention Compass to accurately track data.</p>	<p>The district will know if the strategy is making a difference by having the Attendance Committee regularly analyze school attendance data reports to identify progress or lack thereof. When identifying students who are chronically absent and employing interventions for those students, the goal is to have those students accrue no more than one absence in a month period.</p> <p>The Attendance Committee will recognize trends and make adjustments to the strategies based on data analysis.</p>	<p>School staff requires additional time to make connections for parent outreach.</p> <p>Each school will require its own resources based on the programming and communication tools they are using.</p> <p>The District Communications Specialist will be responsible for utilizing social media to promote awareness of the importance of school attendance.</p>
<p>Incentive Programs</p>	<p>Each school in the district will create attendance incentive programs that promote and encourage attendance.</p>	<p>The district will know if the strategy is making a difference by having the Attendance Committee regularly analyze school attendance data reports to identify progress or lack thereof.</p> <p>The Attendance Committee will recognize trends and make adjustments to the</p>	<p>The Attendance Committees will need to schedule time for data analysis, identify trends, and target students who will be provided with incentives.</p> <p>Money will be needed to purchase incentives if applicable.</p>

Priority 2

		incentive program based on data analysis.	The Attendance Committees will be responsible for organizing and distributing incentives.
Providing a school environment where students and families feel welcomed and supported.	<p>School staff will welcome students and families to come into the school prior to the beginning of the school year.</p> <p>School staff will maintain contact with families and students through phone calls, home visits, the Ally program, etc.</p> <p>Whitson's Food Service will provide breakfast to students who arrive late to school.</p>	<p>The district will know if the strategy is making a difference by having the Attendance Committee regularly analyze school attendance data reports to identify progress or lack thereof.</p> <p>The Attendance Committee will recognize trends and make adjustments to the incentive program based on data analysis.</p>	<p>School staff will need time and money for planning and participating in orientation and open house.</p> <p>School Counselors, School Psychologists, school Social Worker, Principal & Assistant Principals will help support this process.</p>
Buildings will provide before and after school opportunities for students to be engaged.	<p>Buildings will provide activities for students before and after school to increase positive attendance during the day.</p>	<p>The district will know if the strategy is making a difference by having the Attendance Committee regularly analyze school attendance data reports to identify progress or lack thereof based on participation in the before-school and afterschool programs.</p> <p>The Attendance Committee will recognize trends and make adjustments to the before and after school program based on the data.</p>	<p>School staff will need time to develop, highly engaging enrichment activities for before and after school programs.</p> <p>School staff will need money to be allocated for their time in facilitating the before and after school programs.</p>

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

GOAL: By the end of the 2022-23 school year, the chronic absenteeism rate will be at or below our State Measurable Indicator of Progress (MIP):

Lansingburgh Central School District	Elementary Chronic Absenteeism	27.7
Lansingburgh Central School District	High School Chronic Absenteeism	38.9
Knickerbacker Middle School	All students	29.4
Lansingburgh Senior High School	All students	39.1
Turnpike Elementary School	All students	27.6
Rensselaer Park Elementary School	All students	25.8

On a weekly basis, attendance will be reported to Level 2 and SIRS attendance reports will be run to monitor Chronic Absenteeism. School Tool reports on School Attendance will be run to show building-level attendance percentages. Using the SIRS-107 Report, we will break down Chronic Absenteeism rates by subgroup to determine if we are meeting our state-provided MIPS.

Each building will have regularly scheduled Student Support Staff Meetings where data will be reviewed and action steps will be put in place to address individual students. Buildings can schedule parent meetings, home visits, or other interventions as needed.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Parent and Family Engagement</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District's vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district's long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The Lansingburgh Central School District prioritizes parent and family engagement to strengthen our school community. As a district, parent and family engagement is crucial to the success of our students and building(s). Parent and family engagement is the umbrella where, with high engagement, all of the other priorities can also advance.</p> <p>The district needs to provide a safe and nurturing environment where students and families feel comfortable reaching out for support. Additionally, LCSD staff need to be aware of inequities in order to be culturally responsive in the classroom.</p> <p>This priority supports the SCEP commitments by engaging families in their child's education. When families and communities are active members in their student's education, attendance rates increase, engagement in academics increases, and there is a positive social-emotional learning environment in every school.</p> <p>This has emerged as a significant need based on the 2021-2022, K-12 Insight survey, where 31% of students disagree with the statement, "My family attends school events," (such as games, plays, and fundraisers)."</p> <p>25% of secondary students surveyed reported, "My family asks me about my school work."</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Develop authentic relationships/ partnerships with local businesses and community organizations</p>	<p>Include local businesses/clubs (Troy Patriots, Boys and Girls Club, Boy and Girl Scouts, etc.) in-district wide school events.</p> <p>LCSD faculty and staff will support community events by attending events within the community.</p>	<p>Gauging attendance at events with the presence of local businesses.</p>	<p>The Director of School-Community Partnerships, assisted by the Employment and Training Coordinator, will go into the community to work on relationships with business owners.</p> <p>Each building's PTA will form relationships with local businesses.</p>
<p>Develop authentic connections with students and their families.</p>	<p>Staff members will personally invite families to the school-wide community event(s).</p> <p>Parent/family engagement tables will be set up at event(s) to hand out pertinent information to parents/families.</p> <p>This process must involve the PTA in both the planning process and also in attendance at school event(s).</p>	<p>There will be a high number of family attendees and involvement during event(s).</p> <p>Staff will send surveys to families after events asking for feedback.</p> <p>Suggestion boxes will be present for parents/ families at events.</p> <p>Involvement of staff members in school-wide event(s).</p>	<p>The District Communications Specialist will share information on the District's Website/social media.</p> <p>LCSD staff will individually call targeted parents/families to attend events.</p> <p>Time is needed for parent outreach.</p>
<p>Offering alternatives to in-person attendance to conferences/PTA meetings, etc.</p>	<p>Live-stream PTA and Family Advisory (FAC) committee meetings, so parents who are unable to attend in person can still participate.</p> <p>Offer Google Meet as an alternative to an in-person conference.</p>	<p>More families will attend PTA/FAC meetings.</p> <p>More families will attend parent/teacher conferences.</p>	<p>Equipment to stream meetings, ie: web camera, speakers, Chromebooks</p>

Priority 3

<p>Implementation of Parent Square as a district-wide communication tool</p>	<p>All faculty and staff will utilize the Parent Square platform to communicate directly with parents and families</p>	<p>Utilization reports and feedback from the community</p>	<p>Training opportunities for staff members</p> <p>Time for parents to familiarize themselves with the platform</p>
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

- Plan and execute school-wide community events led by the FAC committee and/or volunteers at each building.
- 45% of families in the community attend at least *one* school-wide event.
- 70% of staff members from each building will attend at least *one* of the school-wide events measured by a sign-up sheet. Based on initial attendance of the first event, there will be a 5% increase in attendance from event to event.
- In the 2021-2022 K-12 insight survey, the percentage of students who strongly disagree with the statement, “My family attends school events,” will decrease from 31% to 28%.

PRIORITY 4

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Data Collection and Implementation to Drive Curriculum and Instruction</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District's vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district's long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Lansingburgh Central School District is committed to participating in and implementing professional development in all content areas that increases rigor and expectations by creating more individualized, student-centered, inquiry-based instruction by using data to drive instruction to grow independent learners.</p> <p>This priority emerged due to minimal participation during remote learning and quarantines during the 2020-2022 school year. Student learning gaps increased and a greater number of students fell one or two grade levels behind.</p> <p>This ties into chronic absenteeism, trauma-sensitive initiatives, and parent and family engagement. All of which are part of Lansingburgh's long-term goals. The data that is collected will allow us to provide more individualized instruction, close learning gaps created through remote learning, and allow for student growth as independent learners.</p> <p>Data-Driven Instruction is part of the SCEP for ELA and math for setting high expectations and building rigor into the curriculum.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Each building will have a Data Collection process that is consistent.</p>	<p>Each grade level/department will utilize a uniform collection for data analysis.</p> <p>Staff members will be trained in Intervention Compass, a Data Warehouse.</p>	<p>Teachers will know where/how to implement and use the data collection tool.</p> <p>PLC discussions will be focused on the data.</p>	<p>Teachers will need time to analyze data from assessments, diagnostics, and benchmarks.</p>
<p>Grade-level PLCs focused on data-driven instruction.</p>	<p>Departments by grade level will select an essential question focused on data in order to improve/inform/target instruction.</p>	<p>On-going data collection pre/post test analysis.</p>	<p>Teachers will need time for PLC work.</p> <p>Resources needed will be determined by teachers as they determine the needs for their instruction.</p>
<p>Embedded professional development to enhance instruction in ELA, math and science, and data-driven instruction.</p>	<p>Teachers will participate in professional development that will create more inquiry-based instruction, student choice, and student-centered instruction. This will include making the curriculum relevant to real-world situations.</p>	<p>Benchmarks, pre /post assessments, ongoing data collection, immediate feedback, and coaching within the classroom.</p> <p>Administrators will utilize formal and informal observations to monitor while holding teachers accountable to ensure the PD is implemented with fidelity.</p>	<p>Funding for staff developers, and substitutes during embedded PD will be required to complete this work.</p>

Priority 4

	Data analysis specialists, from Questar, will meet with staff members in grades K-12 to analyze data, including NYS 3-8 assessments, and Regents testing.		
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

In the 2022-2023 school year, we will expect that...

- 85% of teachers will be involved in a PLC that creates a collection format that uses data to support building/district learning goals.
- 85% of teachers will input data into a commonly used data collection system (ie: Intervention Compass) and will use that data warehouse to target specific groups of students to address deficit skills
- 90% of District Teachers will consistently collect, input, and analyze data that correlates to their PLC goal.
- 22% of parents on the 2022-2023 K-12 insight survey will agree that their child's work is challenging.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Rebecca McGrouty	Assistant Superintendent of School Improvement	District
Eileen Culliton	Curriculum Specialist	LHS
Lori Filarecki	Curriculum Specialist	TES
Colleen Buff	Curriculum Specialist	KMS
Mary Haydock	Curriculum Specialist	RPES
Kelly Cataldo	Principal	TES
Greg Rashford	Director of Guidance	District
Kelly DeLeon	Assistant Principal	TES
Matt Vandervoort	Principal	LHS
Melissa Santarcangelo	Assistant Principal	RPES
Andrew Sheehan	Assistant Principal	LHS

Our Team's Process

Katie Stalker	Principal	RPES
Joe Otter	Director of School-Community Partnerships	District
Carrie Phelan	Principal	KMS
Jennifer Rand	Parent	TES
Nancy Andress	CASDA Consultant	District

Stakeholder Participation

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
June 7, 2022	phone
June 14, 2022	Knickerbacker Middle School
June 24, 2022	District Office

Submission Assurances

Submission Assurances

Directions

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

1. The District Comprehensive Improvement Plan (DCIP) 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. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

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).