

**New York State Education Department
LEA School Improvement Grant Update Application, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

School Improvement Grants Update Application

**Section 1003(g) of the
Elementary and Secondary Education Act**

Cover Page

LEA BEDS Code

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District: Greenburgh Eleven UFSD	
Address: 175 Walgrove Avenue, Dobbs Ferry, NY 10522	
Contact Person: Marsha Maddox	Telephone:914-693-8500 x240
Address of Contact: PO Box 501 Dobbs Ferry, NY 10522	
E-mail Address: mmaddox@greenb.lhric.org	Fax:914-693-9468

**New York State Education Department
LEA School Improvement Grant Update Application, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Chief School Officer (in blue ink)



Typed Name: **Mr. Anthony Gyetua-Danquah**

Date: **April 30, 2012**

**New York State Education Department
LEA School Improvement Grant Update Application, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

SECTION I: ASSURANCES (SPECIFIC TO SCHOOL IMPROVEMENT GRANT)

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a Restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements:
 - a. Number of minutes within the school year;
 - b. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - c. Dropout rate;
 - d. Student attendance rate;
 - e. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - f. Discipline incidents;
 - g. Truants;
 - h. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
 - i. Teacher attendance rate.

**New York State Education Department
LEA School Improvement Grant Update Application, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

SECTION III: TEACHER AND PRINCIPAL EVALUATION SYSTEM REQUIREMENTS

Directions: Provide documentation that your APPR plan has been approved by the Commissioner, and include a web-link to your approved plan. Also, check the statement that describes your current APPR: **The district is in the process of creating a website. See the attachments in the transmitting email for a separate pdf of Dr. John B. King, Jr., NYS Commissioner of Education, letter approving Greenburgh Eleven's APPR plan for 2011-12 and a copy of the APPR plan. As required in the note below, by July 1, 2012 the district will submit proof (in the manner described in the directions on this page) of APPR approval for the 2012-13 school year.**

In addition to your district's agreement to comply with the requirements outlined in this SIG application, your district has an approved APPR plan that describes how the district is implementing Education Law §3012-c and Commissioner's regulations for all classroom teachers and building principals in the district in 2012-2013, and ensures that all classroom teachers and building principals will be evaluated in accordance with these provisions.

In addition to your district's agreement to comply with the requirements outlined in this SIG application, your district has an approved APPR plan that describes how the district is implementing Education Law §3012-c and Commissioner's regulations and all of its provisions for all classroom teachers and building principals in SIG Transformation and Restart schools in 2012-2013, and ensures that all classroom teachers and building principals in these schools will be evaluated in accordance with these provisions. **X**

NOTE: Your district must submit proof of approval (in the manner described in the directions above) by no later than July 1, 2012. At the time of submission, the district must also clarify whether the APPR applies to all classroom teachers and principals in the district, or only those in the SIG Transformation and Restart Schools, in 2012-2013. **All required documents as described above have been transmitted with the application.**

**New York State Education Department
LEA School Improvement Grant Update Application, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Cohort 2, Year 2

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it related to district support of PLAs. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '10 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

Brief description of each LEA-level approved '10 SIG Plan Activity (no more than one paragraph for each activity)	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
District support thru the Superintendent's Office, Human Resources, and the Business Office assisted and facilitate SIG grant. implementation.	A representative sample of activities: process purchase orders; improve infrastructure through selection of hardware, software, Smartboards, instructional materials, etc.; contracting and supervising network, wiring Smartboard, and instructional software installation, negotiate Scholastic contract, liaison with May Institute, SED contacts, participated in School Improvement Grant implementation update telephone conferences with SED, etc.	District offices will continue to provide whatever services are needed to facilitate a successful project.	Proceeding according to approved '10 SIG plan
All Administrators including the SIG Manager will be a part of an Administrative Team	School administration and SIG staff met with Central Office administration at least bi-weekly, as indicated in the approved application, to review SIG implementation progress and provide support and encouragement and resolve problems. Frequent telephone, emails, and written communications kept all informed of project status.	Meetings and other contacts will continue since it is a helpful method for fostering communication.	Proceeding according to approved '10 SIG plan

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Transformation Model

Complete for **each Cohort 2 school which received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: **Rafael Cordero Middle School**

NCES#: **361014000454**

Grades Served: **7 and 8**

Number of students: **56**

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '10 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued. LEAs must address any findings provided by SED during PLA school visits in the *Characterization of Activity Progress*.

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Replace the principal who led the school prior to commencement of the transformation model	Principal replacement was not applicable in the original application. The principal at the time of the grant submission date had been hired in September 2010. He was employed for less than	The new principal will participate in training sessions to gain an understanding of instructional and behavior modification programs implemented thru the SIG	Proceeding according to approved '10 SIG plan.

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	one year. The principal resigned February 2012 and the district is in the process of hiring a new building principal which should be completed by mid-May 2012.	grant.	
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and; (2) Are designed and developed with teacher and principal involvement	With broad participation by teachers and administrators, the district developed and adopted a comprehensive rigorous, equitable, and transparent APPR evaluation process for teachers and administrators. The process has been approved by teachers' union, administrators' union, and the BOE. Multiple performance observations, professional practice collections, and student assessment data have been incorporated into the evaluation process.	The district will fully implement the evaluation process in year 2 according to NYS Commissioner's Regulations 3012c. Starting in year 2 (2012-13), this new system will be implemented school-wide for all grades and subjects. Throughout the life of the grant, the district will collect data to use in this rigorous, equitable, and transparent evaluation system.	Proceeding according to approved '10 SIG plan.
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and	The district engaged union representatives in discussions regarding the design and implementation of evaluation systems with the	The district will fully implement the APPR evaluation process in year 2 according to NYS Commissioner's Regulations	Delayed

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
<p>identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>unions representing certified staff and the building principal. A rigorous, equitable, and transparent teacher and principal evaluation systems have been designed based on the regulations adopted by the New York State Board of Regents with the input of the APPR committee (comprised of teachers, the building principal, and other stakeholders) and the negotiating teams. In keeping with the regulations, criteria strongly emphasizes measuring student growth on state assessments or a comparable measure of student achievement growth and locally developed measures of student achievement that are determined to be rigorous and comparable across classrooms. Additionally, the teacher and principal performance evaluation</p>	<p>3012c. The negotiating teams will address staff and building principal eligibility to receive financial incentives as motivational encouragement if at the end of the school year student achievement growth is evidenced through the APPR evaluation systems developed in year 1.</p>	

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	systems incorporate other measures of effectiveness.		
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>Implemented job-embedded professional development in the four basic content areas (English language arts, mathematics, science, and social studies) has been a focal point of the district's staff development emphasis during SIG Year 1. BOCES consultants and Scholastic provided training until the suspension of SIG grant funding in January 2012. Instructional programs were purchased and distributed to staff. The behavioral specialist funded thru the SIG grant worked with students and staff focusing on implementing the PBIS behavioral management system. However, the suspension of funding from early January until late April severely curtailed program impact. May Institute PBIS and RTI training is completely</p>	<p>Consultants will provide year-long training in the four content areas with an emphasis on implementing the Common Core State Standards and instructional pedagogical techniques. The behavioral specialist and the May Institute will provide training and assistance in PBIS and behavior management techniques. The May Institute will provide Rtl and PBIS training as outlined in year one of this section in the approved application. Consultants, the grant funded behavioral specialist, and the May Institute will provide group workshops and individual coaching and demonstration of effective teaching and behavior management practices. The district will expand its relationship with Scholastic to include teacher</p>	<p>Delayed – for some activities due to suspension of grant funding from early January until late April. The district is a special act school district with limited financial resources to support grant activities during funding suspension.</p> <p>Proceeding but not fully implemented according to approved '10 SIG plan.</p>

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

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	<p>delayed for 2011-12 due to the suspension of grant funding from early January until late April.</p>	<p>and administrator training and coaching and mathematics training. As indicated in the approved application, Grades 6 and 9 students and teachers will be included in grant activities starting in year 2.</p>	
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	<p>The district APPR evaluation plan does not include provisions for financial incentives to motivate and encourage staff to perform to their best ability. This aspect must be negotiated with the bargaining units. Staff attended internal and external professional development and training offered thru the district, local BOCES, colleges and universities.</p>	<p>The district will fully implement the APPR evaluation process in year 2 according to NYS Commissioner's Regulation 3012c. The negotiating teams will address staff and building principal eligibility to receive financial incentives as motivational encouragement if at the end of the school year student achievement growth is evidenced through the APPR evaluation systems developed in year 1.</p>	<p>Delayed – for some activities due to suspension of grant funding from early January until late April. The district is a Special Act School District with limited financial resources to support grant activities during funding suspension.</p> <p>Proceeding but not fully implemented according to approved '10 SIG plan.</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State</p>	<p>Technology based instructional programs were purchased and installed. Due to the suspension of grant funding from early January to</p>	<p>The Scholastic instructional site manager will provide training and coaching in the use of instructional materials, pedagogy, the use of</p>	<p>Delayed – for some activities due to suspension of grant funding from early January until late April. The district</p>

New York State Education Department
 LEA School Improvement Grant Application Year 2 Update, FY 2010
 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

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<p>academic standards. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>late April staff did not receive assistance in the form of training or coaching for the non-Scholastic programs. Except during the suspension of grant funding from early January until late April, a Scholastic instructional site manager was on site every day to provide training and coaching. During the funds suspension time the site manager was occasionally available to provide assistance to staff. Each of these technology based programs includes a comprehensive set of daily/weekly formative assessments with an equally comprehensive set of analysis reports. Because of the suspension of grant funding from early January until late April training in the use of these formative assessment reports and analysis of results did not occur so teachers did not</p>	<p>assessment reports and data analysis to enable teachers to plan for differentiation and individualization and modifying instruction. In addition, the data analyst will provide additional support thru the development of reports, and analysis on a daily/weekly basis. The May Institute will be contracted to provide training in Rtl methodology in order to provide staff with the knowledge to focus on data and data analysis. Arrangements will be made for non-Scholastic program training and coaching. As indicated in the approved application, Grades 6 and 9 students and teachers will be included in grant activities starting in year 2.</p>	<p>is a Special Act School District with limited financial resources to support grant activities during funding suspension.</p> <p>Proceeding but not fully implemented according to approved '10 SIG plan.</p>

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	<p>receive the necessary professional development to have an impact on differentiating and individualizing instruction. New assessments were purchased, such as the Star Reading and Mathematics Assessments, in order to monitor student progress toward meeting goals. Because of the suspension of grant funding, May Institute did not provide Response to Intervention (Rtl) training which focuses on data analysis. Due to the suspension of grant funding the data analyst was only recently hired and therefore had a minimal impact on the implementation of the approved grants goals.</p>		
<p>Establish schedules and strategies that provide increased learning time</p>	<p>Schedules and class assignments have been strategically modified to facilitate better use of classroom instructional time. Infrastructure (network and</p>	<p>The changes that have been made during the 2011-12 school year will continue and identified opportunities for adding additional time will be explored and implemented.</p>	<p>Delayed – for some activities due to suspension of grant funding from early January until late April. The district is a Special Act School</p>

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

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	<p>internet) and technology (hardware and software) has been updated to enable differentiation so students can work more independently and at their own pace. Content area time blocks were rescheduled to 90 minutes daily in order to increase instructional time. The six week summer session in July/August provides additional instructional time.</p>	<p>The use of technology to provide more individualized and differentiated instructional programs will enable students to have greater time-on-task and enable teachers to focus on individual student deficiencies. The six week summer session will continue. As indicated in the approved application, grades 6 and 9 students and teachers will be included in grant activities starting in year 2.</p>	<p>District with limited financial resources to support grant activities during funding suspension.</p> <p>Proceeding but not fully implemented according to approved '10 SIG plan.</p>
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>The SIG grant included funds to employ a home-school liaison. The district advertised for but was unable to find any applicants.</p>	<p>The district will continue to seek employment of a home-school liaison. For year 2 the position will be increase to full time to attract a viable candidate as well as to provide sufficient time to provide services. As indicated in the approved application, grades 6 and 9 students and teachers will be included in grant activities starting in year 2.</p>	<p>Delayed</p>

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

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<p>Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>School administration have the authority to make the necessary changes to all facets of the school, including the instructional program, staffing, budgeting, and scheduling. Teachers were reorganized into grade level teams in order to facilitate coordination and communication of instruction. Schedules were organized so teachers have eight common blocks of conference time per week to increase teacher collaboration to facilitate instructional decisions and provide a more efficient instructional program. A comprehensive lesson plan format requires teachers to submit their plans on a weekly basis for administrator review and feedback. Homeroom and class sections were reorganized to more efficiently and effectively</p>	<p>The school will continue to have full authority to make the necessary changes and modifications to improve teacher quality and improve student achievement.</p>	<p>Proceeding according to approved '10 SIG plan.</p>

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

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	group students to facilitate planning and instruction.		
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	The district and school have developed many internal and external partnerships to ensure improved teacher quality and student achievement. The district and school received technical assistance from SED officials thru bimonthly telephone contacts regarding grant issues.	The district will continue to develop and nurture internal and external relationships in order to support the school's mission to improve student achievement. Central office will provide ongoing support for the implementation of all aspects of the project. The district and school will continue to rely on SED officials for information and guidance.	Proceeding according to approved '10 SIG plan.
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.	An extensive procedure is used to recruit, screen and select external providers. Greenburgh Eleven UFSD's purchasing policy (#6700) states that all purchasing of supplies, equipment, and services will be centralized in the business office and overseen by a Purchasing Agent. The policy states that "it is the goal of the Board to purchase competitively, without prejudice or	Current external providers will be continually reviewed and monitored to determine if their services are meeting and exceeding district and staff needs. The district will continue to seek out exceptional external providers to enable successful accomplishment of district goals and objectives. In preparation for the submission of this SIG	Proceeding according to approved '10 SIG plan.

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	<p>favoritism, and to seek the maximum educational value for every dollar expended.” All purchases will be procured at the “maximum quality at the lowest possible cost under the circumstances.” Furthermore, the policy outlines required methods of competition to be used and documentation to be maintained when procurement is conducted in a non-bid process. In cases where the lowest cost option is not purchased, the District is required to provide justification as to why the award is in the best interests of the District.</p>	<p>Update application, the District engaged in discussions with several vendors who bring specific expertise to the Transformation Model. The District will continue to follow all procurement policies before finalizing any contractual arrangements with outside vendors.</p>	

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

SECTION IV: SCHOOL DATA UPDATE: Complete for **each** school receiving SIG funds.

School: **Rafael Cordero Middle School**
Grades Served: **7 and 8**

NCES#: **361014000454**
Number of students: **56**

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school’s progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students group”, for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY	2010-2011 SY
Percentage of students with disabilities	School: 78.5% District average: 79.9%	School: 62.79% District average: 78.7%	School: 65.9% District average: 70.2%
Percentage of English language learners	School: 3% District average: 1%	School: 2% District average: 1%	School: 0% District average: 2%
Percentage of students with interrupted formal education	School: 0% District average: 0%	School: 0% District average: 0%	School: 0% District average: 0%
Number of minutes within the school year	63,936 minutes	63,936 minutes	63,936 minutes
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: Not Applicable %: Not Applicable	#: Not Applicable %: Not Applicable	#: Not Applicable %: Not Applicable
Teacher attendance rate	93.6%	92.0%	92.7%
Distribution of teachers by performance level on LEA’s teacher evaluation system*	Not Applicable	Not Applicable	Not Applicable
*Please describe the LEA’s teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	Not Applicable		

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

SECTION VII: SCHOOL GOALS UPDATE

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.¹

The suspension of grant funding for three and a half months from early January until late April seriously curtailed staff training, in-service, and coaching to support teachers to implement the purchased and installed approved grant programs and activities. This reduction of services limited the instructional impact of the programs and instructional services that would have been provided to teachers, students, and administration.

The district set annual performance goals in relation to the New York State Assessments to begin in year 2 of the grant cycle. The district, as are other New York State districts, is currently administering the 2011-12 state assessments. The results will not be available for a few months after this update application is submitted to the State Education Department. Once the New York State assessment results are available, the grant funded data analyst, administration, and staff will undertake a review of the state assessment results to determine if they demonstrate that the school is on a positive trajectory toward meeting year 2 goals as stated in the application. The analysis will offer suggestions about what steps need to be taken to ensure meeting year 2 New York State assessment goals.

In addition, informal and anecdotal indications from teachers and the Scholastic site manager are that the programs that have been implemented during the 2011-12 school year with the use of the School Improvement Grant funds have made a positive impact on student knowledge and skills. Periodic formative assessments are administered as an integral part of the instructional systems which have demonstrated positive results. Further analysis will be made in June 2012 when the post tests are administered and results compared with the pretest which was administered earlier in the school year. However, the suspension of grant funding from early January to late April limited the progress students made.

¹ These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

SECTION VIII: CONSULTATION and COLLABORATION

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

The majority of students are residents of the Children's Village and live in close proximity to the school since the district is located within the boundaries of the Children's Village. Greenburgh Eleven UFSD, which is a Special Act School District, was created in 1928 to serve children in residential treatment at the Children's Village, a community-based organization. The mission of the Children's Village is to help children and families who are struggling to become productive, independent citizens who will enrich their communities and families through education, work, lifelong relationships, and social responsibility.

Consultation and collaboration activities are frequent and include formal and informal contacts with a broad diverse group of stakeholders on a K-12 basis. Consultation occurs in one-on-one contacts, in small and large group meetings, by email, through telephone conversations, and by written communications.

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name:

BEDS Code:

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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Mona Swanson Signature	Children's Village Chief Operati Officer and local parent	4/27/12 Telephone contact	Conversation notes
Individual's Name (Print/Type) Joann Perini Signature			
Individual's Name (Print/Type) Dawn Quas Signature	President-Greenburgh 11 Federation of Teachers and middle school teacher	4/26/12 Meeting	Meeting notes
Individual's Name (Print/Type) Eleanore Livesey Signature			
Individual's Name (Print/Type) Debra Webb Signature	Greenburgh 11 Federation of Teachers representative and middle school teacher	4/26/12 Meeting	Meeting notes
Individual's Name (Print/Type) Vincent Albanese Signature			
Individual's Name (Print/Type) Adam Feinberg Signature	BOCES Math Specialist	4/27/12 Email	Email
	Scholastic	4/23/12 Meeting	Meeting notes
	Scholastic	3/8/12, 3/11/12, 4/1/12, 4/2/12, 4/4/12, 4/6/12 4/18/12	Discussion notes, emails, Proposal documents
	May Institute	4/19/12, 4/25/12	Discussion notes

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name:

BEDS Code:

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Copy and use additional pages as necessary

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Marsha Maddox Signature	Greenburgh 11 UFSD Deputy Superintendent	4/23/12, 4/24/12, 4/25/12, 4/26/12, 4/27/12 Meeting	Meeting Minutes
Individual's Name (Print/Type) Pam Crowley Signature	Scholastic	4/23/12 Meeting	Meeting notes
Individual's Name (Print/Type) Shantera Wilson Signature	parent	4/20/12, 4/26/12 Telephone contacts	Conversation notes
Individual's Name (Print/Type) Mirla Morrison Signature	BOCES Social Studies Specialis	4/27/12 Email	Email
Individual's Name (Print/Type) Dr. Helen Pashley Signature	BOCES Science Specialist	4/27/12 Email	Email
Individual's Name (Print/Type) Jessica Rivkin Signature	Scholastic Project Manager	4/27/12 Email	Email
Individual's Name (Print/Type) Elton Thompson Signature	Greenburgh 11 UFSD High School Assistant Principal	4/27/12 Meeting	Discussion notes

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

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This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

5. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
6. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Candida Frith Signature	Greenburgh 11 UFSD Middle School Assistant Principal	4/27/12 Meeting	Discussion notes
Individual's Name (Print/Type) Dorothy Riolo Signature	Greenburgh 11 UFSD Supervisor of Pupil Personnel Services	4/23/12, 4/26/12 Meeting	Meeting notes
Individual's Name (Print/Type) Harvey Babischkin Signature	Greenburgh 11 UFSD SIG Grant Manager	4/23/12, 4/25/12, 4/26/12 4/27/12 Meeting	Meeting notes Emails
Individual's Name (Print/Type) John Castiglione Signature	SW BOCES	4/27/12 Email	Email
Individual's Name (Print/Type) Signature			
Individual's Name (Print/Type) Signature			
Individual's Name (Print/Type) Signature			

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

SECTION VIII: SUMMARY OF COHORT 2 EXPENDITURES BY FS-10 BUDGET CODES FOR 2011-2012

Directions: Please complete the following chart, detailing the expenditures that have occurred during the 2011-2012 SY related to implementation of your approved '09 School Improvement Grant application/budget. In the column labeled Proposed Expense Description, please ensure that the expense description is aligned clearly with the information that you have provided as part of your district and school implementation updates.

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended²	Projected Balance/ Carryover	Projected FS10 Budget 2012-13
15	\$147,322	Total – Professional Salaries	No	\$41,238	\$106,084	\$150,148
16	\$75,000	Total – Support Staff Salaries	No	\$7,500	\$67,500	\$96,900
40	\$473,000	Total – Purchased Services	No	\$282,000	\$191,000	\$423,000
45	\$63,975	Total – Supplies and Materials	No	\$27,800	\$36,095	\$67,625
46	\$4,000	Total – Travel Expenses	No	\$1,800	\$2,200	\$8,000
80	\$97,494	Total – Employee Benefits	No	\$26,318	\$71,176	\$129,075
49	\$139,128	Total – Purchased Services with BOCES	No	\$86,558	\$52,570	\$159,570
30	0	Total – Minor Remodeling	No	0	0	\$20,000
		Project Total				\$999,748

² On January 3rd, the Commissioner suspended SIG funds in ten districts as a result of failure to implement Education Law 3012-c. When listing the actual amounts expended for particular codes, districts should also use this space to describe any affects of the suspension of funds on expenditures for the 2011-2012 SY.

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

BUDGET NARRATIVE

Directions: For each Code on the FS-10, provide a description and dollar amount for each proposed expenditure in the space below.

FS-10 Code Number	Amount Allocated	Proposed Expense Description
15	\$106,204	Behavioral specialist -
15	\$37,944	Library/Media Specialist
15	\$6,000	Performance-based financial incentives
15	\$150,148	Total – Professional Salaries
16	\$51,000	Home-School Liaison
16	\$45,900	Data Analyst
16	\$96,900	Total – Support Staff Salaries
40	\$100,000	School Improvement Manager (SIM)
40	\$300,000	Site-licenses for instructional programs
40	\$16,000	Job-embedded professional development
40	\$2,000	Leadership conferences for PLA administration
40	\$5,000	Professional development conference registration
40	\$423,000	Total – Purchased Services
45	\$12,000	Classroom computers
45	\$625	Classroom printers
45	\$20,000	Smart boards
45	\$5,000	Mathematics instructional materials
45	\$5,000	Science instructional materials
45	\$5,000	Social Studies instructional materials
45	\$300	Assessment materials
45	10,000	Academic, behavioral and culminating activity incentives
45	\$8,000	General Supplies
45	\$2,000	Parent workshop materials

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

45	\$67,625	Total – Supplies and Materials
46	\$7,000	Teachers, administration and project team travel
46	\$1,000	Parent travel to workshops & meetings
46	\$8,000	Total – Travel Expenses
80	\$18,899	Social Security – contractual expense
80	\$17,926	Retirement – NYS Teachers – contractual expense
80	\$18,870	Retirement – NYS Employees – contractual expense
80	\$66,867	Health insurance – contractual expense
80	\$148	Worker’s compensation – contractual expense
80	\$1,161	Unemployment insurance – contractual expense
80	\$3,100	Welfare – contractual expense
80	\$104	Disability – contractual expense
80	\$129,075	Total – Employee Benefits
49	\$29,000	Content area specialist – social studies consultant
49	\$32,000	Content area specialist – math consultant
49	\$24,000	Content area specialist – science consultant
49	\$2,000	Leadership development for PLA principal
49	\$20,000	Local area network upgrades
49	\$107,000	Total – Purchased Services with BOCES
30	\$10,000	Wiring for Smart Boards, network connections, computers, etc.
30	\$10,000	Office modification for grand funded staff
30	\$20,000	Total – Minor Remodeling
	\$999,748	Total – Project Year 2

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Statement of Assurances

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

General Federal Assurances

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

ASSURANCES - NON-CONSTRUCTION PROGRAMS

As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CERTIFICATIONS REGARDING LOBBYING

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND
VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, as amended by the New York State Education Department

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

GENERAL EDUCATION PROVISIONS ACT ASSURANCES

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section [1232f](#) of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction –
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section [794](#) of title [29](#) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

NEW YORK STATE DEPARTMENT OF EDUCATION
NO CHILD LEFT BEHIND ACT ASSURANCES

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

- (3) the applicant will adopt and use proper methods of administering each such program, including—
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

- (6) the applicant will—
 - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

- (8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

- (9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

- (10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

- (11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

- (12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

SCHOOL PRAYER CERTIFICATION

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).