New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2020-21 District Comprehensive Improvement Plan (DCIP)

District	Superintendent
East Syracuse Minoa Central School District	Dr. Donna DeSiato

2020-21 Summary of Priorities

In the space below, input the five District priorities for 2020-21 identified in this plan.

1	Systematic review of literacy curriculum for all grades, K-8 to be aligned to evidence-based best practices, *which include instructional strategies that expand student thinking and engage students in productive struggle with text, vocabulary, tasks and ideas, questioning and student discussion.*
2	Systematic review of math curriculum for all grades, 6-8 to be aligned to evidence-based best practices, *which include instructional strategies that expand student thinking and engage students in productive struggle tasks, open-ended questioning and student discussion.*
3	Strengthen relationships and develop partnerships with families through enhanced communication, specific to student learning.
4	Systematic implementation of MTSS (Multi-tiered System of Supports) and PLC (Professional Learning communities) for collaborative teacher teams
5	Strengthen understanding of the SEL framework and implementation of differentiated supports, resources and interventions.

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. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education, should be included.

Meeting Dates

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

Meeting Date	Location	Meeting Date	Location
Parent Admin Meeting 4/28/2020	Virtually		
DCIP Team meeting 7/6/2020	Virtually		
District SALT Meeting 7/13/2020	Virtually		
District Advisory Committee 7/15/2020	Virtually		
DCIP Team meeting 7/21/2020	Virtually		
DCIP Team meeting 7/29/2020	Virtually		

Districts with 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 DCIP
Teachers responsible for teaching each identified subgroup	Strategic Action Leadership team Parent - Admin Leadership team District Advisory Committee Strategic plan survey data from all teachers in district
Parents with children from each identified subgroup	Through strategic feedback in Family survey Members of District Advisory Committee
Secondary Schools: Students from each identified subgroup	Through strategic feedback in Student survey Involvement in District Advisory Committee

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the DCIP, their relationship with the school, and their signatures (*add additional rows as needed*).

By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development of the DCIP.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE DCIP. If the District is unable to obtain a signature from an individual, the District 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 DCIP, 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	Signature
Shane Hacker	Executive Director for Curriculum, Learning and Assessment	
Michele Gipe	Director of Teaching and Learning	
Meghan Thomas	Associate Director of Special Education	
Doug Mohorter	Executive Director of Employee Engagement and Accountability	
Adam Shatraw	Coordinator of Early College High School	
DAC Committee (District Advisory Committee)	See link of participants	
SALT committee (Strategic Action Leadership Team)	See Link of participants	

Priority 1

What will the District prioritize to extend success in 2020-21?	**Systematic review of literacy curriculum for all grades, K-8 to be aligned to evidence-based best practices, *which include instructional strategies that expand student thinking and engage students in productive struggle with text, vocabulary, tasks and ideas, questioning and student discussion.***
Why will this be prioritized?	**Our 3-8 data (local and state) suggests that approximately 32% (state) to 47% (local) of students are proficient in literacy.**

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Unit Design in Atlas to include key Tier 2 vocabulary and evidence-based instructional practices/strategies	June 2021
Lesson to focus on vocabulary and language acquisition	January 2021
All students with access to grade-level text, with appropriate scaffolding	June 2021
Lessons include student-centered discussion	January 2021
Regularly scheduled data-driven discussions with teacher teams around student assessment	January 2021
Systematic, evidence-based strategies in writing instruction	January 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	**Baseline**	**Target**
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
i-Ready Reading Grades 3-8 Proficiency (Tier 1)	47%	50% proficient
	End of Year 2020 (optional)	End of Year 2021
	Not available due to COVID-19	55% proficient
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
i-Ready Reading Grades 3-8 - Percentage of students meeting typical GROWTH measures	45%	50%
	End of Year 2020 (optional)	End of Year 2021
	NA	60%

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	**End**	**Action**
September	**November**	Continued professional learning for primary teachers in LETRS
November	**November**	Professional Learning in vocabulary acquisition strategies
August	**October**	Professional Learning in evidence-based practices in writing (6-8)
August	**January**	Curriculum development in ELA K-8 to enhance language acquisition (vocabulary, discussion)
August	**September**	Prioritization of essential standards and learning targets to target most essential learning for each grade level.
September	**October**	Implementation of Universal screening and data analysis of student needs
September	**January**	Development and implementation of Common formative assessment aligned to essential standards
October	**January**	Collaborative team data analysis to target student needs
October	**January**	Instructional specialist will work with all ELA teachers to strengthen their understanding of the literacy briefs (grades 6-8)
January Through June		
Start	**End**	**Action**
February	**February**	Collaborative literacy teams will convene to review updated screening measures and proficiency rates and growth on -i-Ready.
January	**June**	Teachers will continue professional learning in evidence-based best practices, specifically in vocabulary, language comprehension and writing.
January	**June**	Teachers will continue to develop common assessments aligned to essential learning standards.
March	**April**	Evidence-based intervention materials will be explored and identified for specific student needs at each level K-8

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	**Strategy to Address**	**When**
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Focus on most essential learning standards to address	- Prioritization of essential standards and learning targets to target most essential	August -September

gaps in learning	learning for each grade level. - Vertical team conversations to reflect on gaps and prioritized learning	
Units on Atlas updated to address gaps	Update pacing for content in Atlas	August

Priority 2

What will the District prioritize to extend success in 2020-21?	**Systematic review of math curriculum for all grades, specifically grades 6-8, to be aligned to evidence-based best practices, *which include instructional strategies that expand student thinking and engage students in productive struggle tasks, open-ended questioning and student discussion.***
Why will this be prioritized?	**Local data in math:** ● **37% proficient (6-8 i-Ready)** ● **46% proficient (NWEA HS)** ● **NYS 3-8 data 43% proficient** **There is a misalignment between K-5 Math Instruction and 6-8 Math Curriculum**

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Open-ended tasks to promote student thinking	January 2021
Consistent resources used at grade levels to provide equitable opportunities	June 2021
Student instruction includes discussion that shares strategies in student thinking	January 2021
Increased problem solving and less rote computation	June 2021
Evidence-based best practices in math instruction	June 2021
Regularly scheduled data-driven discussions with teacher teams around student assessment	January 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	**Baseline**	**Target**
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
i-Ready Math (6-8) Diagnostic Results of proficiency (Tier 1)	37%	45%
	End of Year 2020 (optional)	End of Year 2021
		50%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
i-Ready Math Grades 6-8 - Percentage of students meeting	27%	35%
	End of Year 2020 (optional)	End of Year 2021

typical GROWTH measures		
		50%

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	**End**	**Action**
September	**January**	Instructional specialist will collaborate with math department to begin examining and evaluating resources
October	**January**	Professional learning on instructional strategies in Investigations to Middle Level Math teachers to help align to elementary math curriculum
October	**October**	Systematic review of math screening data in PLCs after fall Math i-Ready screening in department teams
November	**January**	Identify criteria for quality curriculum resources for math 6-8
December	**January**	Gather grade 6-8 math instructional resources to review in teams
October	**January**	Vertical curriculum alignment between grades 5 - 6
January Through June		
Start	**End**	**Action**
January	**June**	Systematic Math Curriculum Review in grades 6-8
January	**June**	Articulate curriculum alignment (5-6) in Atlas platform
February	**February**	Collaborative math departments at grades 6-8 will convene to review updated screening measures and proficiency rates and growth on -i-Ready.
January	**June**	Teachers will continue professional learning in evidence-based best practices, specifically in mathematical practices.
January	**June**	Teachers will continue to develop common assessments aligned to essential learning standards.
March	**April**	Evidence-based intervention materials will be explored and identified for specific student needs .

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**

Priority 2

Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Focus on most essential learning standards to address gaps in learning	- Prioritization of essential standards and learning targets to target most essential learning for each grade level. - Vertical team conversations to reflect on gaps and prioritized learning	August -September
Units on Atlas updated to address gaps	Update pacing for content in Atlas	August

Priority 3

What will the District prioritize to extend success in 2020-21?	**Strengthen relationships and develop partnerships with families through enhanced communication related to academic and social-emotional learning.**
Why will this be prioritized?	**Parents report in multiple ways that they would like enhanced information on how to support their student's learning (academic and social emotional)** **Survey Data (family):** **53% responded favorably when asked, "I am informed about what my child is expected to learn and do at school."** **51% responded favorably when asked, "I receive information on what I can do at home to help my child with learning and/or behavioral needs."** **61% of families report some level of concern about their child's social-emotional needs.** **28% of families are confident that their child made sufficient academic progress this past spring (distance learning).**

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Identification of essential learning targets on parent communication at curriculum presentations	September 2020
Alignment of learning targets on student work and/or assessments	January 2021
Sharing of resources and support to families to support SEL needs of students and families	November 2020
Further engagement with underrepresented families (i.e. ENL)	January 2021
Sharing of resources so families can best support students at home	October 2020

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	**Baseline**	**Target**
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
		55%

Survey Data (Panorama): Percentage of families that report some level of concern about their child's social-emotional needs.	End of Year 2020 (optional)	End of Year 2021
	61%	50%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Survey Data (Panorama):		60%
% of families who respond favorably when asked, "I am informed about what my child is expected to learn and do at school."	End of Year 2020 (optional)	End of Year 2021
	53%	65%

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	**End**	**Action**
September	**September**	Sharing essential learning priorities with parents through curriculum nights
September	**January**	Regular communication of individual student progress on essential learning standards/ targets,
September	**January**	Share opportunities and strategies to support children at home, that align with essential learning standards and learning targets for individual units of study
September	**January**	Expanded opportunities to engage families more regularly at school events.
September	**November**	Atlas Audit to ensure that essential learning priorities are reflected in the platform
September	**January**	Enhanced communication with ENL families in their home language as needed
January Through June		
Start	**End**	**Action**
January	**January**	Readminister specific elements of the family survey to inform growth toward goals
March	**March**	Professional learning will be provided to teachers related to aligning assessments to standards and ways to communicate that with families
April	**June**	Teachers will begin to Identify learning targets on assessments / assignments so parents can identify student strengths and areas of need.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	**Strategy to Address**	**When**
Ex: Curriculum Maps need	*Convene vertical teams to ensure last year's*	*August*

updating	*missed content is covered in Fall.*	
Professional learning for parents on how to support distance learning and technology usage.	Videos on platforms (i.e. Google Classroom,SeeSaw, etc.) to help parents navigate technology.	August /September
Clarification for parents of expectations related to student learning for fall	Individual conversations, virtual meetings, virtual curriculum night	September

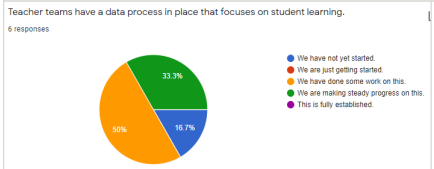
Priority 4

What will the District prioritize to extend success in 2020-21?	**Systematic implementation of MTSS (Multi-tiered System of Supports) and PLC (Professional Learning communities) for teacher teams to identify academic, behavioral and SEL needs.**
Why will this be prioritized?	**John Hattie's research suggests that RtI has an effect size of 1.29 on student learning.** **This has been a focus of our district Strategic plan and is a priority for all building's school improvement planning to systematize and align practices in a MTSS.**

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Regularly scheduled and implementation of PLCs structured in a way to focus on student data/learning	January 2021
Regular check-ins of PLC work in action	
Assessments aligned to standards to target student needs	June 2021
Consistent understanding that MTSS is an umbrella under which PLCs, SEL and RTI all lie	January 2021
Implementation of RTI at Work Essential Actions for Teacher Teams at Tiers 1, 2, and 3	June 2021
Further development of culture of collective responsibility whereby teacher teams collectively and collaboratively take action to meet student needs	June 2021

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	**Baseline**	**Target**
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Panorama survey (strategic plan survey): % of teachers report that their team convenes as a PLC to engage in data driven discussions around student needs.		75%
	End of Year 2020 (optional)	End of Year 2021
	69%	80%

Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	NA	
Number of building SITs who indicate that Teacher teams have a data process in place that focuses on student learning.	End of Year 2020 (optional) 0/6 report that this is fully established 2/6 report they are making steady progress	End of Year 2021 6/6 report they are making steady progress
		

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	**End**	**Action**
August	**December**	Identify academic, behavioral and SEL needs, with a focus on prioritization of the most essential skills and standards
September	**December**	Use of student friendly learning targets at all grade levels
September	**October**	Design and review student progress and assessments
September	**September**	Utilize PLC inventory sheet for self reflection, using "Critical issues for team consideration" as a reflective tool for goal setting
September	**December**	Buildings develop collective commitments for student learning and their vision to have students learn at high levels
September	**January**	Teacher times engage in data-driven collaborative conversations to analyze and target student needs, while identifying gaps students may have as a result of COVID-19
October	**January**	Monitor the progress of students using identified tools and resources that measure growth in both academic and social-emotional measures
September	**January**	Assess the effectiveness of instructional activities and develop and implement Tier 2 interventions outside of the general classroom structure, through collaborative conversations and collective commitments

January Through June		
Start	**End**	**Action**
January	**June**	Each building will continue to work on essential elements of teacher teams at Tiers 1 and 2, dependent of individual building progress
January	**February**	A minimum of 2 Common formative assessments will be developed in each course
		PLCs will use/discuss formative assessment data to develop strategies for improved student learning
January	**January**	Reassess team effectiveness using PLC inventory sheet for self reflection, using "Critical issues for team consideration" as a reflective tool
January	**February**	Teams develop action items or team goals as a result of that inventory
May	**June**	Readminister RTI at work Team reflection Survey

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Gather solid assessment information to identify student needs	Alternative avenues or methods will be pursued for gathering universal screening data/assessment data/progress monitoring data for those students engaged in distance learning only.	September/October
Providing interventions and supports to students within a virtual or hybrid environment	Utilization of technology and small group to deliver interventions If in-person, specialists and counselors will prioritize this time to focus on most significant Tier 3 needs, while collaborating with teachers to address a strong Tier 1 and Tier 2 support.	Throughout the year
Modifying any processes and procedures in place for MTSS	Continued collaborative conversations and support of the MTSS committee to review and support student needs	Throughout the year

Priority 5

What will the District prioritize to extend success in 2020-21?	**Strengthen understanding of the SEL framework and implementation of differentiated supports, resources and interventions, including mental health supports for adults and students**
Why will this be prioritized?	**Data from families and staff indicate a need for support and additional professional learning and support for students.** **Survey Data (family):** **61% of families report some level of concern about their child's social-emotional needs**

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
K-3 Universal screening to support identification of SEL needs (SAEBRS)	September
Identification of interventions for SEL at each tier of instruction	January
Regular implementation of SEL resources (i.e Second Step and Social Thinking) and interventions	October and beyond
Supportive environments for students and adults to support mental health needs	September and beyond
Application of learning from professional learning in Social Emotional Learning and Trauma Informed Instruction	September and beyond
A focus on SEL and instruction as the year begins, so that relationships are established and students are able to adjust to the return to school, in whatever capacity that may be	September

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	**Baseline**	**Target**
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Panorama survey (strategic plan survey):		50%
	End of Year 2020 (optional)	End of Year 2021
% of teachers responded favorably about professional learning about SEL (social-emotional learning)	31%	75%

Data point 2 (optional): **Panorama survey (reopening family):** **% of families reporting that they have some level of concern about their child's social-emotional well-being**	Middle of Year 2020	Middle of Year 2021
		45%
	End of Year 2020 (optional)	End of Year 2021
	61% (28% somewhat, 18% quite, 15% extremely) concerned	30%

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	**End**	**Action**
October	**October**	Administration of SAEBRS Universal Screener
September	**October**	Identification of students and staff who need additional SEL supports as a result of COVID-19, in school and at home
September	**January**	Implementation of Tier 2 and 3 Interventions (i.e Second Step, Social Thinking, individualized counseling, etc.)
September	**January**	All Kindergarten classrooms will implement Social Thinking as a Tier 1 curriculum
September	**September**	Ensure that staff are aware of the mental health supports available to them (EAP) by providing or referencing brochures and pertinent information
September	**January**	School counselors and support staff will support and equip staff with the skills to establish healthy boundaries to support colleagues while being mindful of those boundaries
October	**January**	Teacher teams will identify gaps in intervention resources and determining the resources needed to fill those gaps
September	**October**	Analysis of multiple data sources related to staff and student social emotional needs to identify and teach essential social behaviors.
September	**December**	Continued professional learning for teachers/staff in social-emotional learning and trauma informed instruction
November	**November**	Professional Learning specific to SEL for 6-12 staff in trauma sensitive instruction
September	**January**	Social emotional supports at all levels through evidence-based practices and strategies
September	**January**	Ongoing and systematic review of the K-12 comprehensive counseling plan, per 100.2, Appendix C, Annual Individual Progress Review Guidelines (SE Development review)
January Through June		
Start	**End**	**Action**
January	**February**	Administration of SAEBRS Universal Screener
January	**February**	Continued analysis of multiple data sources related to staff and student social emotional needs
September	**January**	Social emotional supports at all levels through evidence-based practices and strategies
January	**June**	Ongoing and systematic review of the K-12 comprehensive counseling plan, per 100.2, Appendix C, Annual Individual Progress Review Guidelines (SE Development review)
May	**June**	Prioritize summer professional learning needed related to social emotional learning.
May	**June**	Readministration of Strategic Plan Culture and Climate Survey to monitor growth in the focus areas

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
SEL needs of students and staff	- Utilize screening data and other data collected to target students and adults with SEL needs. - Identification of students and staff who need additional SEL supports as a result of COVID-19	October
SEL resources and basic needs (food, internet connectivity, etc.)	Continued support of resources to families and students	September
Communication, specifically the ability to connect with students and develop relationships if distance learning is the mode of learning	Schedule Time and prioritize efforts to develop relationships with students, even if through technology through increased face-time with teachers and adults. Home visits, utilizing known trusted adults to connect with students and families (i.e. previous teachers, related service providers, etc.)	October

Submission Assurances

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

1. X 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. X As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes.

3. X The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.

4. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

6. X 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.

7. X 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).

8. X 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 the following documents by ~~July 31, 2020~~ / 14-day Extension Request Granted - August 13, 20202:

1. DCIP
2. DCIP Planning Document
3. A scanned copy of the Stakeholder Involvement Signature Page. *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.* **** Requirement waived per NYSED*** **(0n 6/22/2020)**

Superintendent Approval: July 30, 2020

Board of Education Approval: August 3, 2020